

UNIVERSITY OF KWAZULU-NATAL

**JOB SATISFACTION AND ORGANISATIONAL COMMITMENT AMONG
SOUTH AFRICAN TEACHERS: A STUDY OF SIX SECONDARY
SCHOOLS IN THE ILEMBE DISTRICT OF KWAZULU-NATAL**

By

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degree of**

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DECLARATION

I, **Sibusiso Simamane**, declare that:

- i. The research reported in this dissertation, except where otherwise indicated, is my original work.
- ii. This dissertation has not been submitted for any degree or examination at any other university.
- iii. This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Signed: _____



Sibusiso Simamane
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DEDICATION

I dedicate this research to my late beloved mother, *Bongiwe Miriam, uMaDlamini*, whose sacrifices and unconditional love against all odds, made it possible for me to realise this feat.

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I would like to express my heartfelt indebtedness to the following people for making a meaningful contribution my completion of this difficult journey:

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ABSTRACT

This study seeks to interrogate the effects of the perceived lack of job satisfaction, loyalty and organizational commitment on South African teachers and to explore the possible causal factors leading to this phenomenon. To illustrate the extent and seriousness of the problem, the Minister of Basic Education has revealed that some 25 000 teachers left their jobs between 2005 and 2008. She also conceded that South Africa was producing 12 000 less teachers a year than required by the system. The Department of Basic Education has had to resort to recruiting teachers from countries like Zimbabwe and Cuba especially in critical subjects such as Mathematics and Science. This state of affairs points to a system that is in a serious crisis and an urgent need to get to the bottom of the problem.

The aim of the study was to explore the factors impacting on the levels of Job Satisfaction, Loyalty and Organisational Commitment among South African teachers. The study objectives were: 1. To find out if the lack of job satisfaction, loyalty and organizational commitment affect the productivity of teachers in South Africa. 2. To interrogate the possible causal factors that contribute to the perceived lack of job satisfaction, loyalty and organizational commitment among South African teachers. 3. To establish the roles that can be played by different education stakeholders to improve the levels of job satisfaction, loyalty and organizational commitment among South African teachers.

Face-to-face open-ended interviews were conducted with a total of 16 teachers comprising of school principals, heads of departments (HODs) and post level 1 educators. Participants were drawn from six secondary schools. Two schools were sampled from the urban, quintile three schools. The second pair of schools was selected from the semi-rural, quintile two schools. The third pair was selected from the rural, quintile one schools. This was to ensure that responses would be a fair reflection of teachers' lived experiences from different economic and social backgrounds. In total six principals, four HODs and six post level 1 educators participated in the study. The key findings of the study indicate that there were serious challenges facing the education system ranging from heavy work load, especially in low-enrolment schools; a perception of unfairness in processes of promotions; policy uncertainty and a poor work environment. The implication is that there needs to be far-reaching changes in policy pertaining to staffing for schools, promotion processes, in-service training and the role of school governing bodies. The researcher is of the view that there needs to be a continuous search for the causes of

the system's underperformance. One area that should be a subject of a thorough research going forward is the suitability and effectiveness of the country's teacher-training curriculum.

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LIST OF ACRONYMS

CAPS: Curriculum and Assessment Policy Statement

DBE: Department of Basic Education

HOD: Head of Department

OCB: Organisational Citizenship Behaviour

OBE: Outcomes Based Education

PIRLS: Progress in International Reading Literacy Study

PPM: Post-Provisioning Model

PPN: Post-Provisioning Norm

SACMEQ: The Southern and Eastern African Consortium for Monitoring Education Quality

SGB: School Governing Body

SMT: School Management Team

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1. Introduction

This study seeks to interrogate the effects of the perceived lack of job satisfaction, loyalty and organisational commitment on South African teachers and to explore the possible causal factors leading to this phenomenon. This chapter highlights the background of the study, which includes the rationale for the study; the review of relevant literature; the statement of the research problem; the research objectives; the research questions; the delimitation of the study; the assumptions of the study; the definitions of key terms and also outlines the structure of the dissertation.

1.2. Background of the study

The problems plaguing South Africa's education system are well documented. Such problems include, among others, high teacher turnover and poor learner attainment in key subjects like Science and Mathematics. According to Mampana (2012), in spite of a number of targeted initiatives by the Department of Basic Education (DBE) to retain teachers in the system, the department was still faced with an unacceptably high number of teachers leaving their jobs.

High attrition of experienced personnel has been cited as one of the causal factors to South Africa's failure to meet the millennium development goal of achieving the universal primary education by the year 2014 (Mampana, 2012). A recent study by the Human Sciences Research Council (HSRC) found that some teachers were bunking classes because they themselves struggled with primary school Mathematics (News 24.com, 2013).

The factors that point to the apparent lack of organisational commitment, job satisfaction and loyalty among South African teachers include the shockingly high level of absenteeism, high employee turnover and regular work stoppages and other forms of industrial actions, to mention just a few. It is reported that South Africa has the highest teacher absenteeism rate in Southern Africa. It is reported that on average one teacher is absent for nineteen (19) working days per academic calendar year (News 24.com, 2013). This translates to more than nine percent (9.5%) of learning and teaching time that is lost each year. This picture is even worse when one takes into account the fact that a substantial amount of teaching time is said to be

lost while teachers sit idle in staff rooms doing nothing. It is reported that township and rural school teachers use less than fifty (50) percent of class time on teaching, with the majority of that time spent sitting in staff rooms (Ndlovu, 2011: 7).

To illustrate the extent and seriousness of the problem, the Minister of Basic Education has revealed that some 25 000 teachers left their jobs between 2005 and 2008. She also conceded that South Africa was producing 12 000 less teachers a year than required by the system (IOL News, 2010). The Department of Basic Education has had to resort to recruiting teachers from countries like Zimbabwe and Cuba, especially in critical subjects such as Mathematics and Science (Mampana, 2012). This state of affairs points to a system that is in a serious crisis and an urgent need to get to the bottom of the problem.

South Africa's education system cannot improve and ultimately reach its true potential while these problems persist. It is, therefore, important that the root causes of the problems facing our education system are understood. This study should benefit all the major stakeholders involved in education, namely: the policy makers, the School Governing Bodies (SGBs), the school management teams, ordinary teachers, learners, labour unions and the teacher training institutions.

Numerous scholars and other opinion makers have done a considerable amount of research on the factors that effect organisational commitment, job satisfaction and loyalty on employees in general. There is overwhelming consensus that a lack organisational commitment, job satisfaction and loyalty impact negatively on employee productivity. Field and Buitendach (2011) argue that there is a strong correlation between organisational commitment and work engagement as well as happiness and work commitment. They then argue that happiness with one's job is a prerequisite for engagement and commitment at work.

According to Rampa (2014), passion and motivation play a critical role in the quality of every employee's performance in their jobs. He further emphasizes the importance of an enabling organisational culture and pleasant working conditions in the profession in fostering and sustaining the employee's productivity. van Dyk and Coetzee (2012) argue that employee-centred HR practices, such as training and development, work-life balance, remuneration and recognition have a positive effect on work commitment of employees. Kooij *et al.* (2013)

argue that satisfied employees are time-effective at work and are not likely to take sick leave unless it is extremely necessary. It is, therefore, imperative that any factors that militate against employees giving their best at work be identified and addressed.

Job satisfaction refers to a positive emotional state resulting from the appraisal of one's job (Katsikea, Theodosiou, Perdakis, & Kehagias, 2011). Bakker and Oerlemans (2012) assert that high levels of subjective well-being are associated with high levels of job satisfaction, regular experiences of positive emotions and very rare experiences of negative emotions.

According to Patrick and Sonia (2012), employees form attitudes towards their jobs by taking into consideration their feelings, their beliefs and their behaviours. They further argue that, for this reason, job satisfaction can be defined either as the overall job satisfaction of an employee or the satisfaction with particular aspects of the job, such as pay, working conditions, co-workers, company policies, supervision, the work itself and opportunities for promotion.

Organisational commitment is defined as the preparedness of the employees to make a greater and determined effort on behalf of their organisations, a profound desire to stay in their organisations and advance their goals and values. The employees have a sense of duty to the organisation (Rothmann & Viljoen, 2009, cited in Field and Buitendach, 2011).

According to Allen and Meyer (1990), cited in Field and Buitendach (2011), Organisational commitment is three dimensional and comprises of affective commitment, normative commitment and continuance commitment.

- *Affective commitment* refers to the employee's state of emotional attachment to, involvement and identification with the organization.
- *Normative commitment* refers to the employee's feelings of compulsion to remain in the organization.
- *Continuance commitment* refers to commitment based on the costs that the employee associates with leaving the organization. *Continuance commitment* has two sub-dimensions, namely, personal sacrifice and lack of alternative

According to Sypniewska (2014), job satisfaction generally results in a positive attitude towards one's work, co-workers as well as the entire organisation. She further argues that a

satisfied workforce builds and actively participates in the success of any organisation. The level of job satisfaction is further influenced by a sense of justice. Worker satisfaction is the outcome of what they receive in exchange for their contributions. Perceived fairness has a positive impact on the levels of motivation and satisfaction (Sypniewska, 2014)

van Dyk and Coetzee (2012) further maintain that organisational commitment results in positive attitudes to jobs and affects outcomes like employees' intentions to leave, organisational citizenship behaviour, performance and job satisfaction. They further argue that, organisational and employee-centred human resource practices like work-life balance, compensation, supervisor support, communication, rewards and recognition, training and development, job characteristics and opportunities to develop careers, influence the commitment of employees.

1.3. The research problem statement

South Africa spends the highest percentage of her Gross Domestic Product (GDP) on education. It is clear though, that the huge resources that are pumped into the system do not yield commensurate results. The system is still face with challenges of learner underperformance in critical subjects like Science and Mathematics. The reported high rate of absenteeism among teachers as well as the high teacher turnover, among other challenges, point to a system that is not working optimally. This justifies continuous research into the underlying factors of the challenges in the system. This study seeks to examine the teachers' attitudes to their jobs and explore different interventions that can be made to enhance their job satisfaction and organisational commitment.

1.4. The research objectives

The general objective of the study is to explore the factors impacting on the levels of Job Satisfaction, Loyalty and Organisational Commitment among South African teachers. The specific study objectives are:

- (a) To find out how job satisfaction, loyalty and organisational commitment affect the productivity of teachers in Ntshong District.
- (b) To understand the factors that lead to the perceived lack of job satisfaction, loyalty and organisational commitment among teachers in Ntshong District.
- (c) To establish the roles played by different education stakeholders to improve job satisfaction and organisational commitment among teachers in Ntshong District.

1.5. The research questions

To achieve the stated objectives, the study seeks to answer the following questions:

- (a) How does job satisfaction, loyalty and organisational commitment affect the productivity and job performance of teachers in Ntembe District?
- (b) What are the factors for the perceived lack of job satisfaction, loyalty and organisational commitment among teachers in Ntembe District?
- (c) What contribution do different stakeholders make to improve the levels of job satisfaction, loyalty and organisational commitment among teachers in Ntembe District?

1.6. The significance of the research

The study is an attempt to get a better understanding of the challenges facing teachers in South Africa and to explore possible solutions. It is hoped that desired job attitudes on the part of teachers will go a long way in improving learner attainment and the standard of education in general. Furthermore, a thorough and continuous research on the topic is made necessary by the dismal performance of South African learners when compared with their peers from other African countries. The Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) III looked at education inequality, and noted that the poorest 20% of South African learners perform far worse than most of their counterparts in other eastern and southern African countries (Spaull, 2012). In the 2011 Progress in International Reading Literacy Study (PIRLS) test, 43% of South African learners failed to attain the low international benchmark. Of the fifteen countries in the region, South Africa's poorest learners were at 12th place for mathematics, and 14th for reading. (Howie *et al.*, 2012).

Certainly, the huge investment made by the government in an effort to improve South Africa's education and the country's economic status on the continent should be manifest in the standard and quality of education in the country. The fact that this is not happening demands an ongoing probing for answers.

1.7. Delimitation of the study

The research is delimited to the views and lived experiences of school principals, heads of departments, and post level 1 teachers of six secondary schools in the Hhembu District of KwaZulu-Natal department of education. The study was conducted between May 2016 and September 2016.

1.8. Assumptions of the study

The study was premised on the following assumptions:

- There is a lot that needs to be done to enhance job satisfaction and organisational commitment of South African teachers.
- Improved job satisfaction and organisational commitment will result in improved productivity and efficiency by teacher thus impacting positively learner performance and attainment.

1.9. Definitions of key terms

1.9.1. Job satisfaction

Job satisfaction has been defined in numerous ways. Lumley *et al.* (2011: 101) define job satisfaction as “an individual’s total feeling about their job and the attitudes they have towards various aspects or facets of their job, as well as an attitude and perception that could consequently influence the degree of fit between the individual and the organisation”.

According to Suma and Lesha (2013), job satisfaction is an affective response to the job seen either in its totality (global satisfaction) or with regard to specific aspects (facet satisfaction) i.e. pay, supervision etc. Job satisfaction is further understood as the positive orientation of a person towards the role which he/she is presently occupying and the degree to which the employee is comfortable and happy with his/her job (Suma & Lesha, 2013).

Job satisfaction is further defined as a gratifying or affirmative emotional state, resulting from the observation of one’s job as fulfilling or allowing the fulfilment of one’s essential job values (Suma & Lesha, 2013). Job satisfaction is an emotional reaction to a job condition, which is often determined by how well results match or exceed expectations, for instance, if workers think that they are treated unfairly and receive less remuneration, they are more

likely to have negative feelings towards their work, supervision or co-workers (Rehman *et al.*, 2013).

1.9.2. Organisational commitment

Organisational commitment has become one of the most common variables studied in the last few decades. Like every other psychological constructs, organisational commitment does not have a universally accepted definition. It has been defined and measured in many different ways. The many definitions and measures have the common idea that organizational commitment is understood to be a bond between the individual and the organisation (Suma & Lasha, 2013).

Organisational commitment is regarded as a psychological association an individual has with their organisation, characterised by profound identification with the organisation and a willingness to contribute to the attainment of organisational goals (Lunley *et al.*, 2011).

Some scholars view organizational commitment as the strength of an employee's involvement with an organisation. Others suggest that organisational commitment is shown through compatibility between personal and organisational values and goals (Susanty & Miradipta, 2013).

According to Mohamed and Anisa (2012) organisational commitment refers to the willingness of an employee to apply higher levels of hard work for the sake of the organization, approval of its strategic goals, principles, values and ethics and a strong desire to stay with the organization.

According to Lee *et al.* (2014) committed employees are generally loyal to their organisations and want to continue their association with their organisations even when there are better options in terms of pay and benefits.

1.10. The structure of the dissertation

Chapter 1- Introduction

In this chapter, the researcher provides a short overview, the motivation of the study, the focus for the research, the research objectives, the research questions, limitation of the study and conclusion.

Chapter 2- Literature Review

The researcher will be gathering information using theoretical aspects and any empirical work done by other scholars like journals, reports, books, newspapers to produce a sound and credible conceptual framework on the topic.

Chapter 3- Research Methodology

This chapter will deal with the selection of a research design that will suggest the correct method that will be used to collect data as well as the sampling method that will be chosen. The target group of people for the study will also be described in this chapter.

Chapter 4- Presentation and Discussion of the Findings

In this chapter, the researcher will present and discuss the findings of the study. The chapter will also examine the ethical issues, trustworthiness, validity, reliability and limitations of the study. The researcher will also outline the limitations of the study.

Chapter 5- Conclusion and Recommendations

This chapter will focus on the outcome of the study and the recommendations for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter explores different theoretical approaches to the concepts of job satisfaction and organisational commitment. This is done to ensure that the study is based on a clear and thorough understanding of different lines of thought concerning these concepts that have been developed by different scholars over the years. The chapter also deals with the review of relevant literature by various scholars pertaining to factors that impact on employees' job satisfaction, productivity and organisational commitment. The aim is to establish the impact of such factors on the teachers' attitudes towards their jobs and the resultant impact on the overall quality of education. Although this literature review deals with many factors and dimensions of job satisfaction and organisational commitment, the scope of the research will not extend to demographic information such as age and gender. The research focuses on teachers in general. Each section of the literature review has been examined with the objective of giving the researcher in-depth knowledge and the necessary theoretical background in order to formulate meaningful qualitative interview questions.

2.2. Theoretical and conceptual framework

There are different theoretical approaches to both the concepts of job satisfaction and organisational commitment. This section deals with the three different approaches that have been developed in explaining job satisfaction and measuring the employees' levels of satisfaction. The next part of this section will deal with the three-component conceptualization of organisational commitment. These theories and approaches are very important in trying to understand the reasons for employee behaviour and job attitudes in general. The literature covers relevant research work on job satisfaction and organisational commitment, including relevant concepts and constructs.

2.3. Approaches to Job Satisfaction

According to what Hackman and Oldham (1976) call the "information processing model" job satisfaction is solely dependent on the characteristics of the job. According to this approach, employees collect information about the job, the workplace and the organisation, and

cognitively evaluate these features in order to determine the level of satisfaction (Vanden Berghe, 2011).

The second model maintains that the measurement of the level of job satisfaction is based on information about past behaviour and what others at work think. It shifts its emphasis to the effects of the context and the impact of past behaviour, instead of individual pre-dispositions and cognitive decision-making processes. Therefore, job satisfaction is reliant on how others at work assess the workplace (Vanden Berghe, 2011).

The third approach maintains that job satisfaction is reliant on the attributes or the dispositions of individual employees. Such dispositions can be determined by experience or genetic heritage or both. In short, job satisfaction can be understood as a function of: (a) the features of a job, (b) the view of others and (c) the individual employee's personality (Buys, Olickers & Schaap, 2007).

2.3.1. Job satisfaction as a function of job features

This approach to job satisfaction is divided into two theories; namely, i) the two-factor theory and ii) the job characteristics model.

i. Two-Factor Theory

Frederick Herzberg (1959), in his Two-Factor Theory deals with the issue of workplace motivation. The theory introduces two factors that account for overall job satisfaction and they are referred to as motivators and hygiene factors. Herzberg argues that while the existence of motivators in a job can lead to the improved levels of satisfaction, the nonexistence of hygiene factors in the workplace can lead to dissatisfaction. Hygiene factors refer to the atmosphere and the environment of the work. Such factors can include salary, safe working environment, etc. Motivators are associated with the features of the job itself (Vanden Berghe, 2011).

Herzberg's theory explains why employees who earn high salaries and experience great working conditions still lack motivation. According to Herzberg these two elements only represent hygiene factors, which addresses the issue of dissatisfaction. He argues that motivation comes from the job itself. Therefore, it is essential for managers to look into the nature of the jobs they require their employees to perform. Herzberg argues that if you want

employees to perform well and do a great job, you should have a good job to start with. So, in order to improve productivity and job attitudes, employers must pay attention to both factors and not take it for granted that an increase in satisfaction will result in a consequential decrease in dissatisfaction (Buys, Olckers & Schaap, 2007).

ii. Job Characteristic Model

While Herzberg supported the creation of "good jobs", Richard Hackman and Greg Oldham (1975) built on that idea by endeavouring to define what we understand a "good job" to actually look like. In their Job Characteristic Model, they identified five central dimensions for assessing the immediate work environment. They argue that any job can be assessed for its motivating potential by making use of these five dimensions. The five dimensions, cited in (Vanden Berghe, 2011), are *skill variety*, *task identity*, *task significance*, *autonomy* and *feedback*.

- *Skill variety* describes the extent to which a job entails the application of a number of diverse skills, capabilities or talents. Such activities should not only be different, but must also be distinct enough to necessitate different skills (Vanden Berghe, 2011). Skill variety is an apparent diversity and complexity of skills and talents required by a job to perform it. A teacher, for example, must be good at data analysis and computer literate to be able to effectively analyse learner performance and come up with meaningful interventions. Therefore, employees must possess a range of skills in order to perform their jobs efficiently and effectively. Skill variety in an organization may be attained through continuous training as well as through job rotation (Mhlanga, 2012).
- *Task identity*, which defines the extent to which a job involves accomplishment of a whole and distinguishable piece of work. Task identity requires an employee to perform all the tasks required to complete the job from the beginning to the end of the production process. (Buys, Olckers & Schaap, 2007).
- *Task significance* refers to the importance of the job; the extent to which the job has an impact on the lives of other people and the organization or the external environment. According to Mhlanga (2012), the single most important impact on an employee's job satisfaction experience emanates from the type of the work assigned to them by the organization. It means that if the job entails sufficient variety,

discretion, challenge and latitude for using one's own skills and abilities, the employee assigned the job is likely to experience job satisfaction. Therefore, employees need to be assigned jobs which they can be identified with, which demonstrates that they are valued assets to the organisation.

- *Feedback* refers to the degree to which the employee receives information about the efficacy of the performance. This is not only limited to supervisory feedback, but also the ability to observe the effects of one's own work (Vanden Berghe, 2011). Employees prefer a job that is mentally stimulating in that it affords them with opportunities to use their expertise and abilities and offers a variety of tasks, freedom and feedback on how well they are doing. The formation of precise goals, feedback on advancement towards these goals, and reinforcement of desired behaviour all arouse motivation. The fewer, ambiguities, distortions and inconsistencies that occur in communication within the organisation, the more satisfied employees will feel regarding their work (Lumley *et al.*, 2011). Feedback may be in the form of compliment for the good work which leads to increased motivation and job satisfaction. It may also come as information for the need to improve on certain aspects, which the employee will work on in order to be more effective. When an employee is acknowledged for a task well done it makes them feel important and gives them a sense of self actualisation. This may be the same with feedback which is provided to the employees usually by their superiors (Mhlana, 2012).

- *Autonomy* is the extent in which the employee is free to schedule the pace of their work and define the procedures to be used (Vanden Berghe, 2011). According to Buys *et al.*, (2007), job autonomy is when a jobholder is afforded the power and freedom to exercise his/her own authority while making a decision. Autonomy gives rise to feelings of accountability and responsibility. When an employee is given power to make decisions on their own they are most satisfied as they consider themselves as valuable to the organisation.

Hackman and Oldham's model maintains that attention to these five job features produces three important psychological states, i.e. 1. Meaningfulness of work: for example, teachers may experience meaningfulness of work even in challenging working conditions, because of

the belief that their efforts make a difference in the lives of their pupils; 2. Experienced responsibility for outcomes of work: job efforts are observed as causally associated with the end results of the work, and 3. Knowledge of the real results of work activities: this can be qualified as feedback. The jobholder is able to judge the quality of their performance (Vanden Berghe, 2011).

In his Range of Affect theory, Locke (1976), asserts that job satisfaction determined through a difference which exist between what an employee wants from a job and what the employee is getting from the job. A miniscule difference sets out job satisfaction as being high and a huge difference would mean the employee is less satisfied with the job. Furthermore, this theory also affirms that employees give priority to one facet of the job. This prioritization is different for every individual employee. For example, one employee may value good working conditions more than anything at work, for another employee challenging work might be more important compared to working conditions. The absence of the facet will lead to job dissatisfaction of the employee. Hence, to guarantee job satisfaction, we have to identify the most important facet of the job that an employee wants and ensure this facet is met suitably (Lumley *et al.*, 2011)

2.3.2. Job satisfaction as a function of other people

Salancik and Pfeffer (1978) came up with what they called the social information processing model. According to this model, job satisfaction is subject to the influence of others in the work place. Employees are likely to observe and replicate the attitudes and behaviours of co-workers with similar occupations and interests and of seniors who are regarded as influential and successful (Vanden Berghe, 2011).

