

UNIVERSITY OF KWAZULU-NATAL

Evaluating job satisfaction of teachers in the Durban central area

Varsha Ragha

Student number: 201294826

A dissertation submitted in partial fulfillment of the requirements for the degree of
Masters of Business Administration

College of Law and Management Studies
Graduate School of Business and Leadership

Supervisor: Dr Muhammad Hoque

2015



Supervisors Permission to Submit Thesis/Dissertation for Examination

Name: Varsha Ragha		No: 201294826	
Title: Evaluating job satisfaction of teachers in the Durban central area			
Qualification: MBA		School: GSB&L	
		Yes	No
To the best of my knowledge, the thesis/dissertation is primarily the student's own work and the student has acknowledged all reference sources			
The English language is of a suitable standard for examination without going for professional editing.			
Turnitin Report		7%	
Comment if % is over 10%:		N/A	
I agree to the submission of this thesis/dissertation for examination			
Supervisors Name: Dr M Hoque			
Supervisors Signature:			
Date:		19 January 2016	
Co- Supervisors Name:		N/A	
Co- Supervisors Signature:		N/A	
Date:		N/A	

DECLARATION

I, Varsha Ragha declare that:

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

Where other written sources have been quoted, then:

- their words have been re-written but the general information attributed to them has been referenced;
 - where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- v. Where I have reproduced a publication or which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
 - vi. This dissertation does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the references section.

Signed: _____

ACKNOWLEDGEMENTS

I would like to express my gratitude to the following:

- God, for giving me the strength and perseverance to complete this course.
- My parents, Suresh and Bharty for their unconditional love and support. In addition I would like to thank my husband Divesh for his support and guidance over the years.
- My brother, Paresh for his inspiration and assistance during my studies.
- I wish to express my sincere appreciation and gratitude to the following individuals whose assistance made this study possible:
 - The Department of Education for granting me permission to conduct this research.
 - All participants who took the time to respond to this questionnaire

ABSTRACT

The purpose of the study was to evaluate job satisfaction of teachers in the Durban central area. A literature review was completed that evaluated the job satisfaction theories and the factors impacting job satisfaction. This was followed by an empirical investigation. A quantitative study was conducted in which teachers filled out a structured interview questionnaire. The survey was completed by one hundred and fifty five respondents, comprising six schools from the Durban central area. Three ex-Model C schools and three ex-House of Delegates schools were surveyed.

This research found that teachers are somewhat satisfied with their jobs. The educators responded to the following factors in answering the survey, Workload allocated to teachers, gratification received from educating learners, resources provided to learners, teacher-learner ratio etc. The study also compared the job satisfaction of teachers in ex Model C schools versus the ex-House of Delegates schools. It was found that teachers in the ex-Model C schools were more satisfied, as compared to the ex-House of Delegates counterparts. The study compared the job satisfaction of state employed staff versus those in governing body positions and identified factors in order to improve the level of job satisfactions of teachers. The study revealed that educators in governing body posts show higher levels of job satisfaction as compared to educators employed by the Department of Education.

Remuneration increases were identified as one of the main factors to increase the level of job satisfaction. Other factors included decreasing the amount of administrative tasks and increasing the level of support provided by parents as well as decreasing the teacher-learner ratio.

Table of Contents

Title page	i
Supervisors permission to submit	ii
Declaration	iii
Acknowledgements	iv
Abstract	v
List of Figures	x
List of Tables	xi

CHAPTER ONE

1.1 Overview of the study	1
1.2 Background of the study	1
1.3 Motivation of the study	1
1.4 Purpose of the study	2
1.5 Problem statement	2
1.6 Aims and objectives of the study	2
1.7 Outline of the study	3
1.8 Summary	4

CHAPTER TWO

2.1 Introduction	5
2.2 Job satisfaction in schools	5
2.3 Theories supporting job satisfaction	7
2.3.1 Maslow's Hierarchy of needs theory	7
2.3.2 McClelland's need theory	9
2.3.3 Herzberg theory: Hygiene and motivation	10
2.3.4 Adams' Theory	10

2.3.5 Expectancy theory.....	13
2.3.6 Dispositional theory.....	13
2.3.7 The value theory of job satisfaction.....	14
2.4 Factors impacting on job satisfaction	15
2.4.1 Gender.....	15
2.4.2 Age.....	14
2.4.3 Race	16
2.4.4 Tenure	17
2.4.5 Working conditions.....	17
2.4.6 Opportunities for growth	18
2.4.7 Workload and stress.....	19
2.4.8 Respect for co-workers/friendship.....	20
2.4.9 Respect for supervisors.....	20
2.4.10 Financial rewards.....	21
2.5 Leadership.....	22
2.5.1 Transformational leadership	23
2.5.2 Transactional leadership	24
2.5.3 Role of leadership in job satisfaction.....	24
2.6 Summary	25
CHAPTER THREE	
3.1 Introduction.....	26
3.2 Aims and objectives.....	26
3.3 Type of study	26
3.3.1 Types of study.....	27
3.4 Approach.....	28

3.4.1 Population	28
3.5 Sampling	29
3.6 Data collection	30
3.6.1 Description and purpose of instrument.....	30
3.6.2 Construction of the instrument	31
3.7 Validity and reliability	32
3.7.1 Validity	31
3.7.2 Reliability.....	32
3.8 Pre-testing the questionnaire.....	33
3.9 Administration of the instrument.....	33
3.10 Ethical considerations	34
3.11 Conclusion	34

CHAPTER FOUR

4.1 Analysis and interpretation of results	35
4.2 Objective 1: Demographic profile of respondents	35
4.3 Presentation of results against the objectives.....	37
4.3.1 Objective 2: Determine what factors contribute to job satisfaction/dissatisfaction.....	37
4.3.2 Objective 3: Establish whether teachers are satisfied in their jobs.....	40
4.3.3 Objective 4: Compare job satisfaction in ordinary schools with ex-Model C schools	42
4.3.4 Objective 5: Identify what needs to be done to increase teacher job satisfaction	51
4.4Summary	52

CHAPTER FIVE

5.1 Introduction.....	56
-----------------------	----

5.2 Summary of findings.....	56
5.2.1 Determine what factors contribute to job satisfaction / dissatisfaction	56
5.2.2 Establish whether teachers are satisfied in their jobs	57
5.2.3 Compare job satisfaction in ordinary schools with ex-mode C schools	57
5.2.4 Compare job satisfaction of state employed staff with governing body employed	58
5.2.5 Recommendations to increase the level of job satisfaction	58
5.2.5.1 Remuneration	58
5.2.5.2 Teacher - learner ratio	58
5.2.5.3 Workload	59
5.2.5.4 Resources	59
5.2.5.5 Relationship with supervisors	59
5.3 Limitations of the study	59
5.4 Suggestions for future research.....	60
5.5 Conclusion	60
BIBLIOGRAPHY	61
Annexure 1: Permission letter from the Department of Education.....	73
Annexure 2: Ethical clearance letter	74
Annexure 2b-Ethical clearance letter confirming change of supervisor.....	75
Annexure 3: Questionnaire	75
Annexure 4: Letter confirming proof of edit	78
Annexure 5: Letter confirming format editing	79

List of Figures

Figure 2.1 Diagram indicating Maslow's Hierarchy of needs theory.....	8
Figure 2.2 McClelland's need theory.....	10
Figure 2.3 Job satisfaction model	11
Figure: 2.4 Diagram illustrating the equity theory.....	12
Figure 2.5 Dispositional theory.....	14
Figure 2.6 Diagram highlighting the differences in transformational and transactional leadership	25
Figure 3.1 Four types of study	27
Figure 4.1 There is an adequate level of support given by parants.....	52
Figure 4.2 My position allows for an adequate work life balance.....	53
Figure 4.3 There is adequate support received by the governing body	53
Figure 4.4 Co-operation received from staff members.....	54

List of Tables

Table 1.1 Structure of the study.....	4
Table 3.1 Advantages and disadvantages of the various data collection methods.....	30
Table 3.2 Questions being linked to research objectives.....	31
Table 4.1 Demographic profile of respondents.....	36
Table 4.2 Data analysis for objective 2.....	38
Table 4.3 Data analysis for objective 3.....	41
Table 4.4 Data analysis for objective 4.....	45
Table 4.5 Data analysis for objective 5.....	48
Table 4.6 Data analysis for objective 6.....	51

CHAPTER ONE

OUTLINE OF STUDY

1.1 Overview of the study

This chapter presents an overview of the research study which indicates the purpose thereof. The problem statement which explains the issues facing teachers will then be presented. The research aims and objectives of this study have been presented below. The structure of the research is also presented in order to provide the reader with a bird's eye view of this study. This chapter subsequently ends with concluding remarks.

1.2 Background of the study

The teaching profession has been identified as one of the most stressful professions to be in (Sindhi, 2013). Stress, remuneration, increased workloads, conflicts with supervisors has been identified as one of the factors affecting the level of job satisfaction amongst educators. Educators that are not satisfied with their jobs may not perform their jobs to their full potential which may thus affect the quality of education received by the learner (Dehaloo, 2011). This in turn may affect the pass rates of learners at the different level. As a result, this study will evaluate the level of job satisfaction amongst educators and suggest recommendations in order to increase the level of job satisfaction.

During the apartheid era, the former 'white' schools were privileged to better working conditions as compared to the former 'non-white' schools. South Africa has undergone twenty years of democracy, with this time frame passed this study will compare the level of job satisfaction between ex-House of Delegate schools (former 'non-white' schools) and ex-Model C schools (former 'white' schools).

1.3 Motivation of the study

Teachers play an important role in society as they play a key role in developing future leaders. Over the last fifteen years there have been numerous strikes by educators employed by the Department of Education. There has been limited research on job satisfaction amongst teachers. As the researcher attended school in the Durban central area, the motivation was thus to evaluate the job satisfaction of teachers in this area.

1.4 Purpose of the study

The purpose of this study was to investigate the level of job satisfaction of teachers in the Durban central area.

The study evaluated the level of job satisfaction in the Durban central area and highlighted action plans that can be taken to increase the level of job satisfaction of teachers in the Durban central area.

1.5 Problem statement

Teachers are key to the nation's future. Education plays a vital role in developing the future leaders. It is thus important that the proper building blocks are in place to ensure that learners receive a good education. Job satisfaction of teachers has been a widely discussed topic in the media and among teachers. In comparison to other sectors, teachers have disputed the remuneration, perks and working conditions provided to them (Dehaloo, 2011). Dehaloo (2011) further stated that the Department of Health provides scarce skills and rural allowances, while individuals employed by the Department of Safety and Security receive night duty allowances to compensate them for their services offered. Teachers, however, are not entitled to these perks. Issues like this, together with lack of resources, poor working conditions, etc. has led to a decreased level of job satisfaction among teachers. This research study has investigated whether teachers in the Durban central are satisfied with their jobs, the findings of this study are presented in this dissertation.

1.6 Aims and objectives of the study

The aim of the study was to investigate the level of job satisfaction of teachers in the Durban central area. The objectives of the study have been formulated as follows:

- Determine what factors contribute to job satisfaction
- Establish whether teachers are satisfied in their jobs
- Compare job satisfaction in ex House of Delegates (HOD) schools with ex-Model C schools
- Compare job satisfaction of state employed staff with governing body employed staff
- Identify what needs to be done to increase teacher job satisfaction

The research questions are:

- What are the factors contributing to job satisfaction?
- Are teachers satisfied with their jobs?
- Are ex House of Delegates (HOD) schools more satisfied with their jobs as compared with ex-Model C schools?
- Are state employed staff more satisfied with their jobs as compared to the governing body employed staff?
- What can be done to increase teacher job satisfaction?

1.7 Outline of the study

This dissertation is presented in five chapters as depicted in the table below.

Table 1.1: Structure of the study

Chapter	Description
Chapter One	This chapter indicates the purpose of the study, which is to investigate the level of job satisfaction of teachers in the Durban central area. The problem statement is highlighted, which is subsequently followed by the objectives of this study.
Chapter Two	Chapter Two indicates the literature review which highlights job satisfaction in schools, including South African schools. The theories supporting job satisfaction are also discussed, such as Maslow's Hierarchy of Needs Theory, etc.
Chapter Three	Chapter Three discusses research methodology. This chapter highlights the aims and objectives of the study, the type of study and the data collection methods. The chapter also explains validity and reliability, and the ethical considerations that have been taken into account for the study.
Chapter Four	This chapter presents the results of the data collected. The data that has been analysed is explained. Information on the demographic profile of the teachers is presented and analysed. The remaining balance of the results is presented in reference to the objectives of the study.
Chapter Five	This is the final chapter, which provides a summary of findings, recommendations to increase the level of job satisfaction among teachers, limitations of the study, as well as suggestions for future research.

1.8 Summary

This study aimed at evaluating the level of job satisfaction among teachers in the Durban central area. The first chapter has highlighted the aims and objectives of this research study and provided a bird's eye view as to the structure. The next chapter discusses job satisfaction among teachers and specifically job satisfaction in South African schools. The chapter also explains the different theories surrounding job satisfaction, such as McClelland's Theory of Needs, Adams' Theory, etc. This forms the basis of the research that was conducted and which will be discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Happy and satisfied workers are productive workers; happy workers are workers that are satisfied with their jobs (La Mer, 2015). Job satisfaction has many definitions – according to Locke (1976), it is defined as “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values” and “the extent to which people like or dislike their jobs” (Spector, 1997). Further, Spector (1997) lists 14 general aspects of job satisfaction, including: appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work, organisation, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision. According to Hill (2015), some of the factors affecting job satisfaction are:

Opportunities for Advancement: Employees are more satisfied if they see opportunities for growth in the organisation, as this in turn will result in increased remuneration.

Workload and stress: Increased levels of workload come about as a result of deadlines and an increase in the volume of work. As a result, the satisfaction levels decrease.

Relationships with supervisors: Some employees yearn for praise from their managers/supervisors as they want to feel recognised for their hard work, which results in satisfaction.

This literature review covers the theories of job satisfaction and provides insight on job satisfaction in schools, and specifically South African schools. In addition, it also explains the different theories supporting job satisfaction

2.2 Job satisfaction in schools

Job satisfaction in schools has been an extensively debated topic in the media and also amongst teachers.

Teachers encounter many challenges in the workplace which result in low job satisfaction (Richmond, 2014); these include low remuneration, disruptive students, high pupil to teacher ratio, etc. The Organisation for Economic Cooperation and Development (OECD) conducted surveys among teachers in the United States (US); the study found that the main reason for unhappiness/discontentment among teachers was that only 34% of teachers in the US found that their work was appreciated by society. This can lower one's self-esteem, with the result that teachers may not want to put in an 'extra effort'.

Learners may not obtain the full benefits of education when teacher job satisfaction levels are low, or when teachers are disgruntled with their jobs or working conditions (Woldon, 2014). Job satisfaction amongst teachers should be an important topic of concern not only for Departments of Education, but also for learners, parents, and society. The factors affecting job satisfaction are remuneration, working conditions, professional development, and gender, age, etc. (Njiru, 2014). Poor working conditions include lack of essential teaching materials, lack of sufficient resources, e.g. laboratory equipment, and poor infrastructure such as insufficient lighting, no air conditioners, etc. Continuing professional development is linked to job satisfaction. Continuing professional development provides opportunities for teachers to develop professional competence, and thus increase the quality of education. Continuing professional development is imperative, especially for teachers as there are frequent changes in the profession, e.g. curriculum changes etc. Continuous professional development enhances the skills of educators, thus allowing them to be more efficient in their roles.

Before 1994, the South African education system was divided along cultural lines, namely white's and non-whites. After the 1994 elections, South Africa could finally embrace democracy. In education, this resulted in several legislative changes and the development of several new acts (Dehaloo, 2011) such as the elimination of particular subjects from the syllabus.

Due to tribulations presently experienced by teachers at mainstream schools, such as work pressure, lack of support, low remuneration etc, their level of job satisfaction is at its lowest (Dehaloo, 2011). There are different factors that contribute either optimistically or pessimistically on a teacher's job satisfaction.

