

**The relationship between the expressed meaning of work
and job satisfaction in a group of school educators.**

VHAHANGWELE PHUPHELI

2005

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By

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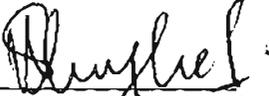
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Supervised by: Professor Lance Lachenicht

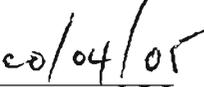
Submitted in partial fulfillment of the requirements for the degree of
Master of Social Science, in the School of Psychology
University of Kwazulu Natal
Pietermaritzburg

DECLARATION

Unless specifically indicated to the contrary, this project is the results of my own work.



Vhahangwele Phupheli



Date

ACKNOWLEDGEMENTS

First and most importantly, I would like to thank the Almighty God, for his guidance, grace and mercy that continues to sustain my life. Without him, I would not have been able to pull this through to the end.

To the National Research Foundation (NRF) for providing me with the necessary funding, without whose financial assistance, this project would not have been completed.

My supervisor, Professor Lance Lachenicht: for his assistance, his statistical expertise and also his positive but creative criticism.

My parents, Mma and Papa, their undying love and support have given me a life that I've always wished for. Their constant support in my academic life is something that many children only dream about and for that I'm grateful. Mom, dad, Thank you very much. I'm slowly but surely getting there! I love you both.

To my family, my brothers Tenda and Thiofhi, my one and only sister, Shonisani Tshikalange and off course my sister-in-law, Tamie, for pulling me back when I almost dropped out of the course. Thanks for your support and understanding.

I also wish to thank Doctor B. Faulds, for all his assistance and for giving up a whole day, a holiday, just to help me with the data analysis.

To all my colleagues, Thola, Khethani, Vicki and Ritasha for their encouraging lectures those they constantly had to give me whenever I was down... which was quite often.

I could not have made it if my friends were not there for me through thick and thin, Brian (Chommy), Mpho, Bongani, Senny, Faith (Mokgotsi), Aluwani, Hloni and many others I did not mention. If I did not mention your name here, it means I preferred to thank you in person. Thank you all.

My acknowledgements would not be complete if I do not thank all the schools and their teachers for agreeing to be included in the research. Thanks for your time and efforts.

Last but definitely not least, each and every person who contributed to this project, from data capturing, analysis, emotional support, typing, editing, and finances e.t.c. Your contribution did not go unnoticed.

DEDICATION

This research project is dedicated to:

My late mother, Vho- Thidinaleyi Francinah Phupheli, who was a teacher by profession and continued to be a reputable educator until her departure to eternity on the 29 November 2003.

ABSTRACT

The study investigated the relationship between the expressed meaning and value of work and satisfaction of a group of school educators. The main objective of the current study was to explicate what teachers' express as making work meaningful, and what it is that gives them satisfaction as school teachers and also how that perception affects their performance.

The relationship between the expressed meaning of work and job satisfaction will be dealt with, and in attempting to explain the concept of Job satisfaction, theories such as those by Herzberg and Maslow were employed to aid in answering the above mentioned questions. Some of the factors which have been identified in the literature and are seen as contributors of job satisfaction of teachers are motivation, workplace conditions, support from learners and their parents, job security as well as interpersonal relations and good social standing with other colleagues.

While there may be no evidence to draw a causal relationship between pay, meaning of work and job satisfaction, pay has been widely studied in relation to job satisfaction. It is associated with achievement and recognition by one's peers, so the relationship between money and job satisfaction and pay satisfaction was explored in an attempt to find a correlation in that job and life satisfaction.

The study was unable to find a concrete basis to conclude that teachers from one type of school were more satisfied than teachers from another type of school, based on the two types of schools studied in the research.

It was also discovered using "The need- satisfaction in work scale", that white teachers seem to score higher on Independence, recognition and on economic and social security, but black teachers have scored higher on self-expression.

Just like many other employees, teachers also desire decent salaries and benefits, suitable working conditions, recognition, and promotion opportunities and contrary to popular belief, the study found that many teachers are happy with their professional roles as teachers.

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Acronyms used in the text

1. ANOVA- Analysis of Variance
2. df- Degree of freedom
3. n- Sample size
4. sig- Significance level
5. Z Crit Z Critical Value
6. ESSEC Economic and Social Security

¹ Sometimes referred to as 'Fig' in the text

Chapter 1: Introduction

The study of the relationship between the expressed meaning and value of work, and job satisfaction is a difficult one because of the different ways in which people expresses satisfaction or dissatisfaction. As Haughey and Murphy (1983) pointed out, the difficulties arise because attitudes are abstract and individuals often cannot express them precisely. It is, however, very important to study the topic because, with the increasing amount of media coverage focusing on education in South Africa (particularly as a result of poor school results, teachers leaving the country to teach elsewhere, and the overall status and morale of the teaching profession declining steadily), much pressure is placed on the individuals who are at the heart of it all, the teachers. These pressures then impact on their lives as a whole. This, and many other problems relating to South African schools and the whole education system, has highlighted the attitudes of teachers towards their jobs. Much of this concern revolves around teacher stress and burnout. Research has shown that satisfied workers tend to be more productive, creative and committed to their employers (Syptak, Marsland and Ulmer, 1999). This suggests that the course of many problems that face today's schools might relate to teacher satisfaction, and that addressing these issues might unlock doors to solving many other difficulties that the provincial and national education departments, face.

Researchers view job satisfaction as a multidimensional concept encompassing a person's general attitude towards work or towards specific facets of the work. Umstot (1988) and Rue & Byars (1992), suggest that these attitudes results from cognitive, affective and evaluative perceptions of a person's work that entail pleasurable or unpleasurable feelings. This is about one's subjective definition of job satisfaction,

since what seems to be important to one person might not really be seen as such by the next person, or what another person wants in order to be satisfied might not be the same for someone else.

McKinney (1996) stated that job satisfaction and productivity are related: however the causal relation between the two is not clear. He defines job satisfaction as giving a feeling that one is utilizing one's mind and talents even if it the work is mundane. McKinney's definition, like many others, extends beyond work being just a source of income, as he specifies that the job should also give some sense of satisfaction. Some researchers, like Pelled and Xin (1999), have gone as far as making a direct link by saying that making sure that employees are happy and satisfied with their work will increase productivity by reducing absenteeism which may also go a long way towards reducing staff turnover. This has brought about the understanding that how one values work will directly or indirectly impact on one's personal and career development.

Ros, Schwartz and Surkiss (1999), in their research on values, suggest that work values maybe seen as an expression of basic individual values in the work setting. They further note that no attempt has been made to clarify how work values and other aspects of work relate to individual values. Theorists in the field in other parts of the world are now moving to an understanding that a salary is no longer enough, and are suggesting that work should become meaningful in a way that not only benefits the employee's environment work environment but also his/her future endeavors.

This study aims to investigate the relationship between the expressed meaning and value of work, and the job satisfaction of a group of school educators. The main

objective of the current study is to explicate what teachers express as making work meaningful, what makes them want to get up in the morning and go to work as school educators and still come home at the end of the day feeling as though they have done something fulfilling for the day, and what it is that gives satisfaction in their jobs so that they can be more productive. This study hopes to achieve this by making a comparison across gender and other demographics such as years of experience in the teaching profession, and then examining how that may impact on job satisfaction among employees. Many reasons could account for this, and much research that has been conducted has found that teachers who have had the longest experience were more satisfied with their careers than those who had been teaching for fewer years (Wisniewski, 1990 as cited in Mwamwenda, 1998).

Mwamwenda found that South African teachers with more teaching experience rated mean satisfaction with jobs higher than those who had been teaching for less than eight years. Those teachers with less than eight years experience also indicated that, though teaching was in keeping with what they had expected, perhaps with time their expectations could change and when the new expectations were not met their satisfaction would decrease.

It can be argued that one's perceptions of the value and meaning of work serve many purposes, some of which may affect one's job performance and job satisfaction.

Mckinney (1996) gives an example of this kind of perception when he suggests that a somewhat relaxed atmosphere allows people not to feel at risk of losing their jobs, causing them to feel comfortable and relaxed. Such a situation, according to Mwamwenda, would give the teachers a sense of security, which in turn would make them more satisfied. Mwamwenda noted that, in a similar study he did in the former

Transkei, teachers expressed that they were secure in their work and that one of the reasons some people join teaching is because teaching is a secure career.

South Africa, in particular, has geographical areas that are still in need of teachers, for example Transkei, and this is one of the reasons why some teachers may not be very fearful of losing their jobs.

Social scientists, like Auster (1996), have explored many feelings about work, including work motivation, satisfaction, alienation, stress and burnout. The focus of the present study is on how job satisfaction is influenced by the expressed values and meanings that employees attach to their work. Comparing these perceptions across, race, gender and years in the occupation might also indicate certain aspects that teachers feel are more important than others, which may be attributed to job satisfaction or dissatisfaction. As Molineux (2003) states, 'the person who is unhappy in his work and having family or marital problems is ripe for emotional or physical breakdown'. She was suggesting that people like to feel they are good at doing something and to be able to show off their skills, as well as taking pride in their work. She further says that 'job dissatisfaction will not automatically lead to emotional problems but can contribute to stress, which in turn leads to burnout' (Molineux, 2003).

It is the assumption of this study that various values, such as economic returns and prestige and the relationship between work and income, will be seen to have some effect on the meanings attached to work. The identification of those aspects that are more likely to bring about job satisfaction might be a step forward in the rehabilitation of the current situation in our education system, where poor school results, poor

conditions in many schools and the inferior quality of education in general are seen as a cause for concern. Not only will the results give a better understanding of why more teachers leave the profession than are recruited, but it will also help create a platform for solutions to be debated and the situation remedied. Many questions, such as why teachers would continue doing what they do if they feel unrecognized, are important in understanding job satisfaction, but they remain unanswered. The most difficult questions to ask and to get answers to would be those about what is deemed important as a measure of satisfaction. The problem the teaching profession is experiencing all over the world of a high turnover among both new and experienced teachers, is virtually non-existent in South Africa. This could be, in part, because the lack of alternative employment opportunities encourages practically all appointed teachers to remain in their profession (Menon and Christou, 2002).

The method employed in the present study was designed to capture the information that will be able to inform decision makers about the conditions affecting job satisfaction and how increasing or decreasing these could lead to greater job satisfaction. The method seeks to find out who is satisfied and who is not, and find some items in the instruments that are more responsive to job satisfaction. At first glance, a few solutions come to mind, such as enriching jobs, ensuring that jobs are not boring, and providing good supervisors, a reasonable work load, flexible hours, good benefits, training, a pleasant work environment, as well as wages comparable to the job market. But it cannot be assumed that these conditions are what every teacher would like to have, or that all teachers see them as important at all. The question then becomes, 'What is the relationship between the expressed meaning of work and job satisfaction?'

Chapter 2: Literature Review

This chapter reviews the literature on how understanding of your job may influence job satisfaction. Viewing a job as being more than just a source of income will enhance job satisfaction, and hence increase productivity. The main problem that this study seeks to address is the relationship between the expressed meaning and value of work, and the satisfaction of school teachers, amidst claims that teachers in South Africa are gradually losing morale and faith in the teaching profession and do not see much reason to continue in their profession. Some of the reasons for the loss of morale come from fear of low pay, job losses, redeployments and the perceived low status of the job itself. Such issues as motivation pay and recognition will be discussed as matters of concern from a theoretical point of view.

The chapter also briefly outlines literature concerned with the three perspectives on the issue of 'meaning of work': from the manager's point of view, the teacher's perspective and the learner's or client's perspective, all of whom have different interests in the triangular relationship. This in turn relates to such issues as performance and commitment. As a point of departure, the historical context of the arguments regarding job satisfaction is presented. This is crucial to understanding any association between job satisfaction and other issues such as motivation, performance and the meaning of work.

There are many definitions of job satisfaction; Mckinney (1996) defines job satisfaction as a feeling that one is utilizing one's mind and talents even if one's work is mundane. Mckinney believes that this definition begins to explain why people work.

McCormick and Ilgen (1980) suggest that job satisfaction is a specific subset of attitudes held by organizations. When talking about attitudes, McCormick and Ilgen point out that such attitudes represent the degree of affect felt by the individual. This definition is also supported by Krech, Grutchfield and Ballachey 1962, as cited in Mckenna (1994). They indicate that attitudes are enduring systems of positive or negative evaluations of emotional feelings and action tendencies with respect to an individual. McKenna further states that when attitudes are examined in a work context, people often make reference to job satisfaction and organizational commitment, and that many individuals perform certain tasks because they expect certain outcomes from those activities. He further suggests that job satisfaction is associated with how well one's personal expectations of work are in line with the outcomes. This indicates that even employees should have certain expectations when performing their roles either as teachers, police officers or medical practitioners, and that a mismatch between their expectations and the outcomes thereof could lead to dissatisfaction. This further implies that when personal expectations do not meet the outcomes, the result is job dissatisfaction.

Most of the definitions presented above may have different meanings and connotations, but they do agree on one point: that satisfaction has much to do with the fulfillment of inner feelings regardless of the job itself.

2.1 History and Background

Much of the documented history of job satisfaction makes mention of Abraham Maslow and Frederick Herzberg, citing their theories explaining how motivation and other factors influence satisfaction. This study sought to explain the current state of

affairs among South African teachers and how they feel about their jobs in terms of satisfaction. This will be done by linking that with the theories such as those presented by Maslow and Herzberg. The theories will be discussed in detail below.

2.1.1 Maslow's Hierarchy of Needs Theory

According to Wilson (1996), Abraham Maslow's theory of the Hierarchy of Needs examines human motivation in terms of levels of met or unmet needs. Adair (1990) has stated that Abraham Maslow suggested that 'man is a wanting animal and rarely reaches a state of being completely satisfied of any need except for a short time'.

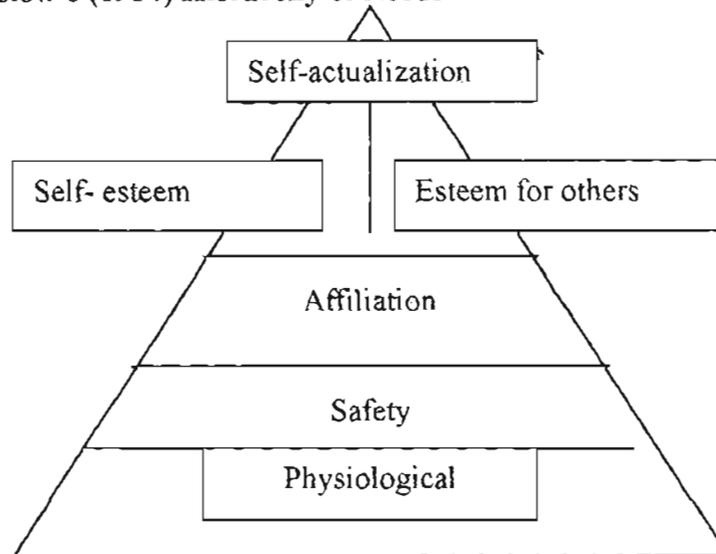
According to this statement, one cannot really attain satisfaction fully.

Maslow's theory suggests that only an unsatisfied need can influence behavior, and that a person will minimally satisfy each level of need before feeling a need at the next level. In all the needs in the hierarchy, that is physiological, safety and security needs, social needs, esteem needs and self-actualization, the first three are lower order needs. According to Maslow's theory, people are capable of being concerned with fulfilling higher order needs only after the lower order needs are satisfied (Grunberg, 1979). It could be argued, however, that Maslow's theory bears no reference to present day needs and satisfaction because of the nature of his sample, which could be considered unrepresentative of modern people.

In the teaching profession, the theory would predict that when the lower order needs such as security and pay have been satisfied, the teachers will seek satisfaction and achievement from the actual work itself, which can be regarded as fulfilling higher order needs. This suggests that primary needs are those that provide for the individual

in terms of financial and emotional security, and can also be seen as attributes of the 'meaning of work'.

Figure 1. Maslow's (1954) Hierarchy of Needs



In an article that appeared in South Africa's *Mail and Guardian* newspaper in 2001, allegations were made that teachers felt very insecure about their jobs because there were constant retrenchments and redeployments in the profession. These insecurities thus lead to the dissatisfaction of many teachers as they are regarded as primary needs (Maseko, 2001). The article can be used to link Maslow's theory to the South African context, and further suggests that insecurities are aggravated by the fact that the retrenchments and redeployments are not only an inconvenience to teachers but also to their families, and therefore a threat to their existing lifestyle. All of the above factors are taken into consideration in the theories of motivation which state that people are motivated towards what makes them feel good, and away from what makes them feel bad (Mackenna, 1994; Wilson, 1996).

Much research refuting and disapproving of Maslow's theory has been conducted. Amongst the criticisms is that the need theory fails to capture the realities of today's

world, which are characterized by the growth of automation and competitive pressures, with a consequent change in values (Maccoby, 1980 as cited in Mckenna, 1994). With the high levels of technological advancement, many jobs are becoming automated, and human capacity is slowly becoming obsolete as machines are increasingly replacing human labour. While the issue of technological advancement is too broad to be discussed within the scope of the current study, it is worth mentioning that employees not only fight dissatisfaction at work, but also the uncertainty of losing their highly specialized skills to an automated machine.

Teaching is a profession that is not easily replaceable by a machine, although computers can partially do what was once thought to be a human task. Maslow's theory is applicable in this regard, particularly in South Africa where the history of the country, in terms of job scarcity, has resulted in precautions to ensure that people do not lose their jobs unnecessarily. South Africa's political history makes it difficult for many to prioritize a good meaningful job over staying unemployed. Most people would rather have a job, even if it is not a 'good' job by their standards, than stay jobless while seeking a job that will ensure one's personal fulfillment.