Furthermore, Griffin's and Bateman's (1986) study in this field found that there was a strong, positive correlation between behaviour displayed by leaders and job satisfaction. Similarly, Agho *et al.* (1993) found that perceptions of distributive justice – the seeming level of even-handedness in distributing rewards in an organisation had an effect on job satisfaction (Vanden Berghe, 2011).

2.3.3. Job satisfaction as a function of personal disposition

The notion of personal disposition covers a wide range of facets, which are not necessarily relevant to the subject of job satisfaction. Therefore, for the purposes of this study, we will try to deal with the most essential personal dispositions:

➤ Affective disposition

Affective disposition, which is the tendency to have positive or negative thoughts and emotions, has a significant impact on one's subjective well-being. Subjective well-being in turn and the resultant affective disposition has a significant impact on job satisfaction and so does job satisfaction on one's subjective well-being. Although job characteristics are important determinants for job satisfaction, they cannot be more important than an individual's subjective well-being (Vanden Berghe, 2011).

This means that, besides the nature of the job itself, the affective disposition of an employee is a key determinant for job satisfaction. It can also be concluded that job satisfaction influences one's overall satisfaction. This infers that an employee who is not satisfied with his or her job, but absolutely satisfied with his or her life, may perform very well on the job. Also, an employee who is absolutely satisfied with his or her job, but totally dissatisfied with his or her life, may perform badly on the job (Vanden Berghe, 2011).

➤ Gender

Lefkowitz, (1994), cited in Vanden Berghe, (2011), did an analysis of a number of studies and concluded that women's job satisfaction is on average lower than that of men. One reason for this phenomenon could be that on average women are less invested in their jobs, since their incomes are, or at least considered to be, merely the additional income in the household. Another, more likely, reason why women experience less job satisfaction is that they tend to have less attractive jobs on average compared to men. Lefkowitz's follow-up study confirmed this conclusion by proving that the differences between women and men in the level of job satisfaction vanished when variables such as income, age, education and status were kept equal between women and men (Vanden Berghe, 2011). Magoc (2013) argues that the associations among demoralization, quality of work and job satisfaction are far stronger for men than women, which explains the interaction of demoralization with gender.

➤ Age

According Mckenna (2000), job satisfaction tends to increase during the course of working life. Several reasons are advanced for that:

- i. older employees have better jobs than younger employees, because, owing to a longer career, they had more opportunities to acquire a desirable job;
- ii. older people have lowered their expectations over the years;
- iii. the older generation has always been more satisfied;
- iv. older people who are dissatisfied are more likely to resort to early retirement, while the satisfied older people are remaining in their jobs. This results in a skewed image of the level of job satisfaction among older employees by cancelling out the dissatisfied cohort.

According to Besen *et al.* (2013), employees of different ages may have diverse needs at work, even when the job is the same, suggesting that for younger employees, providing jobs that give workers the opportunity to use a wide range of skills, to have control over their work and to develop friendships at work, may enhance job satisfaction. While variety, autonomy and friendship tend to be more important to job satisfaction for young adults, older workers, on the other hand, tend to attach more importance on feedback and task significance. The study also concluded that older employees have higher job satisfaction levels overall.

2.4. Dimensions of Organisational Commitment

Allen and Meyer (1990) devised a three-component conceptualization of organisational commitment, namely: (a) affective or attitudinal commitment; (b) continuance or behavioural commitment and (c) normative commitment (Mohamed & Anisa, 2012).

(a) Affective commitment

Affective commitment refers to the sense of affection and feeling of connection to the organization and is associated with work experiences, organizational structures and individual traits (Mohamed & Anisa, 2012). Affective commitment is a positive affection towards the organisation, which is demonstrated in a desire to see the organisation thrive and a feeling of pride at being associated with the organization (Cohen, 2003). Individuals with strong affective commitment continue working for the organisation eagerly and voluntarily not only because they need the job, but because they want to work in this type of

commitment, the employee and the organisation share common values and as a result there is a positive interaction between them (Meyer, Allen & Smith, 1993).

(b) Continuance Commitment

Continuance commitment refers to mindfulness of the costs involved in parting with the organization or job. Employees with high level of continuance commitment stay with the organization as they are mindful of the need, risks, sacrifices, and low possibilities associated with leaving the organization (Mohamed & Anisa (2012). This has to do with one's experiences and what he/she has given to the organisation. A person with this type of commitment finds it hard to leave his organisation because of the fear of the unknown or having limited or no alternatives. Employees with high level of continuance commitment therefore stay in the organisation because they need it (Nagar, 2012).

(c) Normative Commitment

Normative commitment refers to a sense of obligation to continue employment. Employees with high levels of normative commitment consider that they have to stay in the organization or job as they feel it is right to do so. Normative commitment is the extent to which a person is psychologically connected to the organization through internalization of its vision, goals, objectives, principles, missions and values (Mohamed & Anisa, 2012). Normative commitment can grow when an employee feels beholden to his organisation for having invested its resources and time on him and feels obligated to repay for all the benefits that he gets from the organisation by putting effort on his job and staying in the job (Nagar, 2012).

2.5. Review of relevant literature

This part deals with the body of literature including relevant concepts and constructs by different scholars on job satisfaction and organisational commitment. The aim is try and understand different factors that are likely to have an impact the employees' job satisfaction and organizational commitment.

2.5.1. Job satisfaction

2.5.1.1. Introduction

Job satisfaction is a critical preoccupation for all organizations whether they operate in public or private space or working in advanced or developing countries. The primary reason for this degree of interest is that a satisfied workforce is reported to be committed, and commitment is an indication for organisational productivity and efficient operations (Rehman *et al.*, 2013). Several studies of behaviours within organisational setting have highlighted important variables that are supportive or unfavourable to the performance of the workforce. This idea holds true when one focuses on the quality of human resources which is a major factor which contributes significantly to the success of any organization. (Malik *et al.*, 2010).

There is no doubt that the most valuable asset of any country is its teachers. Teachers are regarded as the builders of a nation. There is consensus about the fact that all other factors are meaningless without the existence of committed and effective teachers (Rehman *et al.*, 2013). Understanding of how teachers become committed and satisfied with their work, and to what extent various factors contribute to their level of commitment, is really critical to enhancing their performance (Malik *et al.*, 2010).

2.5.1.2. Dimensions of Job Satisfaction

Locke (1976) presented a number of job dimensions that have been established to contribute considerably to employees' job satisfaction. Such dimensions represent attributes associated with job satisfaction. The dimensions include, among others, pay, promotion, supervision and co-workers (Mhlana, 2012).

➤ Remuneration (Pay)

Remuneration is the payment for work done and can take a number of different forms, including a basic salary, additional cash payments, such as overtime pay, and benefits in kind (Heery & Noon, 2001). According to Mhlana (2012: 28), remuneration is defined as "the financial and non-financial extrinsic rewards offered by an employer for the skills, time and effort provided by the employee in satisfying job requirements for the fulfilment of organisational objectives."

Salaries do not only help people to acquire their basic necessities, but it is also essential in sustaining the higher level needs of people. Compensation includes items such as medical aid schemes, paid leave, pension schemes, bonuses and travel allowances (Luthans, 1998). Offering employees reasonable and fair compensation, which is commensurate to the input the employee makes to the organisation, should be the key objective of any compensation regime. This means that for employees to regard their remuneration to be fair and reasonable it must relate to the input they make to the organisation (Mhlanga, 2012). According to Robbins *et al.* (2003) argue that employees want pay systems that are considered to be fair, unambiguous, and consistent with their expectations. When remuneration is perceived to be reasonable, is proportionate to the demands of the job, the employee's skill level, and community pay levels, satisfaction is likely to be the result.

A study conducted by Voydanoff (1990), in the public sector managers, found that salary levels affect job satisfaction, and that those public sector employees that compared their salaries with those in the private sector had lower levels of job satisfaction. This shows that another way employees gauge if their remuneration is fair is by comparing it to other employees on the same rank. This leads to job dissatisfaction, if employees find that their organisation is paying them poorly in comparison to other organizations' employees.

➤ **Promotions**

Heery and Noon (2001), define promotion as the act of moving an individual up the organisational hierarchy, often leading to an increase in status and responsibility and a better remuneration package.

Promotion provides an employee with opportunities for personal growth, added responsibilities and improved social status. Job satisfaction is more likely to be experienced by employees who perceive opportunities for promotion to be fair (Robbins, 1993). Promotions afford employees opportunities for growth and increased accountability on the new position. Opportunities for promotion are also likely to have a positive influence on job satisfaction (Mhlanga, 2012).

When opportunities for promotion are provided, employees' levels of satisfaction will improve as they know that there is room for individual growth and self-actualization. This

may lead to opportunities for growth and advancement in their current work, or improve the chance of finding alternative employment. Therefore, if employees feel they have restricted career advancement opportunities, their job satisfaction may decrease. The likelihood that employees will be promoted and the fairness of such promotions have an impact on job satisfaction (Drafke & Kossen, 2002)

Employees seek fair and just promotion practices and policies. Employees who observe that decisions regarding promotions are made in a fair and just manner are more likely to be satisfied with their jobs. Fair and just promotion policies and practices are a foundation for growth in any organisation. When an employee is promoted fairly, based on his true assessment, he/she gets a type of recognition, and hence, it increases his/her job-satisfaction (Witt & Nye, 1992). A study conducted by Kalleberg and Mastekaasa (2001) found that promotions improve employees' perceptions of the quality of their job and thereby increase both their commitment and satisfaction.

Tolbert (1996) asserts that opportunities for promotion have different effects on job satisfaction because of their differing forms and an array of accompanying rewards, and the most preferred forms of promotion are by performance and seniority. Promotion through seniority often leads to job satisfaction, but not as much as promotions through performance (Mhlana, 2012).

➤ Co-workers

Research has pointed out that job satisfaction is subject to the influence of others in the work place. Employees are inclined to notice and replicate the behaviours and attitudes of colleagues with comparable jobs and interests, and of superiors who are considered to be successful and powerful (Vanden Berghe, 2011). Ghazzawi, (2008) argues that an employee's co-workers, the groups they associate with, and the culture to which an employee is exposed, are all likely to influence job satisfaction.

An employee's level of job satisfaction might be a function of personal attributes and the features of the group to which they belong. The social situation of work is also likely to have a major impact on an employee's attitude and behaviour. Employees' relationships with the supervisor and co-workers has an effect on individual job satisfaction. If a worker does not

feel welcome among colleagues, it may lead to dissatisfaction with their jobs. Employees get more out of work than just money or tangible accomplishments. For many employees, work also satisfies the need for social interaction. Therefore, having friendly and supportive colleagues improves job satisfaction (Mhlanga, 2012).

It is, however, worth mentioning that although studies have undoubtedly established that the influence of others in the work place on job satisfaction is substantial, not everyone is equally susceptible to the influence of others. There are individual differences which can be ascribed to differences in personal dispositions (Vanden Berghe, 2011).

➤ Supervision

Supervision plays a vital role in relation to job satisfaction in terms of the aptitude of the supervisor to provide technical and emotional support and guidance in work related tasks (Robbins *et al.*, 2003). Managerial ineptitude is devastating to employee job satisfaction and engagement, and contributes significantly to employee burnout. Bad managers cause misery among subordinates and contribute to major losses for organisations. Improved organizational efficiency is attainable by identifying and adapting managerial strengths and dysfunctional dispositions that influence employee job satisfaction and engagement (Leary *et al.*, 2013).

Dysfunctional leadership behaviours are not always overt and active (e.g., shouting and direct confrontation), but can also be passive, covert, and indirect (e.g., procrastination, not meeting deadlines and non-specific directives). Passively destructive leadership can be exemplified by both passive avoidance and passive aggression. Passive avoidance can be characterised by aloofness, insensitivity, and detachment, while passive aggression can be characterized by tardiness, procrastination, and failure to set expectations (Leary *et al.*, 2013).

Job satisfaction increases when one's immediate supervisor is friendly, understanding, listens to employees' views, offers compliment for good performance and shows keen personal interest in them. Employees prefer a job that is mentally stimulating in that it affords them with opportunities to use their skills, talents and abilities and offers a multiplicity of tasks, freedom and feedback on how well they are doing (Lumley *et al.*, 2011).

Employees may have high levels of job satisfaction if their immediate supervisors are understanding, supportive and cooperative, provide constructive feedback and have good communication skills. A bad relationship between an employee and a supervisor results in dissatisfaction with work (Mhlanga, 2012).

2.5.1.3 Job Satisfaction and the Quality of Work Life (QWL)

Quality of work life (QWL), deals with both the intrinsic and extrinsic facets of jobs. It is a philosophy, a set of values, which holds that people are the most essential resource in the organisation as they are dependable, responsible and capable of making valuable contribution and they should be treated with respect and dignity. QWL includes type of wages payment, working time, working conditions, health hazards issue, financial and non-financial benefits and management behaviour towards employees (Vasita & Prajapati, 2014).

The emphasis placed on the non-financial benefits and management behaviour, is in line with Hackman and Oldham's (1975) Job Characteristic Model. In which they identified five central dimensions for assessing the immediate work environment. They argue that any job can be assessed for its motivating potential by making use of five dimensions, namely: *skill variety; task identity; task significance; autonomy and feedback* (Vanden Bergh, 2011).

The frustration, boredom and anger common to employees dissatisfied with the quality of work life can be costly to the individual as well as the organisation. Thus, quality of work life stimulates the employee job satisfaction and is vital for enhancing operational and organisational productivity. Employees who are afforded a high QWL, are more effective and productive. Moreover, QWL has positive influence on human outcomes and it considerably reduces absenteeism, grievances, minor accidents and employee turnover. High QWL is also critical for organisations to continuously attract and retain best employees (Vasita & Prajapati, 2014). A job is an essential component of life, where a number of factors affect community. Work life is one of the important parts of our everyday life which gives rise to a great deal of pressure if an employee is unhappy with his/her work (Rehman *et al.*, 2013).

2.5.1.4 Job Satisfaction and Person-Organisation fit (POF)

The notion of Person-Organisation Fit (POF) deals with the resemblance or congruence between the employee's own personal values and the values of the organisation, according to the employee's perception.

Person-Organisation fit has a significant effect on Job satisfaction. Job satisfaction is powerfully motivated by employees' valuation of the job and assignments they perform, which are the important components of Person-Job fit. Most researchers over the years have concluded that Person-Organisation fit and Person-Job fit should correlate to evaluate job satisfaction since both variables have strong impact on job satisfaction and job performance (Farooqui & Nagendra 2014).

While the correlation between job satisfaction and performance is also positive, Person-Organisation fit is a significant antecedent of performance. Job performance of employees is critical in determining an organisation performance. Logic dictates that the better an employee is suited to his job, the less fine-tuning he will have to do (Roberts & Robins 2004).

Farooqui & Nagendra (2014) further argue that Human Resource Management should assist in obtaining maximum employee development, ensure meaningful working connection between employers and employees, employees and employers, and necessary moulding of human resources. Such an understanding should also inform the organisation's policies on selection, recruitment, development, motivation and compensation of human resources.

Humans are generally recognized as the most important assets of the organizations. Organisations need humans as strategic instruments of competence. To get the best performance out of human resource it is vital to give them the assignment that is best suited to their proficiencies and efforts (Farooqui & Nagendra 2014).

2.6. Organisational Commitment

2.6.1. Introduction

The concept of organisational commitment has attracted a great deal of attention in the human resource management and psychology literatures. As a result, employee commitment and loyalty are fundamental attributes in the high performance workplace literature where they are regarded as prime factors linking different types of human resource management and workplace practices to improved performance (Brown *et al.* 2011).

2.6.2. Antecedents of Organisational Commitment

There are many factors that are said to have an influence on organisational commitment, but for the purposes of this study, I deal with a few:

➤ Job characteristics

Job characteristics variables cover broad measures of job scope, challenge, or motivating potential to definite measures like feedback, task identity, autonomy and responsibility (Paul 2004). Hackman and Oldham's (1976) job features model maintains that enriched jobs are highly likely to yield higher levels of organisational commitment (Paul 2004). Autonomy refers to the extent of latitude an employee can exercise on the job. There is a low positive relationship between autonomy and organisational commitment (Still 1983). Procedural fairness, work life policy practice and information sharing must be regarded as balancing means to achieve lower turnover rates. Professionals stay in organisations where work is stimulating and demanding, and where possibilities for progress are high (Rehman *et al.* 2013).

➤ Group Leader Relations

According to Paul, (2004), if a supervisor provides more timely and accurate types of communication the work environment is enhanced and this is likely to boost employees' organisational commitment.

Further, Gaertner and Nollen, (1989) assert that the degree of employee commitment to organisational goals and values can be significantly influenced by group leader relations. They also argue that the more participative and flexible management styles can positively and

strongly enhance organisational commitment, and that these styles tend to decrease the levels of stress among employees.

➤ Promotions

Satisfaction, promotions, and organisational identification are the strongest forecasters of organisational commitment. Therefore, providing structured progression, development and job security, and meeting uncertainty avoidance needs of employees become crucial. Therefore, organisations may re-examine their policies related to enhancing commitment by embarking on strategies such as rapid promotions, participative work culture and pension plans for improving employee organizational commitment (Nagar 2012).

Adams, (1965), in his Equity Theory, asserts that it is more likely that when employees regard an organisation to be unsupportive and unfair in their treatment, mainly with regard to the accessibility and regularity of promotional opportunities, their organisational commitment will not be high. According to Suma & Lesha, (2013), the lack of satisfaction with promotion, and the strong positive relationship between promotion and organisational commitment, means that improving this aspect would lead to an enhancement of organizational commitment.

➤ Role Characteristics

Mowday *et al.* (1982) proposed role characteristics as made up of role conflict, role ambiguity and role overload, and argue that role characteristics result from employees' perceptions of the work environment and have an influence on affective responses, and that employees who report higher levels of role strain tend to report lower levels of organisational commitment.

2.7. Job Satisfaction and Organisational Commitment

Most scholars have come to a consensus on the existence of a strong positive relationship between job satisfaction and organisational commitment, as well as between organisational commitment and other desirable work outcomes such as performance and adaptability. Satisfied employees generally tend to be loyal to an organisation, and employees who are committed and satisfied are more likely to stay with an organisation, attend work, arrive at work on time, give good performance and engage in behaviours supportive to the organisation (Lumley *et al.* 2011).

Employee commitment and loyalty are clearly associated with greater levels of workplace performance. It is therefore in any organisation's interest to foster such attachments with its employees. The analysis of the contributory factors to employee attitudes suggests not only a role for worker attributes, but also for workplace features, particularly human resource practices and building employee trust in the organization, in inducing such attachments. This suggests that organisations may be able to apply some control over the commitment and loyalty of its employees, which, in turn, may boost organisational performance (Brown *et al.* 2011). High job satisfaction contributes considerably towards an increase in organizational commitment (Nagar 2012).

Organisational commitment is most probably affected by factors such as type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of the social relationship at work, rewards and remuneration, and the opportunities for promotion and career advancement in the company (Riggio 2009).

The teachers' satisfaction with their jobs may have critical implications for their emotional attachment to the organization. Such attachment or organisational commitment is indispensable for attracting and retaining suitably qualified personnel as turnover costs to organisations can be very high (Nagar 2012).

Organisational commitment is less determined by daily events compared to job satisfaction. It develops consistently and slowly over time, and therefore, is understood to be a more complex and enduring construct (Suma & Lesha, 2013). Moreover, organisational commitment and job satisfaction do not necessarily happen simultaneously: an employee may display high levels of job satisfaction without feeling a sense of affection to, or obligation to stay in the organisation. Likewise, a highly committed employee may exhibit low levels of job satisfaction (Suma & Lesha 2013).

2.8. Job Satisfaction and Organisational Productivity

It is vital for administrators and managers in organisations to ensure a work environment that promotes higher levels of employee satisfaction. The reason for this is that employee satisfaction has a stimulus consequence on the confidence and loyalty of employees, increases productivity and also improves the quality of outputs (Mafini & Pooe 2013).

On the overall, job satisfaction has a positive impact on organisational performance in any public organisation. When employee satisfaction is expedited and optimised, it acts as an incentive to improve organisational performance. In contrast, organisational performance diminishes when employees are dissatisfied. Satisfied employees are inclined to perceive that the organisation will be more satisfying in the long run, they are serious about the quality of their work and tend to be more committed to the organisation, resulting in a demonstration of organisational citizenship behaviours. They also have higher retention rates and are more productive (Mafini & Pooc, 2013).

When employees are dissatisfied with their jobs, their mental and physical health is adversely affected (Faragher, Cass & Cooper 2005). As a result, organisational performance will also decline as more production time will be lost since dissatisfied employees tend to take more leave (Judge, Piccolo, Podsakoff, Shaw & Rich, 2010; Shields, 2006, cited in Mafini & Pooc, 2013); therefore, if appropriate steps are undertaken to improve employee satisfaction, overall success of the organisation is improved and the results can be echoed through happier employees and improved workforce productivity. This also illustrates the importance of people in any organisation, since people are the agents of exceptional organisational performance (Mafini & Pooc, 2013).

2.9. Advantages of Organisational Commitment

A highly committed employee is inclined to identify with the values and the goals of the organisation, has a strong willingness to belong to the organisation, is prepared to demonstrate high levels of organisational citizenship behaviour, i.e. a preparedness to go beyond and over their specified and required job duties (Luximi & Yadav 2011). Work units comprising of employees that, on average, report higher levels of organisational commitment, perform better in terms of performance quantity and quality (Conway & Briner 2012).

Organisational commitment is generally associated with diminishing abandonment tendencies, which include late-coming and turnover. Furthermore, an employee who is committed to his/her organisation may be more prepared to participate in 'extra-role' activities, like being innovative or creative, which often guarantee an organisation's competitiveness (Lumley *et al.* 2011).

Organizational commitment is vital for attracting and retaining well qualified employees as only satisfied and committed employees will be keen to continue their relationship with the organization and make significant effort towards attaining its goals (Nagar 2012). Teachers who are highly committed are self-motivated and truthful in whatever they involve themselves (Nagar 2012).

Normative commitment increases when an employee feels indebted to his/her organisation for having invested its resources and time on him/her and feels responsible to pay back for the benefits that he/she receives from the organisation by staying in the job and putting effort on it (Meyer *et al.* 1993).

Furthermore, employees with high affective commitment show more readiness to perform Organisational Citizenship Behaviour (OCB), as opposed to other employees who are not affectively committed. Organisational Citizenship Behaviours are highly treasured workplace behaviours exhibited or performed by an employee that is optional, not directly or clearly stipulated by scope of job descriptions, or official remuneration arrangement, and in total promote the efficient and effective running of the organisation. It is the behaviour demonstrated by the employees when their expectancy of formal organisational rewards for their task is less (Mohamed & Anisa 2012).

Organ, (1990) described five types of OCB:

- Conscientiousness means that employees perform job behaviours beyond the minimum required levels;
- Altruism means that the employees are always willing to help others working with them;
- Civic virtue suggests that employees prudently take part in the political life of the organization;
- Sportsmanship suggests that employees do not criticize but have constructive and positive attitudes; and
- Courtesy denotes that the employees value their co-workers and treat them with admiration, respect and esteem.