While small salaries are often cited as a factor contributing to lower levels of job satisfaction, the opposite could also be true; this means that the gratification from teaching learners may be a source of profound job satisfaction (Strydom, 2012). Factors affecting job contentment in South Africa are working conditions, financial rewards, relationships with colleagues, etc. (Dehaloo, 2011).

According to Dehaloo (2011), working relationships with co-workers can increase the level of job satisfaction. Further, educators have a desire for personal goals and accomplishment, and thus look forward to understanding and support between each other. Poor working conditions refers to the lack of necessities, such as projectors, electricity, basic infrastructure, students exceeding the quota limit in classrooms, etc., which impact negatively on job satisfaction.

2.3 Theories supporting job satisfaction

There are several theories which explain job satisfaction, coupled with intensive research around this topic.

2.3.1 Maslow's Hierarchy of needs theory

Maslow's theory states that individuals are motivated to attain certain needs. When a need is satisfied, an individual will fulfil the next one and so on. "Maslow described the individual as an integrated and organic whole motivated by needs that are hierarchical – unfulfilled lower needs dominate thinking and behavior until they are satisfied. Once satisfied, the next level dominates or is expressed in everyday life"– Gorman (2010). Figure 2.1 illustrates the different levels of needs. Needs that are to the bottom end of the triangle are to be fulfilled first prior to proceeding onto the higher levels.

Maslow used the terms "physiological, safety, belonging, esteem and self-actualisation" to describe the pattern that human motivations generally move through (Maslow, 1943). Steere (1988) highlighted that Maslow's Hierarchy of Needs Theory is triangle shaped with essentials/necessities reflected at the bottom of the triangle and the need for self-actualisation at the top.

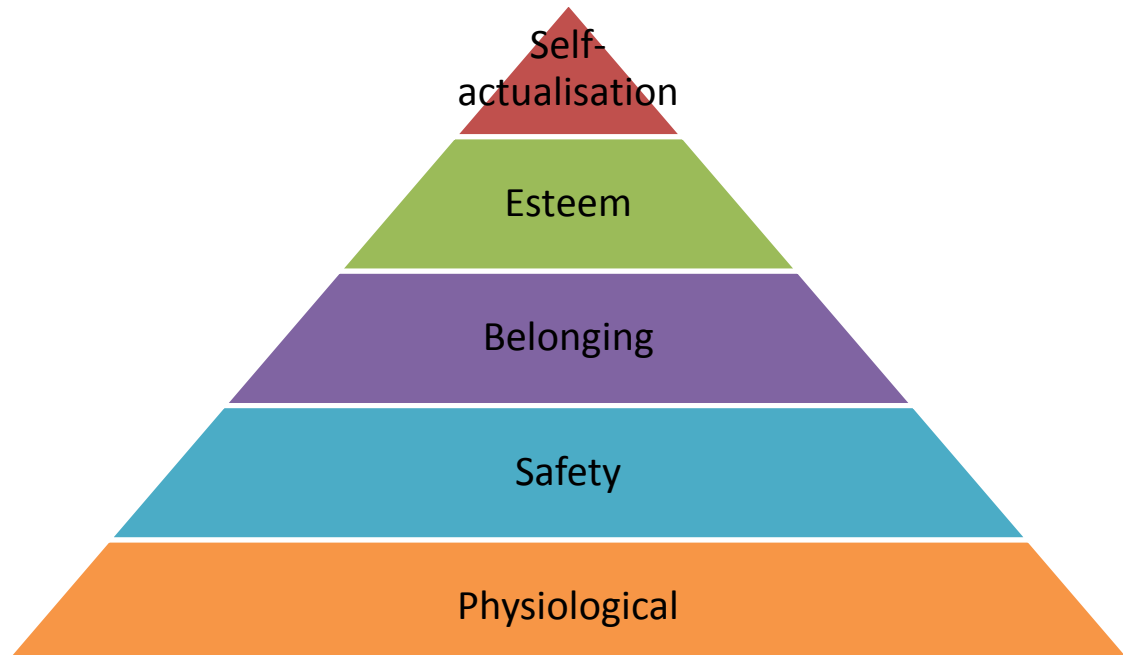


Figure 2.1: Diagram indicating Maslow's Hierarchy of needs theory

Source: Adapted from Kendra Cherry (2015), Maslow's Needs Hierarchy

Physiological needs comprise hunger, thirst, shelter, sex and other needs associated with the continued existence of the individual and the species. Physiological needs are considered necessities, and thus individuals will focus on achieving this first. The next item in the hierarchy rank is safety/security and protection from physical and emotional harm. Social/belonging needs include the need for love, acceptance and friendship. This need is satisfied when individuals feel secure in their relationships and able to face any potential threats. Esteem needs relate to an employee's self-esteem and self-respect. They include the need for self-confidence, independence, freedom, recognition, appreciation and achievement. The need for self-actualisation is when all previously mentioned needs are met and employees spend focus on maximizing opportunities to the best of their potential. Self-actualisation needs then become important, but difficult to attain until all lower order needs are fulfilled.

From a job satisfaction point of view, once teachers have satisfied their physiological needs they will move onto the next need. Esteem needs will mean that teachers are feeling appreciated for the work that they are doing. It also means that they are being recognised for their hard work.

This can be accomplished by a promotion, or even by learners voicing their appreciation to the teacher.

2.3.2 McClelland's need theory

McClelland's Need Theory is a motivational model that explains how the need for achievement, power, and affiliation has an effect on the actions of people from a managerial perspective. He believed that culture played a role in how people viewed their jobs and lives (Peerbhai, 2006). The theory was developed after Maslow's Hierarchy of Needs Theory in the 1940s. McClelland affirmed that we have three needs of motivation which is independent of age. These are gender, race, or culture. Individuals are driven by life experiences and the opinions of their culture.

Need for Affiliation – People who display the need for affiliation will focus more on relationship building in the workplace. They will feel satisfied when they are complimented in the workplace. Individuals mostly adhere to fitting into the work culture in the organisation.

Need for Power – This need arises from an individual's aspiration to influence, motivate and encourage others.

Need for Achievement – The individual seeks achievement and likes to accomplish challenging goals. They require feedback on their achievement and growth.

This theory is applicable to teachers as they are individuals who form part of a team. They long for association to this team (i.e. work colleagues) with whom they share a strong working relationship that is based on confidence and trust (Dehaloo, 2011). While McClelland affirmed that the three types of motivation is independent of age, gender, race or culture, Pinder (2008) stated that most of his evidence relates to males; and thus in his opinion the theory fails to address gender differences. The diagram below indicates different levels of motivation.

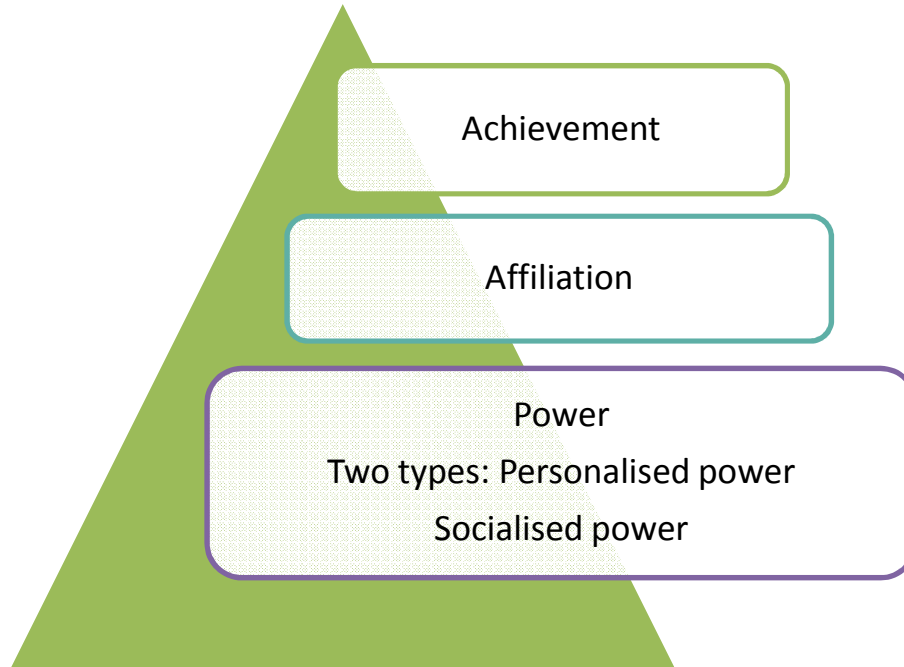


Figure 2.2: McClelland's need theory

Source: Peerbhai (2006), Job satisfaction at IT SMEs in Durban

2.3.3 Herzberg theory: Hygiene and motivation

Yaseen (2013) claimed that there are two factors of motivation; these are hygiene factors and motivator factors.

If the motivator factor of that individual is achieved, e.g. his/her hard work is rewarded by obtaining a promotion; this then makes him/her a satisfied person in their job (job satisfaction). Motivator factors comprise of earnings, recognition and need for achievement, etc. Job satisfaction has numerous parts; these include the amount of work that is significant for individuals, remuneration paid, and opportunities for growth for individuals.

Stello (2011) felt that the correlation between job satisfaction and motivation was low. A study was conducted that evaluated the job attitudes and measured it to the job performed. It was thereafter seen that his research project showed similarities to Herzberg's findings which utilised different methods and a different population. It was concluded that there was generalisability in Herzberg's findings (Stello, 2011). Figure 2.3 illustrates the job satisfaction model.

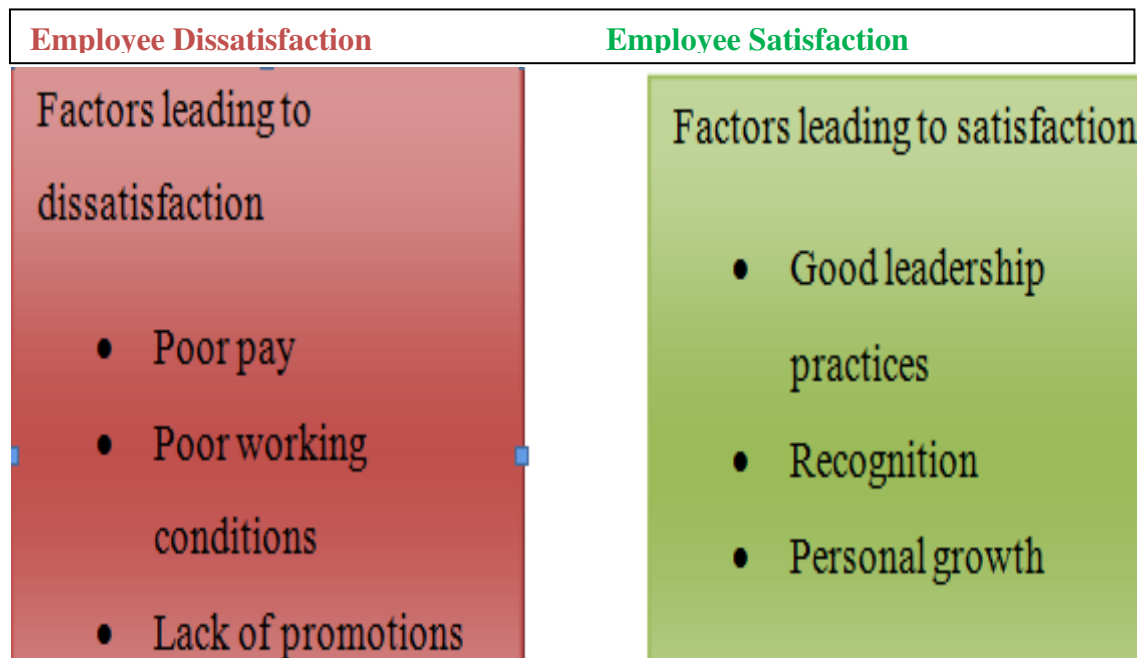


Figure 2.3: Job satisfaction model

Source: Adapted from Redmond (2015)

Vecchio (2000) compared Herzberg's theory with Maslow's Hierarchy of Needs Theory and concluded that while the hygiene factors reflect common characteristics to Maslow's theory, these are not common at the lower hierarchy level. Motivators are built-in factors that influence satisfaction and hygiene factors are extrinsic variables that must be met to prevent dissatisfaction (Ivancevich, Konopaske and Matteson, 2008). Govender (2013) claimed that hygiene factors do not result in dissatisfaction, nor does it result in satisfaction. He further stated that hygiene factors do not inspire individuals, and only motivating factors, e.g. higher remuneration result in increased motivation. This will be compared to the equity theory.

2.3.4 Adams' theory

While the Hertzberg theory evaluates the factors affecting job satisfaction and dissatisfaction, the equity theory says that an employee will contrast himself/herself with another individual in a similar position in the company, in order to decide if he/she is being treated equally (Adams, 2014).

If the employee/individual they are comparing themselves to is treated similarly to them, then the person feels they are being treated fairly and hence feel more motivated in their job. This is illustrated in Figure 2.4 below. If differences are seen, the person may find the situation inequitable and may be inclined to address the unfair treatment (Peerbhai, 2006). This in turn affects job satisfaction, because if someone is not being treated equally then they would not be satisfied in their job, and may even alter the perception of themselves as illustrated in Figure 2.4.

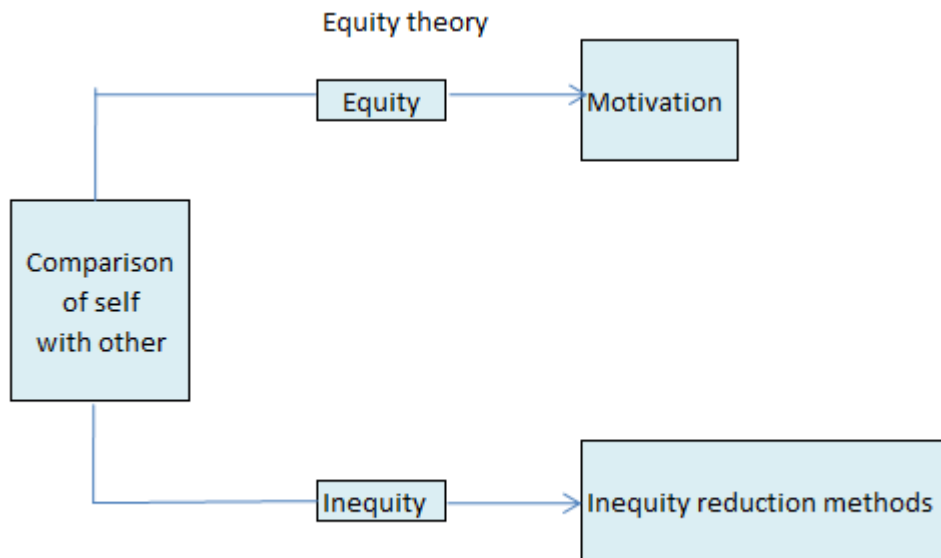


Figure 2.4: Diagram illustrating the equity theory

Source: Al-Zawahreh (2012)

Huseman, Hatfield and Miles (1987) concluded that the findings behind the propositions of the equity theory took place in laboratory settings, and thus one may question the suitability to real-world scenarios. Individuals may recognise equity/inequity not only in terms of the particular inputs and outcomes, but in terms of an overarching system that determines inputs and outputs. Thus, in the workplace, teachers may feel their remuneration is equitable compared to other employees, but they may view the entire remuneration system as unfair (Carrell and Dittrich, 1978).

2.3.5 Expectancy theory

Victor Vroom's expectancy theory is a motivation theory which indicates a correlation between performances and rewards (Patrick, 2008). In order to improve the performance in an organisation, managers should engage in systems that link the reward structure close to performance. Holdford (2008) claimed that management should ensure that the rewards given are earned and sought by the recipients.

He further stated that managers should communicate and engage in training in order to link performance with training, thus employees will be aware that the increased effort would lead to better performance. In summary, the theory highlights self-interest in the alignment of rewards with employee's wants.

Vroom's expectancy theory is different to Maslow, Alderfer, Herzberg, and McClelland in that it does not indicate the motivating factors for individuals (Lunenberg, 2011). As an alternative, it states that employees will behave in a certain way as they are motivated to choose one behavior over another because of the outcome. From a management point of view, the expectancy theory has significant implications for motivating employees, in that it identifies numerous important things to inspire employees by changing the person's effort-to-performance expectancy and performance-to-reward expectancy (Lunenberg, 2011).