Maslow also believed that human beings aspired to become self-actualizing, and he also viewed human potential as vastly underestimated and as an unexplained territory (Maslow, 1998). Today, the famous pyramid (See figure 1 on page 10) has come to illustrate his concept, with self-actualization at the top of the pyramid and physiological needs at the bottom. In the middle are factors such as safety needs, including security, stability and freedom from pain. Satisfaction that is derived from any job has an element of the fulfillment of individual needs. In teaching, the extent to

which one is satisfied by the job would also be influenced, in part, by whether the individual's needs are being fulfilled.

As pointed out earlier, Maslow observed that 'man is a wanting animal and rarely reaches a state of complete satisfaction except for a short time'. As one desire is satisfied, another desire emerges to take its place. Thus, only if the lower needs are satisfied, will the higher needs appear (Mckenna, 1994).

It could be argued however, that the theory bears no relevance to different individual preference, as it presupposes that people whose lower order or basic needs are not satisfied do not have higher order needs, which may not be the case with all individuals. For the teacher, there could be security needs met even when there is uncertainty about continued employment with the school or the Department of Education.

Mckenna (1994) further states that social or affiliation needs act as important motivators of behavior when an individual has the need to belong to a group at work, and in the teaching profession. It would be an opportunity to develop meaningful association with other teachers by giving and receiving friendship, understanding and compassion and also to be accepted by other teachers. However, as stated earlier, one can argue against Maslow's theory, because it assumes that teachers who have little job security have no need for love or affiliation. People have different needs and cannot be prescribed to, as to which needs are more important than others.

2.1.2 Equity and Expectancy Theories

In light of the criticisms of Maslow's theory, theories such as the Equity Theory and the Expectancy Theory could be of use to contribute to the understanding of what motivates people to do what they do. Expectancy Theory explicates the view that people anticipate among possible outcomes of various actions, placing a weighting or value on each possible outcome, assessing the probability that each outcome will be the result of an alternative action, and finally chose the result of action that maximizes their expected value (Mckenna, 1994). Victor Vroom, who developed the theory, states that job satisfaction is strongly affected by the rewards people receive in their work (Mosley, Meggins & Pietri, 1993; Vroom, 1964).

The theory suggests that it is possible to quantify expectancy, the probability that a certain behavior will give rise to a particular outcome, by multiplying each of the first level outcomes by the expectancy (probability) that an outcome will follow an action. Vroom suggests that by adding the results one may arrive at the strength of motivation to decide on what action to do. This implies that one is expected to choose a pattern of behavior that has a high motivational force attached to it (Mckenna, 1994), and that if the process in is followed, a person's choice of behavior would approximate the model's prediction. According to this theory, an individual will act in a certain way based on the expectation that the act will be followed by a given outcome, and on the attractiveness of that outcome to the individual (Vroom, 1964).

Equity Theory focuses more on the fact that people are motivated to secure what they perceive to be a fair return for their efforts (Mckenna, 1994). This is about a match between the inputs and outcomes, and suggests that one takes on a task because of perceived outcomes which are estimated to be fair and just as compared to the amount

of effort invested. In a study conducted by Merrell (2000), about women's experiences of volunteering in two community clinics, she found that, as in Equity Theory, if participants find themselves participating in inequitable relationships, this causes distress and attempts are made to restore equity in order to relieve the distress. "Equity Theory has been applied to predict people's interactions in social relationships, including within helping relationships" (Walster, Walster & Berscheid, 1978 as cited in Merrell, 2000). Merrell talks of a "balanced reciprocity" between the give and the take situation, where in such relationships, participants alternate between helping themselves and helping others. For example, teachers help learners by imparting some knowledge to them, at the same time they have satisfaction in knowing that they are influencing someone's developmental process, educationally, emotionally and otherwise.

2.1.3 Motivation- hygiene Theory

Other theorists, including Frederick Herzberg, regards factors such as pay as being of critical importance, since deficiencies in pay may prevent the individual from concentrating on those aspects of the job that are potentially fulfilling (Grunberg, 1979). Herzberg's (1975 as cited in Wilson, 1996) Motivation-hygiene Theory directly addresses the issues of job satisfaction and dissatisfaction. Wilson (1996) states that Herzberg's theory and research suggests that job satisfaction is influenced by the absence of or deficits in "hygiene factors" such as salary, job security, working conditions, status, company policies, quality of work supervision and quality of interpersonal relationships. Herzberg put forward a two-factor theory of job satisfaction in which he argued that the causes of satisfaction and dissatisfaction were separate. His dual theory is based on considerable empirical evidence, and is built on

the principle that people are motivated towards what makes them feel good, and away from what makes them feel bad (Mackenna, 1994). Such contextual factors, according to Herzberg, include pay, security, work group supervision and participation.

However, Herzberg went on to argue that such factors have little to do with deriving satisfaction from the job, and that these do not of themselves produce job satisfaction. Thus, a causal relationship is not implied between job satisfaction and the presence of the above factors, even though the absence of them can cause dissatisfaction, which in turn might cause employees to leave their jobs. A study done in the United States by Tye and O'Brien (2002) found that there are differences in reasons for leaving between those who have left the teaching profession because of dissatisfaction and those who are still thinking of leaving. They found that for those who had left, at the top of the list of causes of their dissatisfaction were accountability and increased paperwork, while for those who considered leaving, the main causes were salary considerations and also increased paperwork.

Herzberg's theory says that it is motivator factors that are intrinsic to a job and related to a job content, that have the power to increase job satisfaction (Wilson, 1996).

Sytap, Marsland and Ulmer (1999), further state that one premise inherent in Herzberg's theory is that most individuals sincerely want to do a good job, however, employers must place them in positions that use their talents and not set them up for failure

2.2 Factors that contribute to job satisfaction.

Some of the factors seen as contributors of job satisfaction are discussed below.

Locke (1976), as cited in McComick and Ilgen (1980), present a summary of the

dimensions of jobs that had consistently been found to contribute significantly to employees' satisfaction. These factors have often been used to assess job satisfaction. Locke's summary of the dimensions is sub-divided into categories considered relevant to job satisfaction. This includes events or conditions as a general category, and agents as another. Within the first category are such factors as the work itself, opportunity for learning, difficulty, chance for success, and variety. This is followed by rewards in the form of pay, promotion, recognition such as praise from supervisors and colleagues, as well as criticism. Locke's (1969,1976) view that job satisfaction is determined by the correspondence between what is perceived to exist in the work environment by way of outcomes (rewards) and what one wants from that environment, is now widely accepted (Heneman III and Schwab, 1985)

Locke's dimensions suggest that if a person is seeing very little or slow progress or growth in terms of success, that person will begin to feel less satisfied with the job. Another factor within this category is the nature and context of the work itself. This includes working conditions such as hours on the job, quality of the workspace, and other physical work environment aspects, such as temperatures and ventilation.

Although all the factors outlined by Locke are important to job satisfaction, they do vary in their degree of importance for the individual. The implication is that different individuals will view some factors as more important than others. However, each individual can best explain which of the factors are more important. For example, some people may consider their pay to be more important than working conditions, while for others, a good working environment might be more important than the salary they get.

Grunberg (1976) states that the traditional model of job satisfaction consists of the total body of feelings that an individual has about his/ her job and that this body of feelings involves weighing up all the influences on the nature of the job itself - the pay, the promotional prospects and the nature of supervision. What people get from the jobs that they do and the work settings may be said to influence the way they will perform and thus get satisfaction, however, even if this is the case the process is not that sequential. Whether or not they derive any satisfaction, is a question that could best be answered by individuals themselves, but this does not imply a causal relationship between the importance of their work and how much satisfaction they have.

2.2.1 Motivation

Bishay (1996) has examined many factors in an attempt to find which of them promotes teacher motivation, and has found pay incentives to be unsuccessful in increasing motivation. Although increasing motivation is not within the scope of the present study, it is worth mentioning that teacher motivation can and has been found to be a positive contributor to job satisfaction. A study by Sylvia and Hutchinson (1985), concluded that teacher motivation is based on the freedom to try new ideas, achievements or appropriate responsibility levels, and also intrinsic work elements.

According to Bishay (1996), the most important group of professionals for any nation's future is teachers, and it is therefore a cause for concern that many of today's teachers are dissatisfied with their jobs as they lack motivation. Bishay's approach was influenced by the understanding that job satisfaction and motivation correlated significantly with responsibility level, gender, school subjects, age, years of teaching

experience and activity being done (Bishay, 1996). Motivation covers all the reasons, which underlie the way in which a person acts, and could be used to explain how teachers go on teaching even in adverse conditions of distress.

2.2.2 Performance

The importance of job satisfaction has become a focus of debate in understanding how performance can be improved. Much research has been done about the relationship between job satisfaction and other work-related behaviors or attitudes such as job performance, stress and health, general life satisfaction, turnover and commitment to the organization. Steyn and van Wyk (1999) say that early studies provided additional information concerning levels of satisfaction which included Maslow's hierarchy of human needs.

Although there has been much inconsistency in the findings, it is partly because there is such a wide variation in definitions of job satisfaction and in the validity of the methods being used (Cranny, Smith, & Stone, 1992 as cited in Wilson, 1996). Cranny *et al.* further mention that job satisfaction has been shown to influence attendance at work, pro-organizational behaviors, decisions to leave the organization or to retire, and also psychological withdrawal behaviors, most of which directly or indirectly affect performance and satisfaction thereafter. It has been found by researchers that there is a correlation between job satisfaction and job performance. Cranny *et al.* conducted a study and found that job satisfaction significantly influences job performance as rated by supervisors. They found that as employees become more satisfied with their jobs, they perform better. The amount of effort that employees put into their jobs was also found to positively affect self-rated job performance.

McCormick & Ilgen (1980) are more cautious, saying that at one extreme it could be

argued that job attitudes are unrelated to performance behavior, and while a relationship does exist it would be safe to say that the two may be related, but only under certain conditions.

2.2.3 Commitment

DeConinck and Stilwell (1996, as cited in Wilson, 1996), also found, in studying female advertising executives, that job satisfaction is a significant predictor of organizational commitment. Furthermore, Becker, Billings, Eveleth and Gilbert (1996 as cited in Wilson, 1996) found that organizational commitment was positively related to performance. They concluded that the level of performance is likely to be higher when employees are committed to their organizations and their organization cultures.

2.2.4 Minimal stress

There is also a relationship between job satisfaction and stress that has been studied in great depth. Research indicates that there is a relationship between stressors on the job and physical or emotional changes in individuals (McLean, 1979, in Wilson, 1996). Cranny, Smith, & Stone (1992) have again stated that work factors that have been found to be related to coronary heart disease include heavy workload (too much or too difficult for the individual), heavy responsibility for people or money, lack of control over work decisions, or problems with a 'boss' or co-workers, role conflict and limited opportunities for growth and advancement. This is also not to say that those in high stress jobs such as fire fighters, police personnel and medical practitioners do not have any satisfaction at all.

Wilson (1996) has suggested that job satisfaction is influenced by such factors as supervisory practices, management style and control systems, organizational climate,

opportunities for advancement and challenge, support, trust and equity, compensation, race and gender.

2.2.5 Gender

Studies that have been done on gender differences and job satisfaction have found some important results. In 1995, Burke and Mckeen (1995 as cited in Wilson, 1996) conducted a study of managerial and professional women. They found that those working in male dominated organizations have lower job satisfaction than those working in organizations with fewer men at the higher levels of management. They also found that women accountants with more employment gaps (due to child rearing) reported less job satisfaction and less job involvement, and were less optimistic about their career prospects. The gender of the teachers has also been found to correlate positively with satisfaction among teachers. Bishay (1996) found that levels of job satisfaction for women were lower than for men.

Bishay's study using the Experience Sampling Method (ESM), using 12 teachers who volunteered from a group of 120 teachers, 56.9% of which were males and 43.1% were females, found that mean responses of men and women indicated that women were significantly less satisfied with their incomes than men. Bishay further found that although both males and females agreed that marking papers was a burden and that they would be satisfied with less paperwork, women agreed more strongly. In the study, both male and female teachers agreed with the statement that "pay incentives would improve teacher morale", however women tended to agree more strongly than did men. This indicates that there is some variation in the responses of males and females on issues pertaining to job satisfaction. Contrary to Bishay's findings, a study

by Xin and Macmillan (1999), on the influence of workplace conditions on teachers' job satisfaction, showed that female teachers were more satisfied with their professional role as teachers than were their male counterparts.

2.2.6 Length of teaching experience

Bishay (1996) found that increased length of service correlated with higher reported job satisfaction. This is consistent with the findings by Mwamwenda (1998), who found that experienced teachers rated higher on mean satisfaction. This implies that there is correlation between the amount of experience and the meaningfulness of basic values. Contrary to this finding, it can be argued that perhaps the less motivated teachers drop out of the schools for other careers, leaving only those who are better motivated to continue teaching. However, Tye and O'Brien (2002) found that, amongst those that are contemplating quitting the profession, are those who are beginners with just two or three years in the classroom and those who have thirty years or more, who are ready to retire feeling they have done enough in the profession. Adapting this to the South African context, Mwamwenda (1998) found that teachers with more teaching experience rated mean job satisfaction higher than those who had been teaching less than eight years. He found that the reason behind that was that those teachers said that teaching was in keeping with what they had expected. The reason for this could be that teachers with more experience have had time to adjust to their work environment and so they know what is expected of them by pupils, principals, heads of departments, parents and the community at large (Mwamwenda, 1998).

Xin and Macmillan (1999) state that the non-significant relationship between gender and years of experience as a teacher has an important implication. This would mean

that gender differences in teacher satisfaction are the same among teachers with similar teaching experience, no matter how long they have been in the profession. They challenge statements that suggest that “beginning female teachers are more satisfied with their professional role than their male counterparts” (Xin and Macmillan, 1999: 6). They also found that more experienced teachers are more satisfied with their professional role than less experienced teachers.

2.3 The Problem: from a South African Perspective.

The issue of teachers leaving their profession has been viewed as an indication of the problems surrounding the job satisfaction of teachers. As more teachers believe the ‘grass is greener on the other side’, they lose interest in the profession because of reduced satisfaction. This reduces their willingness to make extra effort for their learners, which may affect the achievements of the children leading to dissatisfied learners and parents (Hosking, 2000).

The problem of dissatisfaction of teachers that is faced in South Africa is a serious one and some have blamed the government’s action or inaction for the problem (Hosking, 2000). Hosking suggests that during the past seventeen years much has been positive in schooling in South Africa, as apartheid has been eroded and disparities between the races reduced to equivalence with respect to government expenditure per pupil and in the salaries of teachers. However, with some of the problems dealt with, the major bone of contention among teachers in South Africa is the level of the salaries the government pays, and as expected, most teachers hold the view that their pay is too low on a number of criteria (Hosking, 2000).

2.3.1 Satisfaction/ dissatisfaction with pay

This is one of the major reasons why there is much dissatisfaction which causes some of the best teachers to leave the profession in search of better opportunities. A study done by Steyn and van Wyk (1999) found that many teachers felt that very few community members appreciated what they are doing and therefore did not afford them much respect, and many attributed this to the low salaries earned by teachers. Hosking (2000) further emphasizes that the levels of teacher salaries remains a cause of considerable discontent in South Africa, being too low in the eyes of the teachers and too high to sustain existing staff. The issues of low pay are not only a South African problem. Other countries, including the United States, have found that most teachers who have considered quitting cited inadequate salaries (Bradley, 1995).

Although pay incentives have been found to be unsuccessful in increasing motivation, many factors have been examined in an attempt to find which ones promote teacher motivation. Syptak, Marsland and Ulmer (1999) state that salary is not a motivator for employees, but they do want to be paid fairly. Sylvia and Hutchinson (1985) conducted a study with 167 teachers and concluded that teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels and intrinsic work elements. They further explain that, in support of Maslow's concept, true job satisfaction is derived from the gratification of higher-order needs -social relations, esteem and actualization- rather than lower order needs.

One of the most talked about criticisms of the teaching profession is that it does not pay well. But if it does not pay well, the question becomes, 'Why do some people still want to do that for a living' While there may be no evidence to draw a causal

relationship between pay, meaning of work and job satisfaction, pay has been widely studied in relation to job satisfaction. Syptak *et al.* (1999) noted that salary is not a motivator for employees, but they do want to be paid fairly because when individuals believe that they are not compensated well, they become unhappy. This is in line with Herzberg's explanation that the causes of satisfaction and dissatisfaction were separate, a two-factor theory, where he argued that people are motivated towards what makes them feel good. Fair pay is something that makes one feel good.

While satisfaction with pay is an important element in job satisfaction, which may be evidence of a relationship, it is not causal. According to Mike Reeler, the director of the South African Teachers Association, cited by Hosking (2000), there is a definite feeling amongst teachers that the financial incentive to take up teaching is very low and that remuneration for other jobs is very much better, yet they are still prepared to do jobs.

Many people, particularly teachers, can confidently assert that what they do is not for money, but because they love what they do. Statements such as 'it is not about the money' are very common, but whether they reflect the true nature of the person's attitude is not usually known with certainty. Whilst the claim that money is not imperative may be an honest statement to make, money seems to be so central to our thinking in relation to our jobs that it leads one to be suspicious about findings which reports money as being of relatively low importance. Frey (1997) claims that people do not act only because they expect monetary gain. People undertake many activities simply because they like them. One difficulty in assessing the importance of rewards, particularly that of money in the form of a salary, is that it means more than just the amount of goods and services that can be bought with it. Mitchell (1998) suggests that

in order for one to understand why one does the job and that it is not just for the money, the individual should be able to answer questions such as; What is in it for them? How does work enrich their life? What would they like from their job? She states that answers to this kind of question can give some indication of why may want to do certain jobs. Evidence also comes from Kovach (1995 cited in Wilson, 1996) that while supervisors believe that good wages are most important to employees, the employees themselves report that interesting work is most important. Wilson further cites Filipczak (1996) and Merit (1995), who both discussed the need to recognize that money is not highly related to job satisfaction or employee motivation, and Herzberg's motivation-hygiene Theory of satisfaction versus dissatisfaction on the job. They suggest that these should be taken into account when designing motivators for employees. In emphasizing that pay is not very important, Wagner (2002) states that the mistake that most people tend to make is to think that there is only one form of work, namely paid work or a job. Wagner argues that this thinking demeans all the other sorts of work and the people who do them and such a narrow definition of work puts the economic needs of society ahead of all the other purposes of our existence.

