

**SUPPORT STRATEGIES BY PRINCIPALS TO ENHANCE JOB SATISFACTION  
AMONGST MALE TEACHERS IN THE EHLANZENI SCHOOL DISTRICT,  
MPUMALANGA**

by

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submitted in accordance with the requirements for  
the degree of

**MASTER OF EDUCATION**

in the subject

**EDUCATION MANAGEMENT**

at the

**UNIVERSITY OF SOUTH AFRICA**

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**AUGUST 2015**

## DECLARATION

Student number: **50056565**

I declare that *Support strategies by principals to enhance job satisfaction amongst male teachers in the Ehlanzeni school district, Mpumalanga* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

(Mr) JP Hugo

10 August 2015

DATE

## ACKNOWLEDGEMENTS

I wish to express my sincere thanks to the following persons:

- God, who provided me with this opportunity and strength.
- My loving wife Esmé, who supported and encouraged me throughout my study, and all the late-night coffee.
- My daughter Kristen, who blessed us with her presence.
- My parents, Piet and Mariann, for moulding and guiding me to this point in my life.
- My sister Lize Mari, for her encouragement and help that directly contributed to the successful completion of this study.
- Dr Paul Triegaardt, for always answering all my e-mails, supporting, guiding and motivating me throughout this amazing process.
- The University of South Africa for all the financial support.
- Mr Johan de Beer, for being an example of a great leader and role model for male teachers.
- Corrie Geldenhuys, for proficient proofreading and editing services.
- Prof Bennie Grobler, for his part in analysing the questionnaire responses.
- Julia Martinelli, for her incredible work in doing the transcripts.
- All the participants who contributed towards the study.

## ABSTRACT

The researcher became interested in the topic regarding job satisfaction amongst male teachers when he attended his university reunion, more than 40% of the male teachers who graduated with a degree in education left the education system within 5 years. After making contact with some of the graduates, the researcher found that all of them left the education system because they were not satisfied within their work environment; hence, the researcher became interested in the topic.

The most rewarding aspect of being a teacher is the joy of being in the classroom with learners and seeing them progress. However, what if there is no progression, but only statistics indicating failure to educate learners, an education system in crisis and educators without proper qualifications? A shortage of teachers, increasing learner enrolment and work overload are enough to create a highly stressful profession. The learning environment of a school depends on teachers, because they are in the frontline and directly involved with the transfer of knowledge. Teachers have a direct impact on a school's success. Therefore, it is important that principals identify ways to support their staff in order to promote job satisfaction and motivation.

The aim of this study is to investigate, from an educational management perspective, the factors that influence job satisfaction amongst male teachers in schools in the Ehlanzeni school district, Mpumalanga. The sequential explanatory mixed-method approach is used during this study; the quantitative phase investigated factors affecting job satisfaction amongst male teachers by means of distributing 200 Likert-scale questionnaires amongst male teachers in the Ehlanzeni school district.

Structured interviews is being scheduled with twelve school principals (three rural primary school principals, three former Model-C primary school principals, three rural secondary school principals and three former Model-c secondary school principals) in the Ehlanzeni school district in order to determine the cause and effect of factors affecting the job satisfaction amongst male teachers.

**UNIVERSITY OF SOUTH AFRICA**

**CIRCULAR**

**KEY TERMS DESCRIBING THE TOPIC OF A DISSERTATION/THESIS**

**Title of dissertation:**

**SUPPORT STRATEGIES BY PRINCIPALS TO ENHANCE JOB SATISFACTION  
AMONGST MALE TEACHERS IN THE EHLANZENI SCHOOL DISTRICT,  
MPUMALANGA**

**Key terms:**

Communication, former Model-C schools, job dissatisfaction, job satisfaction, rural schools, school leadership, school management, support, teacher empowerment and work environment.

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**LIST OF ACRONYMS**

ANA	=	Annual National Examinations
ANOVA	=	Analysis of variance
ATCP	=	Alternatives to Corporal Punishment
CAPS	=	Curriculum Assessment Policy Statement
DOE	=	Department of Education
HOD	=	Head of Department
IQMS	=	Integrated Quality Management System
KMO	=	Kaiser-Meyer-Olkin
NCS	=	National Curriculum Statement
OBE	=	Outcome Based Education
SPSS	=	Statistical Package for the Social Sciences

## CHAPTER 1: ORIENTATION TO THE STUDY

### 1.1 INTRODUCTION TO THE STUDY

As stated by Carstens (2005:1), Prof. Barry Richter, Director of the Faculty of Education Sciences at the Potchefstroom Campus of the North-West University, calculated that “more than 70% of South African men who studied education in recent years are currently working overseas”. The Education Labour Relations Council states that approximately 55% of teachers in South Africa have indicated that they would like to leave the teaching profession because of low job satisfaction (Education Labour Relations Council, 2005:1). A survey conducted amongst 21 358 teachers in South Africa has indicated that male teachers are the most likely to leave the education system (Emsley, Emsley & Seedat, 2009:224). The previous mentioned statistics regarding male teachers shows that there is a dire need to motivate and promote job satisfaction amongst male teachers. Male teachers who leave the education system are not discouraged by a passionless feeling for the system itself, but by external factors, e.g. failure of appropriate inspection and monitoring (Modisaotsile, 2012:4); an overload of administration (Swanepoel, 2008:39; Schulze, 2006:320); confusion caused by the change of curricula without proper communication (Perumal, 2011:5); the environment within the school where there is an increase in poor learner discipline (Serame, Oosthuizen, Wolhuter & Zulu, 2013:1); increasing pressure as a result of the performance of South African schools, community requirements and departmental expectations with no fixed guidelines (Modisaotsile, 2012:2-5); and the breakdown of communication between principals and teachers (Ärlestig, 2008:9).

Communication breakdown lies at the heart of problems in the organisation, goal setting, productivity and evaluation. (Steyn & Van Niekerk, 2008:28)

and, according to Singh and Rawat (2010:189), the communication between teachers and principals is essential in enhancing job satisfaction among teachers.

Principals are appointed as managers and they have the responsibility to keep their staff in check and maintain a positive climate in which education can take place (Maforah & Schulze, 2012:227).

A principal's influence on the teacher's performance is exerted in the manner that principals think, speak and practise what they preach. The influences are based on the way in which leaders

commit themselves to apply their values, principles, beliefs, moral convictions and attitudes towards teaching and learning so that their actions speak louder than words (Marishane & Botha, 2011:106).

Effective principals serve as mentors, a support base, a source of information and role models for teachers, which can have a direct impact on staff morale (Steyn & Van Niekerk, 2008:249), while teachers need to "ensure the quality of the teaching, learning activities, distribution of work and learner performance" (Van Deventer & Kruger, 2011:17).

The learning environment of a school depends on teachers, because they are in the frontline and directly involved with the transfer of knowledge. Teachers have a direct impact on a school's success and it is therefore important that principals identify ways to support their staff in order to promote job satisfaction and motivation.

Statistics show that roughly one quarter of all classroom teachers (primary and secondary schools) are male and "the population plummets to approximately ten percent at primary schools" (Johnson, 2008:1). According to McGrath and Sinclair (2013:1), interviews with learners as well as their parents have indicated that there is a social need for more male primary-school teachers. Peterson (2014:1-3) stipulates that male teachers counter the effect of absentee fathers and contribute towards the education of children in South Africa, whilst educational stakeholders indicate that there is a need for more male teachers at primary schools that can serve as role models for boys.

The statistics and information in the above-mentioned are alarming: a system should be developed that a school management can use in the school context to create an effective work environment for male teachers. An important factor that should be realised by school management is that the Department of Education is not the only body involved in the management of teachers. Taking the above-mentioned into account, the background to the study was discussed in the next section to indicate the problems of teacher job satisfaction as well as why it should be investigated.

## 1.2 BACKGROUND TO THE STUDY

The background to the study aimed to give an outline of the crises that teachers in South Africa schools is facing, the statistics and information portrayed in this part helped to paint a picture of their work environment. A shortage of teachers, increasing learner enrolment and work overload are enough to create a highly stressful profession. It is widely known that the provision of quality education in South African schools is currently one of the greatest challenges facing South Africa.

During the 2012 Annual National Assessment (ANA) examinations that only examine Home language and Mathematics, the following statistics were released:

43% of Grade 6 learners scored at a level 1 (0 to 29%) for Home Language;  
43,1% of Grade 6 learners scored at a level 1 (0 to 29%) for Mathematics;  
39,4% of Grade 9 learners scored at a level 1 (0 to 29%) for Home Language;  
and 9,9% of Grade 9 learners scored at a level 1 (0 to 29%) for Mathematics  
(Department of Education, 2012:6-8).

The 2014 Annual National Assessment examinations revealed that only 3% of grade 9 learners scored 50% or more in their Mathematics examination (Department of Education, 2014:10). Since 1994, three different curricula have been introduced – Outcomes-Based Education (OBE), the National Curriculum Statement (NCS) and currently the Curriculum Assessment Policy Statement (CAPS), whilst the World Economic Forum Foundation has found that the South African education system currently ranks 133<sup>rd</sup> out of 142 countries in the world (Iwu, Gwija, Benedict & Tengeh, 2013:838). The release of these statistics and constant media reports about the incompetence, unethical behaviour, shocking results and the standard of qualifications led to an increase in demoralisation and disillusionment amongst teachers (Modisaotsile, 2012:2-5). According to Shah *et al.* (2012:271-272), these negative reports will cause a teacher to become de-motivated and experience low levels of job satisfaction. “Factors like these are likely to affect the attitude towards education and the performance of teachers.” (Steyn, 2002:6)

Taking all of the statistics into account, the job satisfaction of teachers was discussed next in order to give some perspective on their work environment.

### 1.2.1 Job satisfaction

Teachers who experience poor job dissatisfaction will show

symptoms of tardiness, miss deadlines, display poor job performance, distrust, low consideration, low morale, withdrawal and absenteeism (Steyn & Van Niekerk, 2008:170).

According to Quan-Baffour and Arko-Achemfuor (2013:25), the job satisfaction of South African teachers is influenced by a lack of equal opportunities, increased workload, poor service conditions, lack of discipline among learners, violence among teachers and the eroding of teachers' authority. Job satisfaction can be defined as an "enjoyable or positive emotional state that is caused by the appraisal of one's job experiences" (Latif, Shahid, Sohail & Shahbaz, 2011:235), while Shah *et al.* (2012:273) define job satisfaction as a "feeling that an employee has about his or her job".

All types of managers are continuously faced with one common challenge, namely to motivate employees to work towards achieving the organisational goal (Buchbinder & Shanks, 2007:23). Motivation is defined as an "internal state that arouses, directs and maintains behaviour" (Woolflok, 2010:376). It is the driving force behind our actions and work (Shah *et al.*, 2012:271). When staff is motivated in their work environment they may experience a drastic increase in job satisfaction, confidence and a degree of fulfilment.

Lifting the morale of a teacher causes them to experience a positive climate and it creates a pleasant learning environment for the children (Van Deventer & Kruger, 2011:16).

It was important to understand first why teachers become demotivated and experience low job satisfaction before one could begin to work towards resolving the problem. Maslow's Hierarchy of Needs, Vroom's Expectancy Theory, Herzberg's Two-Factor Theory and McClelland's Acquired Needs Theory could all contribute towards understanding why employees become demotivated in their work environment (Saif, Nawaz, Jan & Khan, 2012:1385). These theories are explained in Chapter 2. All four theories are related to the job satisfaction and motivation of



people, and these theories helped the researcher to understand what makes people tick in their work environment.

By identifying the factors that improve teachers' motivation and morale, principals can implement and execute effective strategies to ensure that teachers, in the midst of these changes, will perform their duties in an effective, enthusiastic and motivated manner (Steyn & Van Niekerk, 2008:132). Therefore, it was important to identify aspects to keep staff motivated and loyal to the system.

### **1.2.2 Job dissatisfaction**

Emsley *et al.* (2009:224) state that male teachers in South Africa are more likely to leave the education system because of low job satisfaction and an unpleasant work environment. Satisfaction in a person's work environment can be influenced by factors such as pay, the work itself, supervision and relationships with co-workers, and opportunities for promotion (Latif *et al.*, 2011:236). Herzberg, Mausner and Snyderman (1993:23) mention that the main reason why employees are unhappy in their work is directly related to the environment in which they work, which has a direct impact on morale. Khalil (2013:362) indicates that work morale and job satisfaction are directly related to each other. Previous statements have mentioned that there are factors that influence the work environment of teachers negatively; therefore, it is important to recognise that teachers' morale are affected by these factors and that it has a definite impact on their job satisfaction (Steyn, 2002:82).

When employees are unhappy, the employer has to put up with unmotivated staff and consequently reduced productivity (Buchbinder & Shanks, 2007:23). In the case of education, productivity can be seen as the transfer of knowledge and information from the teacher to the learner, which is the primary function of the teacher and school (Saeed & Muneer, 2012:462). The involvement and commitment of teachers are some of the most important factors that contribute to promoting job satisfaction (Latif *et al.*, 2011:235). Promoting job satisfaction among men in the education system is extremely important because of the drastic increase in migration to other countries and the private sector. These problems should be addressed to ensure that there is a future presence of male teachers in South African schools (Van Zyl,

2011:7-9). By evaluating job satisfaction and motivation of teachers, the researcher was able to identify factors that have a positive impact on their work environment.

Job satisfaction and motivation have strong ties to the performance of teachers.

The relationship between these two factors is important for the long-term growth of any educational system; satisfaction in the workplace creates trust, loyalty and ultimately improved quality in the production of the company (Shah *et al.*, 2012:271-272).

The school that aims to promote job satisfaction will be familiar with open communication between management and teachers to encourage a positive atmosphere in the workplace. According to Steyn and Van Niekerk (2008:132), the performance of teachers in their workplace can be enhanced by improving motivation.