2.3.6 Dispositional theory

Staw, Bell and Clausen (1986) suggested that the dispositional theory implies that employees vary in their tendency to be satisfied with their jobs. This means that job satisfaction is to some degree an individual characteristic. According to this theory, workers who like the job that they are doing at one particular point in time will be inclined to like the work that they may be doing at another time, even if the work is different. Figure 2.5 below illustrates the dispositional theory. If one possesses the qualities of self-efficiency, self-esteem and locus of control, this will in turn increase job satisfaction. On the other hand, if one has neuroticism, this will decrease the level of job satisfaction.

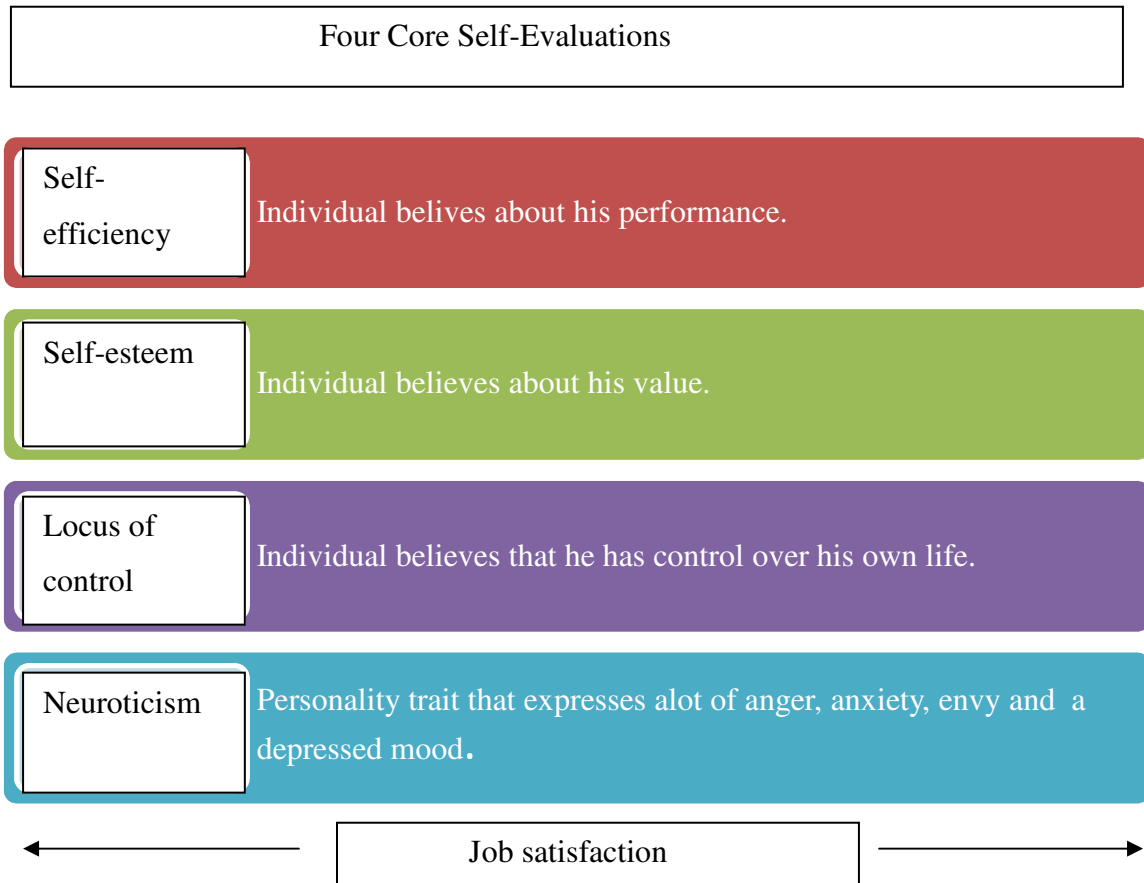


Figure 2.5: Dispositional theory

Source: Abdelal (2015) – Attitudes and Job Satisfaction, Organisation Behavior

2.3.7 The value theory of job satisfaction

Govender (2013) claimed that “the value theory of job satisfaction suggests that job satisfaction depends primarily on the match between the outcomes that individual’s value in their jobs and their perception about the availability of such outcomes. This theory argues that almost any factor can be a source of job satisfaction as long as it is something that an employee values”. For example, if a working teacher most values flexible working hours in a job, this will result in an increased level of job satisfaction in their role. The next paragraph indicates the factors impacting on job satisfaction.

2.4 Factors impacting on job satisfaction

There is a correlation between job satisfaction and motivation, organisational commitment, performance and turnover. These in turn have an impact on the efficiency of the organisation (Peerbhai, 2006). Studies have indicated that high levels of satisfaction results in a stronger commitment to the organisation (Tomažev, 2014). The factors influencing job satisfaction are presented below.

2.4.1 Gender

Research indicates a correlation between the satisfaction of a job and the gender of an individual. Semykina (2013) claimed that for women, job satisfaction is positively linked to extrinsic and intrinsic rewards. For men, job satisfaction is positively correlated to extrinsic rewards. For men, there is also a link between job satisfaction and a particular reward which is stronger if the reward is desired, e.g. obtaining a promotion to Head of Department. Uysal and Magnin (2011) also found that there were differences in job satisfaction between genders in the hotel industry. However, older studies indicate that there were no differences in job satisfaction between men and women. Previously the job satisfaction of men was higher than females, however due to employment opportunities that subsequently favored females this has changed (Benton and Halloran, 1991). DeVaney and Chen (2003) stated that for gender, job satisfaction is dependent upon the position that the employee holds in the organisation. For instance, women in a profession, such as accountants or social work, etc., were less satisfied in their jobs as compared to males. On the other hand, Shapiro and Stern (1975) found that non-professionals had lower levels of job satisfaction compared to professionals. Bellou (2010) found that employee gender and age persuades the way that the organisational values affect their job satisfaction. This contradicts McClelland's Need Theory which states that motivation is independent of gender, age, etc.

2.4.2 Age

There have been differences in the correlations between age and job satisfaction (Spector, 1996). Some of these studies are presented below. Haupt (2010) indicated that there is no correlation in job satisfaction between younger and older individuals.

Although both younger and older individuals rank the association with their work colleagues as being poor, age does not have an influence on the effects of the work being done. Benian (1992) claimed that there is a correlation between an individual's career age and career stage, and that there are different levels of satisfaction between the two. Generally, if one is working in a company for a long time, it may imply that they are satisfied in their job. However, some could argue that the very same individuals are in a comfort zone. Being in a comfort zone can mean that they are satisfied with their job. In a survey which formed part of the Gallup-Healthways Well-Being Index (Burks, 2015), it was found that 87.5% of the 62 000 survey respondents were pleased with their jobs. It further found that job satisfaction among senior citizens in the US peaked at that level, with 95% of seniors stating that they were satisfied with their work. The survey concluded that job satisfaction usually increases with age. On the other hand, Bouman (2011) found a correlation between younger workers and job satisfaction as compared to older ones. His study incorporated intrinsic and extrinsic work attributes.

2.4.3 Race

The workforce in general is becoming more diverse. Due to the global recession, individuals are moving to different cities and different countries to work. Strydom (2012), in a study, found considerable differences in the standard job satisfaction results (intrinsic, extrinsic and general) for the different races. Intrinsic factors are determined by a person's motivation and can include non-monetary acknowledgment for work done; extrinsic factors include the following: work environment, supervision and working conditions. Strydom also claimed in the study, that most of the black teachers worked at rural schools and thus had little or no support at their schools, which resulted in low levels of job satisfaction. Black individuals may be working in a rural area with not much support. On the other hand, Ying Xue (2014) found moderate differences in job satisfaction between racial and ethnic groups. Job satisfaction also varies from country to country. In the Better Life Index's 2014 survey, it was revealed that people who reside in Switzerland have the highest level of job satisfaction. It also cited that nations with high unemployment rates have low levels of job satisfaction. Age does not seem to have a significant effect on job satisfaction. Franěk (2014) found that there is low job satisfaction among individuals in public/governmental organisations. Further, he also found that there is low job satisfaction among young people entering the job market.

2.4.4 Tenure

Oktug (2014) identified three types of tenure (position held); namely organisational, job tenure and working for the current line manager. Organisational refers to the number of years worked at an organisation, job tenure means for how long an individual has worked at an organisation. The third type refers to the individual working/reporting to a particular line manager. He found that organisational and job tenure (also tenure working for current line manager) is positively correlated to the job satisfaction of employees. Strydom (2012) found that there were no major differences in the number of years of service and the level of job satisfaction. On the other hand, Clark, Oswald and Warr (1996) and Gardner and Oswald (2001) claimed that in the initial months of employment (tenure at an organisation), job satisfaction is high; thereafter there is a decrease in job satisfaction during the first year of service.

Ercikti (2011) highlighted in his study that the demographic which made the most difference to job satisfaction was the number of years worked at an organisation. In this study, he found individuals who just started working at the organisation having higher levels of job satisfaction, as compared to individuals with more years of experience. We can thus see that there are inconsistent conclusions reached with regard to job satisfaction and the number of years worked at a company.

2.4.5 Working conditions

Employees spend a great deal of their time in the work environment every day, thus it is imperative for organisations to optimise working conditions. An example is to provide large/open work areas rather than cramped ones, good lighting and comfortable workstations, training, etc. (Hill, 2011). This in turn gives rise to favorable work conditions. Providing productivity tools, such as upgraded information technology, helps employees accomplish tasks more efficiently and contributes to job satisfaction as well. In the manufacturing environment, the training should be focused on increasing safety awareness, e.g. education on the importance of protective gear (Buble, 2006).

Bakotić (2013), investigated the level of job satisfaction of workers working in ‘normal working conditions’ versus those working in ‘difficult working situations’. Normal conditions are not impacted by factors such as working in a mine, etc.

His study also found that difficult working conditions are caused by external factors, including climate, temperature, moisture, fire, poor lighting and other factors that are considered hazardous. His study revealed that the level of job satisfaction between these two situations were similar.

Jain (2014) researched the level of satisfaction with working conditions at a company in the food industry. His study revealed that, employees are satisfied with: work environment, duties and responsibilities, refreshment and recreation facility, grievance handling procedure, fun at workplace, and health and safety facility. Jain (2014), in his study, found that workers were partially satisfied with the working conditions of the organisation researched. The reason they were partially satisfied was that they were happy with the environment that they worked in; however, they were not happy with the workload and overtime.

2.4.6 Opportunities for growth

Edward (2000) said that promotion “is a shifting of an employee for a job of higher significance and higher compensation”. Promotions reward employees for meeting the goals of an organisation; one can say it ensures that individual goals are achieved and that these are aligned to organisational goals (Lazear and Rosen, 1981). Rosen (1982) cited the deciding issue for the position of any person in the hierarchy is his skills/talent; the more talent the individual has in the organisation, the higher his position will be. Promotion results in remuneration changes for wage employees. (Murphy,1985).

Pergamit and Veum (1989) recognised that if an employee feels there is a great chance of them being promoted, then their job satisfaction will also be high. Khan and Mishra (2013) also found a moderate correlation between opportunities for growth in an organisation and job satisfaction. They further elaborated that characteristics, such as period worked at a company, talent and skills, are the determinants of promotion and has a moderate effect on increasing the job satisfaction level of an individual. Individuals perceive the executives to be encouraging in working their way up the organisation. Management aims to promote employees within the organisation than to higher employees outside the organisation.

Wan, Sulaiman, and Omar (2012) stated that if employees perceive opportunities for growth in an organisation to be fair, then they are more likely to be loyal to the organisation, have the benefit of career contentment, execute better, and subsequently not have any aims to leave the organisation. Mustapha and Zakaria (2013) claimed that opportunities for growth have a positive relationship with job satisfaction, while Luthans (2008) stated that promotion has a variable impact on job satisfaction. The reason is that the remuneration factor differs depending on the level of promotion. For example, a promotion that results in a 15% change in remuneration may not bring as much satisfaction as compared to a 20% remuneration increase. Quarles (1994:180) claimed that if the policies governing promotions are deemed inequitable, individuals may experience job dissatisfaction.

2.4.7 Workload and stress

Rehman (2012) said, “Stress is the body’s reaction to a change that requires a physical, mental or emotional adjustment or response. Stress can come from any situation or thought that makes one feel frustrated, angry, nervous or anxious. Stress is caused by an existing stress-causing factor or stressor”. He further claimed that previous research has pointed out the harmful effects of increased workloads. Today, companies are cutting down on staff, re-structuring, etc., which may increase the level of stress experienced by employees. Rodgers (2012) claimed that individuals, whose workload was increasing, experienced increased job-related stress as well as decreasing job satisfaction. On the other hand, Rehman (2013) noted in her study that an increase in workload did not decrease the level of job satisfaction. In her sample, employees demanded additional workload as this had a direct impact on the remuneration of the individual. One could argue that this could be unique to the environment worked in. ‘Role ambiguity’ is another aspect that affects job stress in the workplace. Beehr et al. (1976), Cordes and Dougherty (1993) and Cooper (1991) claimed that ‘role ambiguity’ occurs when an individual lacks knowledge on their role. There is a lack of information about how role requirements are to be met, and the evaluative measures available to make certain that the role is being performed effectively. Jackson and Schule (1985) claimed that ‘role ambiguity’ resulted in stress, unhappiness and hopelessness. Teachers may feel stress due to increased workloads resulting from higher pupil to teacher ratios.

Bhatti (2013) found that individuals will work in companies where they feel more content and motivated in their roles.

2.4.8 Respect for co-workers/friendship

Many employees spend a great portion of their time at work. Lee and Junghoon (2011) stated that friendships between co-workers are frequently formed at work. He further stated that research from previous studies have indicated that workplace friendship has a range of positive implications for both workers and organisations. Workplace friendships result in increased communication, reverence, securities and confidence among workers (Lee and Junghoon, 2011). These worthwhile benefits have significant implications for the workers' job-related outcomes. Dotan (2007) claimed that employees who have developed trust with fellow colleagues will have higher levels of job satisfaction. Trust can be developed by seeking assistance and advice. In addition, workers in friendships are likely to go the extra mile in providing their colleagues with assistance, guidance and suggestions on a variety of issues, e.g. work, social, family etc. (Hamilton, 2007). Fine (1986) stated that relationships with co-workers increased support and resources that in turn assisted workers to achieve their tasks, decrease work stress, and provide increased communication, collaboration, and vigor.

2.4.9 Respect for supervisors

Gazioglu (2013) suggested that a strong management-employee relationship is essential in any organisation – in order to increase performance of an organisation, workers must feel engaged.

Tansel (2013) stated that in any company/business the major roles consist of supervising and delegating which assists in achieving the goals of the organisation. He also claimed that there are lower levels of job contentment in large companies. Poor supervisory relationships at large organisations may result in a lower level of job satisfaction in employees. This results in decreased output. Positively cultivating relationships between employers and employees will increase their satisfaction as well as increase efficiency and reduce resignations from taking place. Newstrom (2000) highlighted that a supervisor's role is to provide a connection between the workers and the management. In addition, the supervisor may pass on some fundamental skills that are necessary to master the job. Josias (2005:56) identified three dimensions of supervisory style that influence job satisfaction.

One is worker centeredness, which is measured by the amount of special interest and care shown by the supervisor toward the worker. It is normally done in ways such as asking how the employee's family, etc. are doing, providing guidance and support to the worker, and communication with the worker on a personal as well as on a business level. The second dimension is contribution or influence, confirmed by supervisors who allow their workers to engage in decisions that have an effect on their own jobs. The third dimension is the employee's insight of whether they make a difference to their supervisor and their organisation. In most cases this results in greater job satisfaction. It is also vital for supervisors to recognise and compensate for good work (Govender, 2013:15).