2.3.2 Pay and Recognition

One of the best contributors to a child's development and well being is his/her teacher because of the amount of time that they spend with children at school, which is closely comparable with the time they spend with their parents. Yet in everyday life and language, there tend to be perceptions that teachers hardly receive the recognition they deserve. They get minimal training and development opportunities, they get the lowest pay, and yet teaching is known to be a complex, intellectually demanding profession. An example cited by Grunberg (1979) is that the amount of money which

one receives is sometimes an indication of one's value to the organization. It is therefore associated with achievement and recognition by one's peers, so the relationship between and job satisfaction and pay satisfaction has a positive correlation in that job with life satisfaction. These tend to be related because where a job produces financial rewards such that one can satisfy the material needs of one's family, it is likely to impact on one's feelings regarding the job itself. Many have stated that while they seldom think of teaching as an employment, they recognized that before being satisfied with what they are doing, there is a need to be able to provide for their family. Good (2002) states that 'according to Herzberg's (1966) job satisfaction theory, lack of status is one factor that can contribute to dissatisfaction'.

2.4 Teaching as a profession

Bertrand Russell (1950), a British philosopher, logician, essayist and renowned peace advocate, in one of his essays that first appeared in his book *Unpopular Essays* in 1950, pointed out the functions of a teacher by suggesting that a teacher is not merely there to mediate the heat of current controversies, controversies of philosophical debate, mathematical calculations, and the art of languages or any other school subject taught at school. The teacher has more positive tasks to perform, and he/she cannot be a great teacher unless he/she is inspired by a wish to perform these tasks. This is the argument behind the idea that teachers become better teachers by associating something positive with what they do. Russell has clearly stated that the ability to inspire is required for one to become a great teacher. This also links with the motivation that gives the teachers the ability to wake up and want to go to their respective schools to teach.

Very few teachers would admit to doing it for the money, because it is not actually that which motivates them to continue the service that they render. There is a certain relationship that develops between the teacher and the pupils that also affects the functioning of the teachers and their satisfaction. Again this is not to say that there is a causal relationship between the relationship between teacher and pupils and the satisfaction of the teachers. Russell (1950) also states that 'no man is a good teacher unless he has feelings of warm affection towards his pupils and a genuine desire to impart to them what he himself believes to be of value'. Teachers have a duty not only to teach what is prescribed in the textbook, but also some lessons about life and to act as role models for the pupils. This means that the relationship between the teacher and pupils extends beyond the classroom and these factors can potentially affect the satisfaction of the teachers, whether positively or negatively. However their influence on the satisfaction of teachers needs to be explored further.

Russell further argues that many teachers are not able to do their best partly because they are overworked and not given much opportunity for advancement. What Tye and O'Brien (2002) found as they were examining why teachers are leaving the profession, was that increased paperwork and overload were high on the list of reasons. Although this was done in the United States, it does relate to the South African context.

2.5. Aspects that affect job satisfaction of teachers

Glisson and Durick (1988) discussed aspects of how teaching feelings may affect job satisfaction and the actual understanding of the meaning of the job. They divide such aspects into three groups.

2.5.1 Teachers' feelings of competence.

Xin and MacMillan suggest that competence is a key contributor to job satisfaction, and can be expressed in three ways: the first described as a belief by teachers that they have the prerequisite subject-content knowledge and skills to be able to teach the particular course effectively and with confidence (Little, 1995). The second contributor is teachers' belief that they have or have access to effective instructional strategies and skills for their use (Little, 1982). The third way can be expressed as the teachers' ability to use their subject-content knowledge in conjunction with instructional techniques to enable students to meet the standards of the course they are being taught. This feeling of competence for teachers is a very important feature because the teachers who were satisfied with their jobs stated that they felt positive about what they knew and that how they teach matters in the education of their students (Albert and Levine, 1988).

2.5.2 Administrative control.

The administration of the school has also been given some focus in terms of how the structure can affect the performance and satisfaction of educators.

Darling-Hammond (1995) further suggests that administrative leadership in the schools and lack thereof can be used to explain effective and ineffective school governance, because the administration influences the interaction among staff, the teachers' feelings of being valued and their sense of involvement in the operation of the school. By this they mean that whatever decisions are made higher up in the hierarchy of the school and its administration filter down to the teachers and affect them negatively or positively, depending on how they feel about the decisions. Xin

and Macmillan suggest that the key factor in maintaining teachers' commitment to the school appears to be their perception of meaningful, organizational involvement.

When they feel as if they are part of the decision making process of the school and the administration, they are more likely to feel ownership of the plans and tasks that are given to them, thereby increasing their feeling of self worth and that they are making a contribution to the school and to society as whole.

2.5.3 Organizational culture

Every organization has a certain culture to which every individual who is a part of it must adhere. The same applies to schools, over and above any culture of learning and information-sharing that exists between the teachers and learners. Teachers have their individual views about themselves as contributors to the whole school, which becomes important to their job satisfaction. Organizational culture plays an important role because it is one of the factors that guide the way the organization members should behave and represent the image of the organization. This implies that failing to fully understand the culture of the organization that one is affiliated to could lead either to dissatisfaction with one's job that or to compromising one's values to suit those of the organization. This could have adverse repercussions for the parties concerned, in this case the teachers, which in turn can lead to job dissatisfaction Hargreaves, (1994); Leithwood, Leonard and Sharratt, (1998) have suggested that cultures with characteristics of collegiality and collaboration are generally those types that promote satisfaction and feelings of professional involvement for teachers. In terms of the relationship between workplace conditions and job satisfaction, Xin and Macmillan hypothesized that individual differences would disappear once workplace conditions were controlled for. However, they found that most individual differences

in teacher satisfaction appear to be largely independent of workplace conditions. They concluded that although workplace conditions are important contributors to professional satisfaction, they could not account adequately for the difference in satisfaction among teachers with different background characteristics. This suggests that there are factors outside the workplace which are more important for teachers than those within the workplace.

So far this chapter has been discussing some of the things that affect job satisfaction. It was also suggested that particular workplace conditions positively affect teacher satisfaction, administrative control being the most important, followed by teaching competence and organizational culture. Syptak, Marsland and Ulmer (1999) say that even a nice chair can make a world of difference to an individual's psyche. All these factors have been proved to be correlated with the job satisfaction of schoolteachers, although the nature of the relationship is not necessarily causal.

Mwamwenda's (1998) study found that a group of 62 teachers with longer teaching experience rated their job satisfaction higher than the group of 61 who had less experience. Remedying the current situation would require collaboration among all the parties. One example given by Daresh (2003) is that fellow teachers can listen to one another and share their common experience and unique insights to foster mutual job satisfaction. In her dissertation about teacher's perceptions of their professional status as it relates to job satisfaction, Good (2002) revealed that there is a correlation of .579 between job satisfaction and teacher's perceptions about their job.

2.6 The Meaning of work as it affects job satisfaction

I have discussed many factors that have been seen to affect job satisfaction. The absence/presence of some of them was found to increase/decrease job satisfaction. I end this chapter by discussing the 'meaning of work' and how that may affect job satisfaction from the point of view of teachers, learners and even the teachers' immediate superiors. This is a view found in works that date as far back as the days of Freud and Erikson. Munoz (1997) states that 'Erikson proposed that engaging in work that one can love is integral to identity in general but is especially critical for occupational identity development during youth'.

Finding the meaning of work can be a difficult task for many individuals. The meaning of work, usually contrasted with efficiency and productivity, is a phenomenon that is viewed as more important by workers than employers. There is usually conflict between the perspective of the worker, the manager and the client, because they all have certain interests in the joint venture. The employer/manager wants more profit or productivity to sustain the business, the worker/teacher wants better conditions of work and to like what they do in order to be more productive, and the client/learners want more attention and effort from their teachers in order to pass their studies, all leading to compromise between the three parties. The three perspectives will be the focus of the following discussion.

2.6.1 Teachers' point of view

The focus of teachers is on the gratification of higher order needs such as social relations, esteem and actualization, as is evident in the Bishay's (1996) findings. The

findings of Bishay's study were that productivity and efficiency can only be realized after a person can really understand the meaning of the job being done, before getting bored and suffer from burnout.

Teaching, next to the medical practice, has always been difficult and there is a high risk of burnout through doing repetitive work every day, and having to handle problems from the learners which could lead to stress. However, most practitioners have found that the joys and satisfaction of their work have prevailed over the challenges, enabling them to sustain a lifelong commitment to service (Horowitz, Suchman, William and Richards, 2003). It is this kind of understanding and reasoning that sustains most of the teachers to keep committed to the profession. It is clearly the way in which they find meaning in it that keeps them at school. When they do not find that meaning, many of them will quit permanently because they may believe that they will get something better elsewhere and their ambition and self-respect are therefore taken into business or any other profession (Tye & O'Brien, 2002).

Ros, Schwartz and Surkiss (1999) have argued that one way to elucidate the meaning of work for individuals is to identify the basic values that people associate with work. Tye and O'Brien (2002) suggest that a system is needed that will create a work environment that will continue to draw bright and enthusiastic teachers. Ros, Schwartz and Surkiss further say that its empirical associations with the whole integrated system of basic values can reveal the motivational meaning of 'work' for people. This is to say that individuals will give different meaning to their work, integrated with their personal basic values as a source to provide secure living, enabling them to support their families and to acquire basic necessities.

In Tye and O'Brien's (2002) illustration of those values, they point out that the other correlation is that the teachers are doing what they want to be doing, working to help young people learn and feeling that they are good at what they are doing. Shari (1997), in her study about job satisfaction and the search for meaning at work, found that many workers are asking whether it is worth spending time working at organizations where they feel no passion for or commitment to what they do. Most of them have indicated that they wanted jobs that matter. Although literature of this kind in relation to South African context is lacking, Steyn and Wyk (1999) found that there is considerable scope for eliminating sources of dissatisfaction among teachers in South African schools.

If one asks ten people what makes their work more meaningful, one will probably get ten answers, including such attributes as creativity, ability to learn, high salary, recognition, adventure, being able to influence others and many more (Shari, 1997). Shari was demonstrating that the meaning of work is individualistic. Personal fulfillment is also one of the most researched areas of job satisfaction, and previously personal fulfillment was always considered an after hours activity but now it is being regarded as an important aspect of the job and work (Shari, 1997). Shari further argues that people often say things like, 'if I am going to be putting all this time into work, I might as well be doing something I enjoy'. This kind of statement leads to the conclusion that personal fulfillment is important and when someone is doing something that they enjoy, they are more likely to be productive at it unlike when one is forced to perform a task that one considers undesirable.

There are many people who are trapped in jobs that they do not want, and many reasons can be attributed to such circumstances. When employees feel that more is possible, they start searching for more from their jobs.

The search for more job satisfaction can be linked back to the hierarchy of needs. With the basic needs for salary and safety met, employees further ask for higher-level benefits such as work-family programs, flextime, meaning in what they do and many more. This implies that when the basic needs are met, employees start pushing and demanding that their work becomes more fulfilling. Once this happens, they become productive and happy. In this case teachers who find teaching a meaningful experience would become even better teachers, and their learners become better learners, (which could just be an assumption yet to be proved). However, Bishay's (1996) study pointed out that the benefits of teacher satisfaction for both teachers and pupils' points to the importance of studying how teachers feel about work.

2.6.2 Managers'/ principal's point of view

Shari(1997) states that in a perfect world all companies and organizations would have the resources to help each employee find their work more meaningful. He further says that in the real world of corporate budgets and time pressures, that may not always be possible; however that does not mean that one cannot create an environment in which work becomes more meaningful. Measuring meaningful work could prove to be a difficult task, particularly in a profession such that has a defined structure such as teaching. Shari is suggesting that even if it is not the organization's aim to help their employees find meaning in their work, creating such an environment would assist employees to realize meaning in their jobs, and perform better in the long run.

There are many factors which may increase self-worth, such as hard work, determination and skills development. It has been argued that organizations and companies exist for purposes other than to make employees happy, or specifically, that schools exist to educate learners and not to make sure that teachers are fulfilled. However, teachers can argue that their search for meaning in their work makes them better teachers (Shari, 1997). Providing an opportunity for teachers to be better at their jobs is perhaps a step closer to solutions much needed in the interests of good education.

2.6.3 The Learner's point of view

While the teacher is more concerned with job fulfillment, the manager is more concerned with making profit, having productive workers, or in this case, the principal is focused on getting good results at the end of the year. The learners are more concerned with passing to the next grade. The learners may not really be interested in the recognition of teachers and may also not be interested in whether the teachers have derived meaning from their teaching. All the conflict brings about uncalculated tension between the three parties, as they all try to get more out of each other. At the end of the day, the learners' failures reflect back on the teachers, who in turn reflect back on the principals of the schools.

The initial stages of remedying the situation within the South African context would be start at the micro level of understanding. By micro I mean an understanding of factors that would cause teachers to perform better, such as better pay, recognition and motivation which would lead to improved performance, and on a macro level, better performance by the very same people who are supposed to benefit, the learners. When learners perform well, teachers get praised; the managers get the credit and may

in turn increase pay (and sustain recognition) and give credit where it is due, to the teachers. When the three parties are brought together in mutual interest, there can be satisfaction by the employees as they will be given the recognition and credit due to them, while on the other hand, learners perform optimally as their teachers are much happier doing what they are doing.

Chapter 3: Method

The main aim of the current study was to explore the perceptions of the high school teachers about the work that they are currently doing and its impacts on job satisfaction. This was done by identifying the different views and perceptions of the teachers with respect to their jobs. The study was designed to take into account individual differences in perceptions and understanding of teachers' work and how they value the meaning of it.

The study asked whether certain individual job characteristics such as 'job security' or opportunities presented by their jobs had any influence on their job satisfaction. Many other factors such as benefits within the job and pay were assessed. The researcher used two measurements to assess the perceptions of the participants, getting information from two different perspectives: from what the participants write in questionnaires and what they actually report doing (Neuman, 2000). Neuman suggests that researchers make use of multiple measures of the same construct, a method referred to as triangulation. He further states that most researchers develop an expertise in one research style, but two methods or styles have different complementary strengths and since there is only partial overlap, a study using both is fuller and more comprehensive. The advantage of using methodological 'triangulation' is that the researcher gets more information that he/she would have got if only quantitative measurement was employed. This study made use of a job satisfaction scale and face to face interviews with open ended questions, whereby the researchers asked the questions but also gave the respondent the opportunity to respond openly and to be able to probe further.

3.1 Participant selection

All the participants were drawn from schools in and around the Pietermaritzburg and Durban area. A non-probability sampling technique was used to select participants since the main criteria were that of convenience and accessibility. This type of sampling is haphazard because the researcher gets cases where the probability of including each element of the population in a sample is unknown. The main shortcoming of the sampling procedure is that one can easily get a sample that misrepresents the population. However in a study such as this, where the minimum selection requirement is being a teacher by profession, this shortcoming is eliminated as the researcher is not merely going to the street and selecting cases. The current study selected high school educators who were willing to take part in the study.

Neuman (2000) points out the negative implications of non-probability sampling. The first one is that of non-randomness of the sample, which would make it impossible to know the degree of accuracy to which properties of the sample can be used to describe the population. Another limitation of non-probability sampling was that the researcher plays an active role in deciding who should and should not be in the sample. The sample was selected on the basis of a description of those with the primary characteristic of being a teacher, because it was thought that the sample would be representative of the teacher population.

3.2 The Sample

The researcher identified six schools in Pietermaritzburg and Durban based on previous relationships with the schools from other research activities, as that relationship made it easier to gain access to the sample. Other schools were accessed through referral from colleagues. One of the main reasons for this kind of contact was that there might be some difficulty in recruiting participants because most teachers are very skeptical about being researched, particularly if the kind research concerns attitudes and perceptions of their jobs. Participants were contacted via the schools' principals who then arranged appropriate dates and times. Whilst this helped in terms of the co-operation of the teachers, the major shortcoming was that it might have increased fears that the research was being undertaken at the behest of management.

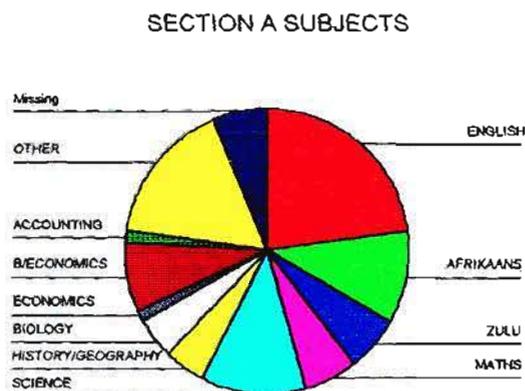
In the end five schools agreed to participate. There were forty educators from one school, thirty from the second school and thirty three from the third school, twenty from the fourth and 26 from the fifth school, totaling 146 teachers. Although some teachers from the same schools had already indicated their unwillingness to participate, care was taken to indicate and inform participants of their right not to participate if they did not want to, and of their right to withdraw at any time.

The final sample consisted of 80 teachers broken down according the following demographics.