2.10. Conclusion

This chapter examined the different theoretical approaches to the concepts of job satisfaction and organisational commitment as well as the review of relevant literature by various scholars pertaining to factors that impact on employees' job satisfaction, productivity and organisational commitment. The aim was to ascertain the impact of such factors on the teachers' attitudes towards their jobs and the resultant impact on the overall quality of education. The next chapter focuses on the research methodology that was employed in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter examined different theoretical approaches to the concepts of job satisfaction and organisational commitment as well as the current and pertinent debates in related literature regarding factors that impact on employee job satisfaction, productivity and organizational commitment. This chapter focuses on methodology and research design employed in this study. It focuses on the paradigmatic positioning of the research study and sampling methods that were chosen to generate data for the study. This study is located in the interpretative paradigm using the qualitative approach. The interpretative paradigm offers a perspective of a situation and gives insight to the way participants make sense of their situation (Maree, 2007) The chapter finally examines the ethical issues, validity, reliability, trustworthiness and limitations of the study.

3.2 The Aim and Objectives of the Study

The aim of the study was to analytically evaluate teachers' perceptions and attitudes towards their jobs. In short, the study sought to answer the following questions:

- (a) How does job satisfaction, loyalty and organisational commitment affect the productivity and job performance of teachers in Hembe District?
- (b) What are the factors for the perceived lack of job satisfaction, and organisational commitment among teachers in Hembe District?
- (c) What contribution do different stakeholders make to improve job satisfaction and organisational commitment among teachers in Hembe District?

Because of the broad nature of the topics covered, the researcher decided confine to the study to the following aspects: the nature of the job, supervision, resources, remuneration and opportunities for development and promotion.

3.3 Methodology

This study employed a qualitative research method. The researcher chose the qualitative approach because of its open and involved nature. Qualitative research provides the flexibility to explore and deal with unknown nuances of the matter being studied. It is not restricted by rigid notions about the topic being interrogated (Flick *et al.* 2004).

In distinguishing between qualitative and quantitative research, Creswell (2012) asserts that quantitative research is the best approach if a research problem needs quantifiable variables, weighing the effect of these variables on the findings or if the findings need to be applied to a large population.

Quantitative research relies on a randomly selected sample to examine a specific variable using statistics and numbers. Data collection is done with controlled instruments. It aims to be objective in testing a specific hypothesis. This eliminates room for any researcher bias. Statistical analysis is used to present results, mean data, correlations and other statistically significant results (Sekaran & Bougie 2009).

Qualitative research, in contrast, is best suited when a research problem requires that the researcher learns and understands the views of individuals or acquire comprehensive data about a few people or research site (Creswell 2012). Qualitative research seeks to make sense of important details within a social context, by providing detailed descriptions. Qualitative research allows for the understanding of any phenomenon through the eyes of the respondent (du Plooy-Cilliers, Davis & Bezuidenhout, 2014). Though reliant on a smaller sample, qualitative research is involved and open in its approach. The findings of qualitative research are highly descriptive. Qualitative research, by its nature, provides the latitude to deal with and explore unknown nuances of the matter being studied. It is not restricted by predetermined concepts about the subject being researched (Seedat-Moola 2014). Qualitative research can capture qualities that trigger subjective experiences, and, the repercussions of these qualities. Therefore, the researcher's objective, is to select a method suitable to gathering rich and deep data (du Plooy-Cilliers *et al.* 2014). Qualitative research is a form of "interpretative inquiry" where the researcher interprets what they "see, hear and understand", as opposed to quantitative research where the focus is on "surveys and experimental designs" (Creswell 2009: 145)

Table 3.1: The difference between quantitative and qualitative

Qualitative Approach	Quantitative Approach
The emphasis is on understanding	The emphasis is on testing and verification
The focus is on understanding from the respondents point of view	The focus is on facts and /or reasons for social events
Employs interpretative and rational approach	Uses logical and critical approach
Observations and measurements done in natural settings	Relies on controlled measurement
Has subjective 'insider view' and close to data	Has objective 'outsider view' and distant from data
Explorative orientation	Hypothetical-deductive; the focus is on hypothesis testing
It is process-oriented	Is result-oriented
Holistic perspective	Analytical and particularistic
Generalization based on comparison of contexts and properties of individual organism.	Generalization by population membership.

Source: Adapted from (Qhauri & Gronhaug 2002:86)

3.4 Sampling and Sample Size

According to du Plooy-Cilliers *et al.* (2014), A sample is a section of a population that is regarded to be representative of a particular population. In quantitative research, a sample is relied upon to generalise particular features of an entire population by examining those specific features in a representative sub-group of that population (Sekaran & Bougie 2009). Researchers rely on sampling since it is impractical to study an entire population i.e. beside that it is costly and time consuming, analysing an entire population could lead to human error and exhaustion when assembling and analysing data (Sekaran & Bougie 2009).

Probability and non-probability sampling are the two most frequently used types of sampling. Probability sampling ensures that each unit in the population has an equal chance of being nominated for the sample, whereas in nonprobability designs there is no probability of being selected that is attached to the elements of the population (Sekaran & Bougie 2009). Probability sampling is most preferred where the research requires a sample that is randomly selected, is not determined by the researcher, fits within the common features of the study

and leads to results that can be generalised over the total population (du-Plooy-Cilliers *et al.* 2014). Probability sampling is appropriate for a quantitative study and not for a qualitative study (Sekaran & Bougie, 2009).

Non-probability sampling is further divided into two broad categories, namely, convenience sampling and purposive sampling. Convenience sampling entails the collection of data from sample of the population that is readily available to provide it. Purposive sampling, by contrast, targets specific types of individuals who can provide the required information, either for the reason that they are the only ones who have it or that they conform to specific criteria determined by the researcher (Sekaran & Bougie 2009).

This study used purposive sampling approach where six secondary schools were selected in Hembé District of the KwaZulu-Natal Department of Education. Hembé District services predominantly rural schools with a few urban and semi-urban schools. According to Creswell (2012), in purposive sampling the researcher purposely chooses people and sites to understand the central phenomenon. There were three key units of analysis for this study, namely, school principals, HODs and post-level 1 educators. These were further classified according to the social backgrounds of the respective schools. Two secondary schools were sampled from the urban, quintile three schools. The second pair of schools was selected from the semi-rural, quintile two schools. The third pair was selected from the rural, quintile one schools. This was to ensure that responses would be a fair reflection of teachers' lived experiences from different economic and social backgrounds. In total six principals, four HODs and six post level 1 educators participated in the study. The reason for fewer HODs is that the sampled quintile one schools were low enrolment schools that did not qualify for an HOD. A similar one-on-one open-ended interview schedule was used for the principals, the HODs and post level 1 educators alike. Respondents were expected to respond based on their lived experiences and their specific job descriptions.

Table 3.2: Demographic information of respondents

Respondent's code	Position	Gender	Teaching experience	School's quintile ranking & location
R 1	Principal	Male	17 years	Quintile 3, urban
R 2	Principal	Female	13	Quintile 3, urban
R 3	HOD	Male	09	Quintile 3, urban
R 4	HOD	Female	15	Quintile 3, urban
R 5	Post level 1	Female	06	Quintile 3, urban
R 6	Post level 1	Female	07	Quintile 3, urban
R 7	Principal	Male	12	Quintile 2, semi-urban
R 8	Principal	Male	14	Quintile 2, semi-urban
R 9	HOD	Male	15	Quintile 2, semi-urban
R 10	HOD	Female	20	Quintile 2, semi-urban
R 11	Post level 1	Female	13	Quintile 2, semi-urban
R 12	Post level 1	Male	10	Quintile 2, semi-urban
R 13	Principal	Female	14	Quintile 1, rural
R 14	Principal	Male	17	Quintile 1, rural
R 15	Post level 1	Female	11	Quintile 1, rural
R 16	Post level 1	Male	06	Quintile 1, rural

3.5 Data Collection Process

One-on-one open-ended interviews (Appendix A, p 67) were conducted with all participants. Interviews are a two-way conversation in which questions are asked for the purpose of gathering information about the ideas, beliefs, opinions, views and the behaviour of the respondent (Maree 2012). Interviews allow for flexibility in the data gathering process (Cohen *et al.* 2011). Open-ended interviews take the form of the discussion between the interviewer and the interviewee (Maree 2012). This method also allows the researcher to ask the respondents same essential questions in exactly the same order, thus improving the comparability of the responses (Cohen *et al.* 2011).

All interviews were conducted face-to-face in order to allow for a free flow of communication between the interviewer and the respondents. This approach is best when dealing with a small number of respondents as it allows the interviewer to gain perfect perspectives and insights of the respondents. (Creswell 2009). The interviews were audio-recorded after attaining consent of the respondents.

3.6 The Pilot Study

Questionnaires can be very tricky to formulate and administer. Defective administration of the questionnaire can lead to uninterpretable data or may result in low respondent returns. A questionnaire should inspire people to co-operate and also produce responses that the researcher can use to construe the results of a study. A questionnaire must therefore be clear, simple and brief (Leedy & Ormrod 2010).

Piloting questions on a few individuals can help in testing the instrument of research in order to gain clarity. It further helps to eliminate redundant questions and ensure the easy flow of the subsequent interviews (Wilkinson & Birmingham 2003). The researcher piloted the interview guide with his colleagues who are Senior Education Specialists in Ilembe district of the KwaZulu-Natal Department of Education where he works. The exercise proved to be very helpful and an eye-opener, which resulted in some of the questions having to be re-phrased and some eliminated.

The researcher ensured that he only solicited information that was essential for the research project. The questions were formulated using terms that the respondents were familiar with. Lengthy and complicated items were avoided as they might have been difficult to comprehend. The researcher tried to pay particular attention to the language and the wording of the questions. The intention was to avoid leading, ambiguous, loaded and double-barrelled questions. The interview schedule was thoroughly checked to ascertain that there was a connection between the research questions, the problem statement and the objectives of the study.

3.7 Validity, Reliability and Trustworthiness

According to Leedy and Ormrod (2010), the validity of any measurement instrument is the degree in which the instrument measures what it was intended to measure. Simply put, validity is about whether or not the researcher measures what they set out to measure in the first instance and the effectiveness of the measurement. Sckaran & Bougie (2009) concur that validity determines if the instrument is truly measuring what it intended to measure, and that validity and reliability concepts are most often used to determine the quality of the study. To this end, the researcher ensured that the aims and objectives of the study were measured against the results of the study.

Reliability shows to what degree the measurement instrument is precise, free from prejudice, and will constantly yield similar outcomes if used by another researcher (Sekaran & Bougie, 2009). Du-Plooy *et al.* (2014), further contend that the concepts of validity and reliability are more suitable for quantitative research where the objective is to determine causal relationships and generalise to a bigger population.

Qualitative research seeks to gain a thorough understanding of a phenomenon, consequently the concept of trustworthiness is a better measure of the tool used for this type of study (du-Plooy *et al.*, 2014). Trustworthiness is further divided into the following concepts (du-Plooy *et al.*, 2014):

a) Transferability

This refers the extent to which the conclusions of a particular qualitative study can be applied to other studies and presents a measure of generalisation to a research method that does not emphasise generalisability (du-Plooy *et al.* 2014).

b) Credibility

This is the level of accuracy with which the researcher interpreted the data collected. Credibility is enhanced if the researcher spends a substantial amount of time with respondents to get a better and deeper understanding of their lives. This can include the use of more than one data collection method, which is referred to as triangulation. A good measure of credibility is the extent to which the respondents find the researcher's data analysis to be believable (Leedy & Ormrod, 2010).

c) Dependability

This refers to the level of accuracy with which the data collection method, the analysis of the data and the conclusions are meaningfully integrated (du-Plooy *et al.*, 2014). In this study, thematic data analysis was used to ensure good integration and to enhance meaningfulness.

d) Confirmability

This is the extent to which the findings of the research are corroborated by the data that was collected (Leedy & Ormrod, 2010). In this study, each finding is supported by concrete data collected from the respondents.

Trustworthiness is absolutely essential to guarantee a meaningful contribution to the body of knowledge (du-Plooy *et al.*, 2014).

3.8 Data Analysis

Qualitative data analysis necessitates the classification of things, persons, and events into specific themes in order to make data analysis easier (Creswell, 2009). Ideas are classified according to similarity, and similarity therefore, plays a substantial role before an idea is developed (Froehlich, 2012). During the data analysis stage, after the interviews had been concluded, they were transcribed precisely as they had been recorded and checked for correctness by the researcher. The transcriptions were studied several times to comprehend the data (Creswell, 2009). The researcher then looked for common themes, topics related to the study, patterns and events to make sense, clarify and interpret these results. Thematic analysis was then used to interpret data, which involved a process of grouping responses into specific themes to derive patterns from the responses provided. Data was then analysed according to themes and sub-themes in order to identify ideas that were comparable, and to identify new opinions that emerged from the study. By relying on interrelating descriptions and themes the researcher interpreted the meaning of the data and documented this in the study (Creswell, 2009).

3.9 Ethical Considerations

The requirement to address ethical issues is of paramount importance in the process of conducting research (Creswell, 2012). According to Rule and John (2011), ethical considerations are based on three basic principles in research: autonomy, beneficence and non-maleficence. The principle of autonomy entails ensuring that the participants' self-determination is not in any way compromised by the research (Rule & John, 2011). This means ensuring that the participant's confidentiality, privacy and anonymity is guaranteed. Firstly, the researcher ensured that ethical clearance to conduct research in schools run by the KwaZulu-Natal Department of Education was sought and granted in writing by the Provincial Head of Department before the commencement of the study (Appendix B, p. 68).

Informed consent was obtained from all participants. Participants were informed in writing and verbally, that they were free to participate and withdraw from the study at any point if they wanted to without being subjected to any punitive measures. Confidentiality was assured by protecting the identities of participants. Pseudonyms were used in the presentation

of data from the participants. The safe-keeping and incineration of the audio material after a five-year period further guaranteed participants' confidentiality.

The principle of beneficence entails ensuring that feedback is provided to interested parties (Rule & John, 2011). Participants were informed of the value of the study and its potential in developing insight into the factors that affect teachers' job satisfaction, organisational commitment and productivity. The potential value of the study in the formulation of educational policies was also discussed with the participants. In addition, a commitment was made to make the final copy of the study available to the participants on request.

The principle of non-maleficence in ethical considerations is about ensuring that no harm is inflicted during all phases of the research process (Rule & John, 2011). The researcher addressed this principle by ensuring that none of the questions or any feature of the study had the potential of causing any harm or injury to any of the participants or any other individual during and after the study.

The researcher also ensured that all the interviews were not conducted during teaching time and that they took place at neutral venues away from the schools. This was to avoid interfering with the schools' academic programmes. This was also to ensure that the researcher's position as Subject Advisor in the Department is clearly distinguishable from his role as researcher in this instance; as Wallace and Sheldon (2015), argue, no research is conducted in a vacuum as there are a whole host of power relationship issues when conducting a study in organisations. Such power relations can relate to hierarchical roles and expectations by participants. It must be said though that this made the task even more difficult and tiresome as the researcher had to find times and venues that were convenient to the respondents.

3.10 Summary

This chapter dealt with the process of conducting the study, the methodology as well as the rationale for the methodology relied upon. The study used a qualitative approach as it was the most appropriate for this type of research. Purposive sampling was used to target individual teachers occupying different positions in the system. The sampled individuals also came from schools that differ in terms of socio-economic backgrounds as well as personnel and learner numbers. The semi-structured interviews were conducted, probing participants on their views

regarding different aspects of their jobs. The chapter also described how the opinions of established scholars were applied to justify the research methods employed in the study to ensure that data collected as well as the conclusions deduced were theoretically sound, relevant, trustworthy, valid and reliable. The next chapter deals with the presentation and discussion of the findings.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The previous chapter dealt with research design and methodology employed in the study. It focussed on the paradigmatic positioning of the research study and sampling methods that were chosen to generate data for the study. The chapter also examined the ethical issues, trustworthiness, validity, reliability and limitations of the study. In this chapter, the researcher presents and discusses the findings of the study. The chapter also outlines the limitations of the study.

4.2 Demographic information

The interviews were conducted with 16 respondents comprising of school principals, heads of department and post-level 1 educators. Male and female respondents were represented in all the three teacher post categories. The respondents were selected using purposive sampling to ensure that, on the whole, they represent schools from different socio-economic backgrounds. Respondents also represented schools of different staff and enrolment sizes. Schools ranged from a small three-teacher school to a large school with twenty-eight teachers. The smallest school only had a principal and two post-level 1 educators, while the biggest had a principal, a deputy principal, four heads of department (HODs) and twenty-two post-level 1 educators.

4.3 Themes and sub-themes of the study

The following theme and sub-themes emerged from the interviews conducted (see table 4.1 below):

Table 4.1: Themes and sub-themes in the study

Theme 1	What one likes about their job
Theme 2	Job challenges
Sub-theme 2.1	The nature of the job
Sub-theme 2.2	Resources
Sub-theme 2.3	Parental involvement and support
Theme 3	The scope and demands of the job
Theme 4	Factors affecting job satisfaction

Sub-theme 4.1	Work overload
Sub-theme 4.2	Policy uncertainty
Sub-theme 4.3	The failure to effect positive change
Theme 5	Reasons for considering quitting
Theme 6	Relationship with immediate supervisor
Theme 7	Work demands, skills and experience versus remuneration
Theme 8	Promotions
Sub-theme 8.1	Prospects of promotion
Sub-theme 8.2	Processes followed for promotions
Theme 9	Work environment
Theme 10	Recommendations

4.3.1. What respondents like about their jobs

According to Richard Hackman and Greg Oldham (1975) in their Job Characteristic Model, one of the dimensions of job satisfaction is *task significance*. They argued that although job characteristics play an important role in job satisfaction, the knowledge that one's job makes a meaningful impact in other peoples' lives can have a satisfying effect (Vanden Berghe 2011).

This came out clearly in the responses of some participants. Although respondents gave varying reasons why they liked their jobs, what was striking though, is that most reasons had to do with the fact that they derived pleasure from seeing the difference that their efforts made in the lives of their learners, rather than the actual nature of their jobs. One respondent had this to say;

"There is nothing more fulfilling and heart-warming to me than to see a learner who has been struggling to put together a meaningful sentence progressing and being able to put together a few sentences into a coherent paragraph. Seeing them gradually improving is absolutely gratifying. It also instils confidence in me as the teacher "
(R3)

Another respondent added:

"The knowledge that when I took over as principal six years ago this school had had a string of poor Senior Certificate results, in fact this school was notorious for always being at the bottom of the table of performance; and that we have been able to turn things around to a point where even our enrolment has increased makes me very happy." (R1)

One HOD had this to say about the team of teachers that she supervises:

"The members of my team always praise me for making their lives easy, instead of demanding work without empowering them, we have always worked together to ensure that everyone understands what needs to be done regarding things like planning, compiling a teacher file, assessment, and even subject content. This has resulted in a very healthy working relationship for our team and has made my work enjoyable." (R4)

Of course, there were those who felt that their work gave them more time to spend with families and friends, as one interviewee put it:

"My work may be demanding and somehow boring because I get to repeat one and same thing year-in and year-out but I like the fact that we have enough holidays at regular intervals . . . In fact, even some of my friends with better paying jobs envy teachers for this." (R8)

The nature of their job makes teachers life-long learners themselves, and that is regarded by many as an advantage on its own. They believe that they learn more and remain sharp as they teach others:

"My job has made me a better person . . . and more knowledgeable and I learn new things every day. I find it easy to join a discussion on any topic. Teaching has made me a better public speaker as well." R15

4.3.2. Job challenges

Respondents came up with a variety of challenges that they face in the execution of their jobs. These ranged from the nature of the job itself, educational policy uncertainty, the work environment, the challenge of the lack of resources and the lack involvement of some important stakeholders in the education system.

4.3.3 The nature of the job

Mowday *et al.*, (1982), proposed role characteristics as made up of role conflict, role ambiguity and role overload. They argue that role characteristics result from employees' perceptions of the work environment and have an influence on affective responses, and that employees who report higher levels of role strain tend to report lower levels of organisational commitment (Paul, 2004)

Most respondent cited work overload as the main challenge facing teachers. A large amount of paper work that teachers at all levels have to do over and above the actual teaching was cited as the major challenge facing teachers. Such paper work involves planning, the compilation of work schedules, lesson plans, preparing assessment tasks, marking, recording and processing of learner-results. Most teachers felt that such activities take a disproportionate amount of time that they could otherwise be using for delivering lessons.

This is what one respondent had to say:

"Paper work is a major problem which takes far more disproportionate time which one would otherwise dedicate to teaching. I teach three sections of the grade six class with a combined total of two hundred and ten learners. Whenever I set an assessment task I can't stop thinking about many hours it would take to mark learner portfolios, record and analyse the results. It's an absolute torture. This means working long hours into the night in most instances. The sheer number of learners also makes it impossible to give every learner necessary individual attention. If truth be told, sometimes it takes me months before I know every learner by name" (R5)

According to teachers from small-enrolment schools, their situation is even more dire. The number of teachers allocated to each school is determined, in the main, by the number of learners they have. The Department of Basic Education uses what is called the Post-

Provisioning Model (PPM) to determine the number of teacher posts to be allocated to each school. This translates into what is called Post-Provisioning Norm (PPN) for each school. This results in a situation where very small schools end up being allocated very few teachers, sometimes just two or three teachers, including the principal.

This is what a principal of a five-teacher school had to say about her situation:

"My work drives me crazy. I have to perform all my duties as the principal, which includes managing the implementation of the curriculum, worry about the day-to-day running of the school, attend to everyone who visits the school . . . I also have to teach three classes . . . When I have to attend meetings or workshops my learners are left stranded with no one to teach them. . . I also feel for my teachers because I can see they are trying so hard but they are over-stretched. Yes, we have few learners but we still have to offer all the subjects, yet there is no manpower. It's really . . . really hard" (R13)

Some respondents further highlighted the fact in the case of small schools the current post-provisioning model not only makes their work difficult, but also seriously prejudices the learners. They argued that it compromises the quality of education that learners receive.

This is how one respondent put it:

"Because of the shortage of teachers we have had to resort to multi-grade teaching, where you have to teach different grades in the same class at the same time. It becomes so difficult because there is specific content to be taught for different grades even if the subject is the same. Even if you are dealing with the same concept or topic you can't have similar expectations for both grades . . . You have to pitch your presentation at different levels depending on the grade. This arrangement means that learners are short-changed." (R10)

4.3.4. Resources

The allocation of funds to schools by the Department of Education (DoE) based on the number of learners a school has, seems to be a challenge for schools small-enrolment schools. Principals of small schools, which are predominantly rural, argue that this fund allocation model by DoE results in their schools' allocations being so little that they struggle to pay for basic necessities to run the schools.

This finding is in line with the assertion made by Nagar (2012), that the shortage or non-availability of material resources for teaching can be a source of stress and burnout for education practitioners.