2.4.10 Financial rewards

According to Heathfield (2012), remuneration is defined as a set amount of funds or payment made to an employee by an organisation/company in exchange for labour performed. The compensation system plays a significant role in determining an employee's level of job fulfilment (Mustapha, 2013). If workers believe they are not remunerated well, a state of emotional discontentment will arise. This emotional discontentment will increase and mount up over time, thus making workers miserable and disgruntled working for the organisation. Millán (2011) claimed that for both workers and those that are self-employed, increased remuneration increases the chances of being fulfilled with the type of work being done. As per Bozeman and Gaughan (2011), the idea of being remunerated well is the one that predicts job satisfaction. Mustapha (2013) stated that financial compensation has a positive association with job satisfaction. She found this data helpful in evaluating the job satisfaction among academics. Research has indicated that compensation offered by organisations influence how workers' feel about their jobs for the company that they work for (Lincoln and Kallerberg 1990). Various studies affirm relationships between remuneration and the satisfaction received from customers (Rust, et al. 1995; Zeithaml, et al. 1996). The satisfaction level of remuneration is dependent on the equality and fairness on how it is allocated, rather than the actual amount of remuneration (Spector, 1996:226). This means that individuals who take home a lower salary may be more content with their remuneration as compared to individuals in the higher income bracket (assuming that the remuneration is fair).

As a result, satisfaction with remuneration is determined by how an individual's salary correlates to other individuals in the same industry or someone doing the same task, rather than to individuals in general (Peerbhai, 2006). Inequality and discrepancies may lead to dissatisfaction and grievances (Moodley, 2013).

Teacher's remuneration has always been contentious issue and currently still is. It is seen to be a major barrier in the teacher industry that is frustrating them, and reducing the number of individuals entering the industry (Dehaloo, 2011:58).

2.5 Leadership

“Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organisational success. A capable leader provides direction for the organisation and leads followers towards achieving desired goals” (Voon, 2011).

Riaz (2010) claimed that the idea of leadership begins with the exclusive focus on the theory of “Great Man”. This theory assumes that leaders are not made, but are born. Further, they have natural traits; which means that they cannot be made. He further highlighted that research done in earlier years highlights the general traits that separate leaders from followers. On the other hand, a study by the “Leadership Quarterly” highlights those individuals are born with specific DNA genes that enable them to have leadership qualities (Wigmore, 2013). Nordmeyer (2015) identified the following characteristics that born leaders have, they are: goal setting, motivating, uniting and renewal. These characteristics enable them to achieve goals, manage people, set the tone of the organisation, etc.

Subsequently leadership theories were centred on behavioural traits. There is another school of thought on situational theories. Stogdill (1974) claimed that leadership qualities arise when individuals are placed in situations that involve a group of people, and that one may display leadership qualities in one particular situation while not another. Other studies that highlight that traits are contingent upon the situation at hand, for example a leader may display honesty with a spouse, however not with a colleague (Curphy, 1996).

There are merits for situational leadership; the ‘round-robin design methodology’ is used to evaluate whether leaders portray leadership traits in different scenarios (Kenny and Zaccaro, 1983).

2.5.1 Transformational leadership

A transformational leader is an individual who teaches and inspires (transforms) supporters to achieve astonishing outcomes (Robbins and Coulter, 2007).

Krishnan (2005) stated that the transformational leadership style entices individuals to achieve more than their full potential. Further, it results in transforming the individual’s feelings, values and aims for a particular task based on the individual’s aptitude (Northouse, 2009).

Warrilow (2012) highlighted four components of transformational leadership style:

Charisma: The level to which the leader acts in commendable ways and exhibits particular traits. The leader also has a set of values and presents himself as a role model for the followers.

Inspirational motivation: The level at which the leader displays a vision that appeals to and inspires the supporters with hopefulness about future prospects, and offers insight for the present responsibilities at hand.

Intellectual stimulation: The level at which the leader challenges theories, teaches and motivates ingenuity in the followers – they can do this by providing a structure for individuals to see how they connect it.

Personal and individual attention: The level at which the leader attends to the person’s needs – further they act as a guide/mentor and are grateful for the worker’s contribution to the team. This increases the individual’s level of fulfilment and in turn inspires them to achieve more.

Odumeru (2013) cited weaknesses in the transformational leadership theory. These include: the ambiguity with its influences and processes – the theory does not explain the variables between transformational leadership and positive work outcomes.

There are also omissions of transformational behaviour from the initial/original leadership theory, including inspiring developing and empowering.

2.5.2 Transactional leadership

Tale (2010) cited 3 aspects of transactional leadership:

‘Contingent rewards’: It is communicated that there is a reward system in place. Workers are thus promised something in return for meeting their goals.

‘Active management-by-exception’: Leaders will scrutinise and analyse the situation, in order to identify mistakes. They apply remedial action once the problem takes place.

‘Passive management-by-exception’: The leader reacts once the error has taken place. It is methodical and not recommended as they may be reacting when it is too late.

2.5.3 Role of leadership in job satisfaction

Vigoda and Cohen (2003) highlighted that the satisfaction from a job and the style of the leader can enhance the relationship between workers and leaders. Previous work by Lorber and Skela Savic (2012) indicated a positive relationship between job satisfaction and leadership style in the nursing industry. Ghorbanian (2012) highlighted that among dissimilar leadership styles; only the transformational and transactional styles indicated a positive correlation with job satisfaction. Long (2004) claimed that individuals who worked under the guidance of managers with a *laissez-faire* leadership style had a low level of job satisfaction; however, those individuals working with transformational leaders had the highest level of job satisfaction.

Other research has indicated the existence of a positive correlation between transformational leadership and job satisfaction (Walumbwa, 2005). Northouse (2009) claimed that transformational leadership creates a link that increases the motivation levels of workers; individuals who display transformational styles can assist employees in achieving their full potential. Further, he stated that transactional leadership is more of a bartering system between leaders and workers. Figure 2.6 below indicates the differences between transformational and transactional leadership. Both result in job success and career satisfaction, however, the leadership style is different.

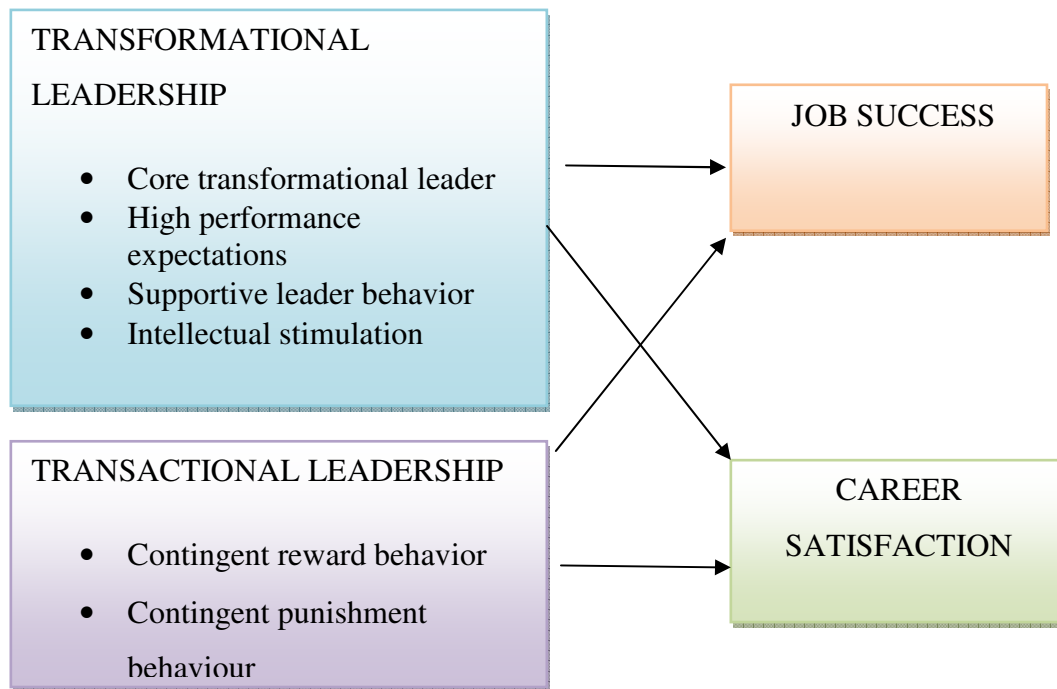


Figure 2.6: Diagram highlighting the differences in transformational and transactional leadership

Source: Adapted from Riaz (2013-3)

2.6 Summary

There is a saying that happy employees (high satisfaction) are productive employees (Wallop, 2015). Productive employees', work towards ensuring that the goals of the companies are met.

In this chapter, job satisfaction theories were discussed. This chapter explained the history of job satisfaction, the theories that support job satisfaction and the sources of job satisfaction. Job satisfaction is also influenced by age, gender, race, number of years worked at an organisation, etc. It is evident from the literature that there are different theories available to assess whether individuals are satisfied in their jobs. The methodology is discussed in the following chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The literature review that was presented in Chapter two highlighted the need to evaluate the level of job satisfaction of teachers in the Durban central area. This chapter highlights the research methodology and steps used. Further it presents the research methods selected for this study, and also briefly explains the ethical considerations that were taken into account.

3.2 Aims and objectives

The aim is usually part of the research question, which follows from the research problem. From this, further in depth questions may arise (Nandkumar, 2013). The aim of the study was to evaluate the level of job satisfaction of teachers in the Durban central area. The objectives of the study were to:

- Determine what factors contribute to job satisfaction/dissatisfaction
- Establish whether teachers are satisfied in their jobs
- Compare job satisfaction in ex House of Delegates schools with ex-Model C schools
- Compare job satisfaction of state employed staff with governing body employed staff
- Identify what needs to be done to increase teacher job satisfaction

3.3 Type of study

In a causal study, the researcher is investigating the factors that result in the problem. As a result, the researcher is able to state that variable x causes variable y. In order to establish a causal relationship, the following must be met: The 'independent and dependent variable' should co-vary; the 'independent variable' (also known as a predictor variable) should come first before the 'dependent variable'. An explanation detailing why variable x caused variable y is required. (Sekaran, 2014).

Where one is in the process of identifying the specific factors connected with a problem, a correlation study is conducted (Sekaran, 2014). A correlation study will be conducted based on the research problem of this study.

3.3.1 Types of study

There are four types of studies, namely exploratory, descriptive, hypothesis and case studies, this is explained further in Figure 3.1.

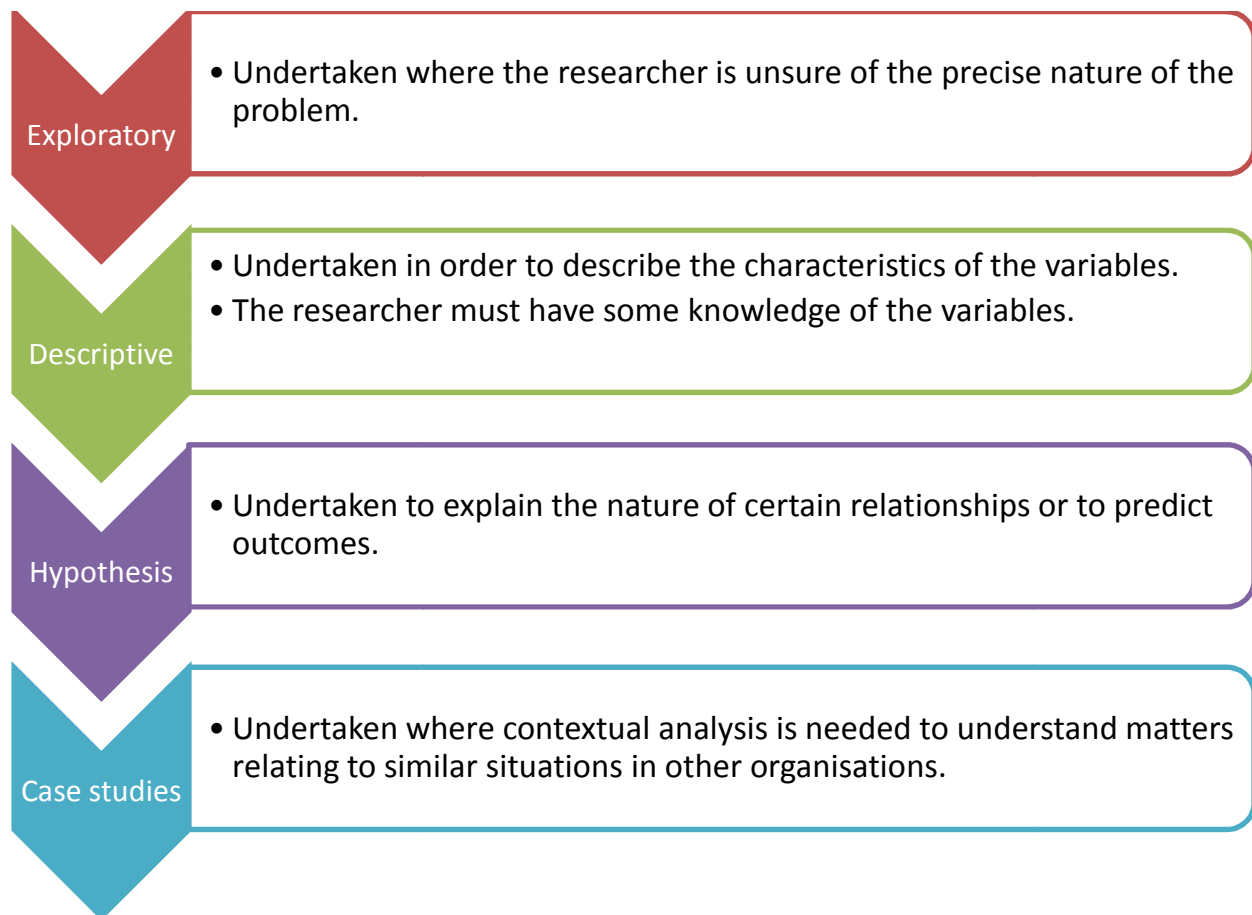


Figure 3.1: Four types of study

Source: Adapted from Sekaran, U. and Bougie, R., (2014) Research Methods for Business

A descriptive study was undertaken as the characteristics are known and the intent was to study them clearly. The job satisfaction of teachers was evaluated in the Durban central area; in addition we also recommend ways to increase the job satisfaction of teachers' in the Durban central area

3.4 Approach

There are two types of approaches, namely quantitative and qualitative. Quantitative approaches incorporate the use of distributing questionnaires to the target population, the output data is analysed mathematically. Qualitative approaches, incorporate methods such as unstructured interviews, case studies etc.(Sekaran and Bougie, 2014).

The methods above are dependent on the type of study undertaken. The two types of studies are descriptive or exploratory studies. Explorative studies are studies where there is little information known about the research area while descriptive studies is research that describes the respondents in a particular way (Sekaran and Bougie, 2014). A quantitative approach was selected for this study, as a questionnaire was incorporated in which the data was analysed.

3.4.1 Population

Sekaran and Bougie, (2014) explain 'population' as the full set of people, events, or things that the researcher desires to investigate. A population frame is a listing of all the essentials making up the population from which the sample is chosen. The population of interest in this study consisted of teachers employed at schools in the Durban central area. This area was selected as the researcher attended the high school in this area, and saw a need to evaluate the constraints facing educators in 2015. Schools in the Greyville, Berea and Overport area have been defined as part of the Durban central. As per the South African Comprehensive schools resource directory, there are thirteen schools located in this area.

From this a sample of six schools were selected, this consisted of a population size of approximately 228 educators. Six schools were selected as this represented almost half of the schools in the Durban central area. The sample consisted of the former exModel C schools and schools under the previous House of Delegates. These schools now form part of the Department of Education. The teachers are employed by the Department of Education.

3.5 Sampling

“Sampling is the process of selecting items from the population such that the sample characteristics can be generalized to the population. Sampling involves both design choice and sample size decisions” (Sekaran and Bougie, 2014). This study evaluated the level of job satisfaction of teachers in the Durban central area. No sampling was done as the survey method was used. All the participants were part of the study.

3.6 Data collection

The survey consisted of all teachers employed in the six schools located in the Durban central area. Data was obtained using primary sources. Primary data refers to first-hand information obtained by the researcher for the specific purpose of the study (Sekaran and Bougie, 2014).