Demographic Variable	
<u>TYPE OF SCHOOL:</u>	<ul style="list-style-type: none"> • 48 schools multi-racial/urban • 32 township schools
<u>SEX:</u>	<ul style="list-style-type: none"> • 33 males • 46 females, • 1 not indicated
<u>RACE:</u>	<ul style="list-style-type: none"> • 31 black • 36 white • 12 Indian • 1 coloured
<u>AGE GROUP:</u>	<ul style="list-style-type: none"> • 22 - (20 to 30) years age group • 46 - (31 to 40) years group • 10 - (51 to 60) years age group • 2 - did not indicate age group
<u>LENGTH OF TIME IN THE PROFESSION:</u>	<ul style="list-style-type: none"> • 20 - less than 5 years • 17 - (5 to 10) years • 29 - (11 to 20) years • 14 - (21 to 40) years

Table 1: Demographical details

Chart 1: Subjects taught



3.3 Measures used.

3.3.1 The Questionnaire

In the current study, both quantitative and qualitative methods were used. For the earlier part, a subset of a quantitative measure was used, assessing the need-satisfaction in work, developed by Schaffer in 1953 (Robinson, Athanasiou and Head, 1969). The qualitative method was in a form of an interview schedule. (See Appendix A and B)

The need-satisfaction in work scale is based on the theory that the mechanisms which operate to make people satisfied or dissatisfied in general, also make them satisfied or dissatisfied at work. The subset of this scale was 24 items, which are reproduced in the questionnaire. These items came out of an original questionnaire containing over 125 items devised to measure the strengths of 12 human needs. The items reproduced here consist of items to measure the degree to which an individual's needs (such as the need for independence, recognition and self-expression, and also economic security), were satisfied in the person's job. These items were rated on a five-point likert-scale rating from 'totally satisfied' (= 5) to 'not satisfied at all' (=1). (See appendix A for the full questionnaire). This instrument takes into consideration that the need to these factors contributes to the satisfaction of the individuals in their specific jobs. In the study by Schaffer, individuals had different needs that they picked out as more important than the others, and for the sake of validity, the best prediction of job satisfaction was obtained on the need seen as most important. Schaffer found that needs that are seen as important by the subjects usually

determined the satisfaction in the job, that means that the higher the satisfaction of the need seen as most important, the more influence it has on the person's overall satisfaction. For example, if pay is seen as the most important need, satisfaction with pay will have more bearing on overall satisfaction. The scale asks the respondents to rate their satisfaction with specific aspects of their jobs without considering their attitudes towards their jobs as a whole. They are required to think carefully about how well they are satisfied with the specific item, and rate themselves accordingly. This includes statements such as "In my job when I do a piece of work I know that I will get enough praise for it". Although the measure was developed late in the 1950's, the items included remain some of the best predictors of job satisfaction today. The reliability analysis on the scale is .9028, as measured by Cronbach Alpha with the standardized item alpha of .9052. This, by any standard, is a very high reliability (Robinson, Athanasiou and Head, 1969).

3.3.2 The Interview

The qualitative exploration of the hypotheses was to examine the perceptions for a percentage of the sample (10%) about the meaning of work and to be able to compare such findings across gender, age group and number of years in the profession. This exploration was done through face-to-face interviews. One of the main reasons for having interviews with some of the people who took the questionnaire was to maximize accuracy and reliability. Neuman (2000) notes that interviews have the highest response rate and interviewers can also observe the surroundings and can use non-verbal communication and visual aids. The interview schedule is called the "Meaning of Work Inventory". The scale taps four possible orientations towards work: instrumental, quasi-expressive and two levels of expressive orientation. The

original scale has six items as described by Tausky (1968 as cited in Robinson *et al.*, 1969). These items deal with contextual issues such as whether the respondent would work if he/she did not have to and what types of job situations he/she would prefer. The researcher added some probing questions, which were incorporated into the original list. The scale reported a reliability coefficient of reproducibility of .91 for the six items (Robinson *et al.*), although upon adding some more items, the researcher ran the coefficient reliability on SPSS, and it dropped slightly to a standardized item alpha of 0.590.

The instrument includes questions such as “If by any chance you had enough money to live comfortably without working, do you think you would work anyway?”

Another main theme of the interview schedule, (see appendix B), was dealing with what was perceived as the most important aspects of one’s job. Therefore the interviews gave them an opportunity to elaborate and clarify some of the things which were on the questionnaire, as well as providing rich information, which they could not give by just circling options on the likert-scales. Interviews made it possible to gather much information, which was not made available through the questionnaire. The interviews took place after the questionnaires were returned, because the chosen participants for the second part were selected from those who returned the questionnaire by randomly selecting names of the teachers who completed the questionnaire.

The demographics of the smaller sample were broken down as follows:

- Race: 3 Blacks, 4 Whites, 1 Coloured and 3 Indians
- Sex: 4 males and 7 females
- Age group: 4 (20-30 age group), 5 (31-40) and 2(51-60)
- Length in profession: 4 (less than 5 years), 3 (5-10years) and 4 (11-20 years)

- Type of school: 7 (multi-racial/urban) and 4 (township)

3.4 Data Collection Procedure

Having identified a total of six potential schools to be included in the sample, and after five of the six school principals agreed to meet with the researcher, initial contact was made by telephone to set up an appointment with the principals of the schools. At these meetings a brief presentation was made outlining the aims and objectives of the study. The teachers from the other schools which were initially identified did not agree to the proposal, stating that they did not feel comfortable with being researched. The main reasons for their unwillingness to participate were that they feared that their views might be given to the principal of the school or even the Department of Education. This they saw as a threat to their reputation and that it might cost them their jobs.

At the presentations in all the schools, such issues as confidentiality and autonomy for the teachers were addressed. Most teachers wanted to know what would happen about the issues that they raised and wanted assurance that their jobs would not be affected in any way. The researcher assured the participants that their responses would be strictly confidential and that they would only be accessible to the researcher and the supervisor of the study. Their identity was not required so they did not have to provide their names on the questionnaire. This meant that even the researcher could not identify what any particular person said.

For the quantitative phase, appropriate dates were then set with the five schools. The sixth school could not find dates and times that were convenient for both the

researcher and the teachers. In the end, only five schools were able to participate in the study. The surveys lasted for about 45 minutes on average and were conducted at the staff rooms of the two schools. The third school indicated their inability to take 45 minutes off work time and requested to take the questionnaires home and bring them back the next day. Overall, only 80 questionnaires were returned.

3.5 Qualitative Phase

For the Qualitative phase, a smaller sample (10% of the main sample) was pooled from the 80 names that came back with the consent forms and surveys. The sample was selected by putting all the names in a hat and randomly selecting names. It was hoped that at least 10 percent of the entire sample would be able to point out certain aspects of the questionnaire that were more important, which would then make the study more meaningful. The eleven names that were drawn were then written down as a qualitative sample. During the period between the first phase and the second phase, two teachers who were selected had left the schools and therefore could no longer be considered for the interviews. Two more names had to be drawn using the same procedure of putting names in a hat to gain the desired sample of eleven participants. Contact was later made with relevant schools requesting the teachers whose names were selected to avail themselves for the second phase of the study. The interviews took place over a period of two days. An arrangement was made with the schools to run the interviews at a central venue on the school premises. Either a boardroom or an empty staff room was used for the interviews and the teachers came in at a time that was convenient for them. The interviews lasted between 10 and 15 minutes and their responses were recorded verbatim.

3.6 Ethical considerations

3.6.1 Informed consent

In the current study, teachers were well informed of the implications of taking part in the study and the consent form assured them of anonymity and confidentiality as well stating that participation was completely voluntary and could be terminated at any time without penalty. In as much as the teachers were willing to participate, their voluntariness could be questionable because initial contact was made with the school principal who in turn urged the teachers to participate. Even though there was no element of force or coercion, teachers could feel unable to say no if the principal has endorsed the research.

3.6.2 Anonymity

This means that research participants or subjects remain anonymous and nameless (Newman, 2000). This protects both the subjects and the researcher from telling who said what and limits the temptation of wanting to disclose any such information to any other source. In the current study, none of the questionnaires had names on them. The only names appeared on the consent forms, which are only accessible to the researcher and, even the researcher cannot match the names to the questionnaires.

3.6.3 Confidentiality

Confidentiality means that information may have names attached to it but the researcher holds it in confidence or keeps it secret from the public. In the current study, confidentiality was a big issue because many of the principals indicated that they could only grant permission for the study in their schools on the condition that they get feedback on the findings of the study. It was a fair condition; however it was

made clear that no names would be revealed. Likewise, the teachers only agreed to take part also on the condition that whatever they say would not be divulged to the principal or to the Department of Education to protect their jobs.

3.6.4 Subjects' information as private property

Most of the teachers who participated were happy to sign the consent form, but there were a few who refused to sign because they did not want to have any of their identity on record. This was problematic because, for the second part of the study, a sample was drawn from the names that appeared on the consent forms that were returned.

This means that only those who signed were considered for the latter part of the study. So there were some teachers who were not considered, which raises a lot of questions about the randomness of the sample as well as representation to the larger population.

This raised questions about whether one can generalize such findings to any population if the sample was not mutually exhaustive or exclusive.

3.6.5 Benefits

Many critics, according to Bulmer (1982), have criticized methods such as surveys and questionnaire, and they emphasize the inconvenience and intrusions associated with a survey, but they overlook a number of advantages, which it can provide. A first indication is that individuals who know something about surveys may find in them an opportunity for self-expression. In this case, teachers could find it fulfilling to talk about their understanding of what they do. Bulmer further states that people derive satisfaction from providing information or expressing an opinion on subjects and topics in which there are interested. Even though the current study does not have direct benefits for the individual participants, it is further suggested by the author that

the satisfaction maybe enhanced when the resulting information may have some effect on policies relating to that population, sample or community.

Chapter 4: Results

The results outlined in this chapter provide a detailed perspective of the responses given by respondents and frequencies of common themes and a concise summary of the data collected. Each section of the questionnaire will be dealt with separately.

4.1 Descriptive Variables

Overall, there were 80 respondents broken down in the following categories.

4.1.1 Type of School

Two types of school were recorded based on the location of the schools and teaching model for the five schools included in the study. The schools were coded as multiracial/urban and township. 60% of the respondents were from urban schools while the remaining 40% was from township schools.

4.1.2 Sex

In terms of the respondents' gender, there were more females (57.5%, n=80) than there were males (41.2%), and 1.3% of the respondent did not indicate gender.

4.1.3. Length of time in the profession

A high percentage of teachers, more than 36% (n=80) had been in the profession for over 11 years, followed by 25% who had been teachers for less than 5 years. A detailed breakdown can be seen in Table 2.

Table 2: Length of time in profession

	Frequency	Percent	Valid	Cumulative Percent
Valid LESS THAN 5	20	25.0	25.0	25.0
5-10	17	21.3	21.3	46.3
11-20	29	36.3	36.3	82.5
21-40	14	17.5	17.5	100.0
Total	80	100.0	100.0	

4.1.4 Age Group

The respondents ranged between 20 to 70 years of age. The majority of teachers were in the 31-40 year of age (57.5%, n= 80). The second biggest group is the 20-30 year age group (27.5, n=80). Table 3 below shows that there were no teachers between the ages of 41 and 50.

SECTION A AGE GROUP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-30 YEARS	22	27.5	28.2	28.2
31-40 YEARS	46	57.5	59.0	87.2
51-60 YEARS	10	12.5	12.8	100.0
Total	78	97.5	100.0	
Missing System	2	2.5		
Total	80	100.0		

Table 3: Age group

4.1.5 The school subjects taught

The majority of respondent teachers were language teachers, constituting about 40% (n=80) of the whole sample, and the remaining 60% taught a range of other the subjects. The highest percentage is of English teachers, who form over 22% of the sample. Full details can be seen in Table 4.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ENGLISH	18	22.5	23.7	23.7
	AFRIKAANS	7	8.8	9.2	32.9
	ZULU	6	7.5	7.9	40.8
	MATHS	9	11.3	11.8	52.6
	SCIENCE	9	11.3	11.8	64.5
	HISTORY/GEOGRAPHY	3	3.8	3.9	68.4
	BIOLOGY	4	5.0	5.3	73.7
	ECONOMICS	2	2.5	2.6	76.3
	B/ECONOMICS	5	6.3	6.6	82.9
	ACCOUNTING	1	1.3	1.3	84.2
	LIFE SKILLS	1	1.3	1.3	85.5
	OTHER	11	13.8	14.5	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

Table 4: Subjects Taught¹

4.2 Data Analysis

Once the data had been collected, it was entered into an SPSS spreadsheet for statistical analysis. There were 24 items in the scale, with a 5 - point likert-scale from totally dissatisfied (1) to totally satisfied (5), and the following was found.

The overall Job Satisfaction levels were divided into five levels by adding up all the items for every individual:

- 0-24 : not satisfied at all
- 25-48 : slightly satisfied
- 49-72 : just satisfied
- 73-96 : very well satisfied
- 97-120 : totally satisfied

Based on the coding above, the frequency analysis found that a majority of respondents was very well satisfied with their jobs as teachers, and that none of the teachers who were interviewed reported that they were 'not satisfied at all' with their jobs.

¹ 'Other' refers to subjects as Sports, Music, Art and Craft and Computer Science

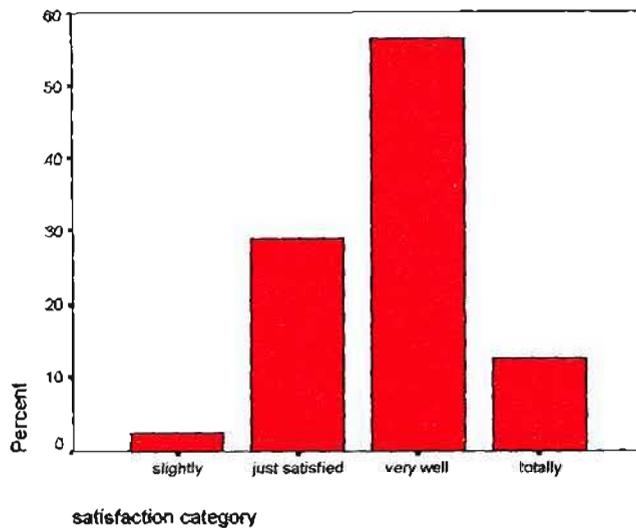


Fig 2: Satisfaction Category

4.2.1 Cross tabs

SECTION A SEX * satisfaction category Crosstabulation

			satisfaction category				Total
			slightly	just satisfied	very well	totally	
SECTION A SEX	MALE	Count	1	13	17	2	33
		% within SECTION A SEX	3.0%	39.4%	51.5%	6.1%	100.0%
		% within satisfaction category	50.0%	59.1%	37.8%	20.0%	41.8%
		% of Total	1.3%	16.5%	21.5%	2.5%	41.8%
		Adjusted Residual	.2	1.9	-.8	-1.5	
	FEMALE	Count	1	9	28	8	46
		% within SECTION A SEX	2.2%	19.6%	60.9%	17.4%	100.0%
		% within satisfaction category	50.0%	40.9%	62.2%	80.0%	58.2%
		% of Total	1.3%	11.4%	35.4%	10.1%	58.2%
		Adjusted Residual	-.2	-1.9	.8	1.5	
Total	Count	2	22	45	10	79	
	% within SECTION A SEX	2.5%	27.8%	57.0%	12.7%	100.0%	
	% within satisfaction category	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.5%	27.8%	57.0%	12.7%	100.0%	

Table 5: Cross tabulation of gender per satisfaction category

According to the cross tabs of the satisfaction category in Table 5, the percentage of males is highest for those who are ‘very well satisfied’ (51.5%), but even higher for females in the same category. 59.1% of male teachers are ‘just satisfied’, 37.7% who are ‘very well satisfied’ and just 20% who are ‘totally satisfied’ in the category. Although it seems as if teachers who are ‘totally satisfied’ with their jobs are most likely to be females, it cannot be significantly concluded as such (adjusted residual =

1.5 < Z crit = 1.96). The adjusted residual does not reach significance for the 'slightly satisfied', 'just satisfied', and 'very well satisfied' teachers.

All races seem to be similar in terms of satisfaction; however, Indians report a higher percentage of those who are totally satisfied (25% with a score of 73-96).

SECTION A RACE * satisfaction category Crosstabulation

			satisfaction category				Total
			slightly	just satisfied	very well	totally	
SECTION A RACE	BLACK	Count	0	11	18	2	31
		% within SECTION A RACE	.0%	35.5%	58.1%	6.5%	100.0%
		% within satisfaction category	.0%	47.8%	40.0%	20.0%	38.8%
		% of Total	.0%	13.8%	22.5%	2.5%	38.8%
		Adjusted Residual	-1.1	1.1	.3	-1.3	
	WHITE	Count	1	10	20	5	36
		% within SECTION A RACE	2.8%	27.8%	55.6%	13.9%	100.0%
		% within satisfaction category	50.0%	43.5%	44.4%	50.0%	45.0%
		% of Total	1.3%	12.5%	25.0%	6.3%	45.0%
		Adjusted Residual	.1	-.2	-.1	.3	
	INDIAN	Count	1	1	7	3	12
		% within SECTION A RACE	8.3%	8.3%	58.3%	25.0%	100.0%
		% within satisfaction category	50.0%	4.3%	15.6%	30.0%	15.0%
		% of Total	1.3%	1.3%	8.8%	3.8%	15.0%
		Adjusted Residual	1.4	-1.7	.2	1.4	
	COLOURED	Count	0	1	0	0	1
% within SECTION A RACE		.0%	100.0%	.0%	.0%	100.0%	
% within satisfaction category		.0%	4.3%	.0%	.0%	1.3%	
% of Total		.0%	1.3%	.0%	.0%	1.3%	
Adjusted Residual		-.2	1.6	-1.1	-.4		
Total	Count	2	23	45	10	80	
	% within SECTION A RACE	2.5%	28.8%	56.3%	12.5%	100.0%	
	% within satisfaction category	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.5%	28.8%	56.3%	12.5%	100.0%	

Table 6: Cross Tabulation of Race per Satisfaction Category

The adjusted residuals are less than Z crit = 1.96 and therefore do not reach significance for the conclusion that any single race is more satisfied than another. Cross tab analysis shows that all the teachers who are teaching Mathematics fall in the 'very well satisfied' category (score of 73-96). The same applies for Economics and Accounting teachers. The adjusted residual for Mathematics teachers who are 'very

well satisfied' = 2.7 > Z crit= 1.96, hence we can conclude that it is significant and likely to occur by chance less than 1 in 20 times.