This is what one principal for a small rural school had to say:

"I think there is a serious problem with the allocation of funds for small schools. Because allocations are determined per capita based on learner numbers, small schools get so little yet there are standard costs of running any school regardless of its size. We struggle even to pay for basic maintenance, cleaning of premises and even paying for water and electricity." (R14)

According to some teachers, especially principals, the categorisation of schools into different quintiles from 1 to 5 has not been without its problems. The criteria used to categorise schools considers, among other things, the type of sanitation a school has, whether it has a library and, most importantly, whether people (parents) in the school's catchment area can afford to pay. A quintile 1 school is considered to be the poorest and most disadvantaged, while a quintile 5 school is considered to be the least poor school. The implication for funding is that the lower the schools' quintile ranking, the more funding it receives and *vice versa*.

One principal expressed her frustration:

"My school is quintile two while our neighbouring school, just across the fence is quintile one, as a result they receive the rural allowance while we don't. It can't be fair. We are still fighting this matter." (R11)

The determination of fee-paying and no-fee schools has become a bone of contention in some cases. Some schools have met resistance from parents refusing to pay for their children. This is what a principal of a fee-paying school had to say:

"Ours is a fee-paying school, but because our two neighbouring schools are no-fee schools we meet resistance from parents when it comes to the payment of fees."

Parents do not even come forward to apply for exemption, because that is provided for based on the parent's financial situation. Only twenty-one percent of our learners pay. This has led to a situation where we sometimes struggle even to pay for electricity. Sometimes we can't even buy stationery." (R2)

4.3.5. Parental involvement and support

The lack of parental involvement in the education of children is regarded as one of the most serious challenges faced by teachers. There is a sense that most parents simply dump their kids in schools and do not appreciate the role that they need to play in the education of their children.

Parents need to play a more meaningful role in the education of their kids through collaborative working relationship and effective communication. The Department needs to provide necessary resources and strengthen the effort to eradicate adult illiteracy since this is one of the impediments to the teacher-parent partnership (Haines, 2012)

This is how one principal put it:

"Most parents of our learners do not care about the education of their kids, especially in township and rural schools. When you call meetings they don't come, even if you want to discuss the progress of their children, let alone the problems relating to the running of the school. But when they take kids to former model C schools they attend meetings even late in the evenings." (R8)

4.3.6. The scope and demands of the job

Mowday *et al.* (1982), argue that role conflict, role ambiguity and role overload result in high levels of work strain, and that employees who report higher levels of role strain tend to report lower levels of organisational commitment (Paul, 2004).

Most respondents did point out the fact that they felt they were being over-stretched by the demands and the scope of their jobs.

One Head of Department had the following to say:

"As the only HOD in my school I feel that my work is asking too much of me. I end-up having to look at everyone's work. I have to teach. . . I have to check teachers' files. I

have to moderate all formal assessment tasks, including that of my principal, because every formal task has to be moderated. The principal only moderates my work. I have to keep records, make comments and still do my teaching.” (R9)

On post-level 1 teacher complained bitterly about the fact that she is made to perform functions of a member of the school management team (SMT), while not being paid for that.

This is what she had to say:

“Our school does not have an HOD and I am made to do the duties of the an HOD without getting paid, just because I’m senior. Every piece of work that an HOD would do is done by myself. Sometimes I have to leave my work and do something that is supposed to be done by someone else. I even stand in for the principal.” (R15)

Another post-level 1 teacher expressed his frustration:

“Paperwork simply kills me. I don’t mind teaching. I can do that for the whole day because I know my stuff. And I enjoy interacting with learner. But there are loads and loads of paperwork, and if your paperwork is not in order, you’re like someone who has not done anything.” (R12)

4.3.7. Factors affecting job satisfaction

According to Lumley *et al.* (2011), factors that impact on job satisfaction and organisational commitment include, among others, pay, promotion, supervision, operating procedures, co-workers and the nature of the job.

Although not every respondent expressed dissatisfaction with their jobs, there were common factors that were cited as having an adverse effect on job satisfaction. The three main factors were work overload, policy uncertainty and the failure to effect positive change in the system.

(a) Work overload

Work overload was a common theme for most respondents across all teacher-post levels. Most respondents felt that the administrative part of their work took a disproportionate amount of the work time. Such administrative duties include, among others, setting and

administering assessment tasks; drawing lesson plans; marking; recording; processing learner results; drawing subjects and school improvement plans.

This finding is supported by Nagar (2012), who argued that lack of time for managing too many tasks results in teachers developing a contemptuous attitude towards their learners, since they feel that too much is being expected from them in very little time.

This is what a post-level 1 teacher from a large-enrolment school had to say:

"I wish every school had at least one dedicated admin assistant to help teachers with all the paperwork they have to contend with on a daily basis." (R13)

"... sometimes I mark learners work for the whole weekend ... unpaid overtime!" (R10)

(b) Policy uncertainty

Some respondents felt that it was difficult to say they had mastered their work given what they called "ever-changing" policy direction of the Department.

This is what one HOD had to say:

"Although I'm happy with CAPS (Curriculum and Assessment Policy Statement) because we get to know what to teach and when, one can never be sure what is coming next because the department is always changing. ... remember curriculum 2005, ... OBE... NCS..." (R10)

(c) The failure to effect positive change

Some respondents expressed frustration at the fact that the country's education system is generally considered to be performing far below par, and that there is very little that one person can do to change things around.

According to Nagar (2012), when people feel ineffective in their jobs, they develop feelings that their contribution no longer makes a difference. This results in them judging their own work negatively and conclude that they lack skill and capacity to perform.

This is what one principal had to say:

"Every time we attend workshops we are reminded that our education system is not working, and that is frustrating because things are not changing for the better. ...there is nothing that one person can do." (R7)

Other respondents felt let down by their colleagues who were "not doing enough" to improve the quality of education. There was a feeling that if things were to change for the better, everyone had to play a meaningful role and took their work seriously.

This is what one HOD had to say:

"Education is like a chain. There is very little you can do if you receive learners who have not been taught properly in the lower grades." (R10)

4.3.8. Reasons for considering quitting

The reasons given for considering leaving the profession varied from heavy work-load, limited opportunities for promotion and the perceived failure of the system.

This is how different respondents responded:

"I have indeed considered quitting the job, my main reason being heavy work-load. It's very difficult to work in a small school like ours." (R15)

"Opportunities for promotion are limited and there is no recognition for long service and experience." (R11)

"Always being reminded that our education system is one of the worst performing on the continent is hurting. No one wants to be associated with something that is not working." (R12)

4.3.9. Relationship with immediate supervisor

Paul (2004), asserts that the degree of employee commitment to organisational goals and values can be significantly influenced by group leader relations. The same assertion is emphasised in Mhlanga (2012), that employees may have high levels of job satisfaction if their immediate supervisors are understanding, supportive and cooperative, provide

constructive feedback and have good communication skills. A bad relationship between an employee and a supervisor results in dissatisfaction with work.

The importance of the role of a supervisor to any employee was highlighted by the strong views expressed by respondents regarding their supervisors. The respondents' views about their supervisors ranged from heartfelt praises for some and outright disapproval for others. What was striking though was the common understanding that a supervisor plays a critical role in making the life of any employee easy at work.

The following respondents were full of praise for their supervisors:

"Our Circuit manager, who happens to be my supervisor is a hard-working person, very knowledgeable and has empowered us a great deal. If I compare him with our previous manager, I see there is a huge difference. The kind of support that he is giving us has made it easy for me to run the school." (R13)

This is what one post-level 1 teacher had to say about her supervisor (the HOD):

"My HOD is a born leader, she leads by example. We can't complain because she does not just demand that we do the work in a particular way, she shows us her own and is always willing to help." (R5)

Others, however, had nothing good to say about their supervisors.

This is what one HOD had to say about her principal:

"I would be lying if I said I get any help from my supervisor. In fact, I think he is letting everybody down. He is sometimes the reason why we struggle to instil discipline among learners, and some of our colleagues take advantage of the situation." (R10)

One post-level 1 teacher had this to say about her HOD:

"My HOD is just an HOD on paper, but when it comes to doing work, she falls short. She does not add any value to our work... even her subject content knowledge is

limited. I think it's because she did not major in any of the subjects that she supervises." (R11)

4.3.10. Work demands, skills and experience versus remuneration

According to Robbins *et al.* (2003), employees want pay systems that are considered to be fair, unambiguous, and consistent with their expectations. When remuneration is perceived to be reasonable, is proportionate to the demands of the job, the employee's skill level, and community pay levels, satisfaction is likely to be the result.

Although most accepted that they have to work hard to earn their living, there were serious complaints, especially from those with more experience and higher qualifications, about the salary structure used by their employer. There was a strong feeling that the salary structure does not give fair recognition to experience and higher qualifications.

This is what one HOD had to say:

"I don't have a problem with my work's demands. But it is unfair that the Department does not recognise our qualifications when determining our salaries. You study and get a Masters' degree and all you get is a once-off payment, which is less than half your monthly salary." (R9)

The same sentiments were expressed by a post-level one teacher:

"...Not all of us want promotional posts...I don't care being at post-level. It is unfair that you spend money uplifting yourself and get more knowledge to improve your performance as a teacher and still get nothing in return." (R5)

"The system seems to favour the youngsters. Their entry level qualifications can take them anywhere", said one principal.

The main complaints were not about the salary levels in general but, about the perceived injustices in the system.

This is how a principal of a small-enrolment school summed up her frustration:

"As a principal of a small school I have experienced how unfair our pay system is. A principal of a small school is the least paid, yet we are the ones who have to do a lot of work without the support of additional SMT (School Management Team) members as in the case of big schools." (R14)

Another principal echoed the same sentiments:

"Principals of small schools are in a serious disadvantage. We have to teach, attend meetings and do office work...this is not considered when we are paid." (R13)

4.3.11. The prospects of promotion

Drafke and Kossen (2002), argue that if employees feel they have restricted career advancement opportunities, their job satisfaction may decrease. The likelihood that employees will be promoted and the fairness of such promotions have an impact on job satisfaction.

There was general consensus that the chances of being promoted in the current education system were very slim compared to other jobs in the public service. The system is designed such that the overwhelming majority of teachers occupy post-level 1 posts.

This is how one post-level 1 teacher put it:

"There can only be a particular number of principals, deputy principals and HODs...the majority will always remain in post-level 1. ...even long service is not considered." (R11)

This is what another post-level 1 teacher had to say:

"Most teachers work until they retire or leave without being promoted. A police officer, for example, is guaranteed promotion at some stage if they stick in their jobs, but not teachers. Promotion adds to one's love for the job..." (R12)

4.3.12. The processes followed for promotions

According to Adams' (1965) Equity Theory, it is more likely that when employees regard an organisation to be unsupportive and unfair in their treatment, mainly with regard to the accessibility and regularity of promotional opportunities, their organisational commitment will not be high (Suma and Lesha, 2013).

Most respondents expressed dissatisfaction with the processes followed as well as some practices that have become entrenched in the processes leading to promotions. Complaints ranged from what is seen as the disproportionate influence of teacher unions, the ineptitude of the School Governing Bodies (SGBs) and disregard for qualifications and experience.

This is what one post-level 1 teacher had to say about the influence of teacher unions in the processes of promotion:

"Sometimes it looks like these posts belong to unions. We often hear rumours that a particular union has decided who should be given the post days before the process begins. In most cases those earmarked for position are union leaders in the branches...ordinary members often have nobody to fight for them." (R11)

One HOD had this to add:

"Unions run the show when it comes to promotion posts. They simply lodge a grievance if their person does not get the post, ... it's their way or no way at all" (R10)

This is what one principal had to say:

"Unions are too powerful, sometimes you get told who to give the post to. Even the... most incompetent person can get promoted if they have the blessing of the union." (R1)

There were also strong views about the perceived incompetence of most members of School Governing Bodies (SGBs). Some respondents felt that the SGBs should be given necessary training to enable them to adjudicate on promotions. Others were of the view that this

function must be taken away from the SGBs, and that Department should be totally in charge of the entire process.

One HOD had this to say:

"I don't understand why we should be interviewed by the SGB members because some of them are uneducated.... Sometimes they are just used principals or unions and even Circuit Managers." (R4)

Adding on the perceived incompetence of some SGB members, one respondent shared what she said was her "personal experience":

"A few years ago I applied for a post of Deputy Principal and I was invited to an interview. Different members of the panel (interview panel) took turns to ask me questions. One old lady, an SGB member, failed to read a question correctly . . . I could figure out what she was trying to ask . . . while I was undecided whether to proceed and answer, ask for clarity or correct her; the principal, who was overseeing the process, decided to repeat the question correctly . . . The most unfortunate part is that the same person was also tasked with the responsibility to score all the applicants. This is just one example of what some teachers have to go through in these interviews." (R15)

On the seemingly insignificant role of higher qualifications and experience when promotions are decided, one respondent had this to say:

"Our system will never improve so long as people are not promoted on merit. Qualification is not considered when promoting people . . . In fact, I think people get intimidated by your high qualification. I don't think it is fair to be supervised by somebody with less experience and lower qualification."

Another respondent had this to say:

" . . . you find that people who have done and passed Education Management are not managing schools."

4.3.13. Work environment:

According to Vasita and Prajapati (2014), Quality of Work Life (QWL) includes type of wages payment, working time, working conditions, health hazards issue, financial and non-financial benefits and management behaviour towards employees

Most respondents understood their work environment to mean their daily experiences at work as well as the condition prevailing in the community around the school. There was clear understanding that a school cannot be an island of prosperity and comfort in the sea of poverty. The researcher got a clear sense that work environment had a serious impact on the respondents' attitudes towards their jobs.

One respondent had this to say:

"I spend most of my time at work, and the fact that we still use a pit toilet makes my life at work unbearable."

Theme 4.3.14. Recommendations

Most recommendations put forward by respondents were in line with the sentiments they expressed in response to the interview questions. Recommendations are presented in the next chapter.

4.4. Conclusion

This chapter has focused on the presentation and discussion of the findings of the study. In order to enhance the ease of analysis and presentation, the findings were arranged under different themes and sub-themes that emerged during the interviews. The interviewees' responses were also grouped according to their (respondents') post-levels, the sizes as well as the socio-economic backgrounds of their schools. The chapter also outlined the limitations of the study.

The findings of the study pointed to a strong evidence of teacher dissatisfaction with a number of facets of their jobs. Dissatisfaction stemmed from heavy workload, the remuneration structure, processes followed for promotions, the working conditions, poor supervision and limited opportunities for personal development. There was also strong evidence that some of these challenges, especially heavy workload and the lack of

opportunities for development, had a negative impact on their productivity and efficiency. There was also a strong indication that policy issues relating to staffing, the school grading model and the school funding regime needed to be revisited to ensure that they contribute positively to the efficiency of the system. The last chapter deals with the conclusion, the recommendations as well as suggestions for future research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The previous chapter focused on the presentation and discussion of the findings of the study. The findings were arranged under different themes and sub-themes that emerged during the interviews for the ease of analysis and presentation. This chapter focuses on the summary of the study including key findings, the conclusion, the limitations of the study and the recommendations.

5.2. Summary

The challenges afflicting South Africa's education system are well documented. Such problems include, *inter alia*, high teacher turnover and poor learner achievement in key subjects like Science and Mathematics. In spite of a numerous targeted interventions by the Department of Basic Education (DBE) to retain teachers in the system, the department is still faced with an excessively high number of teachers leaving their jobs (Mampana, 2012).

The main aim of the study was to explore the factors that could have an impact on job satisfaction, loyalty and organisational commitment among South African teachers. The study objectives were:

- i) To find out how job satisfaction, loyalty and organisational commitment affect the productivity of teachers in Hembé District.
- ii) To understand the factors that lead to the perceived lack of job satisfaction, loyalty and organisational commitment among teachers in Hembé District.
- iii) To establish the roles played by different education stakeholders to improve job satisfaction and organisational commitment among teachers in Hembé District.

A qualitative research was conducted, where open-ended face-to-face interviews were conducted with school principals, HODs and post level 1 educators.

The results of the study have shown that:

- There is evidence of teacher dissatisfaction with certain aspects of their jobs. These include: working conditions, processes of promotions, lack of opportunities for personal development and heavy workload.
- The challenges faced by teachers did have an impact on teacher productivity and effectiveness.
- There are a number of interventions that different education role-players need to implement in order to make the system work better.

5.3. Limitations of the study

The study relied upon a very small sample of participants, hence its findings cannot be authoritatively generalised on the broader system. Furthermore, the types of schools in South Africa are far more diverse than can be represented by the three types of schools chosen by the researcher. Experiences of teachers in public schools, former Model C schools, farm schools, special schools, private and independent schools are not necessarily the same. The study also did not extend to other important education role-players like the senior management (policy makers) and the school governing bodies.

5.4. Recommendations

5.4.1. Recommendations for further research

South Africa invests heavily on the education system. Of all the government departments, education receives the biggest share of the budget every year, yet this does not translate into tangible results. The researcher is of the view that there needs to a continuous search for the causes of the system's underperformance. One area that should be a subject of a thorough research going forward is the suitability and effectiveness of the country's teacher-training curriculum.

5.4.2. Recommendations related to policy

The Department of Education needs to effect policy changes regarding remuneration, promotions, the school funding model, the training of teachers and staffing for schools. The allocation of resources to schools should be based on a model that ensures basic norms and

standards for a viable institution. The role of school governing bodies in the appointment of teachers also needs to be revisited.

5.4.2.1. The allocation of teachers to schools

According to Mowday *et al.* (1982), role ambiguity and role overload result in high levels of work strain, and employees with such experience report lower levels of organisational commitment.

The Department of Basic Education needs to review the Post Provisioning Norm (PPN) to help alleviate the challenges that rural schools encounter and develop policies to attract and retain qualified teachers (Haines, 2012).

Recommendation 1:

The allocation of teachers to schools should not only be based on learner numbers, which results into a situation where smaller schools are under-staffed. It has to be considered that every school has to offer the full curriculum. The Post-Provisioning Model (PPM) should be primarily based on the curricular needs of the school

5.4.2.2. The provision of resources

According to Nagar (2012: 55) “lack of sufficient resources or role ambiguity sometimes lead employees towards a feeling of low personal accomplishment.”

Recommendation 2:

The allocation of resources to schools should be based on a model that ensures basic norms and standards for a viable institution. Such a funding model should ensure that every school, irrespective of size, has sufficient resources to promote the efficient delivery of quality education.

5.4.2.3. Remuneration policy

Employees want pay systems that are regarded to be fair, unambiguous, and in line with their expectations. When remuneration is considered to be fair, is comparable to the demands of the job, community pay levels and the employee's skill level, satisfaction is likely to be the result (Mhlanga, 2012).

Recommendation 3:

The Department should consider implementing a remuneration regime that give full recognition to one's skills, qualifications and experience. The retention of highly qualified and skilled personnel should be high on the Department's agenda.

5.4.3. Recommendations related to practice**5.4.3.1. The work environment**

Teachers are the most valuable resource to an educational institution; management must, therefore, devote substantial resources in the continuous assessment and improvement of their working environment, to optimise the quality of service delivery (Nagar, 2012).

Recommendation 1:

The Department should ensure that every school has the necessary facilities and amenities to make the lives of both the teachers and the learners easy. This should include ensuring that the buildings and the premises are in a good condition, with proper sanitation.

5.4.3.2. Capacity building for School Management Teams

The level of employee commitment to organisational values and goals can be considerably swayed by group leader relations. The more flexible and participative management styles can significantly enhance organisational commitment and these styles tend to reduce the levels of stress among employees. If a supervisor provides accurate and more timely types of communication, the work environment is enriched and this is likely to improve employees' organisational commitment (Paul, 2004).

Recommendation 2:

The Department needs to ensure that people serving in the School Management Teams (SMTs) have the necessary capacity empower those that they lead. Capacity building initiatives for SMTs should happen on a continuous basis

5.4.3.3. Promotions

If employees feel that their career advancement opportunities are restricted, their job satisfaction may decrease. The likelihood that an employee will be promoted as well as the

fairness of the processes of promotion, have an impact on job satisfaction (Drafke & Kossen 2002, cited in Mhlunga 2012).

Recommendation 3:

The Department should ensure that the processes leading to promotions are free from all forms of manipulation and corruption, and everyone involved in deciding on promotions, including the parent component, should have the prerequisite capacity to do so.

5.4.3.4. Continuous professional development

Recommendation 4:

There needs to be continuous and meaningful professional development for teachers to ensure that they are comfortable with both the subject matter as well as teaching methodology.

This is in line with the assertion by Farooqui and Nagendra (2014), who argued that Human Resource Management should assist in obtaining maximum employee development, ensure meaningful working connection between employers and employees, employees and employers, and necessary moulding of human resources.

5.5. Conclusion

In summary, this research has revealed that teachers have strong views about what they think should change in the system in order to enhance job satisfaction, productivity and organisational commitment among teachers. The study has come to the conclusion that resolving the issues that have a negative impact on the teachers' job satisfaction and organisational commitment would, lead to an improved system of education.

The study has further concluded that there have to be far-reaching changes if South Africa's education system is to improve for the better. Suggested changes range from the school funding model, the post provisioning model, the quintile ranking of schools, the remuneration policy, the processes of promotion, the recognition of higher qualifications and capacity building for School Governing Bodies. The study also recommends that every stakeholder in the education system needs to play a meaningful and conscious role in order to make the system work.

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APPENDIX A: INTERVIEW SCHEDULE

Job satisfaction, productivity and organizational commitment among South African teachers

The purpose of this interview is to solicit information from school teachers, Heads of Departments and principals regarding factors influencing their levels of job satisfaction, productivity and organizational commitment in their day-to-day work experiences. The interview should only take approximately 40 minutes to complete. In this interview, you are asked to indicate what is true for you, so there are no "right" or "wrong" answers to any question. Thank you for participating.

1. How long have you been in the teaching profession?
2. What is it that you like the most about your job?
3. What are the challenges that you face in your work regarding the nature of the job, what is expected of you and the availability of resources?
4. How meaningful do you find your work to be in terms of scope and demands?
5. How would you rate your level of satisfaction with your job? Please elaborate.
6. Have you ever considered quitting your job in the recent past? Please elaborate.
7. How would you describe your relationship with your immediate supervisor?
8. What are your thoughts on the demands of your work, your skills, experience and your level of remuneration?
9. How would rate the prospects of being promoted and the fairness of the processes followed for promotions?
10. How would you describe your work environment?
11. Do you have any recommendations on what would enhance your job satisfaction and productivity?