Based on the rationale discussed in this section, the research problem was formulated next.

### **1.3 THE RESEARCH PROBLEM**

Principals and teachers are powerless to change the requirements set by the Department of Education, but principals can restructure the system within the school environment to utilise the teacher's full potential and achieve job satisfaction. The role of a principal in promoting job satisfaction among male teachers will be a key concept when focusing on the support strategies. The extent of job satisfaction differs from one school to another. It was for this reason that the researcher focused on rural and former Model-C schools. The problem statement was formulated as follows:

***Which support strategies given by principals' may enhance job satisfaction amongst male teachers in the Ehlanzeni school district of Mpumalanga?***

The study was guided by the following sub-problems:

- What does job satisfaction in the work place entail?
- Which factors influence job satisfaction in an educational setting?

- How could a school principal enhance job satisfaction among male teachers?
- Which support strategies by principals have a positive impact on the job satisfaction of male teachers?
- How can the promotion of job satisfaction be conceptualised as a support strategy in the Ehlanzeni school district of Mpumalanga to ensure that male teachers stay in the profession?

Having stated the research problem and sub-problems, the aims and objectives pertaining to the improvement of job satisfaction were formulated in order to help the study to focus more clearly on the problem.

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

The aim of the study was to improve job satisfaction among male teachers in the school environment through principals providing support to male teachers. These support strategies would provide motivational methods that enable the principal to deal with the teacher on a level that promotes job satisfaction. The following aims and objectives were identified for this study:

- To define job satisfaction in the work place (addressed in Chapter 2);
- To identify factors which influence job satisfaction in an educational setting (addressed in Chapter 2);
- To explore how a school principal may enhance job satisfaction among male teachers (addressed in Chapter 3);
- To establish support strategies by principals may have a positive impact on the job satisfaction of male teachers (addressed in the empirical investigation);
- To explain how the promotion of job satisfaction should be conceptualised as a support strategy in the Ehlanzeni school district of Mpumalanga to ensure that male teachers stay in the profession (addressed in the last chapter).

In this section, the researcher reviewed the aims and objectives of the study.

## **1.5 SIGNIFICANCE OF THE STUDY**

This study was a significant endeavour in promoting a pleasant work environment and job satisfaction amongst male teachers in the Ehlanzeni school district. The study contributed to the enhancement of knowledge in existing literature regarding factors affecting the job satisfaction of teachers. The study was beneficial in terms of identifying and understanding the key factors that influenced the work environment of teachers and the impact that these factors had within the school environment. Moreover, the findings of this study would be used to provide recommendations and strategies for school principals on how to improve the level of job satisfaction amongst male teachers in their schools.

The findings of this study could serve as an empirical framework for the Mpumalanga Department of Education to plan and provide a staff-management training programme for school principals.

## **1.6 RESEARCH DESIGN AND RESEARCH METHOD**

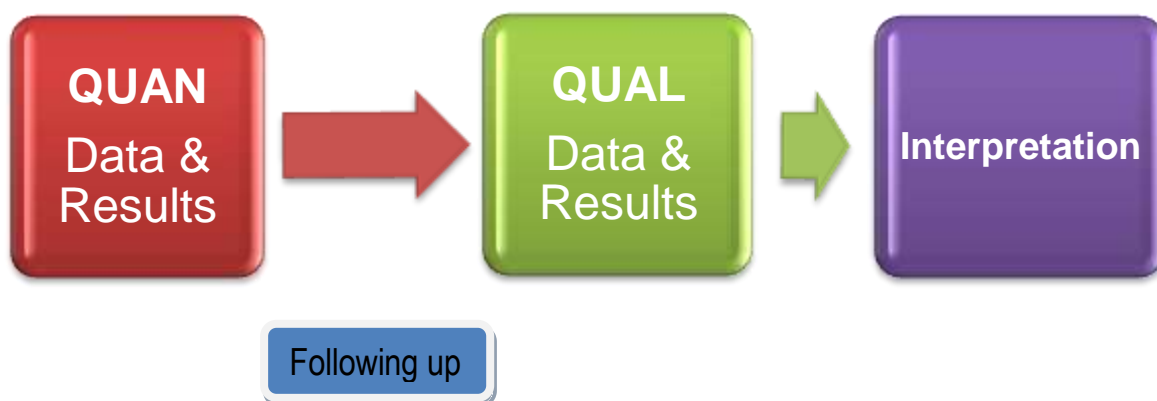
### **1.6.1 Research design**

A sequential explanatory mixed-method approach was used to investigate which factors can influence job satisfaction amongst male teachers in rural and former Model-C schools of the Ehlanzeni school district in the province of Mpumalanga. This design type combines quantitative and qualitative data, “allowing for the strengths of both types of data to add richness to the findings” (Maree, 2012:59) and creating a complete ideology of the relationship (McMillan & Schumacher, 2010:396). The use of different data collection methods allowed the researcher to gain a more comprehensive and accurate understanding of the population studied. The quantitative data of phase one of the sequential explanatory mixed-method approach were collected by using Likert-scale questionnaires. This led to developing interview questions for the qualitative phase of the study. The qualitative method of phase two of the sequential explanatory mixed-method approach led to the most suitable method to collect data through structured interviews and document analysis. According to Maree (2012:89), interviews are the most important tool for data collection in the qualitative research approach;

it is a method of data collection where the researcher asks participants open-ended questions in order to gain insight into their ideas, beliefs, views and opinions.

Using both approaches enabled the researcher to explore the topic more comprehensively thus contributing to the overall strength of the study.

A sequential explanatory mixed-method approach strategy (Cresswell, 2009:211) where the qualitative phase of study precedes the quantitative phase was selected for this study. See Figure 1.1, a sequential exploratory design strategy (Cresswell, 2009). The sequential explanatory mixed-method approach related to this study because the researcher sought to understand the feeling that male teachers had towards different factors that had an impact on their job satisfaction better.



**Figure 1.1: Sequential explanatory design strategy** (Cresswell, 2009)

### 1.6.2 Research method

**Phase one of the study** involved the designing of a quantitative instrument (Likert-scale questionnaire) to measure male teachers' perceptions of which factors could influence job satisfaction amongst male teachers in rural and former Model-C schools of the Ehlanzeni school district in Mpumalanga, as well as the administering of the instrument to a sample of the population. The questions were based on the literature review.

In **phase two of the study**, a generic qualitative study, was used to explore the phenomenon of effective support strategies by principals on how to improve the job

satisfaction of male teachers at rural and former Model-C schools in the Ehlanzeni school district. Data were collected through structured interviews involving twelve principals and document analysis. Interviews consisted of structured interview questions. The interview questions were based on the findings from the quantitative instrument and the literature review.

### **1.6.3 Research paradigm**

This study was underpinned by the pragmatic paradigm. Maree (2012:76) states,

proponents of pragmatism argue that researchers should focus on the research question itself rather than on methodological considerations. Therefore, an approach should be used that will best assist in the investigation of the particular research question.

He continues to support this statement by explaining that in order to provide an optimal answer to the research question the researcher needs to combine the strengths of both the quantitative and qualitative research methods (sequential explanatory mixed-method approach). This enabled the researcher to get answers to both *what* and *why* questions.

### **1.6.4 Study population and sample**

The Ehlanzeni school district was chosen because it was easy to gain access the schools and the researcher worked in the district. Twenty schools in the Ehlanzeni school district were identified to take part in this study. Eight of the schools participating in the quantitative part of the study are former Model-C schools (4 primary schools and 4 secondary schools) and 12 rural schools (5 primary schools, 5 secondary schools and 2 combined schools). Likert-scale questionnaires were sent out to all 20 schools to gain information about the research question. After the completion of the Likert-scale questionnaires, three former Model-C primary schools, three rural primary schools, three former Model-C secondary schools and three rural secondary schools in the Ehlanzeni school district were selected to participate in the interview section of this study. The 20 schools were all within a 60 km radius.

The first step in gathering information during the study was done by means of a survey, in which 200 male teachers from 20 schools in the Ehlanzeni school district

were requested to complete the questionnaire. The information gathered from these Likert-scale questionnaires served as the formulation of questions asked during the structured interview.

After the completion of the survey and formulation of interview questions, twelve principals in the Ehlanzeni school district were selected purposefully. This technique “selects particular elements from the population that will be representative or informative about the topic of interest” (McMillan & Schumacher, 2010:139). The information gathered by the population (principals) addressed the purpose (support strategies) of the study. The principals were selected based on their geographical location in the Ehlanzeni school district. The 12 principals represented diverse ages, religious groups, teaching experience, socioeconomic status and ethnicity.

### **1.6.5 Instrumentation and data collection technique**

A pilot study was conducted to test the Likert-scale questionnaires. Research done by De Vos, Strydom, Fouché and Delport (2012:237) has found that a pilot study, sometimes referred to as a ‘preliminary study’, is a small study conducted prior to the larger study. It enables a researcher an opportunity to test and validate the questionnaire by administering it to a small group of participants from the same test population. The participants in the pilot study did not participate in the main inquiry. In terms of this study, a group of 10 male teachers of a specific school were randomly selected to participate in the pilot study.

With regard to the Likert-scale questionnaires, the second step was to deliver the 200 Likert-scale questionnaires to the twenty (20) participating schools in person (See Appendix 4). A letter was included with information about the purpose of the study, research proposal outline, and a letter from the Department of Education that granted the researcher permission to conduct research in the Ehlanzeni school district, a study plan, time frames, informed consent forms and Likert-scale questionnaires (See Appendix 2, Appendix 3 & Appendix 5). Upon completion of the Likert-scale questionnaires by the teachers, the researcher collected them from the schools after two weeks.

The information gathered from the Likert-scale questionnaires was evaluated in order to develop structured questions that to use during the interview. The next step

was to mail a letter that includes the purpose of the study, research proposal outline, a letter from the Department of Education granting the researcher permission to conduct research in the Ehlanzeni school district, a study plan, time schedules and informed consent forms for the 12 principals that participated in the interview.

### **1.6.6 Data analysis and interpretation**

An analysis of the data gathered was done against the background of the study to bring meaning to all the data collected. The data analysis

entails categorising, ordering, manipulating and summarising the data and describing them in meaningful terms (Brink, 2007:170).

There are different types of data in a sequential explanatory mixed-method approach: notes taken during observation and interviewing, audiotape-recorded interviews and questionnaires (McMillan & Schumacher, 2010:370). The information gathered from the Likert-scale questionnaires would help the researcher to formulate questions that would be asked during interviews with 12 principals. With the collection of data using computer software, the data were analysed and divided into categories where the different sources that correlated with one another were identified and relevant data captured. Through this process, the researcher could draw a conclusion about the study. The data analysis was planned before the data were collected. Without a plan, the researcher “might collect data that are unsuitable, insufficient or excessive and he/she may not know what to do with it” (Brink, 2007:171).

## **1.7 VALIDITY AND RELIABILITY**

### **1.7.1 Validity**

Validity is described as the degree to which a study measures what it intends to measure and to approximate the truthfulness of the results. Two main types of validity were identified in the study, namely internal and external validity:

internal validity refers to the measurement and the test itself, whereas external validity refers to the ability to generalise the findings to the target population (Booyse, Le Roux, Seroto & Wolhuter, 2010:83).



When a researcher disregards validity of study, the trustworthiness of the study is in question. In turn, this will cause others to question the work. This concept is not a single, fixed or universal concept, but “rather a contingent construct, inextricably rooted in the processes and intentions of particular research methodologies and projects” (*The Qualitative Report*, 2010:597). The literature that is reviewed should be valid; therefore, the researcher should continuously compare sources to identify trustworthy information. In other words, one depends on the trustworthiness of the literature and on participants to answer the questions honestly.

### **1.7.2 Reliability**

The extent to which results remain constant with the passage of time and an accurate representation of the total population under study are referred to as reliability, if the results of a study can be reproduced under a similar methodology, the research instrument is considered reliable. (*The Qualitative Report*, 2010:597)

When considering data, the author and the information published should be established as reliable by comparing it to other sources and to whether the author has published other credible work.

Research findings are used by other researchers and accuracy and honesty of the data is a fundamental requirement to ensure trustworthiness and the validity and usefulness of information (Booyse *et al.*, 2010:34).

The data collected in this study were repeatedly reviewed and compared with similar information to ensure its reliability. Data collected from the Likert-scale questionnaires were processed to compile structured interview questions for school managers.

## **1.8 ETHICAL CONSIDERATIONS**

The study was conducted in a manner that upholds the ethical requirements and procedures of the University of South-Africa.

Approval from the Higher Degree and Ethics Committee of the Faculty of Education at the University of South-Africa was been granted to conduct this study (See Appendix 2). Permission from the Mpumalanga Department of Education (See

Appendix 3) and the principals and participants was obtained (See Appendix 5). Informed consent was obtained from the 12 principals taking part in the interview (qualitative) process and permission was asked to make use of an audiotape during the interviews (See Appendix 5). Participants were made aware that their participation in this study was voluntary and they could withdraw from the study without penalty. Information gathered from the participants was kept highly confidential. All the sources of information used during this study were acknowledged to avoid plagiarism.

## **1.9 CLARIFICATION OF KEY CONCEPTS**

### **1.9.1 Former Model-C schools**

Former Model-C schools are known as an apartheid term for previously privileged white schools. Former Model-C schools are government schools that are administered and largely funded by a governing body of parents and alumni (Power, 2011:1).

### **1.9.2 School management**

Van Deventer and Kruger (2011:244) define school management as the approach whereby public schools are given the opportunity and power to improve and develop their schools. School management consists of managing resources in order to promote school effectiveness ultimately. According to Emsley *et al.* (2009:224), male teachers are the most likely to leave the education system when they experience job dissatisfaction. For this study, *school management* referred to the management techniques used by educational leaders (principals) to establish strategies that can promote job satisfaction among male teachers.