The majority of Afrikaans, Science and Biology teachers fall in the 'just satisfied' category (score of 49-72), while the majority of English and Zulu teachers were in the 'very well satisfied' category. The cross tab analysis shows that the majority of those who are 'just satisfied' with their jobs were 'not satisfied' with the first statement that, "On my job when I do a piece of work I know that I will get enough praise for it". Those teachers who were 'very well satisfied' with their jobs were also 'very well satisfied' with the statement, "Where I work I get all the opportunity I want for making friends and enjoying the company of my fellow workers." (Section B, Statement 2 on the questionnaire)². The Chi-Square shows that this is significant at 0.008. These prove that "making friends and enjoying the company of fellow workers" is an important aspect of overall satisfaction with the job. In Table 7 below, it can be noted that the Pearson Chi- Square for the satisfaction category with the same statement (B2) is 0.008, which is below 0.05 to conclude there may be some relationship.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.827 ^a	12	.008
Likelihood Ratio	22.536	12	.032
Linear-by-Linear Association	7.194	1	.007
N of Valid Cases	79		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .03.

Table 7: Chi-Square test statistics

² Referred to as B2

B2 * satisfaction category Crosstabulation

		satisfaction category				Total	
		slightly	just satisfied	very well	totally		
B2	NOT SATISFIED	Count	0	1	0	0	1
		% within B2	.0%	100.0%	.0%	.0%	100.0%
		% within satisfaction category	.0%	4.3%	.0%	.0%	1.3%
		% of Total	.0%	1.3%	.0%	.0%	1.3%
		Adjusted Residual	-.2	1.8	-1.1	-.4	
	SLIGHTLY	Count	2	3	6	1	12
		% within B2	16.7%	25.0%	50.0%	8.3%	100.0%
		% within satisfaction category	100.0%	13.0%	13.6%	10.0%	15.2%
		% of Total	2.5%	3.8%	7.6%	1.3%	15.2%
		Adjusted Residual	3.4	-.3	-.4	-.5	
	SATISFIED	Count	0	11	10	2	23
		% within B2	.0%	47.8%	43.5%	8.7%	100.0%
		% within satisfaction category	.0%	47.8%	22.7%	20.0%	29.1%
		% of Total	.0%	13.9%	12.7%	2.5%	29.1%
		Adjusted Residual	-.9	2.3	-1.4	-.7	
	VERY WELL	Count	0	3	20	2	25
		% within B2	.0%	12.0%	80.0%	8.0%	100.0%
		% within satisfaction category	.0%	13.0%	45.5%	20.0%	31.6%
		% of Total	.0%	3.8%	25.3%	2.5%	31.6%
		Adjusted Residual	-1.0	-2.3	3.0	-.8	
TOTALLY	Count	0	5	8	5	18	
	% within B2	.0%	27.8%	44.4%	27.8%	100.0%	
	% within satisfaction category	.0%	21.7%	18.2%	50.0%	22.8%	
	% of Total	.0%	6.3%	10.1%	6.3%	22.8%	
	Adjusted Residual	-.8	-.1	-1.1	2.2		
Total	Count	2	23	44	10	79	
	% within B2	2.5%	29.1%	55.7%	12.7%	100.0%	
	% within satisfaction category	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.5%	29.1%	55.7%	12.7%	100.0%	

Table 8: Cross tabulation of Statement B2 per Satisfaction Category

The table above shows that the respondents of those who are 'very well satisfied' are also 'very well satisfied' with statement B2, however the adjusted residual for the 'just satisfied' category is -2.3, which is less than the expected value for this category.

4.2.2 Comparison of mean job satisfaction scores

The mean comparison was conducted because comparing the statistics across the groups reveals differences between the levels of the dependent variables. These comparisons would then allow us to compare the means of each independent variable across type of school, gender, age, years of experience, teachers' independence, recognition, self-expression, economic and social security. The Independent sample T-tests were done to test for differences between the means for two independent groups of cases. Analysis of variance (ANOVA) was also done on some of the

variables to test and compare the means of several group means in the population by comparing with that of the sample variance estimated from the group means to that estimated within the groups.

Type of school

Two types of schools were established as either Multi-racial/Urban and as township and mean scores were compared accordingly. On average it seems as if there is not much difference in the overall satisfaction of the two groups. The mean for the Multiracial/urban summed score is 80.1458 (n= 48) and the mean for the township, is 80.1583 (n= 30, t= -0.003).

Sex

In terms of overall satisfaction, on average it seems that female teachers are more satisfied than male teachers. Females have a mean score of 83.0217 (n= 46), while males have a score of 76.9394 (t= 28.335, and p<0.05).

Race

On average, it would seem that Indians are more satisfied than the other races (84.5000). The Black teachers are second, with a mean score of 80.1290, followed by White teachers (78.9444). (F value = 1.395 and P= 0.147)

ANOVA

SECTION A RACE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.376	36	.649	1.395	.147
Within Groups	20.012	43	.465		
Total	43.388	79			

Table 9: ANOVA means for Race

The ANOVA summary (Table 9) above indicates that no significant difference exists between the racial groups in terms of satisfaction. The fact that there were more Indians than any other race in the sample could very well be the reason why Indians

seem to be more satisfied. The significance value of 0.147 suggests no significance for F test as there are no group differences.

Years of experience.

This variable was derived from the number of years in the profession, assuming that the more the years in the profession, the more experience is gained.

On average, teachers with fewer years in the profession have a higher mean of the overall satisfaction. Teachers who had been teaching for less than 5 years had the highest mean of 85.300, followed by those with 5 to 10 years experience. The mean score drops as the number of years increases.

overall satisfaction-sumated

SECTION A LENGTH	Mean	N	Std. Deviation
LESS THAN 5 YEARS	85.3000	20	14.8823
5-10 YEARS	83.2941	17	14.6064
11-20 YEARS	77.1724	29	12.9699
21-40	75.1429	14	14.9967
Total	80.1500	80	14.4792

ANOVA

SECTION A LENGTH IN PROFESSION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	44.554	36	1.238	1.228	.258
Within Groups	43.333	43	1.008		
Total	87.887	79			

Table 10: ANOVA Summary for Length in Profession

The F value in table 10 above is 1.228 > 1, it is therefore likely that there is a significant effect, however the $p = .258 > .05$. We therefore cannot say with certainty that as the number of years as a teacher increase, the more satisfied one would become - it becomes less significant because of the small sample of the study.

Age Group

On average, the younger teachers, those within the 20-30 year age group score higher than the rest of the teachers, with a mean of 82.1364, followed by the 41-50 year age group with a score of 79.500. There is a slight difference between the 41-50 year

group and the 31–40 year group with a score of 79.1522, however these differences are not significant [$f(36,41) = 1.141$]

ANOVA

SECTION A AGE GROUP					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.092	36	.419	1.141	.340
Within Groups	15.062	41	.367		
Total	30.154	77			

Table 11: ANOVA summary for age group

Based on the table above ($f=1.141$, $p=.340$), it cannot be concluded that the age group significantly affects the overall satisfaction.

Subjects taught

The number of teachers per subject was not very well distributed, however on comparing the overall satisfaction for the maths and Science teachers, on average maths teachers are more satisfied (mean of 88.83333) than science teachers (mean of 73.33333).

SECTION A SUJETS	Mean	N	Std. Deviation
ENGLISH	82.3889	18	14.27931
AFRIKAANS	73.8571	7	20.82009
ZULU	80.8333	6	13.62962
MATHS	88.3333	9	4.84768
SCIENCE	73.3333	9	11.12430
HISTORY/GEOGRAPHY	76.6667	3	10.21437
BIOLOGY	83.2500	4	25.55223
ECONOMICS	84.5000	2	7.77817
B/ECONOMICS	81.0000	5	21.50581
ACCOUNTING	93.0000	1	.
LIFE SKILLS	83.0000	1	.
OTHER	77.6364	11	12.91722
Total	80.3553	76	14.45333

Table 12: Means of the subjects taught at school

Table 13 below shows that, with the F value of 1.285 for the degree of freedom 36 and 39 for within groups, the subjects taught by teachers are not significant (.221) in comparison to satisfaction.

ANOVA

SECTION A SUBJECTS					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	596.563	36	16.571	1.285	.221
Within Groups	502.845	39	12.893		
Total	1099.408	75			

Table 13: ANOVA summary for subjects taught

4.2.3 Item Grouping

It emerged during the interviewing process that certain themes were common among respondents and that respondents kept on referring to the questionnaire to justify their answers. This prompted the researcher to go back to these items in the questionnaire and classify the items according to themes frequently cited by the respondents. When looking at the 24-item questionnaire, it was clear that certain items were closely related in their content.

Having looked at all the items of the scale, and keeping in mind the themes mentioned by the subjects in the interviews, the researcher grouped the items into four groups or subscales. The themes detected in the interviews were Recognition, Independence, Self-expression and economic and social security.

Another approach to subdividing the 24 items according to content is using Cluster Analysis. Cluster Analysis is the name given to a group of multivariate techniques whose primary purpose is to group objects based on the characteristics they possess (Hair, Anderson, Tatham and Black, 1998). Hair *et al.* further say that if the classification is successful, the objects within clusters will be close together when plotted geometrically, and different clusters will be far apart.

There are, however, a number of different cluster-analysis algorithms available in SPSS, focusing on different aspects of similarity between the items being clustered. SPSS output also gives cluster membership of the items, for whichever number of clusters is requested. As a test of the four subgroups of items suggested by the

subjects' interview comments, SPSS was asked to give cluster membership for 6, 5, 4, 3 and 2 clusters, of the 24 items. These numbers of clusters were somewhat arbitrarily chosen, but so as to bracket the number of themes the researcher had detected in the subjects' interview comments. These were done so that it would be easier for the researcher to spot and compare the clusters with those reported above as factors. Solutions based on the Euclidean and Squared Euclidean Distances, and on Correlations, were run, so as to see how varied the cluster solutions were. While Cluster Analysis and Factor Analysis cover somewhat the same ground, Factor Analysis should ideally have many times the number of subjects compared to the number of scores. Hair, Anderson, Tatham and Black (1998) agree that Cluster Analysis is comparable to Factor analysis in its objective of assessing structure.

The aim of the cluster analysis was not to produce a rigorous analysis of the structure of the interrelationships among the 24 items of the Job Satisfaction Scale. The researcher only used it as a convenient way of organizing the topical issues on the questionnaire and does not claim that it represents the only correct way of doing so. Nevertheless, the researcher's grouping on the items appeared to have some echo in the membership of some of the clusters produced by particularly the Squared Euclidean Distance Measure. Certainly, some of the items in each of the researcher's groupings were spread across different clusters, but at least a core of the items in one of the researcher's groupings could be seen in one of the clusters. The researcher's four clusters³ are labeled as independence, recognition, self-expression and economic and social security.

According to Cluster analyses' Squared Euclidean Distance, based on 6 clusters, item 16 and 21 on the questionnaire will be on their own clusters respectively. Item 16 states; *"My job gives me plenty of opportunity to enjoy time with family and friends"*. The researcher grouped the item under economic and social security with statements that talk about friendships, relationships and social standing. The Euclidean Distance confirms the following clusters (See Appendix). The agreement between Cluster Analysis and the grouping done by the researcher is clearer on the Economic and social standing where items such as B2, B11, B23 and B24 are grouped together.

³ The items included in the clusters should not be regarded as mutually exclusive, but to allow for better analysis, each item will be in one category only.

Items B1, B9, B13 and B20 are also clustered together, while B3, B10, B15 and B17 are also grouped together as Independence. At least three of the groupings are confirmed by cluster analysis. The remaining groups are not very clear on their classification with B5 and B19 together, B6 and B14 together. The first three clusters confirm that of the researcher, however as the researcher had four clusters, it was necessary for the other items to be placed into the groups that closely fitted their content. For example, B7 and B16 were respectively asking about financial and social security, so they were placed in the group for financial and social security. The same was done for B5 and B19, which were asking about how the job benefits other people. Based on the initial clusters presented by the researcher, it is clear that the groupings are significantly valid when compared to those returned by Cluster Analysis in SPSS. It was therefore felt that Cluster Analysis exercise provided at least some justification for the researcher to proceed with the groupings. The groups are presented below.

Items grouped together by the researcher and called "Independence" (including freedom, flexibility, opportunities) were:

B4: "In the course of my work I have all the opportunity I might want to direct others."

B10: "There is ample opportunity in my work to use my ingenuity and inventiveness."

B12: "I have as much freedom as I want on my job."

B15: "I often have to think up some new ways of doing things and solving problems in the course of my job."

B17: "On my job I am free from too much supervision."

B22: "I get all the help and advice that I need from my supervisors."

Items grouped as "Recognition" by the researcher (including feedback, praise, benefits, promotion) were:

B1: "On my job when I do a piece a work I know that I will get enough praise for it."

B5: "My work results in benefits to other people."

B9: "In my work I get all the help and supervision I need."

B13: "In my work I always get credit I deserve for any work I do."

B18: "I have as much responsibility as I want with respect to supervising the work of others."

B19: "My work is worthwhile as most others I would want to be with respect to helping other people."

Items grouped by as self-expression (including personal ideas, beliefs and personal abilities) were:

B3: "When I have finished a day's work I can really be satisfied with the knowledge that I have used all my skills and abilities."

B6: "My work offers me a real opportunity for self expression."

B8: "I do not have to do anything on my job that is in accordance with ideas of right or wrong."

B14: "I have to concentrate and put forth some effort to do my job."

B20: "In my job I am completely free of any worry about violating my religious or ethical values."

B21: "On my job I always act just the way I picture myself- I do not have to act like somebody else."

Items grouped as Economic and social security (including relationships, job & financial security) were:

B2: "Where I work I get all the opportunity I want for making friends and enjoying the company of my fellow workers."

B7: "The income I receive from my job enables me to live in a manner that I consider adequate."

B11: "I feel that my job is a secure one."

B16: "My job gives me plenty of opportunity to enjoy time with family and friends."

B23: "My present job enables me to have a good social standing."

B24: "My job is quite permanent. It will be there as long as I might want it. If not I will at least know that I will always have some sort of adequate income."

The grouping reported above was done at the researcher's discretion with the justification of Cluster Analysis. Cluster Analysis is one statistical analysis whose results can be argued to justify the researcher's grouping. A second tactic for further confirmation was to conduct a Scorer- Reliability check. It should be noted that whilst the reliability of any test depends on the items making up the test, the aim of this exercise was to check the reliability of the grouped themes making up the test.

4.3 Scorer Reliability

This exercise was done so that a second independent judgment may be used to either agree or disagree with the categories provided by the researcher. This would then assist the researcher in knowing how reliable and consistent the categories are. The procedure was as follows:

A researcher at the Human Sciences Research Council (HSRC) was approached and the study was briefly described to him and how his task fitted into the whole study. He asked to look at the questionnaire items and the researcher explained about the grouping process and themes used. The same scorer was also informed that he could

add another group if some items did not fit in directly into the provided clusters. It was explained to the scorer that he should not see himself as a respondent taking the test but as a scorer categorizing the answers.

According to the second scorer, 20 of the 24 items were correctly classified in agreement with the researcher's classification. That is over 83 % of the items and the remaining 4 were indicated to overlap between the groups' labeled "independence" and "self-expression". Statements B6, B8, B20 and B21 can justifiably fall within the two groups, however as stated above, for simplification purposes the items would each be placed in one cluster.

A reliability check was done on each subscale. Items on the Independence subscale have a reliability of .6771; the recognition items have a .7534 reliability and the self-expression have a .6397 reliability while the Economic and Social security have a .6893 reliability. Hair, Anderson, Tatham and Black (1998) mention that, generally, the agreed upon lower limit for Cronbach's Alpha is .70, although it may decrease to .60 in exploratory research. The items in each category were then entered into SPSS as a separate variable and the mean comparison was run with the demographic variables. (See Appendix C for full output)

Comparing the four factors according to gender, it seems that female teachers, on average, score higher than male teachers on all four clusters, i.e. Independence, recognition, self expression and economic and social security.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Independence	Equal variances assumed	.006	.938	-2.681	72	.009	-2.3497	.87639	-4.09875	-.60265
	Equal variances not assumed			-2.681	66.912	.009	-2.3497	.87628	-4.09880	-.60061
Recognition	Equal variances assumed	.032	.859	-1.278	73	.205	-1.2222	.95634	-3.12821	.68377
	Equal variances not assumed			-1.278	62.321	.206	-1.2222	.95627	-3.13358	.68914
Self Expression	Equal variances assumed	.041	.840	-1.355	56	.181	-1.3286	.98040	-3.29255	.63541
	Equal variances not assumed			-1.355	55.705	.181	-1.3286	.98049	-3.29296	.63582
ESSEC	Equal variances assumed	.146	.704	-2.426	73	.018	-2.4142	.99534	-4.39795	-.43054
	Equal variances not assumed			-2.424	66.807	.018	-2.4142	.99589	-4.40216	-.42633

Table 14: Independent samples T-test for four clusters (independence, recognition, self-expression and economic and social security).