APPENDIX B: ETHICAL CLEARANCE



education

Department
Education

PROVINCE OF KWAZULU-NATAL

Enquiries: Ramangol Ngweni

Tel: 033 292 1034

Fax: 033 292 337

Mr S Simamane
PO Box 190
KENWEDINE
4342
033 243 2041

Dear Mr Simamane

PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE INSTITUTIONS

Your application to conduct research entitled: "JOB SATISFACTION, PRODUCTIVITY AND ORGANIZATIONAL COMMITMENT AMONG SOUTH AFRICAN TEACHERS", 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 Education 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 25 September 2015 to 31 October 2016.
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 Mrs Connie Makhele at the contact numbers below.
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 X2137, Pietermaritzburg, 3201.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Yours faithfully


Anthea S.P. Sishi, PhD
Head of Department: Education
Date:

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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paper text:

UNIVERSITY OF KWAZULU-NATAL JOB SATISFACTION, PRODUCTIVITY AND ORGANIZATIONAL COMMITMENT AMONG SOUTH AFRICAN TEACHERS By Sibusiso Simamane 9035294 A dissertation submitted in partial fulfilment of the requirements of the degree of Master of Business Administration Graduate School of Management and Leadership College of Law and Management Studies Supervisor: Prof. Stephen Migiro 2016 | ABSTRACT This study seeks to interrogate the effects of the perceived lack of job satisfaction, loyalty and organizational commitment on South African teachers and to explore the possible causal factors leading to this phenomenon. To illustrate the extent and seriousness of the problem, the Minister of Basic Education has revealed that some 25 000 teachers left their jobs between 2005 and 2008. She also conceded that South Africa was producing 12 000 less teachers a year than required by the system. The Department of Basic Education has had to resort to recruiting teachers from countries like Zimbabwe and Cuba especially in critical subjects such as Mathematics and Science. This state of affairs points to a system that is in a serious crisis and an urgent need to get to the bottom of the problem. The aim of the study was to explore the factors impacting on the levels of Job Satisfaction, Loyalty and Organisational Commitment among South African teachers. The study objectives were: 1. To find out if the lack of job satisfaction, loyalty and organizational commitment affect the productivity of teachers in South Africa. 2. To interrogate the possible causal factors that contribute to the perceived lack of job satisfaction, loyalty and organizational commitment among South African teachers. 3. To establish

the roles that can be played by different education stakeholders to improve the levels of job satisfaction, loyalty and organizational commitment among South African teachers. Face-to-face open-ended interviews were conducted with a total of 16 teachers comprising of school principals, heads of departments (HOD's) and post level 1 educators. Participants were drawn from six secondary schools. Two schools were sampled from the urban, quintile three schools. The second pair of schools was selected from the semi-rural, quintile two schools. The third pair was selected from the rural, quintile one schools. This was to ensure that responses would be a fair reflection of teachers' lived experiences from different economic and social backgrounds. In total six principals, four HODs and six post level 1 educators participated in the study. The key findings of the study indicate that there were serious challenges facing the education system ranging from heavy work load, especially in low-enrolment schools; a perception of unfairness in processes of promotions; policy uncertainty and a poor work environment. The implication is that there needs to be far-reaching changes in policy pertaining to staffing for schools, promotion processes, in-service training and the role of school governing bodies. The researcher is of the view that there needs to be a continuous search for the causes of ii the system's underperformance. One area that should be a subject of a thorough research going forward is the suitability and effectiveness of the country's teacher-training curriculum. iii LIST OF TABLES Table 3.1: The difference between quantitative and qualitative..... 30 Table 3.2: Demographic information of respondents..... 32 Table 4.1: Themes and sub-themes in the study 38 iv LIST OF ACRONYMS CAPS: Curriculum and Assessment Policy Statement DBE: Department of Basic Education HOD: Head of Department OCB: Organisational Citizenship Behaviour OBE: Outcomes Based Education PIRLS: Progress in International Reading Literacy Study PPM: Post-Provisioning Model PPN: Post-Provisioning Norm SACMEQ: The Southern and Eastern African Consortium for Monitoring Education Quality SGB: School Governing Body SMT: School Management Team v TABLE OF CONTENTS Title Page

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STUDY 1.1. Introduction This study seeks to interrogate the effects of the perceived lack of	

Job satisfaction, turnover and organisational commitment in South African
 teachers and

to explore the possible causal factors leading to this phenomenon. This chapter highlights the

background of the study, the rationale for the study; the

review of relevant literature; the statement of the research problem; the research objectives; the research questions; the delimitation of the study; the assumptions of the study; the definitions of key terms and also outlines the structure of the dissertation. 1.2. Background of the study The problems plaguing South Africa's education system are well documented. Such problems include, among others, high teacher turnover and poor learner attainment in key subjects like Science and Mathematics. According to Mampana (2012), in spite of a number of targeted initiatives by the Department of Basic Education (DBE) to retain teachers in the system, the department was still faced with an unacceptably high number of teachers leaving their jobs. High attrition of experienced personnel has been cited as one of the causal factors to South Africa's failure to meet the millennium development goal of achieving the universal primary education by the year 2014 (Mampana, 2012). A recent study by the Human Sciences Research Council (HSRC) found that some teachers were bunking classes because they themselves struggled with primary school Mathematics (News 24.com, 2013). The factors that point to the apparent lack of organisational commitment, job satisfaction and loyalty among South African teachers include the shockingly high level of absenteeism, high employee turnover and regular work stoppages and other forms of industrial actions, to mention just a few. It is reported that South Africa has the highest teacher absenteeism rate in Southern Africa. It is reported that on average one teacher is absent for nineteen (19) working days per academic calendar year (News 24.com, 2013). This translates to more than nine percent (9.5%) of learning and teaching time that is lost each year. This picture is even worse when one takes into account the fact that a substantial amount of teaching time is said to be lost while teachers sit idle in staff rooms doing nothing. It is reported that township and rural school teachers use less than fifty (50) percent of class time on teaching, with the majority of that time spent sitting in staff rooms (Ndlovu, 2011: 7). To illustrate the extent and seriousness of the problem, the Minister of Basic Education has revealed that some 25 000 teachers left their jobs between 2005 and 2008. She also conceded that South Africa was producing 12 000 less teachers a year than required by the system (IOL News, 2010). The Department of Basic Education has had to resort to recruiting teachers from countries like Zimbabwe and Cuba, especially in critical subjects such as Mathematics and Science (Mampana, 2012). This state of affairs points to a system that is in a serious crisis and an urgent need to get to the bottom of the problem. South Africa's education system cannot improve and ultimately reach its true potential while these problems persist. It is therefore, important that the root causes of the problems facing our education system are understood. This study should benefit all the major stakeholders involved in education, namely, the policy makers, the School Governing Bodies (SGB's), the school management teams, ordinary teachers, learners, labour unions and the teacher training institutions. Numerous scholars and other opinion makers have done a considerable amount of research on the factors that effect organisational commitment, job satisfaction and loyalty on employees in general. There is overwhelming consensus that a lack organisational commitment, job satisfaction and loyalty impact negatively on employee productivity. Field and Buitendach, (2011) argue that there is a strong correlation between organisational commitment and work engagement as well as happiness and work commitment. They then argue that happiness with one's job is a prerequisite for engagement and commitment at work. According to Rampa (2014), passion and motivation play a critical role in the quality of every employee's performance in their jobs. He further emphasizes the importance of an enabling organisational culture and pleasant working conditions in the profession in fostering and sustaining the employee's productivity. van Dyk and Coetzee (2012) argue that employee- centred HR practices, such as training and development, work-life balance, remuneration and recognition have a positive effect on work commitment of employees. Kooij et al (2013) 2 argue that satisfied employees are time-effective at work and are not likely to take sick leave unless it is extremely necessary. It is therefore, imperative that any factors that militate against employees giving their best at work be identified and addressed. Job satisfaction refers to a positive emotional state resulting from the appraisal of one's job (Katsikea, Theodossiou, Perdikis, & Kehagias, 2011). Bakker and Oerlemans (2012) assert that high levels of subjective well-being are associated with high levels of job satisfaction, regular experiences of positive emotions and very rare experiences of negative emotions. According to Patrick and Sonia (2012), employees form attitudes towards their jobs by

taking into consideration their feelings, their beliefs and their behaviours. They further argue that, for this reason, job satisfaction can be defined either as the overall job satisfaction of an employee or the satisfaction with particular aspects of the job, such as pay, working conditions, co-workers, company policies, supervision, the work itself and opportunities for promotion. Organisational commitment is defined as the preparedness of the employees to make a greater and determined effort on behalf of their organisations, a profound desire to stay in their organisations and advance their goals and values. The employees have a sense of duty to the organisation (Rothmann & Viljoen, 2009, cited in Field and Buitendach, 2011). According to Allen and Meyer (1990), cited in Field and Buitendach (2011), Organisational commitment is three dimensional and comprises of affective commitment, normative commitment and continuance commitment. ? Affective commitment refers to the employee's state of emotional attachment to, involvement and identification with the organization. ? Normative commitment refers to the employee's feelings of compulsion to remain in the

1. organization. ? Continuance commitment refers to commitment based on the costs that an employee associates with leaving the organization.

Continuance commitment has two sub- dimensions, namely, personal sacrifice and lack of alternative. According to Sypniewska (2014) job satisfaction generally results in a positive attitude towards one's work, co-workers as well as the entire organisation. She further argues that a satisfied workforce builds and actively participates in the success of any organisation. The level of job satisfaction is further influenced by a sense of justice. Worker satisfaction is the outcome of what they receive in exchange for their contributions. Perceived fairness has a positive impact on the levels of motivation and satisfaction (Sypniewska 2014) Neiningen et al., (2010), cited in van Dyk, J, and Coetzee, M (2012) further maintain that organisational commitment results in positive attitudes to jobs and affects outcomes like employees' intentions to leave, organisational citizenship behaviour, performance and job satisfaction. They further argue that, organisational and employee-centred human resource practices like work-life balance, compensation, supervisor support, communication, rewards and recognition, training and development, job characteristics and opportunities to develop careers, influence the commitment of employees. 1.3. The research problem statement South Africa spends the highest percentage of her Gross Domestic Product (GDP) on education. It is clear though, that the huge resources that are pumped into the system do not yield commensurate results. The system is still face with challenges of learner underperformance in critical subjects like Science and Mathematics. The reported high rate of absenteeism among teachers as well as the high teacher turnover, among other challenges, point to a system that is not working optimally. This justifies continuous research into the underlying factors of the challenges in the system. This study seeks to examine the teachers' attitudes to their jobs and explore different interventions that can be made to enhance their job satisfaction and organisational commitment. 1.4. The research objectives The general objective of the study is to explore the factors impacting on the levels of Job Satisfaction, Loyalty and Organisational Commitment among South African teachers. The specific study objectives are: (a) To find out if the lack of job satisfaction, loyalty and organisational commitment affect the productivity of teachers in South Africa. (b) To interrogate the possible contributory factors

1. that lead to the personal state of job satisfaction, loyalty and organisational commitment

among South African teachers. (c) To establish the roles that can be played by different education stakeholders to improve the levels of job satisfaction, loyalty and organisational commitment among teachers. 1.5. The research questions To achieve the stated objectives, the study seeks to answer the following question: 1. Does lack of job satisfaction, loyalty and organisational commitment affect the productivity and job performance of teachers in South Africa? 2. What are the contributory factors

...tion, and to the ... of job satisfaction, loyalty and organisational commitment ...

among teachers in South Africa? 3. What contribution can different stakeholders make to improve the levels of job satisfaction, loyalty and organisational commitment among teachers in South Africa? 1.6. The significance of the research The study is an attempt to get a better understanding of the challenges facing teachers in South Africa and to explore possible solutions. It is hoped that desired job attitudes on the part of teachers will go a long way in improving learner attainment and the standard of education in general. Furthermore, a thorough and continuous research on the topic is made necessary by the dismal performance of South African learners when compared with their peers from other African countries. The Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) (1) looked at education inequality, and noted that the poorest 20% of South African learners perform far worse than most of their counterparts in other eastern and southern African countries (Spaull 2012). In the 2011 Progress in International Reading Literacy Study (PIRLS) test, 43% of South African learners failed to attain the low international benchmark. Of the fifteen countries in the region, South Africa's poorest learners were at 12th place for mathematics, and 14th for reading. (Howie et al. 2012). Certainly, the huge investment made by the government in an effort to improve South Africa's education and the country's economic status on the continent should be manifest in the standard and quality of education in the country. The fact that this is not happening demands an ongoing probing for answers. 1.7. Delimitation of the study The research is delimited to the views and lived experiences of school principals, heads of departments, and post level 1 teachers of six secondary schools in the Ilembe District of KwaZulu-Natal department of education. The study was conducted between May 2016 and September 2018. 1.8. Assumptions of the study The study was premised on the following assumptions: • A lot needs to be done to enhance job satisfaction and organisational commitment of South African teachers. • Improved job satisfaction and organisational commitment will result in improved productivity and efficiency by teachers thus impacting positively learner performance and attainment. 1.9. Definitions of key terms 1.9.1. Job satisfaction Job satisfaction has been defined in numerous ways. Lumley et al. (2011, p. 101) defines job satisfaction as "an individual's total feeling about their job and the attitudes they have towards various aspects or facets of their job, as well as an attitude and perception that could consequently influence the degree of fit between the individual and the organisation". According to Suma & Lesha (2013) Job satisfaction is an affective response to the job seen either in its totality (global satisfaction) or with regard to specific aspects (facet satisfaction) i.e. pay, supervision etc. Job satisfaction is further understood as the positive orientation of a person towards the role which he/she is presently occupying and the degree to which the employee is comfortable and happy with his/her job (Suma and Lesha, 2013). Job satisfaction is further defined as a gratifying or affirmative emotional state, resulting from the observation of one's job as fulfilling or allowing the fulfilment of one's essential job values (Suma and Lesha, 2013).

...Job satisfaction is an emotional reaction to a job condition, which is often determined by how well results match or exceed expectations. For instance, if workers think that they are treated unfairly, receive less remuneration, they are more likely to have negative feelings towards their work, supervisors or co-workers (Rehman et al., 2013).

co-workers (Rehman et al., 2013). 1.9.2. Organisational commitment

...Organizational commitment has become one of the most common variables studied in the last 50 decades. Like every other psychological

constructs, organizational commitment does not

have a universally accepted definition. It has been defined and measured in many different ways. The many definitions and measures have the common theme that organizational commitment is understood to be a

bond between the individual and the organization (Suma & Lesha, 2013). Organisational commitment is regarded as a psychological association an individual has with their organisation, characterised by profound identification with the organisation and a willingness to contribute to the attainment of organisational goals (Meyer & Allen 1997, cited in Lumley et al, 2011). Some scholars view organizational commitment as the strength of an employee's involvement with an organization. Others suggest that organizational commitment is shown through compatibility between personal and organizational values and goals (Susanty and Miradipta., 2013). According to Porter (1968), cited in Mohamed & Anisa (2012)

Organizational commitment refers to the willingness of an employee to apply higher levels of hard work for the sake of the organization, approval of its strategic goals, principles, values, and ethics and a strong desire to stay with the organization.

According to Lee et al., (2014) committed employees are generally loyal to their organizations and want to continue their association with their organizations even when there are better options in terms of pay and benefits. 1.10. The structure of the dissertation Chapter 1- Introduction In this chapter, the researcher provides a short overview, the motivation of the

study, the focus for the research, the research objectives, the research questions, motivation of the

study and conclusion. Chapter 2- Literature Review The researcher will be gathering information using theoretical aspects and any empirical work done by other scholars like journals, reports, books, newspapers to produce a sound and credible conceptual framework on the topic. Chapter 3- Research Methodology This chapter will deal with the selection of a research design that will suggest the correct method that will be used to collect data as well as the sampling method that will be chosen. The target group of people for the study will also be described in this chapter.

Chapter 4- Presentation and Discussion of the Findings In

this chapter, the researcher will present and discuss the findings of the study. The chapter will also examine the ethical issues, trustworthiness, validity, reliability and limitations of the study. The researcher will also outline the limitations of the study. Chapter 5- Conclusion and Recommendations This chapter will deal with the outcome of the study and the recommendations for future studies. CHAPTER TWO LITERATURE REVIEW 2.1. Introduction This chapter explores different theoretical approaches to the concepts of job satisfaction and organisational commitment. This is done to ensure that the study is based on a clear and thorough understanding of different lines of thought concerning these concepts that have been developed by different scholars over the years. The chapter also deals with the review of relevant literature by various scholars pertaining to factors that impact on employees' job satisfaction, productivity and organisational commitment. The aim is to establish the impact of such factors on the teachers' attitudes towards their jobs and the resultant impact on the overall quality of education. Although literature review deals with many factors and dimensions of

Job satisfaction and organisational commitment, 11.45.000 of the research

will not extend to demographic information such as age and gender. The research focuses on teachers in general. Each section of the literature review has been examined with the objective of giving the researcher an in-depth knowledge and necessary theoretical background in order to formulate meaningful qualitative interview questions. 2.2. Theoretical and conceptual framework There are different theoretical approaches to both the concepts of job satisfaction and organisational commitment. This section deals with the three different approaches that have been developed in explaining job satisfaction and measuring the employees' levels of satisfaction. The next part of this section will deal with the three-component conceptualization of organisational commitment. These theories and approaches are very important in trying to understand the reasons for employee behaviour and job attitudes in general. The literature covers relevant research work on job satisfaction and organisational commitment, including relevant concepts and constructs. 2.3. Approaches to Job Satisfaction The first approach to job satisfaction concerns itself with the characteristics of the job and it is called the "information processing model" (Hackman and Oldham 1976, cited in Vanden Berghe 2011).

According to this approach, employees collect information about the job, the environment and the organisation and cognitively assimilate these features in order to determine the level of satisfaction (Vanden Berghe 2011). The second model maintains that the measurement of the level of job satisfaction is based on employees' own past behaviour and what currently works best for them. The emphasis is on effects of the context and the impact of past behaviour, instead of individual pre-dispositions and cognitive decision-making processes. Therefore, job satisfaction is relevant in terms of what employees experience in the workplace.

(Vanden Berghe 2011). The third approach maintains that job satisfaction is reliant on the attributes or the dispositions of individual employees. Such dispositions can be determined by experience or genetic heritage or both. In short, job satisfaction can be understood as a function of: (a) the features of a job, (b) the view of others and (c) the individual employee's personality (Vanden Berghe 2011).

2.3. Job satisfaction as function of job features

This approach to job satisfaction is divided into two theories; namely, i) the two-factor theory and ii) the job characteristics model. 1. Two-Factor Theory Frederick Herzberg (1959), in his Two-Factor Theory deals with the issue of workplace motivation. The theory introduces two factors that account for overall job satisfaction and they are referred to as

motivators and hygiene factors. Herzberg argues that while the existence of motivators in a job can lead to the

improved levels

of satisfaction, the nonexistence of hygiene factors in the workplace can

lead to

dissatisfaction. Hygiene factors refer to the nature of the environment and the conditions of the work. Such factors can include salary, safe working environment, etc. Motivators are associated with the features of the job itself

(Vanden Berghe 2011). Herzberg's theory explains why employees who earn high salaries and experience great working conditions still lack motivation. According to Herzberg these two elements only represent hygiene factors, which addresses the issue of dissatisfaction. He argues that

motivation comes from the job itself. Therefore, it is essential for managers to look into the nature of the jobs they require their employees to perform. Herzberg argues that if you want employees to perform well and do a great job, you should have a good job to start with. So, in order to improve productivity and job attitudes, employers must pay attention to both factors and not

take it for granted

that an increase in satisfaction will result in a consequential decrease in dissatisfaction

(Vanden Berghe 2011). ii.

Job Characteristic Model: While Herzberg supported the notion of "good jobs", Richard Hackman and Greg Wageman (1995) built on that idea by seeking to define what an organization's "good job" would actually look like. In

their Job Characteristic Model, they

identified five central dimensions for assessing the immediate work environment. They argue that any job can be assessed for its motivating potential by analyzing all of these five dimensions. The

five dimensions, cited in (Vanden Berghe 2011), are skill variety; task identity; task significance; autonomy and feedback. • Skill variety describes the extent to which a job entails the application of a number of diverse skills, capabilities or talents. Such activities should not only be different, but must also be distinct enough to necessitate different skills (Vanden Berghe 2011). Skill variety is an apparent diversity and complexity of skills and talents required by a job to perform it. A teacher for example must be good at data analysis and computer literate to be able to effectively analyse learner performance and come up with meaningful interventions. Therefore, employees must possess a range of skills in order to perform their jobs efficiently and effectively. Skill variety in an organization may be attained through continuous training as well as through job rotation (Mhlanga, 2012). •

Task Identity: refers to the extent to which a job involves accomplishment of a whole and satisfying piece of work. Task

Identity requires an employee

to perform all the tasks required to complete the job from the beginning to the end of the production process.

(Buys, Olders & Schaap, 2007, cited in Mhlanga 2012).

Task significance refers to the importance of the job; the extent to which the job has an impact on the lives of other people, the organization or the external environment.

According to Sharma & Bhaskar (1991), cited in Mhlanga (2012) the

single most important factor on an employee's job satisfaction experience originates from the type of the work assigned to them by the organization. It means that if the job entails substantial variety, discretion, challenge and latitude for using one's own skills and abilities, the employee assigned the job is likely to experience job satisfaction.

Therefore, employees need to be assigned jobs which they can be identified with, which demonstrates that they are valued assets to the organisation. Feedback refers to the degree to which the employee receives

information about the efficacy of the performance. This is not only limited to supervisory feedback, but also the ability to observe the effects of one's own work

(Vanden Berghe 2011). Employees prefer a job

that is mentally stimulating, in that it entrusts them with opportunities to use their own skills and abilities and offers a variety of tasks, freedom and feedback on how well they are doing. The formation of precise goals, feedback on advancement towards these goals, and reinforcement of desired behaviour all increase motivation. The fewer, ambiguities, distortions and inaccuracies that occur in communication within the organization, the more satisfied employees will feel regarding their work (Robbins 1993, cited in

Lumley et al. 2011). Feedback may be in the form of compliment for the good work which leads to increased motivation and job satisfaction. It may also come as information for the need to improve on

certain aspects, which the employee will work on in order to be more effective. When an employee is acknowledged for a task well done it makes them feel important and gives them a sense of self actualisation. This may be the same with feedback which is provided to the employees usually by their superiors (Mhlanga, 2012).