The data represented in this study is primary. The below table indicates the advantages and disadvantages of some of the data collection methods. The survey's were hand delivered to the school principal, who in turn distributed them. This was done so that it did not affect the teaching schedule.

Table: 3.1: Pro's and cons of the different data collection methods

Data collection method	Pro's	Cons
Interviews	Helps to understand complex/difficult issues. Provides rich data	Interview bias may take place Can be time consuming
Questionnaires	Feedback is obtained quickly Inexpensive	Individuals many not respond to e-mailed questionnaires
Observation	Complex issues can be comprehended. Rich data is obtained	Expensive method

Source: Adapted from Sekaran and Bougie (2014) Research Methods for Business

From an administration and cost point of view, the administration of questionnaires is an inexpensive data collection method, and thus this method was selected for the survey.

3.6.1 Description and purpose of instrument

While the questionnaire is self-administered, the favored approach would have been to send the questionnaire link electronically to the respondents, however, as some teachers did not have access to the internet, the best method was to print out the questionnaire and have the teachers fill them in. Postal questionnaires would have been inefficient due to time constraints; in addition there is also a risk of questionnaires getting lost via post.

3.6.2 Construction of the instrument

The instrument should be designed to focus on the following aspects; incorporating the wording, planning of issues and the general appearance of the questionnaire itself (Sekaran and Bougie, 2014).

The key aspects of wording are the following: suitability of the content of questions, the way in which the questions are worded as well as the complexity of the language used, the type and structure of questions asked, the sequencing of the questions and the private data sought from the respondents. The questionnaire was structured to gather data from teachers in the Durban central area which would assist in answering the research question as well as the objectives identified in Chapter two of the literature review. The questionnaire was designed to follow a logical flow. Table 3.2 presents the research objectives and Question numbers. Each question has been linked to the research objective of this study.

Table: 3.2: Questions being linked to research objectives

Section	Objective	Question number
1	Demographic details	1, 2, 3, 4, 5, 6, 7, 8
2	Determine what factors contribute to job satisfaction/dissatisfaction	10, 14, 21, 24, 28, 29, 33
3	Establish whether teachers are satisfied in their jobs	9, 12, 22, 25, 17
4	Compare job satisfaction in ordinary schools with ex-Model C schools	13, 15, 16, 18, 26, 20, 32
5	Compare job satisfaction of state employed staff with	11, 23, 27, 19

	governing body employed staff	
6	Identify what needs to be done to increase teacher job satisfaction	30, 31, 35, 36, 21, 34

As per Table 3.2, the questions have been linked to each of the research objectives in order to provide reasonable assurance in answering the research question, which is: Are teachers in the Durban central area satisfied with their jobs?

Utilising the cross tabulation function within Question pro, the researcher was able to analyse the responses between the different categories, e.g. Model C schools, ordinary schools etc.

3.7 Validity and reliability

The test of validity and reliability must be met; this is part of the research process. Validity and reliability must address the objectives of the study.

3.7.1 Validity

Validity ensures that one is measuring the concept that is being studied. Validity has three broad headings, namely content validity, criterion-related validity and construct validity (Sekaran and Bougie, 2014).

i) Content validity ensures that there are sufficient and representative items that tap the concept. “The more the scale items represent the domain or universe of the concept being measured, the greater the content validity” (Sekaran and Bougie, 2014).

ii) Criterion-related validity is when the measure differentiates persons on a criterion it is expected to predict. It is focused on the ability of the questions to make precise predictions.

iii) Construct validity refers to how well the results achieved from the measure shape the theories around which the test is designed.

Content and construct validity was taken into account for this study as follows: Comments and discussions on this research were obtained from the supervisor of this study regarding the objectives, the results from the study etc., and senior teachers. The responses to the questionnaire addressed the aims and objectives of the study, thus meeting the requirements for validity. The construct validity was obtained through cross tabulations.

3.7.2 Reliability

Sekaran and Bougie (2014) described reliability as the “consistency and stability of the measuring instrument”. The two general methods used to assess reliability are “test re-test and internal consistency tests”.

These consist of:

- 1) “Test re-test is a way of establishing the stability of the measuring instrument by correlating the scores obtained through its administration to the same set of respondents at two different points in time
- 2) Internal consistency is the homogeneity of the items in the measure that tap a construct”. (Sekaran and Bougie, 2014).

3.8 Pre-testing the questionnaire

The purpose of pre-testing questionnaires is to obtain the rationale and reasoning behind the respondents' response. This will ensure that the researcher can precisely assess whether the survey is being filled out correctly and whether the questions in the survey are understood by the individuals answering the questionnaire. In addition, the questions analyse whether the respondents understand what is being asked. Pre-testing also assists in evaluating whether the respondents are ready to provide the relevant information (Office of the Auditor-General of Canada, 2007).

In pre-testing, the respondents should actually fill out the questionnaire by marking the relevant option to the question asked. A suggested method is to give the questionnaire as a dialogue/interview, asking for explanation of answers and clearing up any confusion regarding questions along the way. Results can be obtained by having a post-questionnaire discussion. Another popular method is to have respondents voice their opinions aloud as they answer (Office of the Auditor-General of Canada, 2007). The questionnaire was pre-tested with a senior member in the education industry. Pre-testing of the questionnaire was done amongst five teachers who were not part of the study. The questionnaire was properly articulated.

3.9 Administration of the instrument

The last stage is coordinating and managing the distribution of the questionnaire. It is imperative that the ethical codes are adhered to in the data collection phase (Sekaran and Bougie, 2014).

Respondents signed the informed consent form in which they gave their authorisation to participate in the questionnaire. This study was administered via questionnaires handed over to the identified schools.

Prior to data collection, the researcher obtained permission to collect the questionnaires on certain dates. A covering letter informed respondents about the study and encouraged their participation. The researcher maintained a register of all questionnaires handed over to the schools. Participants were given approximately a week to complete the questionnaire, and were fetched at agreed upon times from the schools. Follow up enquiries were also made with the relevant schools to track the status of the questionnaires.

3.10 Ethical considerations

A letter indicating permission to conduct research was obtained from the Head of Department: Education Province of KwaZulu-Natal (Annexure 1). It is also a requirement to obtain ethical clearance. The ethical clearance letter contains the protocol reference number, project title, and the level of approval that has been granted for the research. It further states that any alterations must be reviewed and approved through a modification letter. An ethical clearance letter was obtained from the ethics committee. Confidentiality was limited at all times; no participant's names were given.

3.11 Conclusion

This chapter presented the research processes as well as the steps involved in research methodology. The four types of studies were explained, as well as the reasoning why the researcher has selected a descriptive study. The various data collection methods were presented, together with the pros and cons of the different data collection methods. The research objectives were thereafter linked to particular questions. The chapter also documented how ethical

standards were adhered too as part of the research process. This chapter also provided insight on the ethical clearance letter itself. The next chapter presents the results of the surveys, further the results are analysed and interpreted.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Analysis and interpretation of results

The results of the survey are indicated and presented in this chapter. They are presented in two aspects, namely the demographic profile and the results from each objective. Six schools were surveyed from the Durban central area, for confidentiality purposes the names of the schools are not mentioned. The six schools consisted of three schools which were previously classified as part of the ex-House of Delegates, and three which are model C schools.

Of a total population of 228 teachers, 155 respondents answered this survey. This represented a completion rate of 68%. The data is presented next, graphically and in a table format, in order to make it easy to understand. Schools located in the Greyville, Berea and Overport have been defined as part of the Durban central area. As per the South African Comprehensive Schools Resource directory there are thirteen schools located in this area, from this a sample of six schools were selected to participate in the survey. All the data was analysed using Question pro, the data that has been presented has been obtained using the cross tabulation analysis within Question pro. The mean and standard deviation were obtained by utilising Microsoft Excel.

4.2 Objective 1: Demographic profile of respondents

Table 4-1 reflects the demographic profile of the respondents. The data indicated that the majority of educators (78%) in the Durban central area are Female. Further 50% (13% + 37%) of respondents have over 16 years of teaching experience, thus indicating a high level of loyalty in the profession. This is also correlated by the fact that the majority of respondents are 40 years and older. Furthermore, the majority of the respondents (76%) possess a Bachelor's Degree, Honors, Masters, or PhD qualification.

Table4. 1: Demographic profile of respondents

Demographic Information n=153	Frequency	Percentage
Q1		
Gender		
Male	33	22%
Female	120	78%
Q2		
Age		
Less than 20 years	3	2%
Between 20 and 29	33	21%
Between 30-39	32	21%
Between 40-49 years	38	25%
Between 50-59 years	40	26%
60 years and older	8	5%
Q3		
Number of years of service		
< 5 years	39	25%
6-10 years	20	13%
11-15 years	18	12%
16-20 years	20	13%
Greater than 20 years	58	37%
Q4		
Current Position		
Teacher	129	84%
Head of Department	16	10%
Deputy Principal	6	4%
Principal	3	2%
Q5		
Employer:		
Department of Education	115	76%
Governing body post	37	24%
Q6		
Race		
African	18	12%
Coloured	5	3%
Indian	105	68%
White	26	17%
Q7		
Employment type:		
Permanent	140	90%
Temporary	11	7%
Part time	1	1%
Substitute	3	2%
Q8		
My highest teaching qualification is:		
Teaching certificate	5	3%
Teaching Diploma	31	20%
Bachelor's Degree	61	40%
Honors	46	30%
Masters	7	5%
PhD	2	1%

4.3 Presentation of results against the objectives

The data has been analysed against the objectives of this study. The mean and standard deviation of the responses was calculated using Microsoft Excel. These were calculated using a rating scale of 1-5 for Question 10-21, and a rating scale of 1-3 for Question 22-35. Respondents were given the opportunity to rate their overall job satisfaction in their jobs in Question 9. This was based on a rating of 1-4, with 1 indicating that they are very dissatisfied with their job and 4 indicating that they are very satisfied or somewhat satisfied with their jobs.

4.3.1 Objective 2: Determine what factors contribute to job satisfaction/dissatisfaction

In this objective, 7 statements have been evaluated for all schools in order to ascertain the factors that contribute to job satisfaction/dissatisfaction. The results have been presented in Table 4.2

Table 4.2: Data analysis for Objective 2

Q10	Result
Resources provided, eg projectors etc	
Very satisfied	42%
Satisfied	38%
Neutral	11%
Dissatisfied	8%
Very dissatisfied	1%
Q14	Result
Relationship with learners	
Very satisfied	43%
Satisfied	44%
Neutral	9%
Dissatisfied	3%
Very dissatisfied	0%
Q21	Result
Recognition received for work done	
Very satisfied	18%
Satisfied	30%
Neutral	28%
Dissatisfied	13%
Very dissatisfied	11%
Q24	Result
I am satisfied with the level of support given by my supervisors	
Agree	75%
Neutral	20%
Disagree	5%
Q28	Result
There is teamwork and collaboration in my school	
Agree	66%
Neutral	26%
Disagree	8%
Q29	Percentage
There is joint decision making opportunities in my school	
Agree	47%
Neutral	32%
Disagree	21%
Q33	Percentage
Security provided by my school is adequate	
Agree	64%
Neutral	26%
Disagree	10%

Question 10: Overall the majority of educators were satisfied with the resources (working conditions) provided at schools. A small percentage (8%) was dissatisfied, and 1% was very dissatisfied. This finding is consistent with Jain (2014) and Hill (2011), they found a correlation between the level of job satisfaction and working conditions of employees working in an organisation.

Question 14: The majority of respondents were either very satisfied (43%) or satisfied (44%) with their relationship with learners. This is due to the high level of discipline in the schools.

Question 21: The majority of respondents were very satisfied/satisfied with the recognition received for work done (48%) followed by 28% that were neutral on this topic. Further 24% of the respondents were very dissatisfied / dissatisfied with the recognition received.

Question 24: A overwhelming majority of the respondents (75%) were satisfied with the level of support from their supervisors. Supervisors consist of Heads of Departments, Deputy Principal's and the Principal.

Question 28: This indicated that 66% of respondents agreed that there was teamwork and collaboration in schools as compared to 26% that were neutral on this topic. Dehaloo (2011) stated that teachers long for an association to a team, whom they can share a strong working relationship that is based on confidence and trust.

Question 29: This indicated that 47% of respondents agreed that there were joint decision making opportunities in the school, while 32% were neutral on this topic.

Question 33: The respondents agreed (64%) that the security provided by the school was adequate, as compared to 26% that were neutral on this topic.

In summary, the results indicated high satisfaction levels with resources, support received from supervisors etc. On the other hand, educators feel that they did not receive adequate recognition for their work done, which is evident by the majority that were neutral, dissatisfied or very dissatisfied with this.

4.3.2 Objective 3: Establish whether teachers are satisfied in their jobs

In order to establish whether teachers were satisfied in their jobs, five statements were posed in which they rated their satisfaction. The findings has been presented in Table 4.3 It was found that Questions 9, 12 and 17 reflected means of 3.24 or higher thus indicating that the majority of educators are somewhat or very satisfied with their jobs.

Table4.3:Data analysis for objective 3

Q9	Result
I am:	
Very satisfied with my job	38%
Somewhat satisfied with my job	51%
Somewhat dissatisfied with my job	9%
Very dissatisfied with my job	2%
Mean	3.24
Standard Dev.	0.83
Q12	Result
Workload allocated to me	
Very satisfied	25%
Satisfied	42%
Neutral	22%
Dissatisfied	5%
Very dissatisfied	6%
Mean	3.75
Standard Dev.	0.71
Q17	Result
Gratification from educating learners	
Very satisfied	39%
Satisfied	39%
Neutral	13%
Dissatisfied	5%
Very dissatisfied	4%
Mean	4.03
Standard Dev.	0.88
Q22	Percentage
I am familiar with the vision and mission of the Department of Education	
Agree	77%
Neutral	19%
Disagree	5%
Mean	2.72
Standard Dev.	1.22
Q25	Percentage
I have considered leaving my job	
Agree	32%
Neutral	22%
Disagree	45%
Mean	1.87
Standard Dev.	0.30

Question 9: Overall, most of the respondents were somewhat satisfied with their jobs. Only 2% of the respondents were very dissatisfied with their jobs, while 9% were somewhat dissatisfied with their jobs.

Question 12: The mean for this question was 3.75 thus indicating that the educators were satisfied with the level of workload allocated to them. This could be due to an adequate number of educators in the school thus allowing for the workload to be distributed evenly. This finding is consistent with Rehman (2013) who stated that an increase in workload did not decrease the level of job satisfaction.

Question 17: The majority of the educators were very satisfied with the gratitude received from learners. Only 9% of the educators were very dissatisfied or dissatisfied. This is consistent with the research of Strydom (2012), who stated that, there is a correlation between the gratification received from educating learners and job satisfaction.

Question 22: This question was based on a rating scale of 1-3. Most of the respondents were aware of the vision and mission of the Department of Education and thus aware of the strategic goals of the department which is aligned to this.

Question 25: This question indicates that 45% would not consider leaving their job while 22% were neutral on this topic. This could be correlated with the strong loyalty of teachers as indicated in the demographic profile, i.e. 13% possess 16-20 years of experience while 37% have more than 20 years of experience.

Overall the majority of educators were satisfied in their jobs, which were indicated by high means for most of the questions, e.g. 89% of the respondents were very satisfied or somewhat satisfied with their jobs. However, 54% of the participants agreed or were neutral on whether they considered leaving their jobs.

4.3.3 Objective 4: Compare job satisfaction in ordinary schools with ex-Model C schools

The researcher compared between ordinary schools (Ex-Hod) schools with ex-Model C schools. Seven statements were evaluated for this objective, the results of which are reflected in Table 4.3.

Question 13: Both schools showed favorable results. This is indicated by a mean of 4.25 and above for both school types. The educators in the ex-Model C schools are very satisfied (57%) with the relationship with fellow colleagues as compared to 40% in the ex-HOD schools.

Dehaloo (2012) stated that there is a correlation between relationships with co-workers and job satisfaction, which is consistent with this finding. The finding is also consistent with Dotan (2007), who claimed that employees who have trust with fellow colleagues will have higher levels of job satisfaction.