Females generally score higher than males on all the four clusters and the t –test in

Table 14 above suggest that independence and economic and social security are highly significant for gender, because the confidence interval does not contain a zero, we conclude that females are reported to be more independent than males. A breakdown of the means follow hereunder.

Group Statistics

	T value	df	Sig	SECTION A SEX	N	Mean
Independence	45.893	72	.009	MALE	32	19.5313
				FEMALE	42	21.8810
Recognition	42.553	73	.205	MALE	30	19.4000
				FEMALE	45	20.6222
Self Expression	41.392	56	.181	MALE	28	20.5714
				FEMALE	30	21.9000
Economic & social security	37.171	73	.018	MALE	32	17.5625
				FEMALE	43	19.9767

Table 15: Statistics for the four clusters.

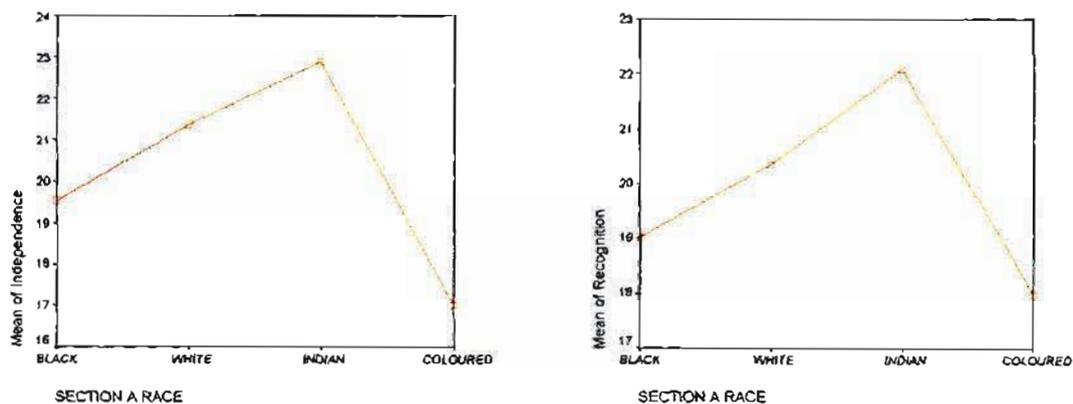
One way ANOVA’s were conducted to compare race to the four clusters. In comparison to race, it seems as if Indian teachers, on average, score higher on all four

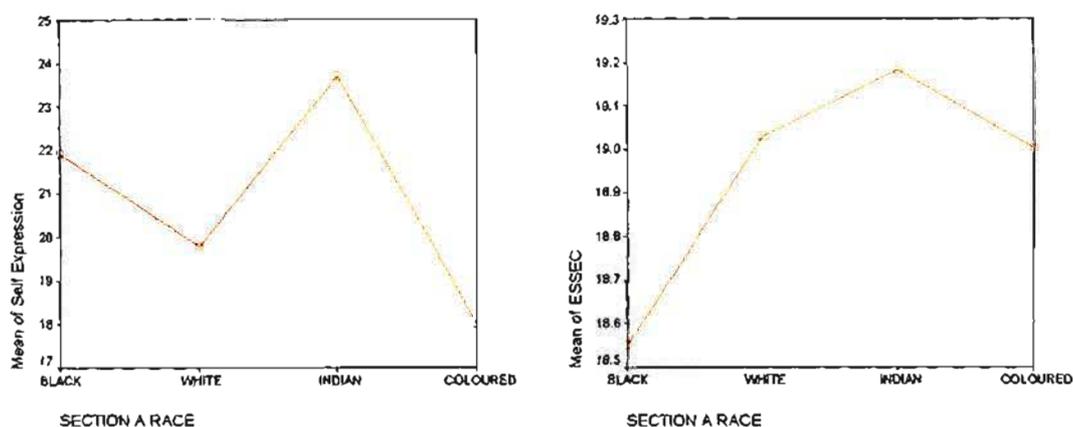
clusters, however a variation occurs between the Black and White teachers. White teachers seem to score higher on independence, recognition and on economic and social security, while Black teachers have also scored higher on self-expression, but they are lowest on the Economic and Social security cluster. ANOVA in Fig. 16 below reports that $F= 2.741$, with a significant value of 0.05. This implies that there is a significant difference between the racial groups, in terms of Independence. There is also a significance difference in the self-expression category with $F= 2.806$ and significance of .048.

4.4 Means Plots

The graphs plotted below show the presentation of the four clusters (Independence, recognition, self – expression and economic & social security), against race. It is clear that Indians score higher on all the clusters.

Fig 3: Means Plot for clusters per Race





ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Independence	Between Groups	118.191	3	39.397	2.741	.050
	Within Groups	1020.396	71	14.372		
	Total	1138.587	74			
Satisfaction Category Recoded	Between Groups	.529	3	.176	.342	.795
	Within Groups	39.159	76	.515		
	Total	39.687	79			
Recognition	Between Groups	84.149	3	28.050	1.709	.173
	Within Groups	1181.640	72	16.412		
	Total	1265.789	75			
Self Expression	Between Groups	118.054	3	39.351	2.806	.048
	Within Groups	771.336	55	14.024		
	Total	889.390	58			
ESSEC	Between Groups	4.904	3	1.635	.080	.970
	Within Groups	1463.780	72	20.330		
	Total	1468.684	75			

Table 16: Analysis of variance for the four clusters and race.

Comparing the four clusters with the experience or length in profession the following was found. Teachers who have been teaching for less than 5 years are more independent and value their self-expression more than those with many years in the profession.

While there may be tendencies for less experienced teachers to be independent,

ANOVA reports that it is not significant.

Report

LENGTH IN PROFESSION	Independence	Recognition	Self Expression	Economic & social security
LESS THAN 5 YEARS	22.0526	20.4737	21.6471	19.9474
5-10 YEARS	21.4667	20.8824	21.3571	19.4000
11-20 YEARS	19.8929	19.4074	21.1579	18.1071
21-40	20.0769	19.6923	19.5556	18.3571

Table 17: Means of the clusters for length in profession.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Independence	Between Groups	66.304	3	22.101	1.463	.232
	Within Groups	1072.282	71	15.103		
	Total	1138.587	74			
Satisfaction Category Recoded	Between Groups	1.548	3	.516	1.028	.385
	Within Groups	38.139	76	.502		
	Total	39.687	79			
Recognition	Between Groups	28.000	3	9.333	.543	.654
	Within Groups	1237.789	72	17.192		
	Total	1265.789	75			
Self Expression	Between Groups	27.545	3	9.182	.586	.627
	Within Groups	861.845	55	15.670		
	Total	889.390	58			
ESSEC	Between Groups	46.244	3	15.415	.780	.509
	Within Groups	1422.440	72	19.756		
	Total	1468.684	75			

Table 18: Analysis of variance of four clusters with experience.

The F values (1.463, 1.028, .543 and .780) and significance values (.232, .654, .627 and .504) in table 18 above indicate that there is no significant difference between the teachers' years in the profession and the four clusters (independence, recognition, self expression, and economic and social Security).

In terms of the teachers' age group, older teachers (41-50 years) score higher, on average, on Independence, on self-expression and also on economic and social security. Teachers who are 31-40 years of age score higher on recognition.

The type of school where the teachers were teaching had some variation in their mean scores. The multiracial/urban school reported a high mean on Independence and on recognition. The township type school, on average, has a high mean on self-expression. There is no variation on economic and social security.

4.5 Meaning of work instrument

Content Analysis

Content analysis was used to analyze the responses from the interview. As Neuman (2000) state, content analysis is a technique for gathering and analyzing the content of text. This technique lets a researcher reveal the content in a source of communication and the researcher can also analyze it using quantitative techniques. Coding the common themes of the respondents' interview generated the meaning of work instruments. The coded responses were then entered into SPSS to get the frequencies and to find further patterns. Eleven teachers were included in the interviews and the statistics follow below. The researcher acknowledges that the alpha for this particular scale was low (0.4607), and because of the small sample size, the standardized item alpha is .5900 for 9 items. In content analysis, the systems can identify four characteristics of text content: frequency, direction, intensity and space, and a researcher can measure from one to all four characteristics (Neuman, 2000). In this case the researcher was more interested in the frequency and direction of the themes. The interviews were also transcribed verbatim, and some of the statements will be presented below. The statements presented are not used to prove or confirm any hypothesis, but merely to give a representation of what some teachers said about certain issues.

On the question that asks what it means to be a teacher, the most common themes were those of communicating and interacting with children, caring for them and personal fulfillment.

What does it mean to be a teacher?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid communication/interaction	3	27.3	27.3	27.3
caring for kids	4	36.4	36.4	63.6
personal fulfillment	4	36.4	36.4	100.0
Total	11	100.0	100.0	

Table 19: Frequency of themes: what does it mean to be a teacher?

Table 19 above shows that of the eleven teachers interviewed, three of them said that they are doing what they do because they enjoy communicating and interacting with the other teachers, as well as the children or the learners. Four of them said it is because they care for the learners they want to make a difference in the children's lives. The last 4 teachers said they do it because they derive personal fulfillment out of teaching. As one respondent puts it:

"I enjoy being a part of the children's lives. I like communicating with them, and being a role model to the children and that makes me feel worthwhile."

Another respondent said,

"It gives me a sense of fulfillment, I feel as if I've done my good deed for the day. Each day is different and you can't quite prepare for the real day. Each day has its ups and downs. When you are not in it you won't respect it that much. It's not just work related, it's also emotionally draining".

From the statements above, the operative words are "communicating", "role model" and also "sense of fulfillment."

On the question about some of the most important aspects of their job, the most common themes here were those of being a teacher and a role model to the

children/learners, interacting with them, relationships with colleagues and personal fulfillment.

important aspects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid interaction	4	36.4	36.4	36.4
role model	2	18.2	18.2	54.5
relationship with colleagues	4	36.4	36.4	90.9
personal fulfilment	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 20: Important aspects of the job.

Table 20 above shows that four out of the eleven teachers said that the important aspect of why they are teachers is because they enjoy interacting with other people, both teachers and learners. Only two teachers said that they enjoy being role models to the learners because the learners look up to them as teachers. Four of the teachers said that the most important aspect for them is the interpersonal relationships that they form with both other teachers and their pupils, and that they derive satisfaction from being amongst the other teachers talking about issues, which may or may not be school related. Only 1 person suggested that the most important aspect of their job for them was personal fulfillment. As one of teacher confidently asserted:

“I enjoy the interaction with the kids, and getting them to develop and grow over a period of years.”

Another teacher echoed as follows:

“I enjoy people, just sitting and watching people. I get fulfillment and encouragement because pupils respect me, particularly those that want to learn”.

When asked how well this occupation fulfils their values, answers that most of the values are being fulfilled, some are very well fulfilled, and that it depends on which values were being referred to.

How well does the job fulfill your values?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very well	5	45.5	45.5	45.5
most are fulfilled	5	45.5	45.5	90.9
depends on which ones	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 21: How well the job fulfills values.

Table 21 above shows that five of the eleven teachers stated that their jobs as teachers fulfills their values very well and that is what they feel comfortable doing, while the other five said that, whilst most of their values are fulfilled, there are some which they have to compromise by virtue of the fact that they deal with different learners. One teacher echoed with the statement:

“My values are being absolutely well fulfilled. What I do is congruent with what I believe. It’s quite healthy for me”.

The last teacher stated that it all depends on which values are being referred to. She stated that she does not mind only some being fulfilled as she also recognizes that her own values cannot all be fulfilled while working with such a diverse team, however she was content with the job and her values. The respondent further explained the different between teaching for money and teaching because one has the passion for it. She states:

“There is a good fit with my values that is why I’m still doing it (teaching). Most teachers do it because they are born for it, but there are some who are just doing it because it’s a job.”

The question, “If you were out of work, which would you rather do?”, common themes were those of continuing working with children, counselling and Psychology, something less stressful or a totally different career altogether.

If you were out of work, which would you rather do?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid work with children	4	36.4	36.4	36.4
counseling, psychology	2	18.2	18.2	54.5
something less stressful	1	9.1	9.1	63.6
totally different	4	36.4	36.4	100.0
Total	11	100.0	100.0	

Table 22: What would you rather do if you were out of work?

According to Table 22, four teachers stated that they would still prefer to work with children, as they enjoyed doing it and were satisfied with doing that as a job. Only two said they would move into counselling or psychologically related fields and one said she would prefer something less stressful than teaching, while close to half (4) said they would rather do something totally different from teaching.

The question, “if by some chance you had enough money to live comfortably without working, do you think that you would work anyway, or would you not”, had several themes too. The themes were that of continuing work, albeit a different kind of work.

Would you still work, if you had enough money?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid would work	9	81.8	81.8	81.8
won't teach but would continue to work	2	18.2	18.2	100.0
Total	11	100.0	100.0	

Table 23: Would you still work if you had money?

Nine out of the eleven teachers said that they would continue to work. This means that over 81% would not stop working simply because they had money. While only two

said they would choose to stop working, as they would have enough money to live comfortably without having to work. This study found that money was not so central to the teachers that when asked what they would do if they got some money by chance to live comfortably, the majority said they would continue to work anyway, as one of the nine teachers stated:

“Yes I would continue to work. Even in my 70’s and 80’s I would like to keep working with children. Teachers are not paid well, so it’s not about the money at all. If I did this for money, I wouldn’t be nearly satisfied”.

The statement above, and the one that follows confirms that the 81% of the interviews teachers are not in their profession for the money, but for the love of teaching.

“I would work because I’m used to being busy. Working is what gives us meaning. It’s not about the money, if it was, I wouldn’t be a teacher.”

On asking which job the teacher would choose if he/she could be sure of keeping either? The two options were either

- i) Low paying job that complements your work values or
- ii) A high paying job that disregards your values

All eleven teachers (100%) said that they would not do any job that does not recognize their personal values. They indicated that values are an important part of any employee’s well-being and that jobs should complement some, if not all, the values. All the teachers seemed to agree on the statement that:

“No one should compromise their values, regardless of the pay associated with it.”

Income has always been controversial when job satisfaction is discussed, and when the respondents were asked “If you could be sure that your income would go up steadily without getting a promotion, would you care about being promoted?” six out

of the eleven teachers said that they do care about being promoted, while the other five stated that a promotion is not important to them.

Table 24: Being sure about promotion

If you could be sure of income going up, would you care about promotion?

	Frequenc	Percen	Valid	Cumulativ Percen
Valid care about	6	54.5	54.5	54.5
no	5	45.5	45.5	100.0
Total	11	100.0	100.0	

When asked the most important thing about getting a promotion, recurring themes were that of fulfillment, authority, more stress and also “nothing being important”.

Table 25: Importance of promotion

importance of promotion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fulfillment	6	54.5	54.5	54.5
authority	2	18.2	18.2	72.7
more stress	1	9.1	9.1	81.8
none	2	18.2	18.2	100.0
Total	11	100.0	100.0	

When respondents were asked about the importance of a promotion, six teachers indicated that a promotion gives them fulfillment about the work that they are doing, it is a sense of validation for good work. While two said they think it is the sense of authority that come with it that gives them satisfaction about their jobs as teachers, only one teacher stated that a promotion just meant stress and more work to be done. The last two stated that they do not attach any importance to being promoted. Of the teachers who thought promotion was important, this is what two of the teachers thought of it:

“Promotion is a validation of what you are doing. It's important to be recognized for what you do.”

“Promotion is what you work towards. If you are stagnant, that pay cheque won't mean much because there is not much recognition.”

The main themes from the question about factors that makes the teachers' work meaningful and what make them get up and want to go to school were about students, commitment and interaction.

Table 26: What motivates teachers to wake up to go to school?

What makes you wake up?					
		Frequency	Percent	Valid	Cumulativ Percen
Valid	student	7	63.6	63.6	63.6
	commitment	3	27.3	27.3	90.9
	interaction	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Table 26 shows that out of the eleven teachers interviewed, 63.6% of them, (7 teachers) said that they get encouragement to wake up to go to school because of the learners who are waiting for them at school. They further indicated that they look forward to seeing their classes and knowing that they are helping someone to become a better person.

The last question asked was about the recognition of teachers. Do teachers get the recognition that they deserve?

Table 27: Do teachers get recognition?

		Frequency	Percent	Valid	Cumulativ Percen
Valid	no	9	81.8	81.8	81.8
	yes	1	9.1	9.1	90.9
	depends-some	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Table 27 above shows that nine of the eleven teachers indicated that teachers do not get the recognition they deserved in society, while only one said that teachers do get the recognition that they deserve. Another teacher stated that it depends on which teachers are being referred to, because those who do their jobs well get recognized for their job well done, but those who are not ‘good’ teachers should not expect to be recognized.

Having done the coding on the responses to the interview, it was found that there was a trend in the responses given. Content analysis showed that most of the teachers attach a certain value to what they do and link it to the fact that they derive some enjoyment and fulfillment. Words such as “communication”, “interaction with pupils”, “caring” for the children and changing children’s lives”; “being respected”, “being a role model”, “sense of accomplishment, personal fulfillment” and many others that relates to individual benefits and the benefits of the children that they teach, were frequently mentioned as reasons for their continued work. Most of these motives seemed to surpass that of monetary benefits and the research sought to explore whether there are issues that individuals see as being of high importance in what they do which are not necessarily financially motivated. Although there was no clear difference between male and female job satisfaction, females tended to seek more interaction and close interpersonal relationship with their colleagues, which was

one of the main factors that was found to influence job satisfaction. This is not to imply that there is a causal relationship between job satisfaction and interpersonal relationships, but it can be said that there were found to be related.

Chapter 5: Discussion

5.1 Summary of main findings

The main findings of the study are as follows: The study found that the majority of people were 'very well satisfied' with their jobs as teachers, and that none of the teachers reported that they were 'not satisfied at all' with their jobs.