### **1.9.3 School principal**

A principal is there to support and assist the school in meeting its objectives by providing leadership and direction (Steyn & Van Niekerk, 2008:212-214). The focus of the principal is to develop and maintain the educational process of the school. In this study, the principal will play a vital role in identifying key factors that have a direct impact on job satisfaction. The principal should provide direction and support

to teachers in order to improve job satisfaction among teachers (Quan-Baffour & Arko-Achemfuor, 2013:25-28).

#### **1.9.4 Teacher**

A teacher is defined as a person who provides education to learners and students by running an authoritarian, disciplined and well-organised classroom; their responsibility is to transfer their knowledge of a specific academic area to the student (Killen 2007:1-4). The transfer of knowledge from the teacher to the learner takes place in a safe and professional environment that encourages and stimulates the production of knowledge. For the purpose of this study, male teachers were examined to explain the factors that contribute towards job satisfaction, and how it should be implemented in order to create a pleasurable work environment. When teachers experience job satisfaction, they become more efficient and effective in their duties (Steyn & Van Niekerk, 2008:132).

#### **1.9.5 Job satisfaction**

Job satisfaction is based on how an individual feels about their work. This feeling indicates the individual's perception of satisfaction (Azeem, 2010:295-296). Teck-Hong and Waheed (2011:77) define job satisfaction as an "emotional state in which a person perceives various features of his/her work or their work environment". According to Emsley *et al.* (2009:224), teachers in South Africa experience dissatisfaction in their work environment; therefore, a system must be developed and then implemented by principals in order to promote job satisfaction among male teachers. This study aimed to establish how responsibility, communication, the role and interests of teachers could influence their job satisfaction.

#### **1.9.6 Motivation**

The driving force whereby an individual acts towards a particular goal is known as motivation (Shah *et al.*, 2012:271-274). Motivation is the process of influencing and stimulating people to action and to achieve a desired task (Tella, Ayeni & Popoola, 2007:2). The study aimed to indicate that job satisfaction and high moral improves the motivation of individuals to achieve their desired goals (e.g. the transfer of knowledge from teacher to learner) in the school environment.

### **1.9.7 Morale**

Van Deventer and Kruger (2011:16) define morale as “a feeling, a state of mind, a mental attitude, and also an emotional attitude”. Morale is the extent to which an individual’s feeling of performance, achievement and attitude towards his/her work environment is established (Quan-Baffour & Arko-Achemfuor, 2013:25-27). In the case of education, morale indicates the teacher’s attitude towards the school environment and according to Shah *et al.* (2012:271-273) the attitude will have a definite impact on their job satisfaction.

### **1.10 DELIMITATIONS OF THE STUDY**

The study was confined to the Ehlanzeni school district in the province of Mpumalanga. The population of the study was limited to 200 male teachers in 20 selected rural primary schools, former Model-C primary schools, rural secondary schools and former Model-C secondary schools, and 12 principals (3 from rural primary schools, 3 from former Model-C primary schools, 3 from rural secondary schools and 3 from former Model-C secondary schools).

### **1.11 LIMITATIONS OF THE STUDY**

The study had some limitations during the quantitative phase:

- Some of the principals were not available during the distribution and collection of the questionnaires.
- Many of the schools had not finished the Likert-scale questionnaires by the collection date. The researcher had to return to collect the questionnaires at a later stage.
- On the day of collection, a deputy principal stated that their time was too precious to complete the Likert-scale questionnaires and the school withdrew from the study.
- It is possible that the sample size was a limiting factor as the sample size of 145 was too small for 40 variables and a sample of 300 or more would have been preferable.

- Data were only gathered from male teachers during the quantitative phase of the sequential explanatory mixed-method approach. It is possible that a comparison between male and female teachers would have retrieved SSPS data that were more effective.

The study had some limitations during the qualitative phase:

- Two principals withdrew from the interviews because of responsibilities elsewhere.
- P3, a rural secondary-school principal, did not give consent for the interview to be audio recorded and the researcher had to take handwritten notes during the interview (See Appendix 11).

## **1.12 DIVISION OF CHAPTERS**

The study was structured as follows:

Chapter 1 introduced the research problem, the aims of the study and the research approach. It outlined the background of the study, and described the problem and studies of the objectives of the study.

Chapter 2 dealt with the assessment of relevant literature on the concept of job satisfaction and its relevance for male teachers. This was done to provide a theoretical background about the research problem.

Chapter 3 detailed the design and research method that were used to gather data. A sequential explanatory mixed-method approach was used which entailed both the quantitative and qualitative approaches.

Chapter 4 interpreted and discussed the results of the quantitative phase of data collection, which was based on the survey document.

Chapter 5 provided an analysis and interpretation of the qualitative data based on the structured interviews and document analysis.

Chapter 6 discussed the overall findings, conclusions and recommendations from the study.

### 1.13 CONCLUSION

Job satisfaction among South African teachers is an important topic for educational leaders and has been the focus point on many agendas. Chapter 1 provided a brief introduction into the background on the study. The problem identified in this study relates to the motivation of male teachers in order to promote job satisfaction in the Ehlanzeni school district in Mpumalanga. A summary of the research methods and design that were used during the study was also presented.

The sequential explanatory mixed-method approach was chosen for this study as the most appropriate method. It provided the most accurate answers to the exploratory and explanatory research questions:

To define job satisfaction in the work place (to be addressed in Chapter 2);

To identify factors which influence job satisfaction in an educational setting (to be addressed in Chapter 2);

Methods of gaining information, as well as how to use the information effectively, were documented and explained.

A literacy study was undertaken in Chapter 2 to address the topic of job satisfaction among male teachers in former Model-C and rural schools. Chapter 2 will focus on theories regarding job satisfaction and their interaction with education.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 INTRODUCTION

Chapter 1 incorporated the background to the study, the research problem, the aims and objectives of the study, the research methodology and design, and provided a layout of the chapters. In Chapter 2, a preliminary literature review is done to gather information on theories and factors that affect job satisfaction of and how the management of these factors can promote job satisfaction among male teachers.

According to Brink (2007:52), a literature review is essential in order to locate existing or related studies that can serve as a basis for the study at hand. It helps the researcher to develop a theoretical framework and relevant methods with which to measure the study variables. The literature review in this chapter addresses the theoretical aspects of job satisfaction, factors that affect the work environment of teachers and the result when male teachers are not satisfied in their work. Several questions were addressed:

- What does job satisfaction in the workplace entail?
- Which factors influence job satisfaction in an educational setting?
- What are the results if teachers become dissatisfied with their work environment?
- How could a school principal enhance job satisfaction among male teachers?

According to research done by Yemisi (2013:138) in Nigeria, the image of teachers has been under scrutiny by the public for the last couple of years, affecting their self-image and confidence and causing teachers to drop out of the profession. Yemisi (2013:138) continues to explain that teachers are vital for the success of schools and education systems; they are crucial in achieving its goals and objectives. Educational researchers have increasingly become important to assist in the development of a system that will attract more teachers to the profession in order to sustain a workforce that can contribute towards an effective system. This was the main objective of the study topic, namely creating guidelines for principals on how to keep male teachers satisfied. Teachers who are satisfied in their work will tend to be more

productive, provide a better service and remain committed to their school (Teck-Hong & Waheed, 2011:77-78; Shah *et al.*, 2012:271; Saeed & Muneer, 2012:462). Steyn (2002:29) states that certain factors in the work environment sustain behaviour.

Evaluating the work environment of a teacher will help researchers to gain insight into the expectations of teachers and their needs, as well as how to satisfy these needs. As demonstrated by Maslow's hierarchy of needs (explained later in this chapter), people are driven by motivation to satisfy their needs (Saif *et al.*, 2012:1382; Parvin & Kabir, 2011:133; Woolfolk, 2010:380; Steyn & Van Niekerk, 2008:135-137). When these motivational needs are satisfied, persons will experience satisfaction in their work environment (Ololube, 2006:3; Bishay, 1996:147; Maforah & Schulze, 2012:228-229).

By identifying factors that improve teachers' motivation and morale, principals can implement and execute effective strategies to ensure that teachers, in the midst of these changes, will perform their duties in an effective, enthusiastic and motivated manner" (Steyn & Van Niekerk, 2008:132).

Other theories reviewed in Chapter 2 are Herzberg's Two-Factor Theory, McClelland's Acquired Needs Theory, and Vroom's Expectancy Theory. The guidelines given at the end of the study will enable school principals to promote job satisfaction among male teachers and create a pleasurable and goal-orientated work environment.

Principals must create a pleasurable and goal-orientated climate where teachers can respond emotionally positive towards the school (Zengele, 2011:96-97). It is important that principals be made aware of the frustrations that teachers experience and ways are suggested to improve job satisfaction in order to keep them in the profession (Quan-Baffour & Arko-Achemfuor, 2013:25). For principals to be made aware of the problems teachers face, a channel of communication should be established.

Communication and collaboration between teachers and principals are essential for enhancing job satisfaction (Singh & Rawat, 2010:189). Effective and open communication can create an information system that will inform the principal about



certain discrepancies at the school that need urgent attention (Van Deventer & Kruger, 2011:156; Carl, 2010:128-129). According to research studies in the field of communication (Steyn & Van Niekerk, 2008:28),

communication is the focus of management procedures and is vital in every organisation, simply because managers deal primarily with people; between 60 and 80 percent (some authors put it as high as between 75% and 90%) of manager's work day is taken up by communication.

The researcher is of the opinion that communication is an important factor that will influence job satisfaction.

The following section provides some insight into the term, *job satisfaction* and how it affects the school environment.

## **2.2 A DEFINITION OF JOB SATISFACTION**

According to Aziri (2011:77),

Happock defines job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job.

Job satisfaction has received a considerable amount of attention from researchers investigating the management of people. The main aim for researching job satisfaction, according to Azeem (2010:295), is that employees who are satisfied with their work environment will perform better, thereby contributing towards the productivity of the organisation. The aim of this study was to identify factors that had a negative impact on the work environment of teachers, as well as develop support strategies for principals on how to enhance job satisfaction amongst male teachers. Job satisfaction is essential for the continuing growth of educational systems around the world (Yemisi, 2013: 138). Saif *et al.* (2012:138) define job satisfaction as "an attitude or emotional response to one's job or work environment". Tella *et al.* (2007:4) state,

job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important.

According to Quan-Baffour and Arko-Achemfuor (2013:25),

Job satisfaction among teachers relates to the extent to which they are motivated to stay in their posts and work.

The concept of job satisfaction and motivation can be divided into two categories: *environment* and *feelings* (Latif *et al.*, 2010:235). The *environment* can be classified as the place (school) where the employee (teacher) renders a service to the employer (Department of Education) in exchange for a salary. *Feelings* comprise the emotional response to this environment. The feelings that persons have towards their work environment will have a positive or negative effect on their performance (Aziri, 2011:77), and can be influenced by internal and external sources (Sing & Rawat, 2010:188). When teachers join the education system, they bring with them certain expectations. When these expectations are met, teachers become more committed to achieving the goal of the school, namely the transfer of knowledge. Employee satisfaction contributes towards commitment in achieving the organisational goal (Saeed & Muneer, 2012:462). This type of satisfaction results in feelings of belonging, increased intrinsic rewards for the individual, a willingness to exert effort and a positive emotional state (Azeem, 2010:295). Thus, teachers who are satisfied with the work they do and achieve the organisational (school) goal experience job satisfaction.

The desire of any organisation is to have a workforce that is satisfied in their work environment. This ultimately leads to productivity (Khalil, 2013:362). The school environment is no different. Low morale, absenteeism, job commitment, low performance and quitting jobs are only a few consequences of job dissatisfaction (Khalil, 2013:362; Sing & Rawat, 2010:188). This study aimed to identify factors causing dissatisfaction by using theories and suggesting strategies on how to improve job satisfaction among male teachers.

## **2.3 THEORETICAL PERSPECTIVES ON JOB SATISFACTION**

### **2.3.1 Introduction**

Theories can be used to determine why people behave in a certain way in their work environment (Ololube, 2012:4). A literature review was done to gather information and background on the theories that might affect work satisfaction. These theories could help map the way for the study by giving insight into why male teachers might become dissatisfied in their work environment. By researching these theories, the researcher could gain a deeper insight into the effect that job satisfaction has on a person's well-being. It helped to understand the factors better that could have an impact on job satisfaction. Having knowledge about the different theories could help school principals to gain insight into the behaviour of their staff. The effect that Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, McClelland's Acquired Needs Theory and Vroom's Expectancy Theory have on job satisfaction among male teachers is discussed next.

### **2.3.2 Maslow's Hierarchy of Needs**

While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction (Ololube, 2006:1).

Abraham Maslow's hierarchy of needs is the most widely recognised theory of motivation and satisfaction (Saif *et al.*, 2012:1385). Maslow distinguishes between a number of needs, ranging from lower-order needs for survival and safety to higher-order needs for intellectual achievement and finally self-actualisation (Woolfolk, 2010:380). According to Maslow,

once a need is satisfied it is no longer a need; it ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy (Ololube, 2012:4).