Autonomy is the extent to which the employee is free to schedule the pace of his work and to select the procedures to be used

(Vanden Berghe 2011). According to Buys et al., (2007), cited in Mhlanga (2012) job autonomy is when a jobholder is afforded the power and freedom to exercise his/her own authority while making a decision. Autonomy gives rise to feelings of accountability and responsibility. When an employee is given power to make decisions on their own they are most satisfied as they consider themselves as valuable to the organisation. Hackman and Oldham's model maintains that attention to these five job features produces three important psychological states, i.e. 1. Meaningfulness of work,

For example, teachers may experience meaningfulness of work even in challenging working conditions, because of the belief that their efforts make a difference in the lives of their pupils. 2. Experienced responsibility for outcomes of work: job efforts are perceived as causally associated with the end results of the work. 3. Knowledge of the actual results of work activities: this can be qualified as feedback. The jobholder is able to judge the quality of their performance

(Vanden Berghe 2011). 2.3.2. Job satisfaction as function of other people Salancik and Pfeffer (1978) came up with what they called the social information processing model. According to this model,

job satisfaction is subject to the influence of others in the work place. Employees are inclined to observe and measure the attitudes and behaviours of co-workers with similar backgrounds and interests and of leaders who are regarded as influential and successful

(Vanden Berghe 2011). Furthermore,

Griffin's and Gatenman's (1986) study in this field

found that there was a

strong, positive relation between behaviour displayed by leaders and job satisfaction. Salancik and Pfeffer et al

(1993) found

that perceptions of distributive justice – the perceived level of equity/ fairness in distributing rewards in an organisation had an effect on job satisfaction

(Vanden Berghe 2011), 2.3.3. Job satisfaction as a function of personal dispositions The notion of personal disposition covers a wide range of facets, which are not necessarily relevant to the subject of job satisfaction. Therefore, for the purposes of this study we will try to deal with the most essential personal dispositions: + Affective disposition Affective disposition, which is the tendency to have positive or negative thoughts and emotions, has a significant impact on one's

subjective well-being. Subjective well-being in turn and the individual affective disposition has a significant impact on job satisfaction and so does job satisfaction on one's subjective well-being. Although job characteristics are the most important determinants for job satisfaction, they are barely more important than an individual's subjective well-being

(Vanden Berghe 2011). This means

that, besides the nature of the job itself, the affective disposition of an employee is a

key determinant for job satisfaction. It can also be concluded

that job satisfaction influences one's overall satisfaction. This means that an employee who is not satisfied with his or her job, but is actually satisfied with his or her life, may perform very well on the job. Also, an employee who is extremely satisfied with his or her job, but is very dissatisfied with his or her life, may perform badly on the job (Vanden Berghe 2011). + Gender Lefkowitz (1994),

cited in Vanden Berghe (2011), did an analysis of

a number of studies and concluded that women's job satisfaction is on average lower than that of men. One reason for this phenomenon could be that on average women are less invested in their jobs, since their incomes are, or at least considered to be, merely the additional income in the household. Another, more likely, reason why women experience less job satisfaction is that they tend to have less attractive jobs on average compared to men. Lefkowitz's follow-up study confirmed this conclusion by proving that the differences between women and men in the level of job satisfaction vanished when variables such as income, age, education and status were kept equal between women and

men (Vanden Berghe, 2011). Magee (2013), argues that the associations among demoralization, quality of work and job satisfaction are far stronger for men than women, which explains the interaction of demoralization with gender. + Age According McKenna, (2000), cited in Vanden Berghe (2011, p. 23), job satisfaction tends to increase during the course of

working life. Several reasons are presented for that: (i) older employees have better jobs than younger employees; (ii) having a longer career, they had more opportunities to secure a desirable job; (iii) older people have lowered their expectations over the years;

iii. the older generation

has always been more satisfied; (iv) older people are more likely to accept early retirement, while the younger older people are less likely to leave their jobs. This results in a skewed image of the level of job satisfaction among older employees by cancelling out the dissatisfied

cohort. According to Besen et al., (2013), employees of different ages may have diverse needs at work, even when the job is the same, suggesting that for younger employees, providing jobs that give workers the opportunity to use a wide range of skills, to have control over their work and to develop friendships at work, may enhance job satisfaction. While variety, autonomy and friendship tends to be more important to job satisfaction for young adults, older workers, on the other hand, tend to attach more importance on feedback and task significance. The study also concluded that older employees have higher job satisfaction levels overall. 2.4. Dimensions of Organisational Commitment Allen & Meyer (1990), cited in Mohamed & Anisa (2012), devised a three-component conceptualization of organisational commitment, namely: (a) affective or attitudinal commitment; (b) continuance or behavioural commitment and (c) normative commitment. (a) Affective commitment Affective commitment refers to the sense of affection and feeling of connection to the organization and is associated with work experiences, organizational structures and individual traits (Meyer et al., 1993), cited in (Mohamed & Anisa, 2012). Affective commitment is a positive affection towards the organisation, which is demonstrated in a desire to see the organisation thrive and a feeling of pride at being associated with the organization (Cohen, 2003, cited in Nagar, 2012). Individuals with strong affective commitment continue working for the organisation eagerly and voluntarily not only because they need the job, but because they want to work (Meyer, Allen and Smith, 1993, cited in Nagar, 2012). In this type of commitment, the employee and the organisation share common values and as a result there is a positive interaction between them (Nagar, 2012). (b) Continuance Commitment

Continuance commitment refers to awareness of the costs involved in parting with the organization or job. Employees with high level of continuance commitment stay with the organization as they are aware of the need, risks, sacrifices, and low probability associated with leaving

the organization (Meyer et al., 1993 cited in Mohamed & Anisa (2012). This has to do with one's experiences and what he/she has given to the organisation. A person with this type of commitment finds it hard to leave his organisation because of the fear of the unknown

that may limit or not alternatives. Employees with high level of normative commitment therefore stay in the organization because they

need it (Nagar, 2012). (c) Normative Commitment Normative commitment refers to a sense of obligation to continue employment. Employees with high levels of normative commitment consider that they have to

stay in the organization or job as they feel it is right to do so. Normative commitment is the extent to which a person is psychologically connected to the organization through internalization of its vision, goals, objectives, principles, missions and values (Meyer et al., 1993, cited in (Mohamed & Anisa 2012). Normative commitment can grow

(When an employee feels obligated to the organization because he or she has invested in the organization and does not want to leave and thus will try to enjoy for all the benefits that he gets from the organization by putting effort on all, plan and having in the job

(Meyer et al., 1993, cited in Nagar, 2012). 2.5. Review of relevant literature This part deals with the body of literature including relevant concepts and constructs by different scholars on job satisfaction and organisational commitment. The aim is try and understand different factors that are likely to have an impact the employees' job satisfaction and organisational commitment. 2.5.1. Job satisfaction 2.5.1

2.1. Introduction Job satisfaction is a crucial prerequisite for all organisations whether:

they operate

in public or private sectors or working in advanced or developing countries. The primary reason for this degree of interest is that a satisfied workforce is reported to be committed, and commitment is an indication for organizational productivity and efficient operations.

(Rahman et al. 2013). Several studies of behaviours within organisational setting have highlighted important variables that are supportive or unfavourable to the performance of the workforce. This idea holds true when one focuses on the quality of human resources which is a major factor which contributes significantly to the success of any organization. (Malik et al., 2010).

There is no doubt that the most valuable asset of any country is its teachers.

Teachers are regarded as the

pillars of a nation. There is consensus about the fact that all other factors are meaningless without the existence of qualified and effective teachers

(Rahman et al., 2013). Understanding of how teachers become committed and satisfied with their work, and to what extent various factors contribute to their level of commitment, is really critical to enhancing their performance (Mallik et al., 2010). 2.5.1.2. Dimensions of Job Satisfaction Locke (1976, cited in Mhlanga 2012) presented a number of job dimensions that have been established to contribute considerably to employees' job satisfaction. Such dimensions represent attributes associated with job satisfaction. The dimensions include, among others, pay, promotion, supervision and co-workers. Remuneration (Pay) Remuneration is the payment for work done and can take a number of different forms, including a basic salary, additional cash payments, such as overtime pay, and benefits in kind (Heery & Noon, 2001, cited in Mhlanga, 2012). According to Erasmus, van Wyk & Schenk (2001:526), cited in Mhlanga (2012, p. 28), remuneration is defined as "the financial and non-financial extrinsic

rewards offered by an employer for the skills, time and effort provided by the employee in satisfying job requirements for the fulfilment of organisational objectives.² According to Luthans (1998), cited in Mhlanga (2012), salaries do not only help people to acquire their basic necessities, but it is also essential in sustaining the higher level needs of people. Compensation includes items such as medical aid schemes, paid leave, pension schemes, bonuses and travel allowances. According to Mhlanga (2012), offering employees reasonable and fair compensation, which is commensurate to the input the employee makes to the organisation, should be the key objective of any compensation regime. This means that for employees to regard their remuneration to be fair and reasonable it must relate to the input they make to the organisation. According to Robbins et al. (2003), cited in Mhlanga (2012), employees want

“pay systems that are well designed to be fair, unambiguous, and commensurate with their expectations. When remuneration is perceived to be reasonable, is appropriate to the demands of the

job, the employee's

skill level, and community pay levels, satisfaction is likely to be the result.

A study conducted by Voytenoff (1990), in the public sector managers

found that salary levels affect job satisfaction, and that those public sector employees that compared their salaries with those in the private sector had lower levels of job satisfaction.

This shows that another way employees gauge if their remuneration is fair is by comparing it to other employees on the same rank. This leads to job dissatisfaction, if employees find that their organisation is paying them poorly in comparison to other organizations' employees. Promotions Heery and Noon (2001), cited in Mhlanga (2012) define promotion as the act of moving an individual up the organisational hierarchy, often leading to an increase in status and responsibility and a better remuneration package. Promotion provides an employee with

opportunities for personal growth, added responsibilities and improved social status (Robbins 1993). Job satisfaction is more likely to be experienced by employees who perceive opportunities for promotion to be fair (Robbins 1993; Spector 1997,

cited in Lumley et al. 2011). Promotions afford employees opportunities for growth and increased accountability on the new position.

Opportunities for promotion are also likely to have a positive influence on job satisfaction (Landy, 1989; Larwood, 1984,

cited in Mhlanga, 2012). When opportunities for promotion are provided, employees' levels of satisfaction will improve as they know that there is room for individual growth and self-actualization. This may lead to

opportunities for growth and advancement in their current jobs, or improve the chance of finding alternative employment. Therefore, if employees feel they have limited career advancement opportunities, their job satisfaction may decrease.

The likelihood that employees will be promoted and the fairness of such promotions have an impact on job satisfaction (Drafke & Kossen, 2002, cited in Mhlanga, 2012). Employees seek fair and just promotion practices and policies. Employees who observe that decisions regarding promotions are made in a fair and just manner are more likely to be satisfied with their jobs. Fair and just promotion policies and practices are a foundation for growth in any organisation. When an employee is promoted fairly, based on his true assessment, he/she gets a type of recognition, and hence, it increases his/her job-satisfaction (Witt & Nya, 1992, cited in Mhlanga, 2012). A study conducted by Kalleberg & Mastakaasa (2001) cited in Mhlanga (2012) found that promotions improve employees' perceptions of the quality of their job and thereby increase both their commitment and satisfaction. Tolbert (1996), cited in Mhlanga (2012) asserts that opportunities for promotion have different effects

on job satisfaction because of their differing forms and on a variety of accompanying rewards, and the most preferred forms of promotion are by performance and seniority. Promotion through seniority often leads to job satisfaction, but not as much as promotions through performance.

• Co-workers Research has

pointed out that job satisfaction is subject to the influence of others in the work place. Employees are inclined to imitate and emulate the behaviour and attitudes of colleagues with comparable jobs and interests, and of superiors who are

considered to be successful and powerful (Vanden Berghe, 2011). According to Ghazzawi (2008) cited in Lumley et al., (2011), an employee's co-workers, the groups they associate with, and the culture to which an employee is exposed, all are likely to influence job satisfaction. An employee's level of job satisfaction might be a function of personal attributes and the features of the group to which they belong. The social situation of work is also likely to have a major impact on an employee's attitude and behaviour. Employees' relationships with the supervisor and co-workers has an effect on individual job satisfaction. If a worker does not feel welcome among colleagues it may lead to dissatisfaction with their jobs. Employees get more out of work than just money or tangible accomplishments. For many employees, work also satisfies the need for social interaction. Therefore, having friendly and supportive colleagues improves job satisfaction (Marks, 1984, cited in Mhlanga, 2012). It is however, worth mentioning that although studies have undoubtedly established

that the influence of others in the work place on job satisfaction is

substantial;

not everyone is equally susceptible to the influence of others. There are individual differences which can be ascribed to differences in personal

dispositions

(Vanden Berghe, 2011). • Supervision Supervision plays

a vital role in relation to job satisfaction in terms of the expectations of the supervisor to provide emotional and psychological support and guidance for work related tasks (Robbins et al., 2003,

cited in Mhlanga, 2012). Managerial ineptitude is devastating to employee job satisfaction and engagement, and contributes significantly to employee burnout. Bad managers cause misery among subordinates and contribute to major losses for organisations. Improved organizational efficiency is attainable by identifying and adapting managerial strengths and dysfunctional dispositions that influence employee job satisfaction and engagement (Leary et al., 2013). Dysfunctional leadership behaviours are not always overt and active (e.g., shouting and direct confrontation), but can also be passive, covert, and indirect (e.g., procrastination, not meeting deadlines and nonspecific directives). Passively destructive leadership can be exemplified by both passive avoidance and passive aggression. Passive avoidance can be characterised by aloofness, insensitivity, and detachment; while passive aggression can be characterized by tardiness, procrastination, and failure to set expectations (Leary et al., 2013). Job satisfaction increases when one's immediate supervisor is friendly, understanding, listens to employees' views, offers compliment for good performance and shows keen personal interest in them. Employees prefer a job

that is mentally stimulating in that it offers them with opportunities to use their skills, talents and abilities and offers a multiplicity of tasks, freedom and feedback on how well they are doing (Robbins, 1993,

cited in Lumley et al. 2011). Employees may have high levels of job satisfaction if their immediate supervisors are understanding, supportive and cooperative, provide constructive feedback and have good communication skills. A bad relationship between an employee and a supervisor results in dissatisfaction with work (Mhlanga, 2012). 2.5.1.3 Job Satisfaction and the Quality of Work Life

Quality of work life (QWL), deals with both the intrinsic and extrinsic factors of jobs.

It

is a philosophy, a set of values, which holds that people are the most essential resource in the organisation as they are dependable, responsible and capable of making valuable contribution and they should be treated with respect and dignity. QWL includes type of wages payment, working time, working conditions, health hazards issue, financial and non-financial benefits and motivation, job security, career development

(Vasita & Prajapati 2014). The

frustration, boredom and anger common to employees. Satisfaction with the quality of work life can be costly to the individual

as well as the organisation. Thus, quality of work life stimulates the employee job satisfaction and is vital for enhancing operational and organisational productivity.

Employees who are afforded a high QWL are more engaged and

productive.

Moreover, QWL has a positive effect on human outcomes and it considerably reduces absenteeism, turnover, minor accidents and

employee turnover. High QWL is also critical for organisations to continuously attract and retain best employees (Vasita & Prajapati 2014). A job is an essential

component of life, where a number of factors affect community. Work life is one of the important parts of our everyday life which puts us to a great deal of pressure if an employee is unhappy with his/her work

(Rehman et al. 2013). 2.5.1.4 Job Satisfaction and Person-Organisation fit (POF) The notion of Person-Organisation Fit (POF) deals with the resemblance or congruence between the employee's own personal values and the values of the organisation, according to the employee's perception. Person-Organisation

fit has a significant effect on Job satisfaction.

Job satisfaction is powerfully motivated by employees' valuation of the job and assignments they perform, which are the important components of Person-Job fit. Most researchers over the years have concluded that Person-Organisation fit and Person-Job fit should correlate to evaluate job satisfaction since both variables have strong impact on

job satisfaction and job performance (Farooqui & Nagendra 2014). While the correlation between job satisfaction and performance is also positive; Person-Organisation fit is a significant antecedent of performance. Job performance of employees

is critical in determining an organisation performance. Logic dictates that the better an employee is suited to

this job, the less time and energy he will have to do (Roberts & Robins, 2004).

cited in (Farooqui & Nagendra 2014). Farooqui & Nagendra (2014) further argue that

Human Resource Management should assist in obtaining employee development.

ensure meaningful

Working connection between employers and employees, employees and employers, and the overall productivity of human resources.

Such an understanding should also inform the organisation's policies on selection, recruitment,

development, motivation and compensation of human resources. Humans are generally recognised as the most important assets of the organizations. Organizations need humans as strategic instruments of competence. To get the best performance out of human resource it is vital to give them the assignment that is best suited to their aptitudes and efforts

(Farooqui & Nagendra 2014). 2.6. Organisational Commitment 2.6.1. Introduction The

Concept of organisational commitment has attracted a great deal of attention in the human resource management and psychology literature. As a result, employee commitment and loyalty are fundamental attributes in the high performance work system literature and are they are regarded as essential factors linking strategic human resource management and business practices to improved performance.

(Brown et al., 2011). 2.6.2. Antecedents of Organisational Commitment There are many factors that are said to have an influence on organisational commitment, but for the purposes of this study, we deal with a few: • Job characteristics Job characteristics variables cover broad measures of job scope, challenge, or motivating potential to definite measures like feedback, task identity, autonomy and responsibility (Griffin and Bateman, 1986, cited in Paul, 2004). Hackman and Oldham's (1976) job features model maintains that enriched jobs are highly likely to yield higher levels of organisational commitment (Paul, 2004). Autonomy refers to the extent of latitude an employee can exercise on the job. There is a low positive relationship between autonomy and organisational commitment (Still, 1983, cited in Paul, 2004). Procedural fairness,

work life policy practice and information sharing must be regarded as balancing means to achieve lower turnover rates. Professionals say in organisations where work is also taxing and demanding; and where possibilities for progress are high

(Rehman et al., 2013). • Group Leader Relations According to Bruning & Snyder (1983), cited in Paul (2004), if a supervisor provides more timely and accurate types of communication the work environment is enhanced and this is likely to boost employees' organisational commitment. Further, Gaertner and Nollen, (1989) cited in Paul (2004), assert that the degree of employee commitment to organisational goals and values can be significantly influenced by group leader relations. They also argue that the more

participative and flexible management styles can positively and strongly enhance organisational commitment; and that these styles tend to decrease the levels of stress among employees. • Promotions Satisfaction, promotions, and organisational identification are the strongest forecasters of organisational commitment. Therefore, providing structured progression, development and job security, and meeting uncertainty avoidance needs of employees become crucial. Therefore, organisations may re-examine their policies related to enhancing commitment by embarking on strategies such as rapid promotions, participative work culture, pension plans, etc., for improving employee organizational commitment (Nagar, 2012). According to Adams' (1965) Equity Theory, cited in Suma and Lesha, (2013), it is more likely that when employees regard an organisation to be unsupportive and unfair in their treatment, mainly with regard to the accessibility and regularity of promotional opportunities, their organisational commitment will not be high. According to Suma & Lesha, (2013), the lack of satisfaction with promotion, and the strong positive relationship between promotion and organisational commitment, means that improving this aspect would lead to an enhancement of organizational commitment. • Role Characteristics Mowday et al. (1982), cited in Paul (2004) proposed role characteristics as made up of role conflict, role ambiguity and role overload; and argue that role characteristics result from employees' perceptions of the work environment and have an influence on affective responses; and that employees who report higher levels of role strain tend to report lower levels of organisational commitment. 2.7. Job Satisfaction and Organisational Commitment Most scholars have come to a consensus on the existence of a strong positive relationship between job satisfaction and organisational commitment, as well as between organisational commitment and other desirable work outcomes such as performance and adaptability. Satisfied employees generally tend to be loyal to an organisation, and employees who are committed and satisfied are more likely to stay with an organisation, attend work, arrive at work on time, give good performance and engage in behaviours supportive to the organisation (Aamodt 2007, cited in Lumley et al, 2011).

with its employees. The analysis of the contributory factors to employee attitudes suggests

(Brown et al., 2011). High job satisfaction contributes considerably towards an increase in organizational commitment (Nagar 2012).

Organisational commitment is most probably affected by factors such as type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of the social relationship at work, rewards and remuneration, and the opportunities for promotion and career advancement in the company (Riggio 2009, cited in

Lumley et al. 2011). The teachers' satisfaction with their jobs may have critical implications for their emotional attachment to the organization. Such attachment or organisational commitment is indispensable

for attracting and retaining suitably qualified personnel as turnover costs to organisations can be very high (Nagar 2012). Organisational commitment is less determined by daily events compared to job satisfaction; it develops consistently and slowly over time, and therefore is understood to be a more complex and enduring construct (Mowday et al., 1979, cited in Suma and Lesha, 2013). Moreover, organisational commitment and job satisfaction do not necessarily happen simultaneously; an employee may display high levels of job satisfaction without feeling a sense of affection to, or obligation to stay in the organisation. Likewise, a highly committed employee may exhibit low levels of job satisfaction (McPhee & Townsend, 1992, cited in Suma and Lesha 2013). 2.8. Job Satisfaction and Organisational Productivity It is vital for administrators and managers

in organisations to ensure a work environment that promotes higher levels of employee satisfaction. The reason for this is that employee satisfaction has a stimulus-response on the confidence and loyalty of employees,

increases productivity and also improves the quality of outputs (Surujlal & Singh, 2003, cited in Mafini & Pooe, 2013). On the overall, job satisfaction has a positive impact on

organisational performance in any public organisation. When employee satisfaction is elevated and utilised, it acts as an incentive to improve organisational performance.

In contrast, organisational performance diminishes when employees are dissatisfied. Satisfied employees are inclined

to perceive that the organisation will be more satisfying in the long run, they are satisfied about the quality of their work and tend to be more committed to the organisation, resulting in a demonstration of organisational citizenship behaviours.

They also

have higher retention rates and are more productive (Mafini & Pooe, 2013). When employees are dissatisfied with their jobs, their morale and mental health is adversely affected (Faragher, Cass & Cooper, 2005,

cited in Mafini & Pooe, 2013). As a result, organisational performance will also decline as more production time will be lost since dissatisfied employees tend to take more leave (Judge, Piccolo, Podsakoff, Shaw & Rich, 2010; Shields, 2006, cited in Mafini & Pooe, 2013);

therefore, if appropriate steps are utilised to improve employee satisfaction, overall success of the organisation is improved and the results can be achieved through happier employees and improved workforce productivity.

This also **emphasizes the importance of people in any organization since people are the element of organizational performance**

(Mafini & Poos, 2013). 2.9. Advantages of Organisational Commitment A highly committed employee is inclined to identify with the values and the goals of the organisation, has a strong willingness to belong to the organisation, is prepared to demonstrate high levels of organisational citizenship behaviour, i.e. a preparedness to go beyond and over their specified and required job duties (Luxmi & Yadav 2011). Work units comprising of employees that, on average, report higher levels of organisational commitment perform better in terms of performance quantity and quality (Conway & Briner 2012) Organisational commitment is generally associated with diminishing abandonment tendencies, which include late-coming and turnover. Furthermore, an employee who is committed to his/her

Organisation may be more prepared to participate in 'extra-role' activities, being innovative or creative, which will guarantee an organisation's competitiveness

(Lumley et al. 2011) Organizational commitment is vital for attracting and retaining well qualified employees as only satisfied and committed employees will be keen to continue their relationship with the organization and make significant effort towards attaining its goals (Nagar 2012). Teachers who are highly committed are self-motivated and truthful in whatever they involve themselves in (Nagar 2012).

Normative commitment increases when an employee feels indebted to fulfil his obligation for having invested its resources and time on him/her, and feels responsible to reciprocate for the benefits that he/she derives from the organization by staying at the job and

putting effort on it (Meyer et al., 1993 cited in Nagar 2012). Furthermore,

employees with high affective commitment show more readiness to perform Organisational Citizenship Behaviours (OCB) as opposed to other employees who are not affectively committed.

Organisational Citizenship Behaviours are highly treasured workplace behaviours exhibited or performed

by an employee that is optional, not directly or clearly stipulated by scope of job descriptions, or official remuneration arrangement, and in total promote the efficient and effective running of the

organisation. It is the behaviour

demonstrated by the employees when their expectancy of formal monetary rewards for their task is less

(Meyer et al., 1993), cited in (Mohamed & Anisa 2012). Organ (1990), cited in (Mohamed & Anisa 2012, p. 8)

7 described five types of OCB: • Conscientiousness means that employees perform job

behaviours beyond the minimum required

levels; • Altruism means that the employees

are always willing to help others working with them; 26 • Civic virtue suggests that employees prudently take part in the political life of the organization; • Sportsmanship suggests that employees do not criticize but have constructive and positive attitudes; and • Courtesy denotes that the employees value their co-workers and treat them with admiration, respect and esteem. 2.10. Conclusion This chapter dealt with the different theoretical approaches to the concepts of job satisfaction and organisational commitment as well as the review of relevant literature by various scholars pertaining to factors that impact on employees'

Job satisfaction, productivity and organisational commitment. The aim was to establish the impact of

such factors on the teachers' attitudes towards their jobs and the resultant impact on the overall quality of education. The next chapter deals with the research methodology that was employed in the study.