Another finding was that the majority of male teachers fall within the 'just satisfied' to 'very well satisfied' and that female teachers reportedly felt within the 'just satisfied' categories, all the way to being 'totally satisfied'.

All races seem to be similar in terms of their overall satisfaction; however, Indians make up a higher percentage of those who are 'totally satisfied'.

The study also found that all the teachers who are teaching Mathematics fall in the 'very well satisfied' category (score of 73-96). The same applies for Economics and Accounting teachers. Another finding was that maths teachers are more satisfied than science teachers. The study also found that the statement "On my job when I do a piece of work I know that I will get enough praise for it", was highly significant as a determinant of those teachers who were 'just satisfied'. The statement had a significant value of .002 with the satisfaction category and was significant at the 0.01 level (2 tailed).

The study also found that, overall:

- Teachers at both types of schools (urban and rural) were equally satisfied with their jobs.
- In terms of gender, females were more satisfied than their male counterparts.
- Teachers with fewer years in the profession scored higher on overall satisfaction.

It was also discovered that, on average, the younger teachers (those within the 20-30 years age group) score higher than the rest of the teachers, on overall satisfaction.

In relation to the race, whilst acknowledging the small size of the sample, it seems as if Indian teachers, on average, score higher on all four clusters (independence, recognition, self-expression, economic and social security); however a variation occurs between the Black and white Teachers. White teachers seem to score higher on the independence, recognition and on economic and social security clusters, while Black teachers have scored higher on self-expression.

Teachers who have been teaching for less than five years are more independent and value their self-expression more than those with many years in the profession.

However, teachers who have been in the profession for more than five years but less than ten years value their recognition more than others. Based on the mean score, it seems that the value of self-expression and also social and economic security decreases in relation to length in the profession.

In terms of the teachers' age group, older teachers (41-50 years) score higher, on average, on independence, on self-expression and also on economic and social security. Teachers who are 31-40 years of age score higher on recognition. The multiracial/urban schools showed a high mean on independence and on recognition. The township schools, on average, have a high mean on self-expression. There is no variation on economic and social security.

5.2 Discussion of results

The study found that female teachers reported a higher satisfaction than male teachers. This finding contradicts that of Bishay (1996), because Bishay (albeit not based in South Africa) found that males generally showed higher levels of satisfaction

and motivation, and also that mean scores indicated that males were happier, enjoyed what they were doing more, were more interested in what they were doing, and had less desire to be doing something else. Bishay explained that it could be the fact that there were fewer female science and mathematics teachers, the subjects that are associated with higher satisfaction, thus she could not rule out the possibility that it was the subjects that they were teaching and not the gender that correlated with satisfaction levels. It would seem, in the current study too, that the fact that there are more female mathematics and science teachers correlates highly with the overall satisfaction of female teachers. It is through this correlation that we can explain the contradiction reported above.

Female teachers also scored highly on economic security. According to Bishay's (1996) findings, mean responses of men and women indicated that women were significantly less satisfied with their incomes than men.

In the current study, female teachers also have a higher mean score than male teachers on the statement that, "The income I receive from my job enables me to live in a manner that I consider adequate". It is also worth mentioning that female teachers scored higher on average for all the clusters and values mentioned in the study. Values such as that of being recognized and being given the opportunity to express themselves in their jobs have greatly influenced the fact that they (females) are more satisfied than males. The finding that females are being more satisfied with their social security can also be ascribed to their overall satisfaction, and can be confirmed by a finding reported by Luckner and Hanks (2003), from their study of the perceptions of a national sample of teachers. They found that their participants reported that their relationship with colleagues were the most enjoyable aspect of their

jobs, and hence, their overall satisfaction. In Herzberg's Motivation-Hygiene Theory, he directly addresses the issues of satisfaction and dissatisfaction on the job.

Herzberg's theory and research suggest that job satisfaction is affected by the absence of or deficits in hygiene factors such as salary, job security, working conditions, status, company policies, quality of work supervision and quality of interpersonal relationships.

In the current study, teachers identified responsibility, recognition and the work itself as job satisfiers, while such factors as pay increases and promotions were not seen as very important job satisfiers. Maslow's Hierarchy of Needs Theory predicts that only after the lower order needs are satisfied, are people capable of being concerned with fulfilling higher order needs. These all depends on the individual's values and opinions of what constitute low and high needs.

If teachers felt that their social and economic security was more important than being recognized for what they do, then they would seek to get higher salaries, and create good working relationships with their colleagues before seeking recognition. It is also significant that none of the teachers in the interview mention pay as their primary reason for doing their jobs. Of the 11 teachers interviewed, some of them said that they are doing what they do because they enjoy communicating and interacting with the other teachers as well the learners, while others said it is because they care for the learners and they do it because they want to make a difference in their children's lives. Most of them said they do it because they derive personal fulfillment from teaching. This could be because, as mentioned, values such as communication, personal fulfillment and being a role model are seen as lower order needs and that the

rest of the needs such as pay are higher order needs and that before those could be fulfilled, lower needs need to be fulfilled. This study found that money was not so central to the teachers mind that when asked what they would do if they got some money by chance to live comfortably, the majority said they would continue to work anyway.

Although this study found that teachers with fewer years in the profession scored higher on overall satisfaction, it cannot conclude that job satisfaction increases with age, as stated by Bishay (1996). It was found that increased length of service is not correlated with higher reported job satisfaction. This is in contradiction to what Mwanawenda (1998) found. He found that teachers with longer teaching experience rated their job satisfaction higher than the group with less experience. This could be due to the fact that teaching as a profession is no longer given the status that it had a few years ago, and individuals who opt for teaching as a career are motivated by their own willingness to make a meaningful contribution to society. The fact that nine of the 11 (eleven) teachers indicated that teachers do not get the recognition that they deserve in society, suggest that most of the teachers do it because they have a passion for it. Lack of status, therefore, can also be viewed as a factor that can contribute to dissatisfaction (Good, 2002). Steyn and van Wyk's (1999) research found that many teachers felt that very few community members appreciated what they do and therefore did not afford them much respect. There also seems to be a variation in perception based of what level of schooling is taught. High school teachers seem to get more recognition and respect for their work than primary school teachers.

It was recorded earlier in the chapter that Indian teachers, on average, score higher on all four clusters and that, whilst the small sample size should be taken into account, a variation occurs between the Black and White teachers.

It is sometimes believed that multiracial/urban schools have better resources than their township counterparts, and that the teachers in the former are more likely to be recognized for good work, to have better economic and social security and also to be more independent than the teachers in latter type of school. The fact that Indians seem to score higher on the values making up the four clusters could just be as a result that 75% of the Indians are teaching in the multiracial/urban while the remaining 25% are teachers in township schools. It follows therefore that it could be a matter of the type of school and not necessarily the race of the teachers.

Steyn and van Wyk (1999) pointed out that schools in townships are beset by many problems and this appeared to affect the teacher's sense of job satisfaction powerfully. Some of the schools in our country still operate under conditions completely hostile to teaching and learning, some without water, electricity and sanitation, and these adverse conditions may affect performance and outcomes.

It would also appear from the findings that other teachers view a school as a social entity in which relationships need to be formed, and that interpersonal relationships are important to both the teachers and the learners. This became clear in the interviews because most teachers mentioned that an important aspect of why they are teachers is because they enjoy interacting with other people, that the most important aspect for them is the interpersonal relationships that they form with both the teachers

and their pupils, and that they derive satisfaction by being amongst the other teachers talking about issues which may or may not be school related.

When it came to the crucial question about their values teachers stated that their jobs as teachers fulfill their values very well and that is what they felt comfortable doing: however some teachers stated that there are some values which they have to compromise by virtue of the fact that they deal with different learners. This seems to be the important point in that teachers have to deal with different kinds of learners, and they could get very frustrated if they did not acknowledge that there is a diverse group of learners and that dealing with others might mean compromising their own values

Some of the respondents further explained the difference between teaching for money and teaching because one has the passion for it. This was viewed as a good distinction, because a teacher who teaches for the salary will not put in as much effort as the one who feels passionate about teaching. The latter teacher will put in the extra effort to make sure that the learners understand their work and will be willing to help when required to do so.

When asked about their alternative or second career preference, most teachers mentioned something not too far from being a teacher. They mentioned continuing working with children, counselling and Psychology. These could be an indication that being teachers for these people meant more than just something to occupy their days. However, in acknowledging the stress levels associated with it, some teachers indicated their willingness to do something less stressful.

This study was about the values that teachers hold as being important to them and how that affects their perceived overall satisfaction. It was found that teachers would generally choose a low paying job if it does not infringe their values over a high paying job that totally disregards their values. They indicated that values are an important part of any employee's well being and that jobs should complement some, if not all the values. It is therefore a conclusion of this finding that teachers' perceptions of their values form an integral part of their jobs.

It is also important to note that almost half of teachers who were interviewed regard promotion as a validation for the work that they are doing. For some of them, promotion gives them fulfillment about the work that they are doing and a sense of validation for good work. According to Expectancy Theory that explicates the view that people anticipate among possible outcomes of various actions and thus place a weighting or value on each possible outcome, it could be suggested that receiving a promotion becomes an anticipated and desirable outcome and that when this expectation is not met, teachers' may feel unappreciated and this could influence their satisfaction with the job as a whole. This states that job satisfaction is strongly affected by the rewards people receive in their work, thus, lack thereof may result in dissatisfaction.

It was also indicated that teachers said that they get encouragement to wake up to go to school because of the learners who are waiting for them at school. They further indicated that they look forward to seeing their classes and knowing that they are helping some one to become a better person. This, however, has its own problems, particularly when there are students who do not co-operate. According to Tye and

O'Brien (2002), students who are uninterested in learning are a formidable challenge, and perhaps the greatest disappointment of all for teachers. Lack of co-operation from students may cause teachers to lose their enthusiasm. According to Steyn and van Wyk (1999), many teachers complained of poor home/school relationships and found that if parents are asked to assist learners at home, some parents respond by saying: *"Tell your teacher that she/he is earning money for teaching you"*. Many teachers indicate that support from parents and the community at large goes a long way in improving their morale and satisfaction, thereby increasing their willingness to assist the learners.

Tye and O'Brien (2002) support that by further noting that lack of parental support is very frustrating for many teachers. Their research showed that, parents actually take an adversarial position, making life very difficult and unpleasant for teachers. Tye and O'Brien's point is further supported by their finding that students have no responsibility or accountability, and it appears that many parents are the same – rather than help and support educators, they want to sue and threaten them. Teachers not only have to deal with undisciplined children, but also harassment from parents. Chisholm and Vally (1996) confirm that the morale of teachers is deeply influenced by the socio-economic environment in which they work.

5.3 Limitations of the study

A few limitations of the study need to be acknowledged in order to aid in future research of a similar nature.

- The sample of the study (n=80) was particularly small for some of the perceptions made, and for those perceptions to be generalized to a greater

population. The sample size was also small for statistical analysis such as Factor Analysis.

- Sample selection and drop-out was another limitation of the study. Drop-outs in the proposed sample were reported as being due to the teachers' unavailability and their lack of interest in the whole study.
- Questions that were not, but should have been asked would have provided the study with greater understanding of the teaching environment. Questions pertaining to teacher-pupil relationships were not probed but were frequently mentioned by the teachers during interviews.
- The questionnaire was developed in 1953, which makes it somewhat difficult to use with great confidence more than 55 years later; however the statements asked in the scale are still considered relevant to the present day teaching environment. Some teachers commented positively about the questions asked, saying that they deal with real problems within the profession.

5.4 Conclusion

It is therefore a conclusion of this study that whilst there are many problems and challenges within the teaching profession, particularly in South Africa, many teachers feel content with their jobs and are not contemplating leaving as yet.

The study can also conclude that female teachers are generally more satisfied.

However while there is a relationship between gender and satisfaction, this does not imply a causal relationship. It could be that there are more female teachers than male teachers.

Furthermore, the study can also conclude that no particular race seems to be more satisfied with their jobs because there was a slight variation between the races, and whilst Indians seemed to score higher on certain values, it is not a causal relationship: being Indian does not necessarily mean one will be more satisfied as a teacher than any other race. Bearing in mind the sample size, it is not known with certainty whether the conclusion can be generalized to a wider population.

Another conclusion is that maths teachers are more satisfied than science teachers. Again, other factors might be used to explain the relationship between the subjects taught and satisfaction. For example, Maths teachers generally do not need any specialized equipment to teach the subject while science teachers, on the other hand, need laboratories, special chemicals and other scientific apparatus. If this equipment is not available for the teachers to use, then that may have a negative impact on their morale and satisfaction.

The study was unable to find a concrete basis to conclude that teachers from one type of school were more satisfied than teachers from another type of school.

Another conclusion is that teachers with fewer years in the profession tend to be more satisfied than others. This could be due to the fact that, as new teachers, they still have much enthusiasm and stamina to offer to the young minds and that they might not have felt the pressure, or that they have not been in the field long enough to see conditions deteriorate.

It was also discovered that on average, the younger teachers, those within the 20-30 years age group score higher than the rest of the teachers on overall satisfaction.

In comparison to the race, it seems as if Indian teachers, on average, score higher on all four factors (independence, recognition, self-expression, economic and social security) however a variation occurs between the Black and White teachers. White teachers seem to score higher on Independence, recognition and on economic and social security, but Black teachers have scored higher on self-expression.

Teachers who have been teaching for less than five years are more independent and value their self-expression more than those with many years in the profession.

However, teachers who have been in the profession for more than five years but less than ten value their recognition more than others. Based on the mean score, it seems that value on self-expression and social and economic security decreases with length in the profession.

In terms of the teachers' age group, older teachers (41-50 years) score higher, on average, on independence, on self-expression and also on economic and social security, while teachers who are 31-40 years of age score higher on recognition. The multiracial/ urban school reported a high mean on Independence and on recognition. The township type school, on average, has a high mean on self-expression. There is no variation on the economic and social security. So the conclusion is that teachers from all types of school need social security and perceive it to be an important aspect of the overall job satisfaction.

Although the main aim of the study was not primarily to provide answers pertaining the relationship between job satisfaction and the values held by teachers, it was found

that many problems that arise within the teaching profession have a lot to do with the following, in no particular order:

- Student attitudes
- Lack of parental support
- Lack of support by the educational authority
- Job security and teachers' salaries
- Low status of the profession
- Interpersonal relations
- Appreciation/ Recognition
- Nature of work and workload

It is not a claim of this study that the above mentioned factors were identified as covering all issues influencing job satisfaction, however, dealing with those given above would dramatically improve the satisfaction of teachers and, as Steyn (1988) identified, many factors contributing to the job dissatisfaction of principals and teachers correspond with organizational practice factors.

Like many other employees, teachers desire decent salaries and benefits, suitable working conditions, recognition, and promotion opportunities. This study found that whilst many of the participants were satisfied with their profession, there is still scope for eliminating factors which might lead to dissatisfaction. The study can also conclude that certain factors such as independence, recognition, self-expression, economic and social security are but some of the many items used to assess satisfaction in the job. The teaching profession used these, among others, to

categorize their perceptions of their jobs as a whole, based on how satisfied they are with the above-mentioned factors.

5.5 Recommendations for further research

- The issue of pay and teacher salaries is a controversial one in the profession within which the study was based. It is recommended that a study with a bigger sample be conducted asking about the teachers pay and how that influences their decisions to teach or not to teach.
- In line with the Ten Years of Democracy, it is recommended that the difference in perception between the various former education departments be studied in relation to the kind of teachers and learners being produced today.
- The support that parents and communities can give to teachers and how that can improve the quality of learners.

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APPENDIX A

The relationship between the expressed meaning of work and job satisfaction of a group of school educators.

Instructions: Please be honest. Answers are completely confidential. Do not put your name on this paper.

Marking instruction: Please mark your answers like the sample below, by circling the appropriate box. Mark only one choice.

Example:

How much do you enjoy your job?	1	2	3	4	4
---------------------------------	---	---	---	---	---

1= hate it, 2= not much, 3= it's ok, 4= love it

The Questionnaire that you are about to fill consists of two sections. The first is demographical questions and the second is a 24 –item job satisfaction scale. Please fill each item as honestly as possible. The questionnaire should not take you more than **15 minutes** to complete.

Begin here!

SECTION A: DEMOGRAPHICS

Please circle the appropriate number next to your answer!

1. WHAT IS YOUR SEX?

1. MALE
2. FEMALE

2. WHAT IS YOUR RACE?

1. BLACK
2. WHITE
3. INDIAN
4. COLOURED

3. HOW LONG HAVE YOU BEEN IN THE PROFESSION?

1. LESS THAN 5 YEARS
2. 5-10 YEARS
3. 11-20 YEARS
4. 21-40 YEARS
5. 40+

4. WHAT AGE GROUP DO YOU BELONG TO?

1. 20-30years
2. 31-50years
3. 51-70years
4. 71+

5. WHAT SUBJECTS DO YOU TEACH?

1. ENGLISH
2. AFRIKAANS
3. ZULU
4. MATHS
5. SCIENCE
6. HISTORY
7. BIOLOGY
8. ECONOMICS
9. B/ECONOMICS
10. ACCOUNTING
11. OTHER (please specify)_____

SECTION B : JOB SATISFACTION SCALE

In this section you are asked to rate your satisfaction with specific aspects of your work. Do not consider your attitude toward your job as a whole. As you read each statement, think about how well you are satisfied/dissatisfied with a specific item. Let your feelings be your guide in rating these items.

Use this scale:

- 5) Totally satisfied
- 4) Very well satisfied
- 3) Just Satisfied
- 2) Slightly satisfied
- 1) Totally dissatisfied

You can use any of the numbers as often as you like. Answer each question by circling the most appropriate number.