The theory is that a person will be motivated by striving towards progressing to the next-higher level. The five levels in Maslow's hierarchy, ranging from lower to higher-level needs, are:



**Figure 2.1: Maslow's Hierarchy of Needs** (adapted from Van Deventer & Kruger, 2011:150)

- Physiological needs: outline the lowest order needs that are the most basic necessities such as pay, food, water, clothing and shelter (Steyn, 2002:4). Teachers will satisfy these needs if they are employed and receive a salary (Steyn & Van Niekerk, 2008:135).
- Safety and security needs: are represented as physical protection, shelter, employment (financial stability), a safe home and work environment (Buchbinder & Shanks, 2007:25). Safety and security issues may also influence teacher satisfaction, because teachers may be demotivated in a work environment that does not protect their physical and psychological needs (Quan-Baffour & Arko-Achemfuor, 2013:25). Steyn and Van Niekerk (2008:135) have found that many teachers enter the profession because the education system can provide them with a stable and secure job.
- Belonging needs: are needs that include the desire for social contact, relationships with other people, the need to belong to a group or family and to be accepted (Saif *et al.*, 2012:1385). When people feel secure and safe in their work environment they will become involved in groups and form relationships; this in turn will create a feeling of acceptance. An assumption of the researcher is that male teachers should create support groups (even a

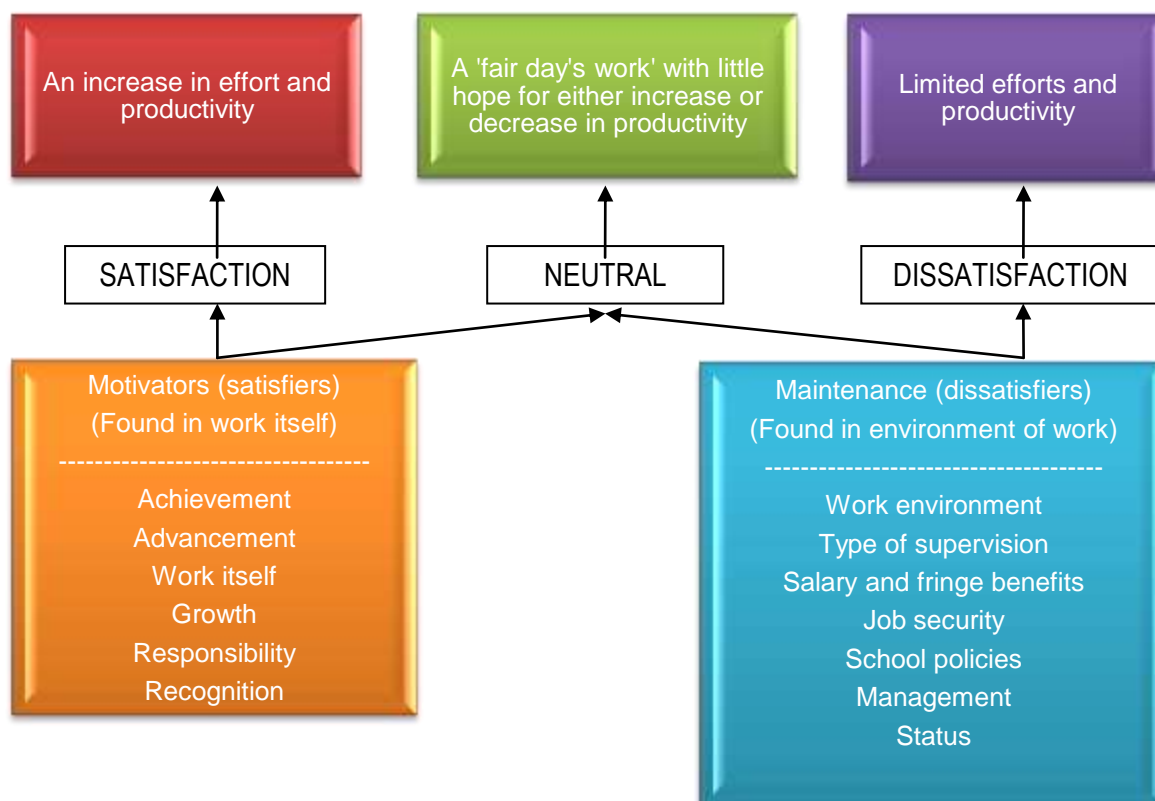
group of friends in their school environment) where they can socialise and compare strategies that can be used to create a more pleasurable work environment.

- Esteem needs: this level represents the higher-order needs. The esteem need includes the need for recognition, self-respect and the esteem of others (Van Deventer & Kruger, 2011:151). The researcher is of the opinion that this could have a negative influence on the job satisfaction of male teachers because Steyn and Van Niekerk (2008:136) indicate that, “teachers who do not feel that their status and self-esteem needs are not being met through the job can become discouraged”.
- Self-actualisation: This represents the highest level of Maslow’s hierarchy of needs and refers to “the need to fulfil one’s potential and to develop one’s capacity” (Steyn, 2002:91). This is the need for teachers to grow in their careers and not stagnate (Quan-Baffour & Arko-Achemfuor, 2013:25). According to Van Deventer and Kruger (2011:150), people want to grow in their careers so that they can reach their full potential to be their true, unique self. The researcher assumed that when teachers reached the highest level of Maslow’s hierarchy of needs they would continue to improve them in their work environment and thus create a pleasurable feeling towards their job.

Each of these levels, starting from the lowest order need, has to be satisfied before needs on the next-higher level can be satisfied. This theory serves as a good starting point from which a principal can explore the problems of job satisfaction among male teachers by means of having regular follow-up meetings (Steyn & Van Niekerk, 2008:137). This helped the researcher to find answers regarding job satisfaction among male teachers and achieve the aim of improving the work environment by presenting principals with support strategies. They (Steyn & Van Niekerk) explain that principals need to evaluate teachers in order to identify where each of the teachers is situated on Maslow’s hierarchy, because not all are on the same level. By knowing on which level each teacher is, the principal can start to focus on what affects the job satisfaction of each individual teacher. Maslow’s hierarchy of needs are supported by Herzberg’s two-factor theory, which focuses on job satisfaction.

### 2.3.3 Herzberg's Two-Factor Theory

Herzberg's two-factor theory, also known as the motivation-maintenance theory, focus on a practical approach towards motivating employees and promoting satisfaction in their work environment (Shah *et al.*, 2012:274; Teck-Hong & Waheed, 2011:76). Herzberg distinguishes between two sets of work factors (Steyn & Van Niekerk, 2008:138).



**Figure 2.2: Herzberg's Two-Factor Theory** (adapted from Steyn & Van Niekerk, 2008:138)

There are certain factors that motivate people to achieve success in their work and consequently result in job satisfaction (Schulze, 2006:319). These factors are linked to the *content of work* and include achievement, advancement, work itself, growth, responsibility and recognition (Van Deventer & Kruger, 2011:151). In this study, the common goal was to ensure job satisfaction among male teachers by identifying support strategies such as the different *motivators* that principals could utilise in their own school. The other set is characterised as the *maintenance factors* or *dissatisfiers*. These factors have to do with the *environment of work*, and include type of supervision, physical working conditions, salary, status, policy and

administration, fringe benefits and job security (Van Deventer & Kruger, 2011:151). This study aimed to identify the factors that had an influence on the satisfaction of male teachers in their work environment. The maintenance factors do not cause satisfaction or increase the performance of workers (Ololube, 2006:5).

Herzberg's two-factor theory can be applied by school principals in promoting job satisfaction among male teachers. Saif *et al.* (2012:1386) state that the theory helps to understand job satisfaction in the educational setting. Figure 2.2 can be utilised by principals to identify key aspects such as participation in decision-making, positive feedback, administrative support, reasonable workload and proper communication that motivate teachers (Ololube, 2006:6). Principals can combine Herzberg's Two-factor Theory and McClelland's Acquired Need Theory to identify factors that influence job satisfaction in the work environment of male teachers. The researcher is of the opinion that principals could use Maslow's need theory to identify on what level the teachers are and then combine it with Herzberg's Two-Factor Theory to implement the motivators and achieve job satisfaction. The next theory that was discussed was McClelland's Acquired Needs Theory, which indicated how male teachers could use motivation to achieve success in their profession.

#### **2.3.4 McClelland's Acquired Needs Theory**

The effectiveness of the management process in any work environment depends on the motivation of personnel to do their tasks (Raeisi, Hadadi, Faraji & Salehian, 2012:1). Principals are responsible for creating a culture of commitment among teachers by realising the value of their staff and evaluating factors that might have a negative impact on their job satisfaction (Sing & Rawat, 2010:189; Quan-Baffour & Arko-Achemfuor, 2013:26). McClelland indicates that people have a drive to succeed and because of this drive, they strive for personal achievement rather than the reward of success itself (Saif *et al.*, 2012:1387). Ololube (2006:1) and Filak and Sheldon (2003:236) acknowledge that teachers who want to succeed in their profession should gain professional knowledge, skills and centre competencies, which will lead to achievement and job satisfaction. This theory focuses on three types of needs:



**Figure 2.3: McClelland's Acquired Needs Theory** (adapted from Buchbinder & Shanks, 2007:27)

- Need for achievement: emphasizes on the desire for success, mastering tasks, and attaining goals (Buchbinder & Shanks, 2007:27). The need for achievement is doing the work in the best and most effective way (Harrell & Stahl, 1981:243). This type of teacher is focused on accomplishing challenges and requires regular feedback.
- Need for affiliation: focuses on the desire for friends and close interpersonal relationships (Saif *et al.*, 2012:1387; Buchbinder & Shanks, 2007:27). For teachers to experience satisfaction in their work environment they need to belong to a group and to be liked by others.
- Need for power: relates to the desire to have an impact, control and influence on others (Raeisi *et al.*, 2012:2; Saif *et al.*, 2012:1387; Buchbinder & Shanks, 2007:27). By placing this type of teacher in a position of authority will cause him to experience satisfaction in their work environment.

McClelland indicates that all three these needs can be present in one person, although the weight attached can vary. According to Saif *et al.* (2012:1387), “people who have the desire to perform better than before, like challenging jobs and behave as high achievers”. School principals can use this theory to identify highly motivated teachers and aim for achieving success in their work environment. The drive behind highly motivated teachers can be explained in Vroom's Expectancy Theory, which is discussed next.

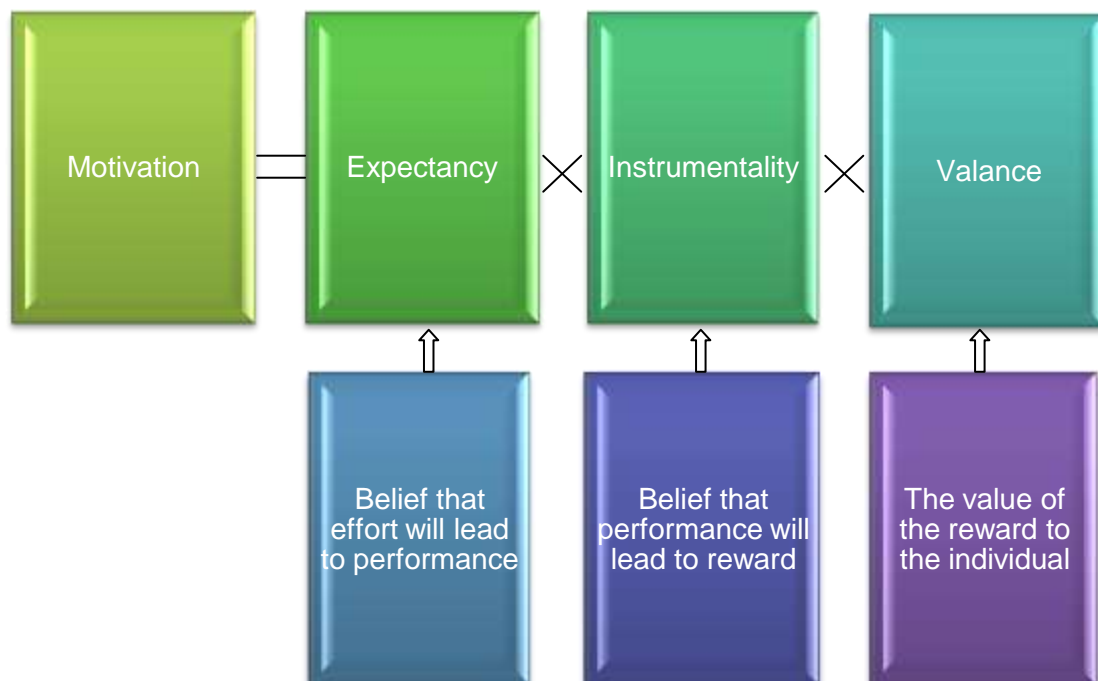


### 2.3.5 Vroom's Expectancy Theory

#### Vroom's Expectancy Theory

attempts to explain that people are motivated to work to achieve a goal if they believe that the goal is worthy and there is the probability that what they do will help them in achieving their goals (Saif *et al.*, 2012:1389; Lunenburg, 2011:2; Steyn, 2002:96).

The purpose of using this theory in the study was to understand how a teacher's motivation was related to his/her achievement in the school environment. The theory is based on three major variables:



**Figure 2.4: Vroom's Expectancy Theory** (adapted from Lunenburg, 2011:2)

- Expectancy: is a person's belief that the effort they put into their work will result in a given level of performance (Lunenburg, 2011:2; Steyn, 2002:96). Expectancy could be the belief of male teachers that by putting in more effort, they can improve their performance in their work environment.
- Instrumentality: is a person's belief that the performance in their work will lead to the desired rewards (Lunenburg, 2011:2; Steyn, 2002:96). The belief of male teachers could be that if they set a high enough standard of performance

they could be promoted, take part in decision-making, receive recognition or experience belonging in their work environment.

- Valance: is the value of the desired reward for the individual (Lunenburg, 2011:2; Steyn, 2002:96). The value of the reward could be the achievement of job satisfaction experienced by male teachers.

Thus, the expectancy theory is a cognitive process theory of motivation that is based on the idea that a person believes that the effort they put into their work will boost their performance and this will create a pleasurable work (Steyn, 2002:96). The expectancy theory can help principals to recognise the importance of needs for teachers, as well as how these needs can contribute to male teachers' job satisfaction. A brief summary of the most common factors that might have a definite effect on the job satisfaction and motivation of male teachers is provided below.