Question 15: Both schools showed favorable results. This is indicated by a mean of 4.08 and above for both school types. The educators (ex-Model C) were very satisfied (54%) with the relationship with their supervisors as compared to 34% in the ex-HOD schools. This is consistent with Govender (2013) who indicated that there was a correlation between relationship with supervisors and satisfaction in the workplace. The p value is 0.0445, as this is less than 0.0500 this indicates that there is an association between these two variables.

Question 16: This statement indicated the educators' satisfaction with the teacher-learner ratio. The educators (ex-Model C) were very satisfied (47%) with the ratio as compared to 14% in the ex-HOD schools. This is due to stricter quota limits in classrooms imposed by the former ex-Model C schools or a higher percentage of teachers being employed in these schools.

Question 18: This statement indicated the educators' satisfaction with opportunities to learn. The majority of learners in ex-Model C schools (47%) were very satisfied with the opportunities provided to learn new things as compared to ex-HOD schools (15%) who were very satisfied.

Question 20: This statement evaluated the satisfaction with the annual increments given. 31% of educators in the ex-Model C schools chose to be neutral on this topic, as compared to 18 % in the ex-Hod schools. Further 56% of educators in the ex-HOD schools were either very dissatisfied or dissatisfied with the annual increments as compared to 34% in the ex-Model C schools. This could be due to the percentage increase being less/in while with inflation thus not putting them in a better position from the previous year. The p value is 0.021, as this is less than 0.0500 this indicates that there is an association between these two variables. This finding is inconsistent with Mustapha (2013) who stated that financial compensation had a positive association with job satisfaction.

Question 26: This statement evaluated whether the schools allows for the experimentation of ideas. The mean in ex-Model C schools is 2.72 as compared to 2.39 in the ex-Hod schools.

The respondents in ex-Model C schools (3%) disagreed with this statement as compared to 15% in the ex-Hod schools.

Question 32: This statement evaluated whether learners were enthusiastic and co-operative. The respondents in the ex-Model C schools were neutral (43%) as compared to the ex-HOD schools (49%) on this topic.

In summary, educators in ex-Model C schools indicated more optimistic results as compared to the educators in ex-Hod schools. This is evident in all the statements forming part of this objective, as well as a higher mean as compared to the ex-Hod schools. Thus educators working in ex-Model C indicate higher levels of job satisfaction compared to the ex-HOD schools.

Table 4.4: Data analysis for objective 4

Q13	Result	
Relationship with fellow colleagues	Ex-HOD	Ex-Model C
VS	40%	57%
Satisfied	49%	35%
Neutral	8%	7%
Dissatisfied	3%	0%
Very dissatisfied	0%	0%
Mean	4.25	4.50
Std deviation	1.03	1.25
Q14	Result	
Relationship with supervisors	Ex-HOD	Ex-Model C
VS	34%	54%
Satisfied	47%	38%
Neutral	13%	6%
Dissatisfied	7%	1%
Very dissatisfied	0%	0%
Mean	4.08	4.46
Std deviation	0.90	1.20
Q15	Result	
Teacher-learner ratio	Ex-HOD	Ex-Model C
VS	14%	47%
Satisfied	35%	25%
Neutral	22%	15%
Dissatisfied	23%	12%
Very dissatisfied	6%	1%
Mean	3.28	4.04
Std deviation	0.49	0.94
P value: 0.0445		
Q18	Result	
Opportunities for learning new things	Ex-HOD	Ex-Model C
VS	15%	47%
Satisfied	56%	41%
Neutral	22%	9%
Dissatisfied	5%	3%
Very dissatisfied	2%	0%
Mean	3.77	4.32
Std deviation	0.89	1.07
Q20	Result	
Annual increase increments	Ex-HOD	Ex-Model C
VS	2%	10%
Satisfied	23%	24%
Neutral	18%	31%
Dissatisfied	31%	27%
Very dissatisfied	25%	7%
Mean	2.46	3.03
Std deviation	0.32	0.36
P value: 0.021		
Q26	Result	
The school allows the experimentation of ideas	Ex-HOD	Ex-Model C
Agree	53%	75%
Neutral	32%	22%
Disagree	15%	3%
Mean	2.39	2.72
Std deviation	0.74	1.18
Q32	Result	
Learners are enthusiastic and co-operative	Ex-HOD	Ex-Model C
Agree	15%	37%
Neutral	49%	43%
Disagree	36%	19%
Mean	1.78	2.18
Std deviation	0.33	0.48

4.3.5 Objective 5: Compare job satisfaction of state employed staff with governing body employed staff

Objective 5 compared the job satisfaction of educators employed in governing body posts as compared to educators employed by the Department of Education. The data has been presented in Table 4.5. Table 4.5 indicates the percentages, mean and standard deviation for each of the statements.

I feel stressed with the workload allocated to me: This indicated that the majority of educators (43%) employed by the DOE (Department of Education) feel stressed with the workload allocated to them as compared to 19% of the educators in GB (governing body posts). Despite this, educators were overall somewhat satisfied with their jobs. This finding is in-consistent with Rodgers (2012) who claimed that increased job-related stress resulted in a decreased level of job satisfaction. The p value is 0.0024, as this is less than 0.0500 this indicated that there was an association between these two variables. The finding is however consistent with Rehman (2013), who stated that an increased workload/stress did not result in a decreased level of remuneration.

Level of remuneration: This indicated that the majority of educators (50%) employed by the DOE (Department of Education) were dissatisfied/very dissatisfied with their remuneration as opposed to 10% of the educators in GB (governing body posts). The p value is 0.001, as this is less than 0.0500 this indicated that there was an association between these two variables.

Staffs are often brought together for meetings and events: It was found that the majority of respondents for both DOE and GB (91% for both) agreed that there was collaboration, and that staff were brought together for meetings and events.

Opportunities for promotion and advancement: This indicated the satisfaction with promotions and opportunities provided to schools. The educators employed by the DOE (37%) were satisfied as compared to 34% of educators in GB posts. This find is consistent with Wan, Sulaiman, and Omar (2012) stated that if employees perceive opportunities for growth in an organisation to be fair, then they are more likely to be loyal to the organisation. The educators were loyal as the majority has been employed for more than 16 years. This is also consistent with Pergamit and Veum (1989), who stated that if employees feel that there is a great chance of them being promoted then their job satisfaction will be high.

In summary, while educators employed in DOE posts showed higher levels of satisfaction for promotions and opportunities, the educators employed in GB posts showed more positive ratings overall as compared to their counterpart. This indicates that educators employed in GB posts were more satisfied in their jobs as compared to educators employed by the DOE.

Table 4.5 Data analysis for objective 5

Opportunities for promotion and advancement	DOE	GB
VS	17%	20%
Satisfied	37%	34%
Neutral	25%	31%
Dissatisfied	14%	15%
Very dissatisfied	7%	0%
Mean	3.43	3.60
Std deviation	0.55	0.16
Q19	Result	
Level of remuneration	DOE	GB
VS	5%	14%
Satisfied	24%	35%
Neutral	21%	41%
Dissatisfied	28%	10%
Very dissatisfied	22%	0%
Mean	2.51	3.31
Std deviation	0.48	0.14
P value: 0.001		
Q23	Result	
Staff are often brought together for meetings/events	DOE	GB
Agree	91%	91%
Neutral	6%	9%
Disagree	3%	
Mean	2.84	2.97
Std deviation	1.45	0.56
Q27	Result	
I feel stressed with the workload allocated to me	DOE	GB
Agree	43%	19%
Neutral	31%	46%
Disagree	26%	35%
Mean	2.22	1.85
Std deviation	0.59	0.15
P Vaue: 0.0024		

4.3.4 Objective 5: Identify what needs to be done to increase teacher job satisfaction

Factors were identified to increase the level of job satisfaction amongst educators. The results are presented in Table 4.6.

Table 4.6: Data analysis for objective 6

Q30	Result
There is an adequate level of support given by the parents	
Agree	21%
Neutral	40%
Disagree	39%
Mean	1.82
Standard Dev.	0.20
Q31	Result
My position allows for an adequate work-life balance	
Agree	34%
Neutral	36%
Disagree	30%
Mean	2.04
Standard Dev.	0.45
Q34	Result
There is sufficient support received from the governing body	
Agree	51%
Neutral	34%
Disagree	15%
Mean	2.36
Standard Dev.	0.69
Q35	Result
Co-operation is received from staff members	
Agree	55%
Neutral	37%
Disagree	8%
Mean	2.47
Standard Dev.	0.76

The data has also been represented graphically in Figures 4.1-4.4

Figure 4.1 More than 1/3 of the respondents (39%) disagreed that that there was no adequate level of support provided by parents.

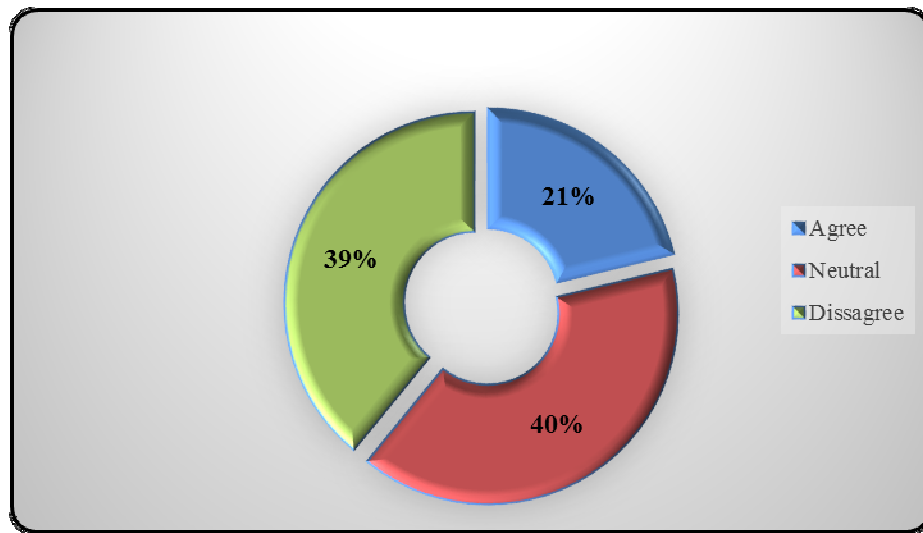


Figure 4.1: There is an adequate level of support given by parents

Figure 4.2 More than 1/3 of the respondents (36%) were neutral on whether their position allows for a work life balance, while 34% agreed and 30% disagreed. Work life balance is also linked to the workload of individuals. Rehman (2013) noted that an increase in workload did not decrease the level of job satisfaction.

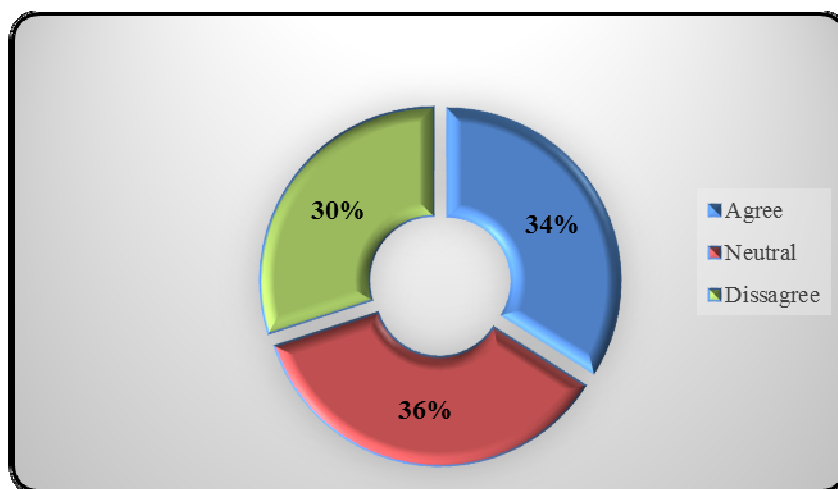


Figure 4.2: My position allows for an adequate work life balance

Figure 4.3 The respondents (51%) agreed that support is provided by the governing body, while 34% were neutral and 15% disagreed.

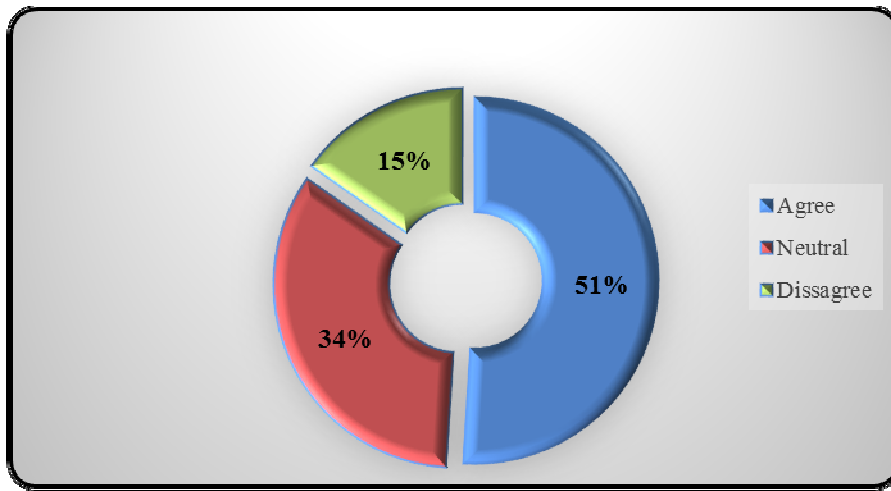


Figure 4.3: There is adequate support received by the governing body

Figure 4.4 This statement evaluated whether co-operation was received from staff members. More than half of the respondents (55%) agreed that co-operation was received while 37% were neutral and 8% disagreed. Co-operation will in turn increase job satisfaction, which has been noted by Dotan(2007).

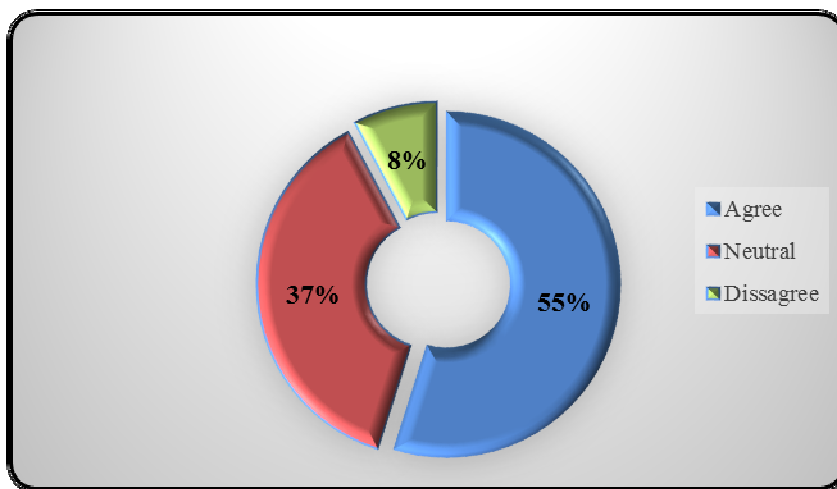


Figure 4.4: Co-operation received from staff members

In summary, if parents increase the support given to schools, this will in turn increase the level of job satisfaction. Parents can provide support by being actively involved in schools meetings, supporting charity events, provide assistance when required etc. A small percentage of respondents agree that there is an adequate work-life balance in schools. The Department of Education can decrease workloads by reducing the administration tasks of educators. The majority of the participants do agree that adequate support is provided by the governing body (51%), however more support should be provided which can in turn increase the level of job satisfaction.

In the questionnaire, educators' were given the opportunity to list their suggestions in order to increase the level of job satisfaction. Of a sample size of 155 respondents to this survey, 36 respondents provided suggestions to this statement. The most common suggestion is to increase the level of remuneration. Other suggestions included smaller class sizes, decreasing the workload allocated to teachers, a reduction in administrative tasks and an increase in the level of professional development provided to teachers.

4.4Summary

In this chapter, the results of the questionnaire were presented. The results of the survey were evaluated and discussed.

The data has been depicted in tabular and statistical formats. The results of the questionnaire have identified important relationships and differences between the variables.