		Totally dissatisfied	Slightly Dissatisfied	Just satisfied	Very well Satisfied	Totally satisfied
1	On my job when I do a piece of work I know that I will get enough praise for it	1	2	3	4	5
2	Where I work I get all the opportunity I want for making friends and enjoying the company of my fellow workers	1	2	3	4	5
3	When I finish a day's work I can really be satisfied with the knowledge that I have used all my skills and abilities	1	2	3	4	5
4	In the course of my work I have all the opportunity I might want to direct others	1	2	3	4	5
5	My work results in benefits to many people	1	2	3	4	5
6	My work offers me a real opportunity for self-expression	1	2	3	4	5
7	The income I receive from					

	my job enables me to live in a manner that I consider adequate	1	2	3	4	5
8	I do not have to do anything on my job that is in accordance to my ideas of right or wrong	1	2	3	4	5
9	In my work I get all the help and supervision I need	1	2	3	4	5
10	There is ample opportunity in my work to use my ingenuity and inventiveness	1	2	3	4	5
11	I feel that my job is a secure one	1	2	3	4	5
12	I have as much freedom as I want on my job	1	2	3	4	5
13	In my work I always get credit I deserve for any work I do	1	2	3	4	5
14	I have to concentrate and put forth some effort to do my job	1	2	3	4	5
15	I often have to think up some new ways of doing things and solving problems in the course of my work	1	2	3	4	5
16	My job gives me plenty of opportunity to enjoy time with my family and friends	1	2	3	4	5
17	On my job I am free from too much supervision	1	2	3	4	5
18	I have as much responsibility as I want with respect to supervising the work of others	1	2	3	4	5
19	My work is worthwhile as most others I would want to be in with respect to helping other people	1	2	3	4	5
20	In my job I am completely free of any worry about violating my religious or ethical values	1	2	3	4	5
21	On my job I can always act just the way I picture myself- I do not have to act like somebody else	1	2	3	4	5
22	I get all the help and advice that I need from my supervisors	1	2	3	4	5
23	My present job enables me to have a good social standing	1	2	3	4	5
24	My job is quite permanent. It will be there as long as I might want it. If not, I will at least know that I will always have some sort of adequate income.	1	2	3	4	5

APPENDIX B

The relationship between the expressed meaning of work and job satisfaction of a group of school educators

Interview schedule for the qualitative part of the study

Meaning of work instrument

1. What does it mean to you to be a teacher?
2. What are some of the most important aspects of your job? E.g. is it teaching, forming close personal relationships with the students/colleagues?
3. How well does this occupation fulfill your values?
4. If you were out of work, which would you, rather do?
5. If by some chance you had enough money to live comfortably without working, do you think that you would work anyway or would you not work anymore?
6. Which job would you keep if you could be sure of keeping both?
 - i) a low paying job that compliments your work values
 - ii) a high paying job that disregards your values

7. If you could be sure that your income would go up steadily without getting a promotion, would you care about being promoted?
8. What is the most important thing about getting a promotion?
9. What makes you wake up and come to school to do the same thing you have been doing for a long time? What motivates you?
10. Do teachers get the recognition that they deserve in society?

APPENDIX C

Means: Cluster comparisons

Independence Recognition Self Expression ESSEC * Type of School

Type of School		Independence	Recognition	Self Expression	ESSEC
multiracial-urban	Mean	21.5870	20.8889	20.7222	18.8723
	N	46	45	36	47
	Std. Deviation	4.17174	4.33916	4.21976	4.56650
township	Mean	19.5172	18.8387	21.6957	18.8621
	N	29	31	23	29
	Std. Deviation	3.15799	3.46503	3.39029	4.26551
Total	Mean	20.7867	20.0526	21.1017	18.8684
	N	75	76	59	76
	Std. Deviation	3.92254	4.10819	3.91590	4.42521

Independence Recognition Self Expression ESSEC * SECTION A SEX

SECTION A SEX		Independence	Recognition	Self Expression	ESSEC
MALE	Mean	19.5313	19.4000	20.5714	17.5625
	N	32	30	28	32
	Std. Deviation	3.73289	4.05650	3.73600	4.27247
FEMALE	Mean	21.8810	20.6222	21.9000	19.9767
	N	42	45	30	43
	Std. Deviation	3.73645	4.05804	3.72642	4.25658
Total	Mean	20.8649	20.1333	21.2586	18.9467
	N	74	75	58	75
	Std. Deviation	3.89001	4.07475	3.75831	4.40176

Independence Recognition Self Expression ESSEC * SECTION A RACE

SECTION A RACE		Independence	Recognition	Self Expression	ESSEC
BLACK	Mean	19.5333	19.0333	21.9167	18.5517
	N	30	30	24	29
	Std. Deviation	3.18112	3.41885	3.21568	4.33908
WHITE	Mean	21.3824	20.3529	19.8148	19.0286
	N	34	34	27	35
	Std. Deviation	4.23560	4.43732	4.19741	4.34190
INDIAN	Mean	22.9000	22.0909	23.7143	19.1818
	N	10	11	7	11
	Std. Deviation	3.87155	4.39214	3.54562	5.43725
COLOURED	Mean	17.0000	18.0000	18.0000	19.0000
	N	1	1	1	1
	Std. Deviation	.	.	.	.
Total	Mean	20.7867	20.0526	21.1017	18.8684
	N	75	76	59	76
	Std. Deviation	3.92254	4.10819	3.91590	4.42521

Independence Recognition Self Expression ESSEC * SECTION A LENGTH IN PROFESSION

SECTION A LENGTH IN PROFESSION		Independence	Recognition	Self Expression	ESSEC
LESS THAN 5 YEARS	Mean	22.0526	20.4737	21.6471	19.9474
	N	19	19	17	19
	Std. Deviation	3.15302	4.07388	3.70711	4.23574
5-10 YEARS	Mean	21.4667	20.8824	21.3571	19.4000
	N	15	17	14	15
	Std. Deviation	4.35671	3.87108	4.06878	4.40454
11-20 YEARS	Mean	19.8929	19.4074	21.1579	18.1071
	N	28	27	19	28
	Std. Deviation	4.02160	4.05974	4.20665	4.54067
21-40	Mean	20.0769	19.6923	19.5556	18.3571
	N	13	13	9	14
	Std. Deviation	3.98877	4.75017	3.67801	4.56756
Total	Mean	20.7867	20.0526	21.1017	18.8684
	N	75	76	59	76
	Std. Deviation	3.92254	4.10819	3.91590	4.42521

Independence Recognition Self Expression ESSEC * SECTION A AGE GROUP

SECTION A AGE GROUP		Independence	Recognition	Self Expression	ESSEC
20-30 YEARS	Mean	21.1905	19.9048	21.1053	18.9545
	N	21	21	19	22
	Std. Deviation	3.54428	4.13406	3.54173	4.64427
31-40 YEARS	Mean	20.4186	20.0000	20.8824	18.5227
	N	43	43	34	44
	Std. Deviation	4.26633	4.44008	4.19064	4.45384
41-50 YEARS	Mean	21.2222	19.9000	22.0000	20.2000
	N	9	10	5	10
	Std. Deviation	3.63242	2.80674	4.18330	3.93841
Total	Mean	20.7397	19.9595	21.0517	18.8684
	N	73	74	58	76
	Std. Deviation	3.96522	4.12290	3.93108	4.42521

Independence Recognition Self Expression ESSEC * SECTION A SUJECTS

SECTION A SUJECTS		Independence	Recognition	Self Expression	ESSEC
ENGLISH	Mean	21.8235	20.7647	22.0833	19.1176
	N	17	17	12	17
	Std. Deviation	4.58578	4.17626	4.35803	4.35721
AFRIKAANS	Mean	19.7143	18.3333	18.1667	18.5714
	N	7	6	6	7
	Std. Deviation	5.31395	7.08990	4.87511	4.92805
ZULU	Mean	20.2000	20.5000	20.8333	17.1667
	N	5	6	6	6
	Std. Deviation	3.76829	2.88097	4.53505	3.86868
MATHS	Mean	21.6250	20.6667	23.1250	21.2857
	N	8	9	8	7
	Std. Deviation	1.06066	2.23607	1.95941	1.79947
SCIENCE	Mean	19.6250	17.5556	18.7500	19.1111
	N	8	9	4	9
	Std. Deviation	3.46152	3.84419	4.57347	2.97676
HISTORY/GEOGRAPHY	Mean	19.6667	19.0000	21.6667	16.3333
	N	3	3	3	3
	Std. Deviation	2.51661	3.46410	1.52753	3.51188
BIOLOGY	Mean	20.0000	20.7500	20.6667	21.5000
	N	4	4	3	4
	Std. Deviation	4.39697	5.43906	7.37111	6.45497
ECONOMICS	Mean	20.0000	23.5000	22.5000	13.5000
	N	2	2	2	2
	Std. Deviation	.00000	3.53553	3.53553	7.77817
B/ECONOMICS	Mean	23.5000	22.7500	23.0000	19.0000
	N	4	4	3	5
	Std. Deviation	3.87298	4.57347	1.73205	4.84768
ACCOUNTING	Mean	21.0000	23.0000	23.0000	26.0000
	N	1	1	1	1
	Std. Deviation	.	.	.	.
LIFE SKILLS	Mean	18.0000	14.0000	17.0000	21.0000
	N	1	1	1	1
	Std. Deviation	.	.	.	.
OTHER	Mean	20.7273	20.0909	19.6250	18.2000
	N	11	11	8	10
	Std. Deviation	4.54072	3.38982	1.50594	5.00666
Total	Mean	20.8451	20.0822	21.0000	18.9583
	N	71	73	57	72
	Std. Deviation	3.90109	4.12227	3.87298	4.39089

APPENDIX D

Frequencies: Interview Responses

Frequency Table

What does it mean to be a teacher?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	communication/interaction	3	25.0	27.3	27.3
	caring for kids	4	33.3	36.4	63.6
	personal fulfillment	4	33.3	36.4	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

Some of the important aspects of your job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	interaction	4	33.3	36.4	36.4
	role model	2	16.7	18.2	54.5
	relationship with colleagues	4	33.3	36.4	90.9
	personal fulfillment	1	8.3	9.1	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

How well does your job fulfill your values?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very well	5	41.7	45.5	45.5
	most are fulfilled	5	41.7	45.5	90.9
	depends on which ones	1	8.3	9.1	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

If you were out of work, what would you you rather do?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	work with children	4	33.3	36.4	36.4
	counseling, psychology	2	16.7	18.2	54.5
	something less stressful	1	8.3	9.1	63.6
	totally different	4	33.3	36.4	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

Would you still work, if you had enough money?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	would work	9	75.0	81.8	81.8
	won't teach but would continue to work	2	16.7	18.2	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

Which job would you choose?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low-paying, regards values	11	91.7	100.0	100.0
Missing	System	1	8.3		
Total		12	100.0		

4

If you could be sure of income going up, would you care about promotion?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	care about promotion	6	50.0	54.5	54.5
	no	5	41.7	45.5	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

Importance of promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fulfillment	6	50.0	54.5	54.5
	authority	2	16.7	18.2	72.7
	more stress	1	8.3	9.1	81.8
	none	2	16.7	18.2	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

What makes you wake up to go to school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	students	7	58.3	63.6	63.6
	commitment	3	25.0	27.3	90.9
	interaction	1	8.3	9.1	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

⁴ All respondents selected first statement which said: "a low paying job that compliments your work value" See Page 100

Do teachers get the recognition they deserve?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	9	75.0	81.8	81.8
	yes	1	8.3	9.1	90.9
	depends-some do	1	8.3	9.1	100.0
	Total	11	91.7	100.0	
Missing	System	1	8.3		
Total		12	100.0		

APPENDIX E

1. Job Satisfaction Scale

***** Method 1 (space saver) will be used for this analysis *****

-

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 53.0

N of Items = 29

Alpha = .8115

2. Meaning of work Instrument: Interview Schedule

***** Method 1 (space saver) will be used for this analysis *****

-

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	MEANING	2.0909	.8312	11.0
2.	NBASPECT	3.1818	1.0787	11.0
3.	VALUES	1.6364	.6742	11.0
4.	OUTOFWOR	2.4545	1.3685	11.0
5.	MONEY	1.1818	.4045	11.0
6.	JOB	1.0000	.0000	11.0
7.	INCOME	1.4545	.5222	11.0
8.	PROMOTIO	1.9091	1.2210	11.0
9.	WAKEUP	1.4545	.6876	11.0
10.	RECOGNIT	1.2727	.6467	11.0

Reliability Coefficients

N of Cases = 11.0

N of Items = 10

Alpha = .4550

APPENDIX F

Item Grouping: Cluster Analysis

Cluster Average Linkage (Between Groups)

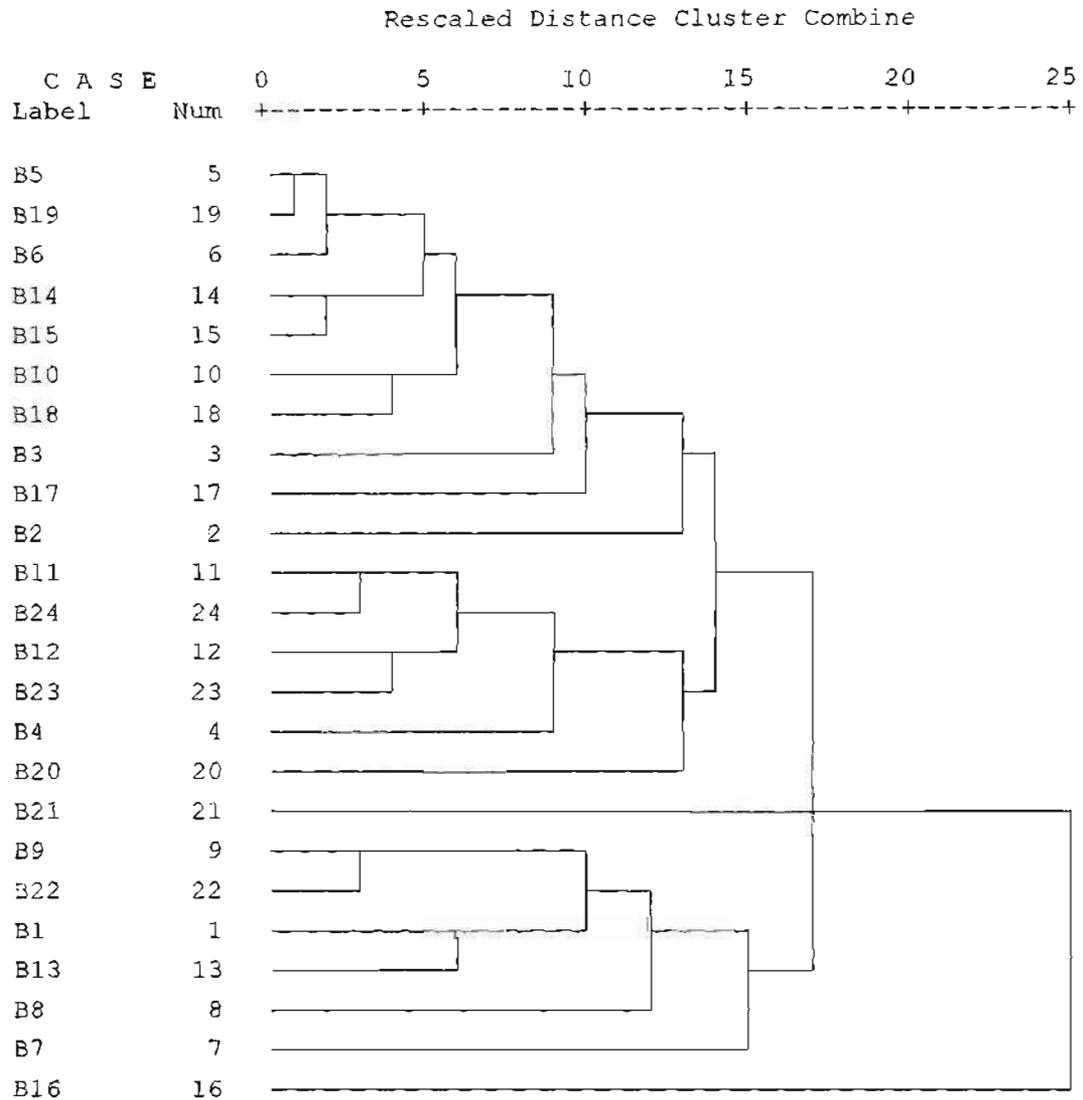
Cluster Membership

Case	8 Clusters	7 Clusters	6 Clusters	5 Clusters	4 Clusters	3 Clusters	2 Clusters
SECTION B JOB	1	1	1	1	1	1	1
SATISFACTION SCALE	1	1	1	1	1	1	1
B2	2	2	2	2	2	2	1
B3	3	2	2	2	2	2	1
B4	4	3	3	2	2	2	1
B5	3	2	2	2	2	2	1
B6	3	2	2	2	2	2	1
B7	5	4	4	3	1	1	1
B8	1	1	1	1	1	1	1
B9	1	1	1	1	1	1	1
B10	3	2	2	2	2	2	1
B11	4	3	3	2	2	2	1
B12	4	3	3	2	2	2	1
B13	1	1	1	1	1	1	1
B14	3	2	2	2	2	2	1
B15	3	2	2	2	2	2	1
B16	6	5	5	4	3	3	2
B17	3	2	2	2	2	2	1
B18	3	2	2	2	2	2	1
B19	3	2	2	2	2	2	1
B20	7	6	3	2	2	2	1
B21	8	7	6	5	4	2	1
B22	1	1	1	1	1	1	1
B23	4	3	3	2	2	2	1
B24	4	3	3	2	2	2	1

Dendrogram

***** HIERARCHICAL CLUSTER ANALYSIS

Dendrogram using Average Linkage (Between Groups)



Proximities Cluster
Average Linkage (Between Groups)