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY 3.1 Introduction The previous chapter dealt with the different theoretical approaches to the concepts of

Job satisfaction and organisational commitment as well as the relevant and pertinent literature in

related literature regarding factors that impact on employee job satisfaction, productivity and organizational commitment. This chapter deals with methodology and research design employed in this study. It focusses on the paradigmatic positioning of the research study and sampling methods that were chosen to generate data for the study. The chapter finally examines the ethical issues, validity, reliability, trustworthiness and limitations of the study. 3.2 The Aim and Objectives of the Study The aim of the study was to analytically evaluate teachers' perceptions and attitudes towards their jobs. In short the study sought to deal with the following questions: 1. Does the lack of job satisfaction, loyalty and organisational commitment affect the productivity and job performance of teachers in South Africa? 2. What could be the contributing factors to the perceived lack of job satisfaction, and organisational commitment among teachers in South Africa? 3. What input can different role-players make to improve

Job satisfaction and organisational commitment among teachers? Details of the objectives of the

topics covered, the researcher decided confine to the study to the following aspects: the nature of the job, supervision, resources, remuneration and opportunities for development and promotion. 3.3 Methodology This study employed a qualitative research method. The researcher chose the qualitative approach because of its open and involved nature. Qualitative research provides the flexibility to explore and deal

with unknown nuances of the matter being studied. It is not restricted by rigid notions about the topic being interrogated (Flick, et al., 2004). In distinguishing between qualitative and quantitative research, Creswell (2012) asserts that quantitative research is the best approach if a research problem needs quantifiable variables, weighing the effect of these variables on the findings or if the findings need to be applied to a large population. Quantitative research relies on a randomly selected sample to examine a specific variable using statistics and numbers. Data collection is done with controlled instruments. It aims to be objective in testing a specific hypothesis. This eliminates room for any researcher bias. Statistical analysis is used to present results, mean data, correlations and other statistically significant results (Sekaran & Bougie, 2009). Qualitative research, on the other hand, is best suited when a research problem requires that the researcher learns and understands the views of individuals or acquire comprehensive data about a few people or research site (Creswell, 2012). Qualitative research seeks to make sense of important details within a social context, by providing detailed descriptions. Qualitative research allows for the understanding of any phenomenon through the eyes of the respondent (du Plooy-Cilliers, Davis & Bezuidenhout, 2014). Though reliant on a smaller sample, qualitative research is involved and open in its approach. The findings of qualitative research are highly descriptive and succinct. Qualitative research, by its nature, provides the latitude to deal with and explore unknown nuances of the matter being studied. It is not restricted by predetermined concepts about the subject being researched (Flick, et al., 2004, cited in Seedat-Moola, 2014). Qualitative research can capture qualities that trigger subjective experiences, and, the repercussions of these qualities. Therefore, the researcher's objective, is to select a method suitable to gathering rich and deep data (du Plooy-Cilliers, et al., 2014). Qualitative research is

a form of "interpretative inquiry" where the researcher interprets what they "see, hear and understand", as opposed to quantitative research where the focus is on "surveys and experimental designs"

(Creswell, 2009, p. 145, 176).

Table 3.1: The difference between quantitative and qualitative

Approach	Quantitative Approach	Qualitative Approach
Emphasis	on testing and verification	on understanding the respondents point of view
Focus	on facts and for reasons for social events	on facts and for reasons for social events
Approach	Empirical, interpretative and rational approach	Logical and critical approach
Observations and measurements	done in natural settings	done in natural settings
Measurement	Reliable or controlled measurement	Subjective 'insider view' and close to data
View	Objective 'outsider view' and distant from data	Explorative orientation
Orientation	Hypothetical-deductive; the focus is on hypothesis testing	Process oriented
Orientation	Result oriented	Holistic perspective
Generalization	Statistical and probabilistic	Generalization by population membership
Generalization	Generalization by population membership	Source: Adapted from Qhaure & Gronhaug, 2002:86

4 Sampling and Sample Size According to du Plooy-Cilliers, et al., (2014) A sample is a section of a population that is regarded to be representative of a particular population. In quantitative research, a sample is relied upon to generalise particular features of an entire population by examining those specific features in a representative sub-group of that population (Sekaran & Bougie, 2009). Researchers rely on sampling since it is impractical to study an entire population i.e. beside that it is costly and time consuming, analysing an entire population could lead to human error and exhaustion when assembling

and analysing data (Sekaran & Bougie, 2009). Probability and non-probability sampling are the two most frequently used types of sampling. Probability sampling ensures

that each unit in the population has an equal chance of being selected for the sample.

In nonprobability designs there is no probability of being selected that is attached to the elements of the population (Sekaran & Bougie, 2009). Probability sampling is most preferred where the research requires a sample that is randomly selected, is not determined by the researcher, fits within the common features of the study and leads to results that can be generalised over the total population (du-Plooy-Cilliers, et al., 2014). Probability sampling is appropriate for a quantitative study and not for a qualitative study (Sekaran & Bougie, 2009). Nonprobability sampling is further divided into two broad categories, namely, convenience sampling and purposive sampling. Convenience sampling entails the collection of data from a sample of the population that is readily available to provide it. Purposive sampling, by contrast, targets specific types of individuals who can provide the required information, either for the reason that they are the only ones who have it or that they conform to specific criteria determined by the researcher (Sekaran & Bougie, 2009). This study used purposive sampling approach where six secondary schools were selected in Ilembe District of the KwaZulu-Natal Department of Education. Ilembe District services predominantly rural schools with a few urban and semi-urban schools. According to Creswell (2012), in purposive sampling the researcher purposely chooses people and sites to understand the central phenomenon. There were three key units of analysis for this study, namely, school principals, HODs and post-level 1 educators. These were further classified according to the social backgrounds of the respective schools. Two secondary schools were sampled from the urban, quintile three schools. The second pair of schools was selected from the semi-rural, quintile two schools. The third pair was selected from the rural, quintile one schools. This was to ensure that responses would be a fair reflection of teachers' lived experiences from different economic and social backgrounds. In total six principals, four HODs and six post level 1 educators participated in the study. The reason for fewer HODs is that the sampled quintile one schools were low enrolment schools that did not qualify for an HOD. A similar one-on-one interview schedule was used for the principals, the HODs and post level 1 educators alike. Respondents were expected to respond based on their lived experiences and their specific job descriptions. Table 3.2: Demographic information of respondents

Respondent's code	Position	Gender	Teaching experience	School's quintile ranking & location
R 1	Principal	Male	17 years	Quintile 3, urban
R 2	Principal	Female	13	Quintile 3, urban
R 3	HOD	Male	09	Quintile 3, urban
R 4	HOD	Female	15	Quintile 3, urban
R 5	Post level 1	Female	06	Quintile 3, urban
R 6	Post level 1	Female	07	Quintile 3, urban
R 7	Principal	Male	12	Quintile 2, semi-urban
R 8	Principal	Male	14	Quintile 2, semi-urban
R 9	HOD	Male	15	Quintile 2, semi-urban
R 10	HOD	Female	20	Quintile 2, semi-urban
R 11	Post level 1	Female	13	Quintile 2, semi-urban
R 12	Post level 1	Male	10	Quintile 2, semi-urban
R 13	Principal	Female	14	Quintile 1, rural
R 14	Principal	Male	17	Quintile 1, rural
R 15	Post level 1	Female	11	Quintile 1, rural
R 16	Post level 1	Male	06	Quintile 1, rural

Source: Constructed by the researcher

3.5 Data Collection Process One-on-one Interviews (Appendix A, p 86) were conducted with all participants. Interviews are a two-way conversation in which questions are asked for the purpose of gathering information about the ideas, beliefs, opinions, views and the behaviour of the respondent (Maree, 2012). Interviews allow for flexibility in the data gathering process (Cohen et al., 2011). Open-ended interviews take the form of the discussion between the interviewer and the interviewee (Maree, 2012). This method also allows the researcher to ask the respondents same essential questions in exactly the same order thus improving the comparability of the responses (Cohen et al., 2011). All interviews were

conducted face-to-face in order to allow for a free flow of communication between the interviewer and the respondents. This approach is best when dealing with a small number of respondents as it

allows the interviewer to gain perfect perspectives and insights of the respondents. (Creswell, 2009). The interviews were audio-recorded after getting consent of the respondents.

3.6 The Pilot Study

Questionnaires can be very tricky to formulate and administer. Defective administration of the questionnaire can lead to uninterpretable data or may result in low respondent returns. A questionnaire should inspire people to co-operate and also produce responses that the researcher can use to construe the results of a study. A questionnaire must therefore, be clear, simple and brief (Leedy and Ormrod, 2010). Piloting questions on a few individuals can help in testing the instrument of research in order to gain clarity. It further helps to eliminate redundant questions and ensure the easy flow of the subsequent interviews (Wilkinson & Birmingham, 2003). The researcher piloted the interview guide with his colleagues who are Senior Education Specialists in Hembé district of the KwaZulu-Natal Department of Education where he works. The exercise proved to be very helpful and eye-opening, which resulted in some of the questions having to be re-phrased and some eliminated. The researcher ensured that he only solicited information that was essential for the research project. The questions were formulated using terms that the respondents were familiar with. Lengthy and complicated items were avoided as they might have been difficult to comprehend. The researcher tried to pay particular attention to the language and the wording of the questions. The intention was to avoid leading, ambiguous, loaded and double-barrelled questions. The interview schedule was thoroughly checked to ascertain that there was a connection between the research questions, the problem statement and the objectives of the study.

3.7 Validity, Reliability and Trustworthiness

According to Leedy and Ormrod (2010) the validity of any measurement instrument is the degree in which the instrument measures what it was intended to measure. Simply put; validity is about whether or not the researcher measures what they set out to measure in the first instance and the effectiveness of the measurement. Sekaran & Bougie (2009) concur that validity determines if the instrument is truly measuring what it intended to measure, and that validity and reliability concepts are most often used to determine the quality of the study. To this end, the researcher ensured that the aims and objectives of the study were measured against the results of the study. Reliability shows to what degree the measurement instrument is precise, free from prejudice, and will constantly yield similar outcomes if used by another researcher (Sekaran & Bougie, 2009). Du-Plooy, et al., (2014) further contend that the concepts of validity and reliability are more suitable for quantitative research where the objective is to determine causal relationships and generalise to a bigger population. Qualitative research seeks to gain a thorough understanding of a phenomenon, consequently the concept of trustworthiness is a better measure of the tool used for this type of study (du-Plooy, et al., 2014). Trustworthiness is divided into the following concepts (du-Plooy, et al., 2014):

- a) **Transferability** This refers the extent to which the conclusions of a particular qualitative study can be applied to other studies and presents a measure of generalisation to a research method that does not emphasise generalisability (du-Plooy, et al., 2014).
- b) **Credibility** This is the level of accuracy with which the researcher interpreted the data collected. Credibility is enhanced if the researcher spends a substantial amount of time with respondents to get a better and deeper understanding of their lives. This can include the use of more than one data collection method, which is referred to as triangulation. A good measure of credibility is the extent to which the respondents find the researcher's data analysis to be believable (du-Plooy, et al., 2014).
- c) **Dependability** This refers to the level of accuracy with which the data collection method, the analysis of the data and the conclusions are meaningfully integrated (du-Plooy, et al., 2014). In this study thematic data analysis was used to ensure good integration and to enhance meaningfulness.
- d) **Confirmability** This is the extent to which the findings of the research are corroborated by the data that was collected (du-Plooy, et al., 2014). In this study each finding is supported by concrete data collected from the respondents. Trustworthiness is absolutely essential to guarantee a meaningful contribution to the body of knowledge (du-Plooy, et al., 2014).

3.8 Data Analysis

Qualitative data analysis necessitates the classification of

things, persons, and events into specific themes in order to make

data analysis easier (Creswell, 2009).

Ideas are categorized according to similarity and therefore, similarity plays a substantial role before an idea is developed

(Froehlich 2012).

During the data analysis stage, after the interviews had been concluded, they were transcribed precisely as they had been recorded and checked for accuracy by the researcher. The transcriptions were studied several times in order to understand the data (Creswell, 2009). The researcher then looked for common themes, topics related to the study, patterns and events to provide context, identify and interpret these results. Thematic analysis

was then used to interpret data, which involved

the process of grouping responses into specific themes to derive patterns from the responses

provided.

Data was then analysed according to themes and sub-themes

In order to

identify ideas that were comparable and to identify new questions that emerged from the study. By using an interrelating descriptions and themes the researcher interpreted the meaning of the data and also used this in the study (Creswell, 2009).

3.9 Ethical Considerations The requirement to address ethical issues is of paramount importance in the process of conducting research (Creswell, 2012). According to Rule and John, (2011) ethical considerations are based on three basic principles in research: autonomy, beneficence and non-maleficence. The principle of autonomy entails ensuring that the participants' self-determination is not in any way compromised by the research (Rule & John, 2011). This means ensuring that the participant's confidentiality, privacy and anonymity is guaranteed. Firstly, the researcher ensured that ethical clearance to conduct research in schools run by the KwaZulu-Natal Department of Education was sought and granted in writing by the Provincial Head of Department before the commencement of the study (Appendix B, p. 67). Informed consent was obtained from all participants. Participants were informed in writing and verbally, that they were free to participate and withdraw from the study at any point if they wanted to without being subjected to any punitive measures. Confidentiality was assured by protecting the identities of participants. Pseudonyms were used in the presentation of data from the participants. The safe keeping and incineration of the audio material after a five-year period further guaranteed participants' confidentiality. The principle of beneficence entails ensuring that feedback is provided to interested parties (Rule & John, 2011). Participants were informed of the value of the study and its potential in developing insight into

The factors that influence teachers' job satisfaction, organisational commitment and productivity. The

potential value of the study in the formulation of educational policies was also discussed with the participants. In addition, a commitment was made to make the final copy of the study available to the participants on request. The principle of non-maleficence in ethical considerations is about ensuring that no harm is inflicted during all phases of the research process (Rule & John, 2011). The researcher addressed this principle by ensuring that none of the questions or any feature of the study had the potential of causing any harm or injury to any of the participants or any other individual during and after the study. The researcher also ensured that all the interviews were not conducted during teaching time and that they took place at neutral venues away from the schools. This was to avoid interfering with the schools' academic programmes. This was also to ensure that the researcher's position as Subject Advisor in the Department is clearly distinguishable from his role as researcher in this instance; as Wallace and Sheldon (2015), argue that no research is conducted in a vacuum as there are a whole host of power relationship issues when conducting a study in organisations. Such can relate to hierarchical roles and expectations by participants. It must be said though that this made the task even more difficult and tiresome as the researcher had to find times and venues that were convenient to the respondents. 3

1.10 Summary This chapter dealt with the problems of conducting the study, the

methodology as well as the rationale for the methodology relied upon. The study used a qualitative approach as it was the most appropriate for this type of research. Purposive sampling was used to target individual teachers occupying different positions in the system. The sampled individuals also came from schools that differ in terms of socio-economic backgrounds as well as personnel and learner numbers. The semi-structured interviews were conducted, probing participants on their views regarding different aspects of their jobs. The chapter also described how the opinions of 36 established scholars were applied to justify the research methods employed in the study to ensure that data collected as well as the conclusions deduced were theoretically sound, relevant, trustworthy, valid and reliable. The next chapter deals with the presentation and discussion of the findings. CHAPTER FOUR PRESENTATION AND DISCUSSION OF THE FINDINGS 4.1 Introduction The previous chapter dealt with research design and methodology employed in the study. It focussed on the paradigmatic positioning of the research study and sampling methods that were chosen to generate data for the study. The chapter also examined the ethical issues, trustworthiness, validity, reliability and limitations of the study. In this chapter, the researcher presents and discusses the findings of the study. The chapter also outlines the limitations of the study. 4.2 Demographic information The interviews were conducted with 16 respondents comprising of school principals, heads of department and post-level 1 educators. Male and female respondents were represented in all the three teacher post categories. The respondents were selected using purposive sampling to ensure that, on the whole, they represent schools from different socio-economic backgrounds. Respondents also represented schools of different staff and enrolment sizes. Schools ranged from a small three-teacher school to a large school with twenty-eight teachers. The smallest school only had a principal and two post-level 1 educators, while the biggest had a principal, a deputy principal, four heads of department (HODs) and twenty-two post-level 1 educators. 4.3 Themes and sub-themes of the study The following theme and sub-themes emerged from the interviews conducted (see table 4.1 below): Table 4.1: Themes and sub-themes in the study Theme 1 What one likes about their job Theme 2 Job challenges Sub-theme 2.1 The nature of the job Sub-theme 2.2 Resources Sub-theme 2.3 Parental involvement and support Theme 3 The scope and demands of the job Theme 4 Factors affecting job satisfaction

Sub-theme 4.1 Work as a reward Sub-theme 4.2 Policy uncertainty Sub-theme 4.3

The failure to effect positive change Theme 5 Reasons for considering quitting Theme 6 Relationship with immediate supervisor Theme 7 Work demands, skills and experience versus remuneration Theme 8 Promotions Sub-theme 8.1 Prospects of promotion Sub-theme 8.2 Processes followed for promotions Theme 9 Work environment Theme 10 Recommendations Source: Constructed by the researcher 4.3.1. What respondents like about their jobs According to Richard Hackman and Greg Oldham (1975) in their Job Characteristic Model, one of the dimensions of job satisfaction is task significance. They argued that although job characteristics play an important role in job satisfaction, the knowledge that one's job makes a meaningful impact in other peoples' lives can have a satisfying effect (Vanden Berghe 2011). This came out clearly in the responses of some participants. Although respondents gave varying reasons why they liked their jobs, what was striking though, is that most reasons had to do with the fact that they derived pleasure from seeing the difference that their efforts made in the lives of their learners rather than the actual nature of their jobs. One respondent had this to say: "There is nothing more fulfilling and heart-warming to me than to see a learner who has been struggling to put together a meaningful sentence progressing and being able to put together a few sentences into a coherent paragraph. Seeing them gradually improving is absolutely gratifying. It also instils confidence in me as the teacher." (R3) Another respondent added: "The knowledge that when I took over as principal six years ago this school had had a string of poor Senior Certificate results, in fact this school was notorious for always being at the bottom of the table of performance; and that we have been able to turn things around to a point where even our enrolment has increased makes me very happy." (R1) One HOD had this to say about the team of teachers that she supervises: "The members of my team always praise me for making their lives easy, instead of demanding work without empowering them, we have always worked together to ensure that everyone understands what needs to be done regarding things like planning, compiling a teacher file, assessment, and even subject content. This has resulted in a very healthy working relationship for our team and has made my work enjoyable." (R4) Of course, there were those who felt that their work gave them more time to spend with families and friends, as one interviewee put it: "My work may be demanding and somehow boring because I get to repeat one and same thing year-in and year-out but I like the fact that we have enough holidays at regular intervals . . . In fact, even some of my friends with better paying jobs envy teachers for this." (R8) The nature of their job makes teachers life-long learners themselves, and that is regarded by many as an advantage on its own. They believe that they learn more and remain sharp as they teach others: "My job has made me a better person . . . and more knowledgeable and I learn new things every day. I find it easy to join a discussion on any topic. Teaching has made me a better public speaker as well." R15 4.3.2. Job challenges Respondents came up with a variety of challenges that they face in the execution of their jobs. These ranged from the nature of the job itself, educational policy uncertainty, the work environment, the challenge of the lack of resources and the lack involvement of some important stakeholders in the education system. 4.3.3 The nature of the job Mowday et al. (1982), cited in Paul (2004) proposed role characteristics as made up of role conflict, role ambiguity and role overload; and argue that role characteristics result from employees' perceptions of the work environment and have an influence on affective responses; and that employees who report higher levels of role strain tend to report lower levels of organisational commitment. Most respondent cited work overload as the main challenge facing teachers. A lot of paper work that teachers at all levels have to do over and above the actual teaching was cited as the major challenge facing teachers. Such paper work involves planning, the compilation of work schedules, lesson plans, preparing assessment tasks, marking, recording and processing of learner-results. Most teachers felt that such activities take a lot of time that they could otherwise be using for delivering lessons. This is what one respondent had to say: "Paper work is a major problem which takes far more disproportionate time which one would otherwise dedicate to teaching. I teach three sections of the grade six class with a combined total of two hundred and ten learners. Whenever I set an assessment task I can't stop thinking about many hours it would take to mark learner portfolios, record and analyse the results. It's an absolute torture. This means working long hours into the night in most instances. The sheer number of learners also makes it impossible to give every learner necessary individual attention. If truth be told, sometimes it takes me months before I know every learner by name" (R5) According to teachers from small-enrolment schools their situation is even more dire. The number of teachers allocated to each school is determined, in the main, by the number of learners they have. The Department of Basic Education uses what is called Post-Provisioning 41 Model (PPM) to

determine the number of teacher posts to be allocated to each school. This translates into what is called Post-Provisioning Norm (PPN) for each school. This results in a situation where very small schools end up qualifying for very few teachers, even two or three teachers including the principal. This is what a principal of a five-teacher school had to say about her situation: "My work drives me crazy. I have to perform all my duties as the principal, which includes managing the implementation of the curriculum, worry about the day-to-day running of the school, attend to everyone who visits the school . . . I also have to teach three classes . . . When I have to attend meetings or workshops my learners are left stranded with no one to teach them. . . I also feel for my teachers because I can see they are trying so hard but they are over-stretched. Yes, we have few learners but we still have to offer all the subjects, yet there is no manpower. It's really . . . really hard" (R13) Some respondents further bemoaned the fact in the case of small schools the current post-provisioning model, not only makes their work difficult, but also seriously prejudices the learners. They argued that it compromises the quality of education that learners receive. This is how one respondent put it: "Because of the shortage of teachers we have had to resort to multi-grade teaching, where you have to teach different grades in the same class at the same time. It becomes so difficult because there is specific content to be taught for different grades even if the subject is the same. Even if you are dealing with the same concept or topic you can't have similar expectations for both grades . . . You have to pitch your presentation at different levels depending on the grade. This arrangement means that learners are short-changed." (R10) 4.3.4. Resources The allocation of funds to schools by the Department of Education (DoE) based on the number of learners a school has, seems to be a challenge for schools small-enrolment schools. Principals of small schools, which are predominantly rural, argue that this fund allocation model by DoE results in their schools' allocations being so little that they struggle to pay for basic necessities to run the schools. 42 This finding is in line with the assertion made by Nager (2012), that the shortage or non-availability of material resources for teaching can be a source of stress and burnout for education practitioners. This is what one principal for a small rural school had to say: "I think there is a serious problem with the allocation of funds for small schools. Because allocations are determined per capita based on learner numbers, small schools get so little yet there are standard costs of running any school regardless of its size. We struggle even to pay for basic maintenance, cleaning of premises and even paying for water and electricity." (R14) According to some teachers, especially principals, the categorisation of schools into different quintiles from 1 to 5 has not been without its problems. The criteria used to categorise schools considers, among other things, the type of sanitation a school has, whether it has a library and, most importantly, whether people (parents) in the school's catchment area can afford to pay. A quintile 1 school is considered to be the poorest and most disadvantaged while a quintile 5 school is considered to be the least poor school. The implication for funding is that the lower the schools' quintile ranking the more funding it receives and vice versa. One principal expressed her frustration: ". . . My school is quintile two while our neighbouring school, just across the fence is quintile one, as a result they receive the rural allowance while we don't. . . It can't be fair. We are still fighting this matter." (R11) The determination of fee-paying and no-fee schools has become a bone of contention in some cases. Some schools have met resistance from parents refusing to pay for their children. This is what a principal of a fee-paying school had to say: "Ours is a fee-paying school, but because our two neighbouring schools are no-fee schools we meet resistance from parents when it comes to the payment of fees. Parents do not even come forward to apply for exemption, because that is provided for based on the parent's financial situation. Only twenty-one percent of our learners pay. This has led to a situation where we sometimes struggle even to pay for electricity. Sometimes we can't even buy stationery." (R2) 4.3.5. Parental involvement and support The lack of parental involvement in the education of children is regarded as one of the most serious challenges faced by teachers. There is a sense that most parents simply dump their kids in schools and do not appreciate the role that they need to play in the education of their children. Parents need to play a more meaningful role in the education of their kids through collaborative working relationship and effective communication. The Department needs to provide necessary resources and strengthen the effort to eradicate adult illiteracy since this is one of the impediments to the teacher-parent partnership (Haines, 2012) This is how one principal put it: "Most parents of our learners do not care about the education of their kids, especially in township and rural schools. When you call meetings they don't come, even if you want to discuss the progress of their children, let alone the problems relating to the running of the school. But when they take kids to former