The majority of respondents have selected positive ratings to most of the statements. Educators working in the ex-Model C schools are more optimistic with their ratings than educators employed in DOE schools. Further educators in governing body posts have also selected positive ratings compared to their DOE counterparts. The majority of respondents did agree that they are not satisfied the remuneration.

The next chapter provides the conclusions of the study; suggestions to increase the level of job satisfaction have also been presented as well as suggestions for further research.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research study evaluated the level of job satisfaction of teachers in the Durban central area. The objectives of the study were to establish whether teachers are satisfied in their jobs, compare job satisfaction in ex House of Delegates school with ex-Model C school, compare job satisfaction of state employed staff with governing body employed staff, determine what factors contribute to job satisfaction/dissatisfaction and to identify what needs to be done to increase teacher job satisfaction.

A questionnaire using the Likert scale was issued to the target population. There were three sections in the questionnaire, namely, demographic, work environment and an 'Other' section.

The study indicated that teachers are somewhat satisfied with the level of job satisfaction in their schools. Teachers indicated their dissatisfaction with remuneration and the increase in workload.

5.2 Summary of findings

Of a total population of 228 teachers, 155 respondents answered this survey. This represented a completion rate of 68%. The data indicated that the majority of educators in the Durban central area were Female. Further 50% of respondents had over 16 years of teaching experience, thus indicating a high level of loyalty in the profession. This is also correlated by the fact that the majority of respondents are 40 years and older. The findings also indicated that 84% of the respondents were teachers while 10% were Heads of Department. The findings will be further discussed against each of the objectives.

5.2.1 Determine what factors contribute to job satisfaction

Most of the respondents were very satisfied/satisfied with the recognition received for work done (48%) followed by 28% that was neutral on this topic.

Further 24% of the respondents were very dissatisfied/dissatisfied with the recognition received. The satisfaction with the relationship with learners was evaluated; it was found that the majority of respondents are either very satisfied/satisfied (43%) with this. One reason is the high level of discipline imposed by the schools.

The following has been identified to increase job satisfaction: Increase in resources, recognition of work done, joint decision making opportunities. Remuneration is also a factor which will be discussed in the next paragraph.

5.2.2 Establish whether teachers are satisfied in their jobs

Most of the respondents (45%) have not considered leaving their jobs, while 23% were neutral and 32% have agreed that they have considered leaving their job. In evaluating the satisfaction with the workload allocated to teachers, it was found that 67% were satisfied/very satisfied with the workload while the balance was not. This can be due to an increase in administrative tasks. In evaluating whether teachers were satisfied in their jobs, it was found that 89% were either very satisfied with their jobs or somewhat satisfied.

Based on this one may conclude that overall, the majority of teachers are content with their job. The remaining population, i.e. 9% was somewhat dissatisfied with their job or very dissatisfied with their job (2%).

5.2.3 Compare job satisfaction in ordinary schools with ex-model C schools

The educators in the ex-Model C schools are very satisfied (57%) with the relationship with fellow colleagues as compared to 40% in the ex-HOD schools. Based on this, one can ascertain that educators in ex-Model C schools have better working relationships with co-workers. The satisfaction with the teacher-learner ratio was also evaluated; it was found that educators in ex-Model C schools were very satisfied (47%) with the ratio as compared to 14% in the ex-HOD schools.

Overall, all the questions linked to this objectives indicated higher satisfaction levels as compared to the responses from ex-Hod schools. Based on this information, educators in ex HOD schools show lower satisfaction levels as compared to ex-Model C schools.

5.2.4 Compare job satisfaction of state employed staff with governing body employed staff

Most of the respondents (43%) employed by the DOE (Department of Education) feel stressed with the workload allocated to them as compared to 19% of the educators in GB (governing body posts). In addition 50% of educators employed by the DOE are very dissatisfied/dissatisfied with their remuneration as opposed to 10% of the educators in GB.

While educators employed in DOE posts indicate higher levels of satisfaction for promotions and opportunities, the educators employed in GB posts indicate more positive ratings overall as compared to the counterpart. In summary, this indicated that educators employed by the state show lower satisfaction levels as compared to educators employed by the governing body.

5.2.5 Recommendationsto increase the level of job satisfaction

In addition to increasing the level of support from parents, maintaining an adequate work life balance, co-operation from staff member etc, the following have been identified to increase job satisfaction as per the feedback from Question 36.

5.2.5.1 Remuneration

The remuneration package of educators has been identified as low and should be increased; this can take the form of better housing allowances, the implementation of a performance bonus system etc. The education system should also be changed so that it can provide opportunities for educators to study abroad, with an incentive of a salary increase after completion of the course. There should also be more opportunities for promotion, which can in turn increase the level of remuneration. The increases should be based on a minimum of inflation +2.5%.

5.2.5.2 Teacher-learner ratio

The teacher-learner ratio has been identified as high, which also results in increased workloads. These should be reduced to an acceptable level, e.g. 20 per class for quality education. As a result, learners will be provided with more quality education.

5.2.5.3 Workload

The workloads imposed for teachers are extremely high. One of the reasons is due to an increase in administrative tasks such as record keeping for Caps. If the workload is decreased, then teachers can spend more quality time on educating learners rather than filling out paperwork. Teacher assistants can also be appointed, eg one assistant for every 2 educators. They can assist with the photo-stating, marking and preparation of worksheets.

5.2.5.4 Resources

-Data Projectors

The school should provide more resources, eg data projector, smart boards. All computers should Wi-Fi enabled to allow easy access to the internet.

-Sports facilities

Further schools must have equipment for most sporting facilities, eg cricket, javelin etc. Also swimming pools should be provided to encourage learners to exercise.

-School grounds

The school grounds should be large enough to encourage space for all kinds of sports, e.g. rugby, cricket, netball, squash.

5.2.5.5 Relationship with supervisors

Visits by supervisors should be more frequent, i.e. atleast once a month so that educators can discuss challenging sections. Supervisor's should come to school in an advisory capacity (for capacity building) in order to improve the level of education. Further regular meetings should be held with teachers to discuss latest trends in education.

5.3 Limitations of the study

The data gathered in this study included six schools from the Durban central area. The research study therefore highlights the results in these schools and cannot be generalised to other schools as situational factors may differ.

There has also been limited research on job satisfaction in the education sector, for this reason the researcher has relied on literature in other industries.

5.4 Suggestions for future research

The research undertaken investigated the level of job satisfaction of teachers in the Durban central area. This study was limited to schools in the Durban central area; further research could extend to different suburbs, provinces, private schools, etc. This can also provide important and comparable information on the level of job satisfaction and ways to increase it.

5.5 Conclusion

This study has evaluated the levels of satisfaction for different issues facing teachers. This study highlighted that teachers' are somewhat satisfied in their job. The research objectives listed for this study have been met despite the limitations noted in this chapter. Education is the key to a nation's future, and job satisfaction plays an important role in this. This study also provided direction for institutes like the Department of Education, in order to improve areas for both teachers and learners.

BIBLIOGRAPHY

Al-Zawahreh A, (2012), The Utility of Equity Theory in Enhancing Organizational Effectiveness
European Journal of Economics, Finance and Administrative Sciences,46,158-168

Adams J,Equity theory on job motivation.

Available at: <http://www.businessballs.com/adamsequitytheory.htm>, Accessed on: 23 March 2015

Arnold H.J and Feldman D.C, (1986), Organizational Behavior, New York, McGraw-Hill,

Available at :<http://www.scielo.org.za/pdf/sajip/v34n1/06.pdf>, Accessed on: May 2015

Benian G, (1992), Age, tenure and job satisfaction-A tale of 2 perspectives, Journal of vocational behavior 40(1), 33-48

Arvey RD, Bouchard TJ, Segal NL, & Abraham LM (1989), Job satisfaction: Environmental and genetic components, Journal of Applied Psychology 74, 187-192

Bakotić D, (2013), Relationship between Working Conditions and Job Satisfaction: The Case of Croatian Shipbuilding Company, International Journal of Business and Social Science, 4(2),206-213

Bhatti N, (2011) Empirical Analysis of Job Stress on Job Satisfaction among University Teachers in Pakistan, 4(3), 264-270

Beehr TA, Walsh, JT, & Taber, TD (1976). Perceived situational moderators of the relationship between subjective role ambiguity and role strain, Journal of Applied Psychology, 61,35-40

Benton D and Halloran J, (1999) Applied Human Relations. 4th ed. Better life Index Survey, Billie Nordmeyer, Demand Media, Characteristics of a Born Leader

Bellou V, (2010), Organizational culture as a predictor of job satisfaction: the role of gender and age, *Career Development International*, 15(1), 4 – 19

Bitsch, V, Hogberg M (2005), Exploring horticultural employees' attitudes towards their jobs: A qualitative analysis based on Herzberg's theory of job satisfaction. *Journal of Agricultural and Applied Economics*, 37(1)(3), 659-671. Available at: <http://nimss.umd.edu/homepages/>

Bloomberg Business, Article on the Happiest Countries in the World (2015), Available at: <http://247wallst.com/special-report/2014/05/05/the-happiest-countries-in-the-world-5>, Accessed on 21 February 2015.

Boseman G, (2008), Effective leadership in a changing world, *Journal of Financial Service Professionals*, 62(3), 36-38

Bozeman B & Gaughan M (2011), Job Satisfaction among University Faculty: Individual, Work, and Institutional Determinants, *Journal of Higher Education*, 82(2)(10), 154-186

Broussard SC, & Garrison, MEB (2004), The relationship between classroom motivation and academic achievement in elementary school-aged children, *Family and Consumer Sciences Research Journal*, 33(2), 106–120

Buelens M, Sinding K, & Waldstrom C, (2011) ,*Organisational Behaviour*, 4th edn, McGraw Hill

Burks F, (2015), Relationship between Job satisfaction and age, Available at: <http://smallbusiness.chron.com/relationship-between-job-satisfaction-age-12618.html>, Accessed on 21 February 2015

Carrell MR, & Dittrich JE, (1978), Equity theory: The recent literature, methodological considerations, and new directions. *Academy of Management Review*, 3, 202-210.

Christina M, Stello, (2011), Herzberg's Two-Factor Theory of Job Satisfaction: An Integrative Literature Review, Cited by: Kirkegaard and Laarsen (2011), Motivation of Blue and white collar employees

Clark, AE (1996), "Job Satisfaction in Britain", British Journal of Industrial Relations, 34(2), 189-217

Cook JD, Wall JD, Hepworth SJ & Warr, P.B, (1989), The experience of work: The compendium and review of 249 measures and their use. London Academic Press

Cooper CL, (1991), Stress in organizations., Analyzing Organizational Behaviour. London: MacMillan.

Cordes CL, and Dougherty TW, (1993), A review and integration of research on job burnout, Academy of Management Review, 8(4),621-656

Corlett SA, RodgersR,M, (2012), Workload and its impact on community pharmacists' job satisfaction and stress: A review of the literature., Int J Pharm Pract., 20(4), 259-71. doi: 10.1111/j.2042-7174.2012.00192.x.

DaVeney S, Chen Z (2003), Job Satisfaction of Recent Graduates in Financial Services, Available at: <http://www.bls.gov/opub/mlr/cwc/job-satisfaction-of-recent-graduates-in-financial>, Accessed 25 February 2015

Deci EL, Koestner R, & Ryan RM, (1999), A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation, Psychological Bulletin, 125(6), 627–668

Dehaloo G, (2011), The motivation and job satisfaction of secondary school teachers in Kwazulu-Natal: An Education Management Perspective, University of South Africa.

Kara, Muzafer, Uysal, Vincent P, Magnini, (2012), "Gender differences on job satisfaction of the fivestar hotel employees", *International Journal of Contemporary Hospitality Management*, 24(7), 1047 – 1065

Devaney SA. and Chen Z , (2000), *Job Satisfaction of Recent Graduates in Financial services*

Chileshe N, Haupt TC, (2010), The effect of age on the job satisfaction of construction workers, *Journal of Engineering Design and Technology*, 8(1), 107 – 118

Dotan H. (2007), *Friendship ties at work: Origins, evolution and consequences for managerial effectiveness* (Unpublished doctoral dissertation), University of California, Los Angeles, CA.

Ercikti S, (2011), Major Determinants of Job Satisfaction Among Police Managers, Turkish National Police Department, *The Southwest Journal of Criminal Justice*, 8(1), 97-111

Fine G, (1986), *Friendship in the workplace*, In V.J. Derlega, and B.A. Winstead (Eds.). *Friendship and social interaction* (pp. 185-206). New York, NY: Springer-Verlag.

Fox S and Feldman G (1988), Attention state and critical psychological states as mediators between job dimensions and job outcomes, *Human Relations*, 41(3), 229-245.

Gardner, Jonathan and Oswald, Andrew J, (2001), What has been happening to the quality of workers' lives in Britain?, Working Paper. Coventry: University of Warwick, Department of Economics. Warwick economic research papers (No.617)

Ghorbanian A, Bahadori M, and Nejati M, (2012) The relationship between managers' leadership styles and emergency medical technicians' job satisfaction, *Med J*. 5(1): 1–7
Published online. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3413924/>

Gorman D, (2010), 'Maslow's hierarchy and social and emotional wellbeing', *Aboriginal and Islander Health Worker Journal*, 33(5), 27-9

Govender D, (2013), An investigation into job satisfaction and employee performance at stodels retail nurseries, Available at: 10.1177/2158244014552426, Accessed on: 23 September 2015

Griffin R, (1999), Management, (5th Edition) Houghton Mifflin Company

Guay F, Chanal J, Ratelle CF, Marsh HW, Larose & Boivin M, (2010), Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children, British Journal of Educational Psychology, 80(4), 711–735

Hamilton EA (2007), Firm friendship: Examining functions and outcomes of workplace friendship among law firm associates (Unpublished doctoral dissertation), Boston College, Boston, MA

Harry W, (2015), Are happy workers more productive? Available at: www.telegraph.co.uk
Accessed on: 20 June 2015

Heathfield S.M.(2012), Salary, Accessed on 5 December 2014, Available at:
<http://humanresources.about.com/od/glossarys/g/salary.htm>

Hill B (2015), What are the Factors affecting job satisfaction?,
Available at: <http://smallbusiness.chron.com/factors-affecting-job-satisfaction-20114.html>,
Accessed on: 16 October 2015

Hill B, (2015), What are the Factors Affecting Job satisfaction?
Available at; <http://smallbusiness.chron.com/factors-affecting-job-satisfaction-20114.html>,
Accessed on 22 February 2015

Holdford DA, Lovelace-Elmore B(2001), Applying the principles of human motivation to pharmaceutical education, Journal of Pharmacy Teaching, 8(4), 1-18

Hughes RL, Ginnett RC, & Curphy, GJ, (1996). Leadership. Boston: Irwin McGraw-Hill

Huseman RC, Hatfield JD & Miles EW, (1987), A New Perspective on Equity Theory: The Equity Sensitivity Construct, *The Academy of Management Review*, 12(2), 222-234

Jackson SE & Schuler RS, (1985), A meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings, *Organizational Behavior and Human Decision Processes*, 38 (1), 16-78

Jain R, (2014), Impact of work environment on job satisfaction, *International Journal of Scientific and Research Publications*, 4(1), ISSN 2250-3153

Josias BA, (2005), The Relationship Between Job Satisfaction And Absenteeism In A Selected Field Services Section Within An Electricity Utility In The Western Cape., The University of The Western Cape., Available at: <http://verfroller.nl/rio.pdf>, Accessed on: 22 February 2015

JungHoon J and Lee, (2011), Effects of Workplace Friendship on Employee Job Satisfaction, Organizational Citizenship Behavior, Turnover Intention, Absenteeism, and Task Performance, Available at: http://scholarworks.umass.edu/gradconf_hospitality/2011/Poster/123/, Track 2, Poster session, Accessed on: 11 June 2015

Khan T, Mishra GP (2013), Promotion As Job Satisfaction, A Study On Colleges Of Muscat, Sultanate Of Oman, *European Journal of Business and Management*, 5(5), 56-62

Kendra C, (2015), Maslow's Needs Hierachy, Available at: <http://psychology.about.com/od/theoriesofpersonality/ss/maslows-needs-hierarchy.htm#step-heading>. Accessed on 18 June 2015.