### **2.3.6 Summary**

The review of these theories enabled the researcher to place the study into a more general framework that provided the researcher with a link between questions and methodology. There was a clear relation between the use of these four theories and their link to teacher motivation in order to promote job satisfaction. Herzberg's two-factor theory, was ideal for this study because of the focus on a practical approach towards motivating employees and promoting satisfaction in their work environment. The researcher is of the opinion that the theories reviewed could help the researcher to identify factors affecting job satisfaction and understand why male teachers become dissatisfied in their work environment.

## **2.4 OVERVIEW OF FACTORS WITHIN THE SCHOOL THAT INFLUENCE JOB SATISFACTION AMONG MALE TEACHERS**

### **2.4.1 Introduction**

Parvin and Kabir (2011:113), Azeem (2010:295), Khalil (2013:362) and Bishay (1996:147) emphasise that many factors influence job satisfaction among teachers and that these factors should be examined in order to gain knowledge about the impact that these factors have on the work environment of teachers. This section would provide answers to the objective and achieve the goal of identifying factors that could have an influence on the job satisfaction among male teachers in this study. School principals should be made aware of these influential factors. The following are potential sources that may influence job satisfaction among male teachers:

### **2.4.2 Work environment**

Leithwood (2006:15) and Berry, Smylie and Fuller (2008:3) state that the performance and attitude of teachers will be influenced positively or negatively by their work environment. This will affect their job satisfaction and commitment toward their school. As indicated by Azeem (2010:295), employees who are committed to the organisation and satisfied with their work environment are high performers, reducing staff turnover. Teachers who enjoy their work environment will be well-performing teachers (Shah *et al.*, 2012:273), innovative and motivated to establish and maintain an environment conducive to learning (Schulze, 2006:318). Quan-Baffour and Arkon-Achemfour (2013:25) have found that teachers at South African schools who experience poor conditions of service, increased workload, lack of discipline among learners and violence against teachers in their work environment will lead to frustration and they might leave the profession. This evidence in the literature proved that the researcher had found evidence to identify one of the factors that could influence job satisfaction among male teachers in an educational setting.

The researcher is of the opinion that a school structure should be developed and maintained by principals to support the work environment of male teachers in their schools. As indicated by Quan-Baffour and Arkon-Achemfour (2013:25), workload is one of the factors that have a definite impact on the job satisfaction of teachers.

The overload of administration tasks is discussed next.

### **2.4.3 Administration overload**

Ngobeni (2006:28) has found that the workload that teachers deal with nowadays has a negative impact on their job satisfaction because of all the administrative tasks that goes with being a teacher. The workload itself is a source of stress in their work environment. All around the world teachers are constantly faced with the task of facilitating and implementing educational reform that was designed without them (Swanepoel, 2008:39). Cheng (2008:33) emphasises that job satisfaction and work commitment may compensate for the higher workload that teachers are dealing with.

The researcher is of the opinion that teachers experience job dissatisfaction because of the administrative workload that they have to deal with on short notice and that teachers should be involved in the curriculum development and implementation process to counter this effect.

### **2.4.4 Implementation of revised curriculum**

Nyaumwe, Ngoepe and Phoshoko (2010:36) define curriculum as a “set of values, knowledge, and skills usually expressed as statements, courses, and content that learners are expected to achieve during school hours”. Problems that teachers encounter during the implementation process of a curriculum is the underlying assumptions and goals, subject demarcations, content, teaching approach and methods of assessment (Bennie & Newstead, 1999:1). According to Oberholzer (2010:2), factors that influence the job satisfaction among South African teachers when implementing a curriculum are the under-preparedness of teachers, subject knowledge base, language skills of teachers (teaching a subject in another language) and communicating the implementation procedure. These factors will create resistance when teachers attempt to come to grip with new information regarding curriculum implementation (Bennie & Newstead, 1999:3)

A curriculum cannot function without the support from teachers. This type of support can be encouraged by sufficient training and involving teachers in the development and implementation process (Oloruntegbe, 2011:443-444). The development of teachers' knowledge and skills before implementing a curriculum is one of the most

important factors when preparing the implementation process (Lemmer & Van Wyk, 2010:124) and the success of the process depends on effective communication between department of education, principals and teachers (Oberholzer, 2010:2-4). In their study, Hussain, Dogar, Azeem and Shakoor (2011:264) have found that “teachers need to be knowledgeable about curriculum and understand the processes by which curricula may be developed”. The researcher is of the opinion that principals should be well informed about the curriculum implementation process and involve teachers by communicating each of the steps the school is going to take when implementing the curriculum in order to cut down on unnecessary administration tasks.

The extra workload and administrative tasks that teachers have to deal with when implementing a revised curriculum and taking away the control in terms of how teaching occurs in classrooms may lead to job dissatisfaction among teachers (Sikhwivhilu, 2003:9).

The planning requirements of teachers has become unnecessarily complicated and appear to make little contribution to improving teaching or students attainment; on the contrary, the administrative burden around assessment and planning appear to impact negatively on teaching and contact time (Department of Education, 2009).

Support strategies should be developed for principals where they can identify these factors so that they can help alleviate the workload of teachers at their schools. In this particular study, the aim (to identify factors which influence job satisfaction in an educational setting) and objective (identifying support strategies that provide motivational methods for principal to deal with teachers on a level that promotes job satisfaction) were achieved through the implementation of strategies to support male teachers in the Ehlanzeni school district to remain in the teaching profession.

Research done by Sikhwivhilu (2003:8) indicates that principals need to manage the curriculum and coordination of curriculum development among teachers in order to create a satisfactory work environment. Thus, school managers should focus on in-service training for teachers when implementing the curriculum (Oberholzer, 2010:3). Masekomeng (2010:29) indicates that the curriculum content and the ability to

stimulate learners' knowledge have a definite effect on the behaviour of learners, was explained next.

#### **2.4.5 Poor learner behaviour**

Since the banning of corporal punishment there has been a growing concern of unacceptable and disruptive behaviour among children at South African schools (Marais & Meier, 2010:1; Maphosa & Mammen, 2011:1). The strategy implemented by the Department of Education after the banning of corporal punishment was called Alternatives to Corporal Punishment (ATCP). The strategy provides guidelines to alternatives on how to discipline learners without using any form of physical reprimand (Marais & Meier, 2010:2). Moyo, Khewu and Bayaga (2014:2) indicate that, following the implementation of the ATCP, research has shown that poor learner behaviour has continued to increase and is the most consistently discussed problem among teachers. The evidence in the literature proved that the researcher found evidence to achieve the aim of identifying factors that influence job satisfaction in an educational setting (See Chapter 2.4, which gives a clear identification of factors that could influence job satisfaction). According to Mokhele (2006:148), the reason for this behaviour is caused by a lack of knowledge regarding the effective use of alternative behaviour methods.

Moyo *et al.* (2014:1) have found that teachers are becoming more distressed about behavioural problems and that poor learner behaviour has manifested itself in a number of ways, which include disobedience, intimidation, assault, theft, truancy, delinquency and disrespect towards teachers. The above-mentioned is not made easier by large and overcrowding classrooms, which has a direct impact on learner discipline and the classroom environment (Iwu *et al.*, 2013:838). The researcher is of the opinion that these disciplinary problems have become a source of inappropriate behaviour that disrupts learning and denies other children the right to a proper education. A study conducted amongst teachers indicated that 58% of the teachers reported that poor learner behaviour caused them to be unhappy in their work, causing tension and health problems (Serame *et al.*, 2013:2).

The researcher is of the opinion that teachers should be exposed to methods of maintaining discipline in order to enhance learner behaviour in schools and

ultimately promote job satisfaction among teachers. School principals can contribute towards solving these problems at their schools by constantly monitoring and communicating with teachers to find methods that work.

Poor learner behaviour may seriously hamper the academic progression of learners (Leithwood, 2006:59) and could cause teachers to become even more demotivated and dissatisfied with their work environment.

#### **2.4.6 Ability of students to progress academically**

The academic performance of students remains a top priority for teachers (Farooq, Chaudhry, Shafiq & Berhanu, 2011:1), especially in South Africa, which is constantly plagued by media reports regarding poor learner performance. King-McKenzie, Bantwini and Bogan (2013:25) note that,

when schools are failing and students are not learning, who is responsible". According to them, there is a belief that "poor student performance is caused by incompetent teachers and principals despite the fact that decades of social science show that family income is the most reliable predictor of test scores.

Farooq *et al.* (2011:1-3) indicate that there are a few factors that may influence learner performance and they focus especially on the socioeconomic status of the learners' families. They have found that low socioeconomic status has a negative effect on learner academic performance and may cause low self-esteem; the reason for this being that basic needs are not met. As indicated earlier in this chapter, Maslow's hierarchy of needs has established that the most basic needs have to be achieved before the individual can move on to the next level. The researcher is of the opinion that a principal might be powerless to change the economic status of a family; rather he uses his power to create a pleasant school environment, which may have an influence on teacher satisfaction and learner academic performance.

Marishane and Botha (2011:106) outline that school leadership has a strong effect on learner performance and that a principal can create an atmosphere of learning, which may influence the job satisfaction of teachers. The literature proves that there is evidence to achieve the aim (to identify factors that influence job satisfaction in an educational setting) and objective (identifying support strategies that provide

motivational methods for principals to deal with teachers on a level that promotes job satisfaction) and answer questions on ways that school principals can enhance job satisfaction among male teachers. A positive school atmosphere can reduce absenteeism, dropout rates and promote learner motivation (Van Deventer & Kruger, 2011:15-16). The researcher is of the opinion that it is beneficial for the principal and the school to create an atmosphere where learners' self-esteem can be nurtured by teachers (life skills teacher) who are educated in the topic of self-esteem. Teacher empowerment may help teachers to create an atmosphere of learning and the academic success of learners.

#### **2.4.7 Teacher empowerment**

Steyn and Van Niekerk (2008:149) cite a definition of empowerment by Matjeka, Dunsing and McCabe (1999:15) as

the process by which staff are entrusted the power (authority) to make decisions and take actions relating to assigned tasks; staff's involvement in the creation of ways of maintaining a productive and satisfying work environment and their involvement in daily problem-solving and decision making.

Belle (2007:32) has found that teachers experience job satisfaction and high levels of motivation when they have some measure of control over their work environment through empowerment.

Teacher empowerment may be one of the factors that influence job satisfaction in an educational setting that the researcher set out to identify when developing the problem statement. In retrospect, Carl (2010:10) and Belle (2007:32) acknowledge that by empowering teachers, principals enable them to become effective leaders in their classrooms and other academic areas. They describe that teacher empowerment is the responsibility of principals through effective communication and teacher involvement in decision making, which will be discussed next.



#### **2.4.8 Teachers taking part in decision-making**

Swanepoel (2008:39) indicates that by sharing in the responsibility of decision-making will encourage teachers to address educational problems and that school principals had significantly underestimate the willingness of teachers to be involved in decision making. "Teacher participation in decision making is one of the recommendations of management and one of the key characteristics of an effective school." (Cheng, 2008:31) Principals need to realise that teachers are in the frontline and can give insight into the problems that the school might be facing (Omobude & Igbudu, 2012:14).

Mualuko, Mukasa and Judy (2009:391) state that management who makes decisions on their own will have a negative effect on

efficiency and productivity of the schools because teachers work at half steam because they are not affectively involved in decision making to make them feel as part of the school.

Latif *et al.* (2011:235) report that the involvement and commitment of teachers are one of the most important factors that have an impact on the job satisfaction of teachers. The researcher wants to assume that when principals involve male teachers in making decisions that are fundamental for the success of the school, it will lead to job satisfaction and commitment towards the school, as indicated by Maslow's esteem need. Cheng (2008:33) has found that decision-making and the effectiveness of the decisions made depend on communication, which will be explained next.

#### **2.4.9 Communication between management and teachers**

According to Steyn and Van Niekerk (2008:26), great leaders, including great school leaders, use a powerful tool, namely communication, and when leaders fail to communicate their staff will misinterpret, misunderstand and receive mixed messages. Principals must understand the complexity of communication in order to coordinate activities and help teachers to put objectives into practice in their work environment (Ärlestig, 2007:265). As stipulated in Chapter 1, effective

communication between a principal and his or her staff will create an effective work environment and promote job satisfaction.

The study aimed to create an enjoyable work environment where male teachers can experience job satisfaction and, as indicated in the abovementioned, communication is surely one of the strategies that principals should focus on to enhance job satisfaction. The flow of information and ideas can be 'top down', from the 'bottom up' and 'horizontal'. These channels of communication are described below (Van Deventer & Kruger, 2011:156-161):

- Downward channels: This information flows from the principal to the staff and the purpose is to direct the behaviour and coordinate who receives the information (Van Deventer & Kruger, 2011:156-161).
- Upward channels: The communication flows upward from the teachers to the management (Van Deventer & Kruger, 2011:156-161). This type of communication is encountered where teachers are involved in the decision-making process, as indicated previously.
- Horizontal channels: Horizontal communication occurs between people on the same level of the school's organisational structure, e.g. between teachers or between management staff (Van Deventer & Kruger, 2011:156-161).

It is important to realise that without communication people becomes demotivated, which will create an unpleasant work environment among teachers (Steyn & Van Niekerk, 2008:116). This provided the researcher with the outline teachers need to know what is expected of them and they rely on the principal to guide them towards achieving an effective work environment. Many people are involved in the process of communication, which could cause a communication gap. Therefore, it is the responsibility of school principals to make sure each person involved understands the message clearly (Carl, 2010:128).

School principals can use effective communication to give feedback and recognition to teachers, which are explained in the next section.