model C schools they attend meetings even late in the evenings." (R8) 4.3.6. The scope and demands of the job Mowday et al. (1982), cited in Paul (2004) argue that role conflict, role ambiguity and role overload result in high levels of work strain; and that employees who report higher levels of role strain tend to report lower levels of organisational commitment. Most respondents did point out the fact that they feel being over-stretched by the demands and the scope of their jobs. One Head of Department had the following to say: "As the only HOD in my school I feel that my work is asking too much of me. I end-up having to look at everyone's work. I have to teach. . . I have to check teachers' files, I 44 have to moderate all formal assessment tasks, including that of my principal, because every formal task has to be moderated. The principal only moderates my work. I have to keep records, make comments and still do my teaching." (R9) On post-level 1 teacher complained bitterly about the fact that she is made to perform functions of a member of the school management team (SMT) while not being paid for that. This is what she had to say: "Our school does not have an HOD and I am made to do the duties of the an HOD without getting paid, just because I'm senior. Every piece of work that an HOD would do is done by myself. Sometimes I have to leave my work and do something that is supposed to be done by someone else. I even stand in for the principal." (R15) Another post-level 1 teacher expressed his frustration: "Paperwork simply kills me. I don't mind teaching. I can do that for the whole day because I know my stuff. And I enjoy interacting with learner. But there are loads and loads of paperwork, and if your paperwork is not in order you're like someone who has not done anything." (R12) 4.3.7. Factors affecting job satisfaction According to Lumley et al. (2011) factors that impact on job satisfaction and organisational commitment include, among others,

pay, promotion, supervision, job security, job resources, co-workers and the nature of

the job. Although not every respondent expressed dissatisfaction with their jobs, but there were common factors that were cited as having an adverse effect on job satisfaction. The three main factors were work overload, policy uncertainty and the failure to effect positive change in the system. (a) Work overload Work overload was a common theme for most respondents across all teacher-post levels. Most respondents felt that the administrative part of their work took a disproportionate amount of the work time. Such administrative duties include, among others; setting and 45 administering assessment tasks, drawing lesson plans, marking, recording, processing learner results, drawing subject and school improvement plans, etc. This finding is supported by Nagar, (2012), who argued that lack of time for managing too many tasks results in teachers developing a contemptuous attitude towards their learners, since they feel that too much is being expected from them in very little time. This is what a post-level 1 teacher from a large-enrolment school had to say: "I wish every school had at least one dedicated admin assistant to help teachers with all the paperwork they have to contend with on a daily basis." (R13) ". . . sometimes I mark learners' work for the whole weekend . . . unpaid overtime!" (R10) (b) Policy uncertainty Some respondents felt that it was difficult to say they had mastered their work given what they called "ever-changing" policy direction of the Department. This is what one HOD had to say: "Although i'm happy with CAPS (Curriculum and Assessment Policy Statement) because we get to know what to teach and when, one can never be sure what is coming next because the department is always changing. . . remember curriculum 2005, . . .OBE... NCS..." (R10) (c) The failure to effect positive change Some respondents expressed frustration at the fact that the country's education system is generally considered to be performing far below par, and that there is very little that one person can do to change things around. According to Nagar (2012) when people feel ineffective in their jobs, they develop feelings that their contribution no longer makes a difference. This results in them judging their own work negatively and conclude that they lack skill and capacity to perform. This is what one principal had to say: "Every time we attend workshops we are reminded that our education system is not working, and that is frustrating because things are not changing for the better. . .there is nothing that one person can do." (R7) Other respondents felt let down by their colleagues who were "not doing enough" to improve the quality of education. There was a feeling that if things were to change for the better everyone had to play a meaningful role and took their work seriously. This is what one HOD had to say: "Education is like a chain, There is very little you can do if you receive learners who have not been taught properly in the lower

grades." (R10) 4.3.8. Reasons for considering quitting The reasons given for considering leaving the profession varied from heavy work-load, limited opportunities for promotion and the perceived failure of the system. This is how different respondents had to say: "I have indeed considered quitting the job, my main reason being heavy work-load. It's very difficult to work in a small school like ours." (R15) "Opportunities for promotion are limited and there is no recognition for long service and experience." (R11) "Always being reminded that our education system is one of the worst performing on the continent is hurting. No one wants to be associated with something that is not working." (R12) 4.3.9. Relationship with immediate supervisor Gaertner and Nollen, (1989) cited in Paul (2004), assert that the degree of employee commitment to organisational goals and values can be significantly influenced by group leader relations. The same assertion is emphasised in Mhlenga (2012), that employees may have high levels of job satisfaction if their immediate supervisors are understanding, 47 supportive and cooperative, provide constructive feedback and have good communication skills. A bad relationship between an employee and a supervisor results in dissatisfaction with work. The importance of the role of a supervisor to any employee was highlighted by the strong views expressed by respondents regarding their supervisors. The respondents' views about their supervisors ranged from heartfelt praises for some and outright disapproval for others. What was striking though was the common understanding that a supervisor plays a critical role in making the life of any employee easy at work. The following respondents were full of praises for their supervisors: "Our Circuit manager, who happens to be my supervisor is a hard-working person, very knowledgeable and has empowered us a great deal. If I compare him with our previous manager, I see there is a huge difference. The kind of support that he is giving us has made it easy for me to run the school." (R13) This is what one post-level 1 teacher had to say about her supervisor (the HOD): "My HOD is a born leader, she leads by example. We can't complain because she does not just demand that we do the work in a particular way, she shows us her own and is always willing to help." (R5) Others, however, had nothing good to say about their supervisors. This is what one HOD had to say about her principal: "I would be lying if I said I get any help from my supervisor, in fact, I think he's letting everybody down. He is sometimes the reason why we struggle to instil discipline among learners, and some of our colleagues take advantage of the situation." (R10) One post-level 1 teacher had this to say about her HOD: "My HOD is just an HOD on paper, but when it comes to doing work, she falls short . . . She does not add any value to our work . . . even her subject content knowledge is limited . . . I think it's because she did not major in any of the subjects that she supervises." (R11) 4.3.10. Work demands, skills and experience versus remuneration According to Robbins et al. (2003), cited in Mhlenga (2012), employees want

pay systems that are designed to be fair, unambiguous, and consistent with their expectations. When remuneration is perceived to be reasonable, is proportionate to the demands of the

job, the employee's

skill level, and community pay levels, satisfaction is likely to be the result.

Although most accepted that they have to work hard to earn their living, there were serious complaints, especially from those with more experience and higher qualifications, about the salary structure used by their employer. There was a strong feeling that the salary structure does not give fair recognition to experience and higher qualifications. This is what one HOD had to say: "I don't have a problem with my work's demands. But it is unfair that the Department does not recognise our qualifications when determining our salaries. You study and get a Masters' degree and all you get is a once-off payment, which is less than half your monthly salary." (R9) The same sentiments were expressed by a post-level one teacher: "...Not all of us want promotional posts...I don't care being at post-level. It is unfair that you spend money uplifting yourself and get more knowledge to improve your performance as a teacher and still get nothing in return." (R5) "The system seems to favour the youngsters. Their entry level

qualifications can take them anywhere", said one principal. The main complaints were not about the salary levels in general but the perceived injustices in the system. 49 This is how a principal of a small-enrolment school summed up her frustration: "As a principal of a small school I have experienced how unfair our pay system is. A principal of a small school is the least paid, yet we are the ones who have to do a lot of work without the support of additional SMT (School Management Team) members as in the case of big schools." (R14) Another principal echoed the same sentiments: "Principals of small schools are in a serious disadvantage. We have to teach, attend meetings and do office work...this is not considered when we are paid." (R13) 4.3.11. The prospects of promotion Draïke and Kossen (2002, cited in Mhlanga (2012), argue that if employees feel they have restricted career advancement opportunities, their job satisfaction may decrease. The likelihood that employees will be promoted and the fairness of such promotions have an impact on job satisfaction. There was general consensus that the chances of being promoted in the current education system were very slim compared to other jobs in the public service. The system is designed such that the overwhelming majority of teachers occupy post-level 1 posts. This is how one post-level 1 teacher put it: "There can only be a particular number of principals, deputy principals and HODs...the majority will always remain in post-level 1...even long service is not considered." (R11) This is what another post-level 1 teacher had to say: "Most teachers work until they retire or leave without being promoted. A police officer, for example, is guaranteed promotion at some stage if they stick in their jobs, but not teachers. Promotion adds to ones love for the job..." (R12) 4.3.12. The processes followed for promotions According to Adams' (1965) Equity Theory, cited in Suma and Lesha, (2013), it is more likely that when employees regard an organisation to be unsupportive and unfair in their treatment, mainly with regard to the accessibility and regularity of promotional opportunities, their organisational commitment will not be high. Most respondents expressed dissatisfaction with the processes followed as well as some practices that have become entrenched in the processes leading to promotions. Complaints ranged from what is seen as the disproportionate influence of teacher unions, the ineptitude of the School Governing Bodies (SGBs), disregard for qualifications and experience. This is what one post-level 1 teacher had to say about the influence of teacher unions in the processes of promotion: "Sometimes it looks like these posts belong to unions. We often hear rumours that a particular union has decided who should be given the post days before the process begins. In most cases those earmarked for position are union leaders in the branches...ordinary members often have nobody to fight for them." (R11) One HOD had this to add: "Unions run the show when it comes to promotion posts. They simply lodge a grievance if their person does not get the post...it's their way or no way at all." (R10) This is what one principal had to say: "Unions are too powerful, sometimes you get told who to give the post to. Even the...most incompetent person can get promoted if they have the blessing of the union." (R1) There were also strong views about the perceived incompetence of most members of School Governing Bodies (SGBs). Some respondents felt that the SGBs should be given necessary training to enable them to adjudicate on promotions. Others were of the view that this S1 function must be taken away from the SGBs, and that Department should be totally in charge of the entire process. One HOD had this to say: "I don't understand why we should be interviewed by the SGB members because some of them are uneducated.... Sometimes they are just used principals or unions and even Circuit Managers." (R4) Adding on the perceived incompetence of some SGB members, one respondent shared what she said was her "personal experience": "A few years ago I applied for a post of Deputy Principal and I was invited to an interview. Different members of the panel (Interview panel) took turns to ask me questions. One old lady, an SGB member, failed to read a question correctly...I could figure out what she was trying to ask...while I was undecided whether to proceed and answer, ask for clarity or correct her; the principal, who was overseeing the process, decided to repeat the question correctly...The most unfortunate part is that the same person was also tasked with the responsibility to score all the applicants. This is just one example of what some teachers have to go through in these interviews." (R15) On the seemingly insignificant role of higher qualifications and experience when promotions are decided; one respondent had this to say: "Our system will never improve so long as people are not promoted on merit...Qualification is not considered when promoting people...In fact, I think people get intimidated by your high qualification. I don't think it is fair to be supervised by somebody with less experience and lower qualification." Another respondent had this to say: "...you find that people who have done and passed Education Management are not managing schools." 52 4.3.13. Work environment: According to Vasi

and Prajapati (2014), Quality of Work Life (QWL) includes type of wages payment, working time, working conditions, health hazards issue, financial and non-financial benefits and management behaviour towards employees. Most respondents understood their work environment to mean their daily experiences at work as well as the condition prevailing in the community around the school. There was clear understanding that a school cannot be an island of prosperity and comfort in the sea of poverty. The researcher got a clear sense that work environment had a serious impact on the respondents' attitudes towards their jobs. One respondent had this to say: "I spend most of my time at work, and the fact that we still use a pit toilet makes my life at work unbearable." Theme 4.3.14. Recommendations Most recommendations put forward by respondents were in line with the sentiments they expressed in response to the interview questions. Recommendations are dealt with at length in the next chapter. 4.4. Conclusion This chapter has

dealt with the presentation and discussion of the findings of the

study. In order to enhance the ease of analysis and presentation, the findings were arranged under different themes and sub-themes that emerged during the interviews. The interviewee's responses were also grouped according to their (respondents') post-levels, the sizes as well as the socio-economic backgrounds of their schools. The chapter also dealt with the limitations of the study. The findings of the study pointed to a strong evidence of teacher dissatisfaction with a number of facets of their jobs. Such include: heavy workload; the remuneration structure; processes followed for promotions; the working conditions; poor supervision and limited opportunities for personal development. There was also strong evidence that some of these 53 challenges, especially heavy workload and the lack of opportunities for development, had a negative impact on their productivity and efficiency. There was also a strong indication that policy issues relating to staffing, the school grading model and the school funding regime needed to be revisited to ensure that they contribute positively to the efficiency of the system. The last chapter deals with the conclusion, the recommendations as well as suggestions for future research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 5.1. Introduction

The previous chapter dealt with the presentation and discussion of the findings of the

study. The findings were arranged under different themes and sub-themes that emerged during the interviews for the ease of analysis and presentation. This chapter deals with the summary of the study including key findings, the conclusion, the limitations of the study and the recommendations. 5.2.

Summary The challenges afflicting South Africa's education system are well documented. Such problems include, inter alia, high teacher turnover and poor learner achievement in key subjects like Science and Mathematics. In spite of a numerous targeted interventions by the Department of Basic Education (DBE) to retain teachers in the system the department is still faced with an exorbitantly high number of teachers leaving their jobs (Mampana, 2012). The main aim of the study was to explore the factors that could have an impact on job satisfaction, loyalty and organisational commitment among South African teachers. The study objectives were: i) To determine if the lack of job satisfaction, loyalty and organisational commitment affect the productivity of teachers in South Africa. ii) To interrogate the possible contributory factors

that lead to the depressed level of job satisfaction, loyalty and organisational commitment.

among South African teachers. iii) To establish the roles that can be played by different education role-players to improve the levels of job satisfaction, loyalty and organisational commitment among teachers. A qualitative research was conducted, where open-ended face-to-face interviews were conducted with

school principals, HODs and post level 1 educators. The results of the study have shown that: • There is evidence of teacher dissatisfaction with certain aspects of their jobs. These include: working conditions, processes of promotions, lack of opportunities for personal development and heavy workload. • The research also found that challenges faced by teachers did have an impact on teacher productivity and effectiveness. • The study has proposed a number of interventions that different education role-players need to implement in order to make the system work better.

5.3. Limitations of the study

The study relied upon a very small sample of participants, hence its findings cannot be authoritatively generalised on the broader system. Furthermore, the types of schools in South Africa are far more diverse to be represented by the three types of schools chosen by the researcher. Experiences of teachers in public schools, former Model C schools, farm schools, special schools, private and independent schools are not necessarily the same. The study also did not extend to other important education role-players like the senior management (policy makers) and the school governing bodies.

5.4. Recommendations

5.4.1. Recommendations for further research

South Africa invests heavily on the education system. Of all the government departments, education receives the biggest share of the budget every year, yet this does not translate into tangible results. The researcher is of the view that there needs to be a continuous search for the causes of the system's underperformance. One area that should be a subject of a thorough research going forward is the suitability and effectiveness of the country's teacher-training curriculum.

5.4.2. Recommendations related to policy

The Department of Education needs to effect policy changes regarding remuneration, promotions, the school funding model, the training of teachers and staffing for schools. The allocation of resources to schools should be based on a model that ensures basic norms and standards for a viable institution. The role of School governing bodies in the appointment of teachers also needs to be revisited.

5.4.2.1. The allocation of teachers to schools

According to Mowday et al. (1982), cited in Paul (2004) role ambiguity and role overload result in high levels of work strain and employees with such experience report lower levels of organisational commitment. The Department of Basic Education needs to review the Post Provisioning Norm (PPN) to help alleviate the challenges that rural schools encounter and develop policies to attract and retain qualified teachers (Haines, 2012)

Recommendation 1: The allocation of teachers to schools should not only be based on learner numbers, which results into a situation where smaller schools are under-staffed. It has to be considered that every school has to offer the full curriculum. The Post-Provisioning Model (PPM) should be primarily based on the curricular needs of the school.

5.4.2.2. The provision of resources

According to Nagar (2012: 55) "lack of sufficient resources or role ambiguity sometimes lead employees towards a feeling of low personal accomplishment."

Recommendation 2: The allocation of resources to schools should be based on a model that ensures basic norms and standards for a viable institution. Such a funding model should ensure that every school, irrespective of size, has sufficient resources to promote the efficient delivery of quality education.

5.4.2.3. Remuneration policy

Employees want

pay systems that are considered to be fair, unambiguous, and in line with their expectations. When remuneration is

considered to be fair, is comparable to the demands of the job, community pay levels and the employee's skill level, satisfaction is likely to be the result (Robbins et al., 2003, cited in Mhlana, 2012).

Recommendation 3: The Department should consider implementing a remuneration regime that give full recognition to one's skills, qualification and experience. The retention of highly qualified and skilled personnel should be high on the Department's agenda.

5.4.3. Recommendations related to practice

5.4.3.1. The work environment

Teachers are the most valuable resource to an educational institution, management must devote substantial resources in the continuous assessment and improvement of their working environment, to optimise the quality of service delivery (Nagar, 2012)

Recommendation 1: The Department should ensure that every school has the necessary facilities and amenities to make the lives of both the teachers and the learners easy. This should include ensuring that the buildings and the premises are in a good condition as well as ensuring proper sanitation.

5.4.3.2. Capacity building for School Management Teams

The level of employee commitment to organisational values and goals can be considerably swayed by group leader relations. The more flexible and participative management styles

can significantly enhance organisational commitment; and these styles tend to reduce the levels of stress among employees. And, if a supervisor provides accurate and more timely types of communication the work environment is enriched and this is likely to improve employees' organisational commitment (Gaertner and Nollen, 1989, cited in Paul, 2004). Recommendation 2: The Department needs to ensure that people serving in the School Management Teams (SMTs) have the necessary capacity empower those that they lead. Capacity building initiatives for SMTs should happen on a continuous basis 5.4.3.3. Promotions If employees feel that their career advancement opportunities are restricted, their job satisfaction may decrease. The likelihood that an employee will be promoted as well as the even-handedness of the processes of promotion have an impact on job satisfaction (Drafke & Kossen 2002, cited in Mhlenga 2012). Recommendation 3: The Department should rid the processes leading to promotions of all forms of manipulation and corruption; and everyone involved in deciding on promotions, including the parent component, should have the prerequisite capacity to do so. 5.4.3.4. Continuous professional development Recommendation 4: There needs to be continuous and meaningful professional development for teachers to ensure that they are comfortable with both the subject matter as well as teaching methodology. This is in line with the assertion by Farooqui and Nagendra (2014) who argued that

Human Resource Management should seek(s) in obtaining maximum employee development.

ensure meaningful

working connection between employers and employees, employees and employers, and necessary supplying of human resources.

5.5. Conclusion In summary, this research has revealed that teachers have strong views about what they think should change in the system in order to enhance job satisfaction, productivity and organisational commitment among teachers. The study has come to the conclusion that resolving the issues that have a negative impact on the teachers'

Job satisfaction and organisational commitment will lead to an effective system of education. The study

has concluded that there has to be far-reaching changes if South Africa's education system was to improve for the better. Suggested changes range from the school funding model, the post provisioning model, the quintile ranking of schools, the remuneration policy, the processes of promotion, the recognition of higher qualifications and capacity building for School Governing Bodies. The study has also recommended that every stakeholder in the education system needs to play a meaningful and conscious role in order to make the system work. REFERENCES Allen, N. & John P., M 1990, 'The measurement and antecedents of affective, continuance and normative commitment to the organization', *Journal Of Occupational Psychology*, 63, 1, pp. 1-18, Business Source Complete, EBSCOhost, viewed 01 April 2015. Besen, E, Matz-Costa, C, Brown, M, Smyer, M, & Pitt-Cateouphes, M 2013, 'Job Characteristics, Core Self-Evaluations, and Job Satisfaction: What's Age Got to Do with It?', *International Journal of Aging & Human Development*, 76, 4, pp. 269-295, Academic Search Complete, EBSCOhost, viewed 30 August 2016. Brown, S, McHardy, J, McNabb, R, & Taylor, K 2011, 'Workplace Performance, Worker Commitment, and Loyalty', *Journal of Economics & Management Strategy*, 20, 3, pp. 925- 955, Business Source Complete, EBSCOhost, viewed 23 March 2016. Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. (7th ed.). London: Routledge Falmer. Conway, N., & Briner, R 2012, 'Investigating the effect of collective organizational commitment on unit-level performance and absence', *Journal of Occupational & Organizational Psychology*, 85, 3, pp. 472-488, Business Source Complete.

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APPENDIX A: INTERVIEW SCHEDULE

Job satisfaction, productivity and organizational commitment among South African teachers

The purpose of this interview is to solicit information from school teachers, Heads of Departments and principals regarding factors influencing their levels of job satisfaction, productivity and organizational commitment in their day-to-day work experiences. The interview should only take approximately 40 minutes to complete. In this interview, you are asked to indicate what is true for you, so there are no "right" or "wrong" answers to any question. Thank you for participating.

1. How long have you been in the teaching profession?
2. What is it that you like the most about your job?
3. What are the challenges that you face in your work regarding the nature of the job, what is expected of you and the availability of resources?
4. How meaningful do you find your work to be in terms of scope and demands?
5. How would you rate your level of satisfaction with your job? Please elaborate.
6. Have you ever considered quitting your job in the recent past? Please elaborate.
7. How would you describe your relationship with your immediate supervisor?
8. What are your thoughts on the demands of your work, your skills, experience

and your level of remuneration? 9. How would rate the prospects of being promoted and the fairness of the processes followed for promotions? 10. How would you describe your work environment? 11. Do you have any recommendations on what would enhance your job satisfaction and productivity? 1 3 4 5 7 8 13 14 16 17 18 19 20 21 22 23 24 25 27 28 29 31 32 33 34 37 38 39 40 43 46 48 50 54 55 57 58 59 61 62 63 64 65 66