Kenny DA, & Zaccaro SJ, (1983), An estimate of variance due to traits in leadership, *Journal of Applied Psychology*, 68(4), 678-685

Krishnan VR, (2005), Transformational leadership and outcomes: role of relationship duration, *Leadership and Organization Journal*, 26(6), Available at: <http://dx.doi.org/10.1108/01437730510617654>. Accessed on 15 May 2015.

Laney DL, (2015), How to keep your employees happy and productive, Available at: <http://www.reliableplant.com/> Accessed on 18 June 2015

Lazear EP, & Sherwin R (1981), Rank-order tournaments as optimum labor contracts, *Journal of Political Economy*, 89(5), 841-864

Lazear EP, (2000), Performance Pay and Productivity, *American Economic Review*, 90(5), 1346 – 61

Locke EA, (1976), 'The Nature and Causes of Job Satisfaction', In Dunnette, M.P. (Ed.) *Handbook of Industrial and Organizational Psychology*, Chicago, 1297-1349, Rand McNally

Long JD, (2004), Factors that influence nurse attrition: An analysis of the relationship between supervisor leadership style and subordinate job satisfaction, Doctoral Dissertation, Minneapolis: Capella University; 2004

Lunenburg F (2011), Expectancy theory of motivation: motivating by altering expectations, *International Journal of Management, Business and administration*, 15(1), 1-5

Luthans F, (2005), *Organizational Behaviour*, 10th Edition. Boston: McGraw-Hill.

Mamiram R, (2007), An investigation into the factors affecting job satisfaction at the KwaZulu Natal Further Education and Training College , Swinton Campus, Unpublished M.Ed. dissertation. Pretoria: University of South Africa.

Maree K, Creswell JW, Ebersohn L, Ellof R, Ferreira, R., Ivankova, NV, Jansen JD, Niewenhuis J, Pieterse J, Plano Clark, V.L. and van der Westhuizen C, (2007), *First Steps in Research*. Pretoria, Van Schaik Publishers

Maslow AH, (1943), A theory of human motivation, *Psychological Review*, 50(4), 70–96. Available at: <http://psychclassics.yorku.ca/Maslow/motivation.htm>. Accessed on: 4 May 2015 (Para: IV Summary)

Meyer JP and Allen NJ, (1991), A three-component conceptualization of organizational commitment, *Human Resource Management Review*, 1(1), 61-89

Millán J, Hessels M, Thurik J, Aguado R, (2011), Determinants of Job Satisfaction across the EU-15, A Comparison of Self-Employed and Paid Employees, Tinbergen Institute Discussion Paper, 11-043/3

Montana, Patrick J, Charnov, Bruce H, Management, (2008), 4th edition, Barron's Educational Series, Inc. ISBN 978-0-7641-3931-4

Murphy K, (1985), Corporate performance and managerial remuneration: An empirical analysis, *Journal of Accounting and Economics*, 7(1-3), 11-42

Muttie ur Rehman, et al, (2012), The Impact of Job Stress on Employee Job Satisfaction: A Study on Private Colleges of Pakistan University of Sargodha, Pakistan. *Journal of Business Studies Quarterly*, 3(3), 50-56

Mustapha N, (2013), The Influence of Financial Reward on Job Satisfaction among Academic Staffs at Public Universities in Kelantan, Malaysia, *International Journal of Business and Social Science*, 4(3), 244-248

Mustapha N, Zakaria ZC, (2013), The Effect of Promotion Opportunity in Influencing Job Satisfaction among Academics in Higher Public Institutions in Malaysia, *International Journal of Academic Research in Business and Social Sciences*, 3(3), 20-26

Nandkumar P, (2013), Corporate repositioning of the Durban Chamber of commerce and Industry, University of KwaZulu-Natal.

Newstrom JW, (2007) *Supervision: Managing for Results*, 9th Edition. New York: McGraw-Hill

Njiru (2014) Job Satisfaction and Motivation among Teachers of Kiharu District, *Mediterranean Journal of Social Sciences*, 5(5), 135-152

Northouse, PG, (2009), *Leadership, Theory and Practice* (5th ed.), United States of America: Sage

Odumeru J, (2013), Transformational vs. Transactional Leadership Theories: Evidence in Literature, *International Review of Management and Business Research*, 2(2), 355-361

Oktug Z, (2013), The Moderating Effects of Age and Tenure on the Relationship between Organizational Identification and Job Satisfaction Management, 3(4), 218-222, Available at: 10.5923/j.mm.20130304.04

Pergamit MR, & Veum, JR (1999). What is a promotion?, *Industrial and Labor Relations Review*, 52(4), 581-601

Pinder C, (2008), *Work motivation in organizational behavior*, 2nd Edition, Psychology Press, New York, NY, Cited by: Kirkegaard and Laarsen (2011) Motivation of Blue and white collar employees

Quarles R (1994), An Examination of Promotion Opportunities And Evaluation Criteria As Mechanisms For Affecting Internal Auditor Commitment, Job Satisfaction And Turnover Intentions, *Journal of Managerial*, 6(2), 176-194

Available at: <http://www.jstor.org/stable/40604019>. Accessed on: 22 February 2015

Rahman A, Mohd Nazir Mohd A, Haris N, Abdul R & Tan (2013), The Influence of Leadership Style on Job Satisfaction among Nurses. *Asian Social Science*, 9(9), 172-178, Published by Canadian Center of Science and Education

Richmond E, (2014), Report: US Teachers Love Their Jobs But Don't Feel Valued, Available at: http://www.huffingtonpost.com/emily-richmond/report-us-teachers-love-t_b_5534127.html. Accessed on 11 May 2015

Robbins SP and Coulter M, (2007) Management (9th ed.), London: Prentice- Hall

Robbins S, (2008), Organizational Behavior (8th Edition), National Book Foundation

Rosen JM, (1982), Guessing: Reading as prediction. San Francisco, CA: Innovative Learning Strategies. (Review by Shell 1989)

Sarwar S And Abugre J, (2013), The Influence of Rewards and Job Satisfaction on Employees in the Service Industry, 22-32

Shapiro HJ and Stern LW (1975), Job Satisfaction: Male and Female Professional workers”

Available at: <http://eric.ed.gov/?id=EJ118948>. Accessed on: 8 June 2015

Semykina SLA, (2013), Job satisfaction, expectations, and gender: beyond the European Union, International Journal of Manpower, Vol. 34(6), 584 – 615

Sekaran U, Bougie R, (2014), Research Methods for Business, United Kingdom: John Wiley & Sons Ltd.

Sindhi S, (2013), Impact Of Workplace Stress In Education Sector, Available at: www.countercurrents.org, Accessed on 14 October 2015

Spector PE, (1994), Industrial and Organizational Psychology: Research and Practices, New York: John Wiley.

Spector PE, (1997), Job satisfaction: Application, assessment, causes, and consequences, London: Sage

Staw BM, & Cohen-Charash, Y, (2005), The dispositional approach to job satisfaction: More than a mirage, but not yet an oasis, Journal of Organizational Behavior, 26(1), 59-78

Staw BM, Bell NE, & Clausen JA, (1986), The dispositional approach to job attitudes: A lifetime longitudinal test, Administrative Science Quarterly, 31(1), 56-77

Steere BF, (1988), *Becoming an effective classroom manager: A resource for teachers*. Albany, NY: Suny Press. ISBN 0-88706-620-8, Available at: <http://www.sunypress.edu/p-45-becoming-an-effective-classroom.aspx>, Accessed on: May 2015

Stogdill R, (1974), *Handbook of Leadership*, 1st Edition, New York: Free Press, cited via Adnan Riaz (2010), Role of transformational and transactional leadership on job satisfaction and career satisfaction, *BEH - Business and Economic Horizons* Volume 1(1), 29-38

Strydom L, Nortjé N, Beukes R, Esterhuyse K, Van der Westhuizen J, (2012), Job satisfaction amongst teachers at special needs schools, *South African Journal of Education*, Volume 32(3), 255-256

Tansel A, Gazioglu S, (2013), *Management-Employee Relations, Firm Size and Job Satisfaction* Working paper, IZA DP No. 7308, Available at: <http://ftp.iza.org/dp7308.pdf>. Accessed on: May 2015

Tomaževic N, Seljak J, Aristovnik A, (2014), Factors influencing employee satisfaction in the police service: the case of Slovenia, *Personnel Review*, 43(2), 209 – 227

Tsai Y, (2011), Relationship between Organizational Culture, Leadership Behavior and Job Satisfaction, *BMC Health Services Research*, Online version, Available at: doi:10.1186/1472-6963-11-98, Accessed on: 9 June 2015

Upenieks VV (2003), The interrelationship of organizational characteristics of magnet hospitals, nursing leadership, and nursing job satisfaction, *Health Care Manag (Frederick)*, 22(2), 83-98

Vecchio RP, (2000), *Organizational Behaviour*. 4th edition, Orlando: Harcourt

Voon ML, Lo MC, Ngui KS and Ayob NB, (2011), The Influence of Leadership Styles on Employees' Job Satisfaction in Public Sector Organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24-32

Vigoda E & Cohen A, (2003), Work Congruence and Excellence in Human Resource Management: Empirical evidence from the Israel non-profit sector, Available at: http://www.researchgate.net/publication/237381414_Work_Congruence_and_Excellence_in_Human_Resource_ManagementPublic Personnel Administration, Accessed on 19 May 2015

Walumbwa FO, Orwa B, Wang P, Lawler JJ, (2005), Transformational leadership, organizational commitment, and job satisfaction: A comparative study of Kenyan and US financial firms, *Human Resource Development Quarterly*, 16(2), 235–256

Wodon Q, (2014), World Teachers' Day: Are Teachers Satisfied?
Available at: <http://blogs.worldbank.org/education/world-teachers-day-are-teachers-satisfied?>
Accessed on: 2 April 2015

Wan H, Sulaiman M, & Omar A, (2012), Procedural justice in promotion decision of managerial staff in Malaysia, *Asia Pacific Business Review*, 18(1), 99-121

Warrilow S (2012), Transformational Leadership Theory - The 4 Key Components in Leading Change and Managing Change,
Available at : http://EzineArticles.com/?expert=Stephen_Warrilow, Accessed: 22 May 2015

Yaseen A, (2013), Effect of Compensation Factors on Employee Satisfaction- A Study of Doctor's Dissatisfaction in Punjab, *Journal of Human Resource Studies*, , Volume 3, ISSN 2162-3058, 142-157.

Ying Xue A, (2015), Racial and ethnic minority nurses' job satisfaction in the U.S. Ying Xue, *International Journal of Nursing Studies*, 52(1), 80–287

Annexure 1: Permission letter from the Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:24/8/399

Ms V Ragha
13 Dunrobin Crescent
Asherville
DURBAN
4091

Dear Ms Ragha

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "EVALUATING JOB SATISFACTION OF TEACHERS IN THE DURBAN CENTRAL AREA", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 April 2015 to 30 April 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMlazi District

Nkdsinathi S.P. Sishi, PhD
Head of Department: Education
Date: 15 April 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzndoe.gov.za

dedicated to service and performance
beyond the call of duty

Annexure 2: Ethical clearance



20 May 2015

Mrs Vansha Ragha (201294826)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Ragha,

Protocol reference number: HSS/0509/015M
Project title: Evaluating job satisfaction of teachers in the Durban central area

Full Approval – Expedited Application

With regards to your application received on 13 May 2015. The documents submitted have been accepted by the Humanities & Social Sciences Research Ethics Committee and **FULL APPROVAL** for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Anesh Maniraj Singh
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/83504557 Facsimile: +27 (0) 31 260 4509 Email: xyrosp@ukzn.ac.za / styman7@ukzn.ac.za / msb.knp@ukzn.ac.za

Website: www.ukzn.ac.za



1910 - 2010

Annexure 2b: Ethical clearance confirming change of supervisor



22 January 2016

Mrs Varsha Ragha (201294826)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Ragha,

Protocol reference number: HSS/0509/015M
Project title: Evaluating job satisfaction of teachers in the Durban central area

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 20 January 2016 has now been approved as follows:

- Change in Supervisor

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

Dr Shemuka Singh (Chair)

/ms

cc Supervisor: Dr Muhammad Hoque
cc Academic leader Research: Dr Muhammad Hoque
cc School administrator: Ms Zerinah Buliyra

Humanities & Social Sciences Research Ethics Committee
Dr Shemuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X6001, Durban 4000
Telephone: +27 (0) 31 268 3567/3556/4557 Facsimile: +27 (0) 31 265 4608 Email: ethics@ukzn.ac.za / ethics@ukzn.ac.za / ethics@ukzn.ac.za
Website: www.ukzn.ac.za



For 100% Campus: Edgewood Howard College Medical School Pietermaritzburg Westville

Annexure 3: Questionnaire

MBA Research Project

Researcher: Varsha Ragha (072 372 9804)

Supervisor: Prof Anesh Singh 031 260 2675)

Research Office: Ms P Ximba 031-2603587

I, Varsha Ragha an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled: Evaluating job satisfaction of teachers in the Durban central area. The aim of this study is to: Evaluate the level of job satisfaction, as well as provide recommendations to increase the level of job satisfaction.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about **10** minutes to complete. I hope you will take the time to complete this survey.

Section A: Demographic Information

1. Gender

1. Male
2. Female

2. Age

1. Less than 20 years
2. Between 20 and 29
3. Between 30-39
4. Between 40-49 years
5. Between 50-59 years
6. 60 years and older

3. Number of years of service

1. < 5 years
2. 6-10 years
3. 11-15 years
4. 16-20 years
5. Greater than 20 years

4. Current Position

1. Teacher
2. Head of Department
3. Deputy Principal
4. Principal

5. Employer:

1. Department of Education
2. Governing body post

6. Race

1. African
2. Coloured
3. Indian
4. White

7. Employment type:

1. Permanent
2. Temporary
3. Part time
4. Substitute

8. My highest teaching qualification is:

1. Teaching certificate
2. Teaching Diploma
3. Bachelors Degree
4. Honours
5. Masters
6. Phd

Section B

Work Information

9. I am:

1. Very satisfied with my job
2. Somewhat satisfied with my job
3. Somewhat dissatisfied with my job
4. Very dissatisfied with my job

Please rate your satisfaction with the following:

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
10.1 Class room conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 Resources provided, eg projectors etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 Sports facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4 School grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Opportunities for promotion and advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Workload allocated to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Relationship with fellow colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Relationship with learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Relationship with supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Teacher-learner ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Gratification from educating learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Opportunities for learning new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Level of remuneration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Annual increase increments (remuneration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Recognition received for work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C

Other

Please mark whether you agree/disagree or are neutral on the statement below.

	Agree	Neutral	Disagree
22. I am familiar with the vision and mission of the Department of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Staff are often brought together for meetings/events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I am satisfied with the level of support given by my superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I have considered leaving my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The school allows the experimentation of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I feel stressed with the workload allocated to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. There is teamwork and collaboration in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. There are joint decision making opportunities in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. There is an adequate level of support given by the parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. My position allows for an adequate work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Learners are enthusiastic and co-operative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Security provided at school is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. There is sufficient support received from the governing body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Co-operation is received from staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Please list any other suggestions to increase the level of job satisfaction

Annexure 4: Letter confirming proof of edit

ROSHAAN PATEL
Language Editor

37 Peridot Crescent
Peacock Close
Pelican Park
7941
Cape Town

21 June 2015

This letter serves as confirmation that I have done the language editing of Varsha Ragha's MBA dissertation: *Evaluating job satisfaction of teachers in the Durban central area*, and submitted as per the decided upon deadline of Sunday, 21 June 2015.

If there are any further content changes to the dissertation, these will need to be checked by me.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Patel', with a long, sweeping horizontal line extending to the right.

Roshaan Patel

Annexure 5: Letter confirming format editing

June 2015

To whom it may concern

This letter serves as confirmation that I have completed format editing for Varsha Ragha's MBA dissertation: *Evaluating job satisfactory of teachers in the Durban Central area.*

Many thanks

A handwritten signature in black ink, appearing to read 'M. Dixon', with a stylized flourish at the end.

M. Dixon