#### **2.4.10 Recognition and feedback from principals**

Everyone prefers praise and recognition, and too often teachers only receive feedback when something goes wrong (Steyn & Van Niekerk, 2008:148). Hattie and Timperley (2007:82) describe feedback as the information provided by an agent (school principal) regarding a person's (male teachers) performance or understanding. Belle (2007:34) has found that

recognition in the form of praise and constructive feedback from colleagues and the principal has a positive impact on teacher motivation, self-esteem, confidence and sense of security.

The impact of feedback and recognition can have a positive effect on a teacher's job satisfaction, mainly because principals recognise the value of the work (Steyn & Van Niekerk, 2008:148-150). The study aimed to create a work environment where feedback and recognition would promote job satisfaction amongst male teachers and form a positive relationship between teachers and principals. The recognition and feedback that a teacher receive could be influenced by the leadership style of a principal.

#### **2.4.11 School leadership styles**

Leadership (Van Deventer & Kruger, 2011:139) can be defined as:

one or other form of dominance where the subordinates more or less have accepted the commands and control of another person.

According to Carl (2010:10), leadership is an important element in the motivational process of staff and has an undeniable influence on the job satisfaction of teachers. Zengele (2011:90) has gathered data that stipulate,

the difference in leadership styles can be a tribute to the fact that some leaders are mainly interested in results (task-orientated), while others are mainly interested in relationships (people-orientated).

He identifies three leadership styles commonly discussed in literature:

- Autocratic leadership style

- Laissez-faire leadership style
- Participative/democratic leadership style

The autocratic leadership style is leader-centred and extremely task-orientated. Autocratic leaders take all the decisions and communicate only top down, teachers have no say in what takes place in their work environment and the principal frequently uses fear, threats and force to motivate staff (Zengele, 2011:90).

The laissez-fair leadership style is the complete opposite of the autocratic leadership style. There is no communication from the top; only between teachers, because this type of leader has no interest in planning, organising or making decisions. Teachers have to motivate themselves and receive little or no feedback on their performance from the principal. Most of the responsibilities of the leader are delegated to the teachers (Zengele, 2011:91).

The participative/democratic leadership style maintains the balance between task-orientated and people-orientated styles. Principals guide teachers through persuasion and example. He or she involves staff in decision-making and communication is two-way. The opinion of teachers is valued and a healthy school climate is fostered (Zengele, 2011:91).

The type of leadership styles provided the researcher with an outline of the work atmosphere that male teachers could expect in their school environment. Marishane and Botha (2011:6) emphasise that

school principals, as leaders, deal directly with teaches (followers) by organising, influencing, guiding and motivating them to perform to the best of their ability when carrying out their tasks.

Principals should have the necessary leadership skills to motivate their staff in order to have a positive effect on their performance (Van Deventer & Kruger, 2011:139). Regarding the research done earlier in this chapter, is it important to note that teachers are satisfied in their work environment when they are involved in decision-making and when effective communication channels are implemented. The researcher is of the opinion that male teachers could experience job satisfaction in a

participative/democratic leadership style school; therefore, there should be a sound relationship between teachers and their principal.

#### **2.4.12 Teacher-principal relationship**

Research done by Fuller, Young and Baker (2011:2-4) indicates that the relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers and according to Edgerson and Kritsonis (2006:2), “principals have the ability to improve teacher perceptions overall by simply attending to fundamental components inherent in quality relationships”. They have also established that teachers and principals can work together by forming a professional relationship to identify and resolve factors that might have a negative impact on the school environment.

As indicated in the section about ‘communication between management and teachers’, communication is an effective tool that principals can use to gain information from teachers, and the effectiveness of communication may promote the relationship between a principal and his or her staff. Marishane and Botha (2011:106) emphasise that

principals can inspire teachers by developing a positive relationship, which creates an atmosphere of mutual trust and sustained support by showing interest in what teachers do.

The relationship between a principal and his or her staff may have an effect on the relationship between co-workers, which is discussed next.

#### **2.4.13 Co-worker**

Harmer and Findlay (2005:1), Iqbal (2013:67) and Simon, Judge and Halvorsen-Ganepola (2010:534) affirm that the relationship between an individual and their co-workers has an underlining impact on their performance and job satisfaction overall. Lee and Ok (2011:1) indicate that a positive relationship between co-workers will promote effective communication, respect, support and reduce work stress. Co-worker satisfaction and wellbeing would significantly predict the level of job satisfaction of an individual (Harmer & Findlay, 2005:2). The researcher is of the opinion that if a work environment were created where teachers could interact and

communicate effectively, a sense of job satisfaction among male teachers would prevail. Friendship in the workplace reduces feelings of insecurity and uncertainty. People share more information about work-related problems and encourage feedback (Lee & Ok, 2011:2). The previous sentence can be linked to one of the needs identified by Maslow, namely the need to belong (See Chapter 2.3.2).

The success of a person's performance depends on harmony with co-workers (Lee & Ok, 2011:2) and employees that support one another can reduce work stressors (Iqbal, 2013:68). Principals should be made aware of the importance of harmony between co-workers because work relationships may reflect the support that staff receives from their leader (Simon *et al.*, 2010:535).

The above-mentioned indicates that effective co-worker relationships will cause staff to share more information about work-related problems and communicate more effectively. This could be utilised to motivate teachers to support one another during promotional opportunities.

#### **2.4.14 Minimum opportunities for promotion**

Malik, Danish and Munir (2012:6) define promotion as

The movement of an employee upward in the hierarchy of the organisation, typically that leads to enhancement of responsibility and rank and an improved compensation package.

Parvin and Kabir (2011:113), Malik *et al.* (2012:6) and Naveed, Usman and Bushra (2011:301) concur that promotion is one of the factors that have a definite influence on the motivation and job satisfaction of employees (teachers). Promotion is a reward for high productivity that improves employees' attitudes towards their job, and has a significantly positive influence on their work environment (Malik *et al.*, 2012:6) (See Chapter 2.3.3), Herzberg's two-factor theory model affirms that advancement and growth are 'motivators' that have a positive effect on a person's work environment. The satisfaction of employees increases when they are given the opportunity to be more innovative and consider themselves an important part of the organisation (Naveed *et al.*, 2011:301).

The provincial gender ratio of Mpumalanga indicates that women in principal positions make up 32,35% and male principals 46,59% (Mpumalanga Department of Education Open Vacancy List, 2013:6-7). The Department outlines that over the next few years they will work towards a 50% representation of woman in principal positions (Mpumalanga Department of Education Open Vacancy List, 2013:6-7). The Free State Department of Education (Vacancy List 9 of 2013) implements the following scoring outline for their employment Equity Plan: a Black male receives 15 points, a Black female 25 points, a White male 0 points, and a White female receives 10 points before the interview starts. Mugweru (2013:24) stipulates that the criteria for promotion

tended to reduce teachers' moral making many of them to seek alternative avenues to achieve professional development outside the school setup.

The above-mentioned indicates that opportunities for male teachers who want to apply for promotional positions could cause them to become discouraged and dissatisfied in their work environment.

Promotion is an important reward tool that principals can use to motivate and attain quality teachers (Mugweru, 2013:25) and the researcher is of the opinion that promotional opportunities could be an effective contributor towards making male teachers more satisfied in their work environment.

#### **2.4.15 Summary**

This section's literature review of the study clearly identified factors that have a definite impact on the satisfaction levels of teachers. After reviewing the factors that might affect job satisfaction among teachers, it transpired that the following factors played an important role in satisfaction:

- the work environment of teachers,
- administration overload,
- implementation of revised curriculum,
- poor learner behaviour,
- ability of students to progress academically,

- teacher empowerment,
- teachers taking part in decision making,
- communication between management and teachers,
- recognition and feedback from principals,
- school leadership styles,
- teacher-principal relationship,
- co-workers, and
- minimum opportunities for promotion.

The researcher used these factors as guidelines to set questions for the quantitative Likert-scale questionnaires, which were sent to participants to complete. These quantitative Likert-scale questionnaires are discussed in detail in Chapter 3 of this study. The quantitative Likert-scale questionnaires also helped the researcher to achieve the aim (to identify factors which influence job satisfaction in an educational setting) and objective (identifying support strategies that provide motivational methods for principals to deal with teachers on a level that promotes job satisfaction) of this particular study.

Factors that have a negative influence on the work environment of teachers will cause them to experience dissatisfaction, which will lower work performance and efficiency (Singh & Rawat, 2010:188). Principals who understand these factors related to job satisfaction can create an innovative and motivated work environment for staff, which will lead to an effective learning environment for learners (Schulze, 2006:318-319).



## **2.5 CONSEQUENCE FOR TEACHERS WHO DO NOT EXPERIENCE JOB SATISFACTION**

### **2.5.1 Introduction**

The literature review conducted in Section 2.4 on “factors within the school that influence job satisfaction among male teachers” indicated that when these factors had a negative impact on the job satisfaction of teachers, they would cause teachers to become demotivated and dissatisfied. This next section explains what happens when male teachers do not experience job satisfaction.

### **2.5.2 Job performance**

Research done by Funmilola, Sola and Olusola (2013:511) has found that there is a definite relationship between the job satisfactions of employees’ and their job performance. They indicate that job satisfaction or dissatisfaction can be seen as a moderator in its relationship with job performance (Popa & Bazgan, 2011:80). Usop, Askanadar, Languauan-Kadtong and Usop (2013:245) have identified factors such as supervision, interpersonal relationships, opportunities for promotion, working conditions, achievement, recognition and responsibility may affect the work performance of teachers, which will affect the academic achievement of students. They conclude that, “disgruntled teachers who are not satisfied with their job will not be committed”. This type of commitment is discussed next.

### **2.5.3 Commitment to the profession**

Tok (2013:251) has found that commitment refers to the way a teacher feels towards his or her school as a whole. Previous studies have found that there is a definite correlation between the commitment that employees show towards their work environment and job satisfaction (Suma & Lesha, 2013:45). Omidifar (2013:263) affirms that people who experience low levels of commitment will experience lower levels of motivation and job performance; this will cause the organisation to experience higher rates of absenteeism, staff turnover and job dissatisfaction amongst staff. The researcher found that an increasing number of male teachers leave the education system in the Mbombela ward. This was why the researcher wanted to develop support strategies for principals on how to keep male teachers

motivated and promote job satisfaction. The statistics about teachers who have left and who aim to leave the South African education system can be found in Chapter 1.1). Muthuvelayutham and Mohanasundaram (2012:341) have identified stress as one of the factors that has an influence on teachers' commitment towards their school.

#### **2.5.4 Stress**

Muthuvelayutham and Mohanasundaram (2012:339) define stress as

a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he/she desires and for which the outcome is perceived to be both uncertain and important,

whilst Kyriacou (2001:39) defines teacher stress as an

experience of unpleasant, negative emotions such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher.

Several studies concur that there is a definite link between stress and job satisfaction, and teachers who experience stress in their work environment indicate that they are dissatisfied in their jobs (Kayastha & Kayastha, 2012:52; Muthuvelayutham & Mohanasundaram, 2012:341; Bemana, Moradi, Ghasemi, Taghavi & Ghayoor, 2013:233). Muthuvelayutham and Mohanasundaram (2012:340-341) have identified several important factors that promote stress among teachers: work overload, lack of promotion opportunities, a lack of regular feedback, disciplinary problems, inadequate recognition, inadequate management and participation in management. The evidence provided in the literature proves that the researcher has found evidence to achieve the aim of the study by identifying factors that affect job satisfaction among male teachers and thus identifies the result (stress and job dissatisfaction) of these factors. This provided the researcher with enough supportive evidence to achieve the objective of identifying factors that influence job satisfaction in an educational setting.

Singh and Kumar (2012:65) report that burnout is the result of work stress experienced by a person.

### **2.5.5 Burnout**

Burnout, according to Tsigilis, Zachopoulou and Grammatikopoulos (2006:257), is “considered to be the final step of prolonged and extensive exposure to job related stress”. They indicate that when a teacher is diagnosed with burnout they will tend to be more absent from their work, learner performance decrease and turnover increase. Chenevey, Ewing and Whittington (2008:12) and Ogresta, Rusac and Zorec (2008:365) have found that teachers who experience burnout will be more dissatisfied in their job and this causes them to be less enthusiastic when it comes to teaching. Tsigilis *et al.* (2006:13) and Chenevey *et al.* (2008:257) identify factors such as poor learner behaviour, a lack of involvement in decision-making, supervision, workloads and work conditions. They indicate that burnout amongst teachers will lead to more frequent absenteeism. The researcher has found that there was an increase in male teachers who aimed to leave their schools, due to the factors mentioned above. These factors cause teachers to become less satisfied in their jobs and this is why the researcher wanted to conduct the study. The statistics of teachers that have left and aim to leave the educational setting can be seen in Chapter 1.1.

### **2.5.6 Absenteeism**

Absenteeism is traditionally defined as a specific employee’s unavailability for work, when work is actually available for this specific employee. (Gupta, 2013:88).

Obasan (2011:27) notes that, “absenteeism is caused by employees avoiding a painful or dissatisfying work situation”. Lucas, Bii, Sulo, Keter, Yano and Koskey (2012:444) agree with Brown and Arnell (2012:172) that absenteeism among teachers tends to reduce the quality of performance and achievement of learners.

In the absence of highly qualified teachers, schools rely on substitute teachers that do not always measure up to the regular classroom teachers and thus the overall performance of learners will be affected negatively (Brown & Arnell, 2012:173-174). Obasan (2011:26), Jacobs and Kritsonis (2007:4) and Brown and Arnell (2012:173) note job dissatisfaction as the primary influential factor that causes absenteeism

among teachers. One of the factors identified in this chapter that has an impact on job satisfaction among male teachers is the school leadership style.

The leadership style of a principal has a definite impact on teacher absenteeism at his or her school (Lucas *et al.*, 2012:444). Earlier in this chapter, the researcher stated that teachers might favour the democratic leadership style more. The researcher will use this assumption to set questions on leadership styles for the Likert-scale questionnaire, which would be sent to participants to complete. These Likert-scale questionnaires are discussed in detail in Chapter 3 of this study. They also helped the researcher to achieve the aim (to identify factors that influence job satisfaction in an educational setting) and objective (identifying support strategies that provide motivational methods for principals to deal with teachers on a level that promotes job satisfaction) of this particular study. Lucas *et al.* (2012:445) outline research done by Michaelowa (2002) that

managers who use a democratic management style inspire the employees to have a sense of belonging and thus reduced rates of absenteeism.

Lucas *et al.* (2012:444) conclude that absenteeism and staff turnover are the most widely researched topics in organisational research.

### **2.5.7 High staff turnover**

Essien, Adecunle and Oke-Bello (2013:79) define staff turnover as “the number of employees who leave a company, compared to the number of people who remain employed”. Tariq, Ramzan and Riaz (2013:701) have found that research done by Avery, McKay and Wilson (2007) suggests “job satisfaction and affective commitment as the basic variables with turnover intentions”, whilst Butali, Wesang’ula and Mamili (2013:67) state that job dissatisfaction will cause a high turnover among staff.

Ongori (2007:49) indicates that the reasons why people might want to leave their profession are the experience of job related stress, lack of commitment in the organisation, powerlessness, unclear expectations, supervision, lack of recognition, feedback and job dissatisfaction, whilst Kayuni and Tambulasi (2007:91) identify work conditions, salaries, professional development and career opportunities. This

evidence in the literature proves that the researcher has found evidence to achieve the aim of identifying factors that might have an impact on job satisfaction among male teachers, supporting the researcher to achieve the objective (identifying support strategies that provide motivational methods for principals to deal with teachers on a level that promotes job satisfaction) in this study. Ongori (2007:49) explains that these factors may cause employees to feel less involved and committed to their organisation and thus causing them to leave.

Kayuni and Tambulasi (2007:91) and Ongori (2007:50) concur that pay has a modest and desirable counter-effect on staff turnover. With this in mind, it is important to note that the study focuses only on factors that a principal can change within the school environment and that only the South African Department of Education has the ability to increase salaries. Large private organisations can reward their staff financially to retain them and counter staff turnover (Ongori, 2007:50). Schools in South Africa can hardly acquire funding to gain the resources that are necessary to establish an effective school environment; regarding this the researcher is of the opinion that principals should rather promote teachers with more important responsibilities, for example, promote a teacher that shows great leadership skills with the position as Grade Head.

Butali *et al.* (2013:67) describe that replacing an experienced worker with a new staff member will cause a dramatic drop in productivity and staff turnover is a potential threat to knowledge loss and the inability to ensure knowledge continuity in an organisation. Long-term experienced employees are more efficient and productive than new, inexperienced teachers (Butali *et al.*, 2013:67). Teachers that are committed to their schools will improve the operational process and train and mentor new incoming teachers.

The quality of supervision may contribute towards staff turnover (Chen, Wang & Chu, 2010:42). The level of turnover depends on the leadership structure; if the organisation's management structure is not inclusive and distributive it will cause employees to become dissatisfied in their work environment, which will cause them to leave (Essien *et al.*, 2013:79). Harris and Spillane (2008:31) have found that distributive leadership indicates that there are multiple leaders and that leadership is shared throughout the organisation. This creates a positive impact on school

performance and student learning. Management that are committed to their employees and support them will motivate them to stay loyal to their organisation (Ongori, 2007:50).

### **2.5.8 Summary**

The job satisfaction of teachers is a fundamental requirement for better performance of teachers and learners (Latif *et al.*, 2011:235-236). They conclude that

The high quality teachers and education in any country of the world have been very essential part of the different civilization of the world in historical perspectives, so the level of job satisfaction of teachers toward their job is very important to study.

## **2.6 CONCLUSION**

Teachers who are satisfied with their job, are more enthusiastic and interested in devoting more energy and time to student achievement (Hui, Jenatabadi, Ismail & Radzi, 2013:175).

The same authors emphasise that by understanding the factors that influence job satisfaction among teachers is important in order to promote commitment to the organisation.

This chapter highlighted the importance of job satisfaction in an educational setting. Several theories regarding job satisfaction were explained and the literature review focused mostly on factors that influence job satisfaction among teachers. During the literature review in regard to the theories it became clear that Herzberg's two-factor theory, also known as the motivation-maintenance theory was the ideal theory when it comes to the South African education system because of the practical approach towards motivating employees and promoting satisfaction in their work environment.

Chapter 3 presents the study design and methodology that were used for the research.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

Chapter 2 provided an in-depth literature study on job satisfaction amongst teachers. The researcher examined theories related to the management of job satisfaction and focused on factors influencing job satisfaction, specifically the job satisfaction of male teachers.

Chapter 3 highlights and explains the specific research design, the population that will be studied and sampling techniques used during the collection of data. The sequential explanatory mixed-method approach will be used to gain information regarding the research question during this study. In addition, this chapter will address the population selection, research instrumentation, Likert-scale questionnaire method, the qualitative sampling techniques and data collection procedures. Data collection methods and instrumentation will be addressed with regard to the sequential explanatory mixed-method approach, quantitative Likert-scale questionnaires and qualitative structured interviews.

Finally, reliability and validity as well as measures to ensure trustworthiness will be explained. The research approach will be discussed in the next section of this chapter and the chapter concludes with a discussion of the ethical procedures that were followed in this study.

### **3.2 RESEARCH DESIGN**

De Vos *et al.* (2012:109) have found that one characteristic of a good research design is that it explains the details with such clarity that, if someone else wanted to follow the proposed procedure, he or she would be able to do exactly as the researcher had done. In choosing the research design, the researcher considered the population, research problem and ethical considerations.

#### **3.2.1 Sequential explanatory mixed-method approach**

The researcher made use of both the quantitative and qualitative research approaches to investigate factors affecting job satisfaction amongst male teachers.

This is referred to as the sequential explanatory mixed-method approach, also known as the multi-method design.

The best approach to answer research questions is to use both quantitative and qualitative methods in the same study or when using solely a quantitative or qualitative method would be insufficient to provide complete answers that meet the goal or purpose of the study” (McMillan & Schumacher, 2010:395).

Table 3.1 presents a summary of the major distinguishing features of quantitative and qualitative research.

<b>Table 3.1 Distinguishing features of quantitative and qualitative research</b>	
<b>Quantitative</b>	<b>Qualitative</b>
Focuses on a relatively small number of concepts (concise and narrow)	Attempts to understand the phenomenon in its entirety, rather than focusing on specific concepts (complex and broad)
Begins with preconceived ideas about how the concepts are interrelated	Has few preconceived ideas and stresses the importance of people’s interpretation of events and circumstances, rather than the researcher’s interpretation
Use structured procedures and formal instruments to collect information	Collects information without formal structured instruments
Collects information under conditions of control	Does not attempt to control the context of the research, but rather attempts to capture that context in its entirety
Emphasises objectivity in the collection and analysis of information	Assumes that subjectivity is essential for the understanding of human experience
Analyses numeric information through statistical procedures	Analyses narrative information in an organised, but intuitive fashion
Investigator does not participate in the events under investigation – is most likely to collect data from a real distance	Involves sustained interaction with people being studied in their own language, and on their own turf
Incorporates logistic, deductive reasoning	Inductive and dialectic reasoning are predominant

Source: Brink (2007)



Using the two different paradigms gave the researcher different sets of information regarding the phenomenon of factors affecting job satisfaction amongst male teachers. Neuman (2011:46) indicates that researchers group the quantitative and qualitative approaches into two categories: quantitative, collecting data from numbers (questionnaires), and qualitative, collecting data from words (interviews). The quantitative phase aimed to test the feeling amongst male teachers regarding the job satisfaction they experience within their schools. Hence, the qualitative phase enabled the researcher to verify the data gathered during the quantitative phase by means of structured interviews with principals. The sequential explanatory mixed-method approach combines both quantitative and qualitative data in a single study, “allowing for the strengths of both types of data to add richness to the findings and conclusions” (Maree, 2012:59). The above-mentioned statements indicates that by making use of the sequential explanatory mixed-method approach the researcher was able to provide answers to the research question and gain more insight into the research problem, which contributed towards a better result, rather than using only one of the approaches. The problem statement is formulated as follows:

***Which support strategies given by principals’ may enhance job satisfaction amongst male teachers in the Ehlanzeni school district of Mpumalanga?***

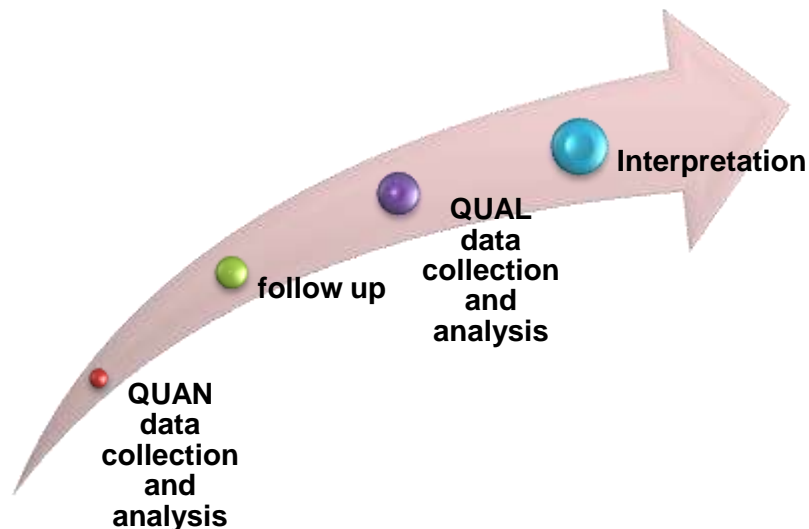
The study was guided by the following sub-problems:

- What does job satisfaction in the work place entail?
- Which factors influence job satisfaction in an educational setting?
- How could a school principal enhance job satisfaction among male teachers?
- Which support strategies by principals have a positive impact on the job satisfaction of male teachers?
- How can the promotion of job satisfaction be conceptualised as a support strategy in the Ehlanzeni school district of Mpumalanga to ensure that male teachers stay in the profession?

A sequential explanatory design was used to provide answers to the research question. The sequential explanatory design strategy is discussed next.

### 3.2.2 Justification for using the sequential explanatory mixed-method approach

The sequential explanatory mixed-method approach is also a two-phase mixed-method approach. The design starts with the collection and analysis of quantitative data followed by the collection of qualitative data to help explain or build upon initial quantitative results from the first phase of the study (De Vos *et al.*, 2012:442).



**Figure 3.1: Sequential explanatory mixed-method approach** (adapted from De Vos *et al.*, 2012:442)

The sequential explanatory approach relates to this study because the researcher first wanted to explore the factors affecting job satisfaction amongst male teachers (quantitative phase). Hence, the qualitative approach builds on the data collected in the quantitative phase to establish support strategies to promote the job satisfaction amongst male teachers. The researcher made use of the quantitative research approach for the first phase of the data collection process. The quantitative research approach comprises the steps that a researcher needs to take by obtaining information from people with insight into the topic that is researched in order to answer the research question. One of the common ways to obtain information from subjects is a questionnaire. A questionnaire enables the respondent to write down his/her answers in response to questions printed in a document (Brink, 2007:146). For this study, the researcher used questionnaires in the form of a Likert-scale questionnaire, which was used to investigate the factors influencing job satisfaction amongst male teachers in the Ehlanzeni school district in Mpumalanga. The

quantitative research method can be defined as a research approach where numerical data and statistical analysis are used to generalise the results from a sample group to the population (Maree, 2012:71). This type of research method enabled the researcher to systematically ask a large number of people (target group, male teachers) the same questions and then record their answers (See Appendix 4). The information gathered from the quantitative study enabled the researcher to gather insight into the qualitative phase of the study.

Phase two of the data collection process was done by means of qualitative research design. According to McMillan and Schumacher (2010:267), the design is “primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories”. This indicates that the variables (target group) that are studied are usually not controlled, because it is exactly this freedom and natural development of action and representation that the researcher wishes to capture (Henning, 2011:3). In other words, the qualitative research enables a researcher to gain information directly from a source that has first-hand knowledge about the research topic. The information in this study was obtained by means of structured interviews (See Appendix 6). Henning (2011:52) indicates that the main aim of an interview is

to bring our attention to what individuals think, feel and what they have to say about the topic in an interview, giving us their subjective reality in a ‘formatted’ discussion, which is guided and managed by an interviewer and later integrated into a research report.

Structured interviews were scheduled with 12 principals (three principals from former Model-C primary schools, three from principals from rural primary schools, three principals from former Model-C secondary schools and three principals from rural secondary schools) in the Ehlanzeni school district (See Appendix 6). The respondents answered the structured interview questions in English except for one principal who indicated that he would prefer to answer the questions in Afrikaans. This phase served as a follow-up to the quantitative phase in order to seek clarity on some of the findings observed from the results of the Likert-scale questionnaire. The qualitative approach involved purposefully selected principals, and determined how they experienced the issue of factors affecting job satisfaction amongst male

teachers, as well as how they thought it could be addressed. The phenomenological approach was used to examine how the principals interpreted specific phenomena through the descriptions that were provided by the people involved. In this way, the researcher can understand how people would react when they experience job satisfaction, which may lead to the development of concepts that can be applied in practice (Brink, 2007:113).

### **3.2.3 Aims of the research**

The aim of the study was to define, identify, explore and explain the factors affecting job satisfaction amongst male teachers, as well as how the information could be utilised to develop support strategies that would help principals to keep male teachers satisfied in their work environment. The aims were formulated and stated in Chapter 1 (Section 4).

### **3.2.4 Research problem**

The research problem was formulated and stated in Chapter 1 (Section 3) and posed the following question:

***Which supporting strategies given by principals' may enhance job satisfaction amongst male teachers in rural and former Model-C schools of the Ehlanzeni school district in the province of Mpumalanga?***

## **3.3 POPULATION AND SAMPLING**

### **3.3.1 Population**

The study population for this study consisted of school principals and male teachers in the Ehlanzeni school district, Mpumalanga. Twenty primary schools were selected in the Ehlanzeni school district; eight of these schools participating in the quantitative part of the study are former Model-C schools (four primary schools and four secondary schools) and twelve rural schools (five primary schools, five secondary schools and two combined schools). Former Model-C schools are schools that are partially administrated and funded by parents and a governing body. The 200 male teachers were selected to participate in this study based on their geographical location and that the areas were easy to access for conducting research. The

participants were requested to complete a Likert-scale questionnaire (quantitative research method).

The information obtained from the Likert-scale questionnaire enabled the researcher to compile a list of questions that the researcher used to develop the interview schedule. Twelve principals (three principals from former Model-C primary schools, three principals from rural primary schools, three principals from former Model-C secondary schools and three principals from rural secondary schools) in the Ehlanzeni school district were purposefully selected to participate in the structured interviews (qualitative research method).

The participants were purposefully selected based on the following criteria:

- Full-time employment at a school in the Ehlanzeni school district
- Currently a principal in one of the selected schools
- Information-rich informants, who are expected to be knowledgeable and informative about the area of interest in this study

Brink (2007:133) notes that purposeful sampling is based on judgement of the researcher regarding a person who is especially knowledgeable about the question at hand in order to gain insight into the research topic.

### **3.3.2 Sample selected for the quantitative phase of the sequential explanatory mixed-method approach**

Participants that participated in the study were educational leaders and male teachers. Approximately 200 male teachers from 20 schools in the Ehlanzeni school district were asked to complete a Likert-scale questionnaire with 47 questions. Section A consists of seven biographical questions about the respondent and Section B comprise 40 close-ended questions. Twelve principals (three from former Model-C primary schools, three from rural primary schools, three from former Model-C secondary schools and three from rural secondary schools) were interviewed.

The Likert-scale questionnaires were delivered by the researcher by hand to the participating schools; all Likert-scale questionnaires will be handed to the principal in a sealed envelope (See Appendix 4). After completing the Likert-scale

questionnaires, the researcher personally collected the Likert-scale questionnaires by the principals in the envelope provided. The timeframe for completing the Likert-scale questionnaire was two weeks.

### **3.3.3 Sample selected for the qualitative phase of the sequential explanatory mixed-method approach**

During the interview process, the researcher made formal appointments with the principals and visit the participating schools where the interviews were conducted. The researcher presented the principals with consent forms before the interview and only the principals who have given their informed consent will take part in the interviews (See Appendix 5). The researcher ensured that all interviews would take place after normal school hours. The interviews had no influence on the daily procedures at the schools.

## **3.4 INSTRUMENTATION**

### **3.4.1 Literature review**

According Brink to (2007:67),

the literature search and review is a crucial element of the research process – it frequently means the difference between a focused, thorough and well-designed study and one that is fragmented, incomplete and poorly planned.

The review of literature on the general area of interest allowed the researcher to obtain ideas about the research topic through identifying recurring themes and keywords. The researcher reviewed extensive literature of other writers related to the topic of the specific research subject, the review included books, journals, dissertations, articles, electronic documents, government documents and newspapers. The primary literature review was done by gathering information on the subject of understanding the management and job satisfaction of male teachers in the Ehlanzeni school district. This helped the researcher to obtain information regarding related theories and factors affecting job satisfaction amongst teachers and identified support strategies that could help principals to counter the effect of job dissatisfaction. The full literature review was presented in Chapter 2.

The data collection Likert-scale questionnaire is discussed in the next section.

### **3.4.2 Phase 1 – Quantitative research phase of the sequential explanatory mixed-method approach**

The data collection instrument used during the quantitative phase of the study was a Likert-scale questionnaire. The purpose of the Likert-scale questionnaire (See Appendix 4) was to determine the relationship between the independent variables and the dependent variables (McMillan & Schumacher, 2010:54-57), the independent variables being the factors which affected the job satisfaction amongst male teachers and the dependent variables representing the job satisfaction of male teachers.

#### **Advantages of using quantitative Likert-scale questionnaires**

According to Brink (2007:147), the following are advantages of using questionnaires:

- Questionnaires are a quick way of obtaining data from a large group of people
- Questionnaires are less expensive in terms of time and money
- Subjects feel a greater sense of anonymity and are more likely to provide honest answers

Teachers were requested to complete a six-point Likert-scale questionnaire with 50 questions, which they answered by circling the appropriate numbers as follows:

Strongly disagree	= 1
Disagree	= 2
Moderate disagree	= 3
Moderate agree	= 4
Agree	= 5
Strongly agree	= 6

The Likert-scale questionnaire consists of two sections (A and B).

Section A addressed the biographical data or personal characteristics of the participant (male teacher). It included the participants' years of experience (Question A1), highest academic qualification (Question A2), position in school (Question A3),

number of learners in school (Question A4), number of learners in the participants class (Question A5), geographical location of the school (Question A6) and type of school (Question A7). The biographical data helped the researcher to pair the respondents and find correlations between respondents regarding the different questions asked during the quantitative research phase of the sequential explanatory mixed-method approach study.

Section B consisted of factors that determined the job satisfaction of male teachers as identified in Chapter 2. The Likert-scale questionnaire took approximately 20 minutes to complete (See Appendix 4).

A pilot study was conducted to test the Likert-scale questionnaire. Ten male teachers from a school that was not selected for this study were randomly selected for the piloting questionnaire. The purpose of the pilot study was to detect possible flaws in the questionnaire, such as

- ✓ poor wording
- ✓ inadequate time limit
- ✓ confusing questions
- ✓ improper language use

The male teachers that participated in the pilot study were given the opportunity to comment on the Likert-scale questionnaire. Based on the findings of the pilot study, the following changes were made to the Likert-scale questionnaire, namely the time limit was extended to 20 minutes instead of 10 minutes, word spacing were corrected and items having similar concepts were rephrased.

The Likert-scale questionnaires were delivered by the researcher to the participating schools (See Appendix 4). The Likert-scale questionnaires were placed in an envelope, which was addressed to each of the participating schools; inside the envelope, together with the Likert-scale questionnaires, the principals found instructions on how to distribute the Likert-scale questionnaires amongst the male teachers in their schools. The researcher used the information obtained by the use of the Likert-scale questionnaire to develop questions for the structured interviews, which will be discussed in the next section.



### **3.4.3 Phase 2 – Qualitative research phase of the sequential explanatory mixed-method approach**

An interview is the most direct method of obtaining facts and data, where the researcher obtains response from a face-to-face encounter (Brink, 2007:151). Structured interviews will be used during the qualitative data-gathering phase of the study.

Structured interviews are formulated so that all the respondents hear the same questions in the same order and in the same manner (Brink, 2007:151).

The questions asked during the structured interviews (See Appendix 6) were based on the results obtained from the questionnaire (See Appendix 4). The questions that were asked in the Likert-scale questionnaires were formulated to find similarities amongst male teachers in factors that had an effect on their job satisfaction. The structured interviews enabled the researcher to ask questions in order to gain insight into the quantitative results. The process on how the researcher collected data during the study will be discussed in the next section.

## **3.5 DATA COLLECTION PROCEDURES**

The researcher obtained written permission from the Mpumalanga Department of Education (See Appendix 3) and the principals (See Appendix 5) of each of the participating schools to conduct research in schools in the Ehlanzeni school district. Participants (200 male teachers) in the quantitative research phase were informed about the study by means of a Likert-scale questionnaire cover page (See Appendix 4). After completing the Likert-scale questionnaires, principals placed the Likert-scale questionnaires in the provided envelope and the researcher collected the envelopes after two weeks. No financial costs were involved in this distribution process. This was done for all schools in the Ehlanzeni school district that participated in the quantitative research phase of the study.

For the qualitative phase of the research, the researcher made use of structured interviews. The interview questions were developed based on the results of the Likert-scale questionnaire. The researcher decided to develop the structured interview questions from the nine first order factors identifies in the quantitative part

of the study. The structured interviews were presented (digital tape recorder) to all the participants (school principals) and recorded in the same order. The interviews were done after hours in order not to disrupt any form of school activities. The analysis of and how the data were presented will be discussed next.

### **3.6 DATA ANALYSIS AND PRESENTATION**

#### **3.6.1 Data analysis**

Data analysis is the process of categorising and organising the data in an orderly, coherent fashion so that one can discern patterns and relationships (Brink, 2007:55). This enables the researcher to summarise the data and explain the findings in meaningful terms. Brink (2007:171) indicates that during the data analysis process, statistical strategies are recommended for all quantitative data and that qualitative research is non-numerical, usually in the form of written words or audiotapes. The two phases of the study will be discussed next.

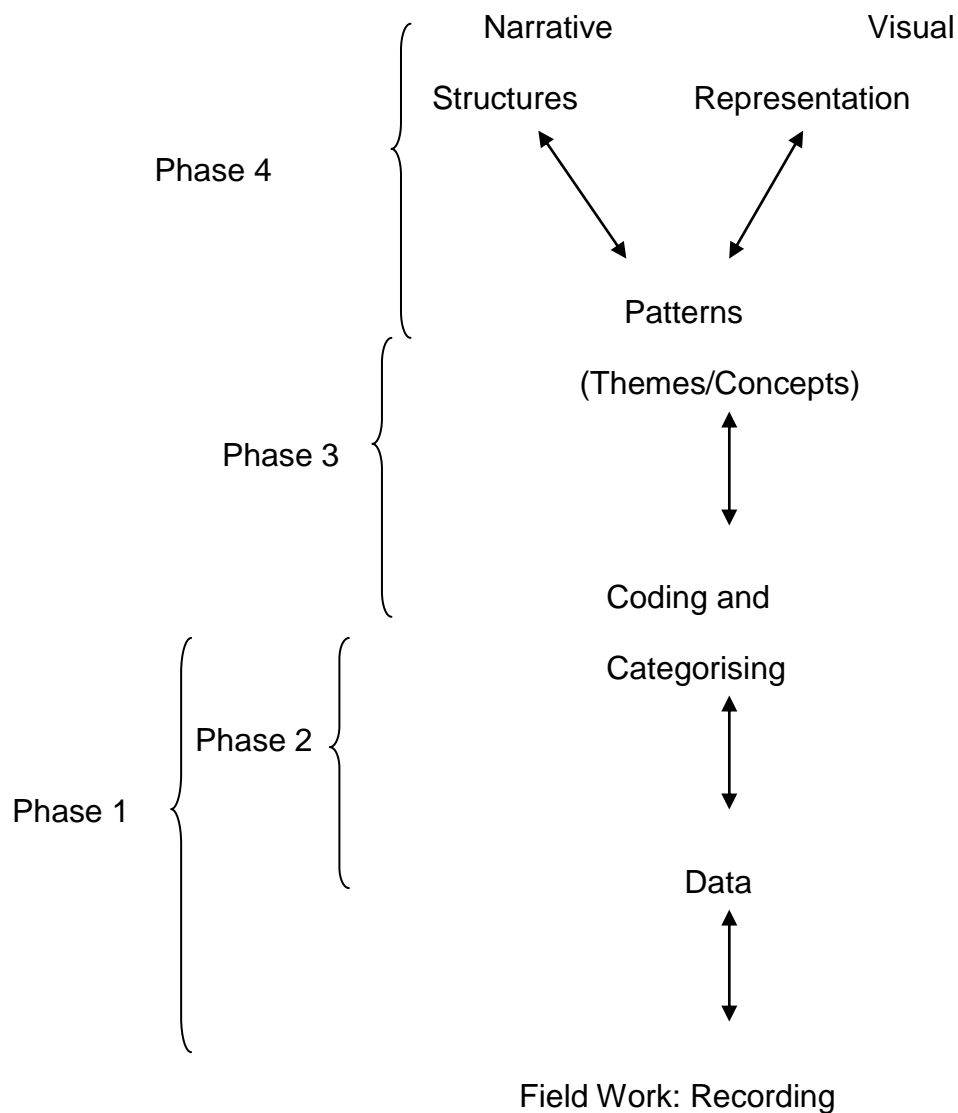
##### *Phase 1 – Quantitative analysis of the sequential explanatory mixed-method approach*

The data collected were analysed by means of descriptive statistics, which included frequencies and percentages in order to answer the research questions. The descriptive method is used to indicate the spread of a sample across a wide range of variables (De Vos *et al.*, 2012:251). In other words, the Likert-scale questionnaire helped the researcher to indicate on which level most male teachers feel the same about an assumption of a question. Frequency distribution quickly indicates the most and least (number of times) frequently occurring score (McMillan & Schumacher, 2010:152-153). Percentile rank refers to when the analysis indicates that a certain percentage of the score is at, or below a particular scores (McMillan & Schumacher, 2010:162). The presentation of data will be discussed next.

##### *Phase 2 – Qualitative analysis of the sequential explanatory mixed-method approach*

Brink (2007:184) outlines that the analysis of data during the qualitative phase of the study examines words rather than numbers; this allows the researcher to become deeply immersed in the data. This analysis of data helped the researcher to obtain

answers regarding the hypothesis and aims. The interviews were recorded by means of a digital tape recorder and notes were taken. These transcriptions were analysed manually. The general process of data analysis is represented in Figure 3.1 as having four overlapping phases. These four overlapping phases enable the researcher to double-check their analysis constantly and to return to the field, if necessary, to seek additional data (McMillan & Schumacher, 2010:367).



**Figure 3.2: General process of inductive data analysis** (adapted from McMillan & Schumacher, 2010:368)

According to Henning (2011:127),

analysis literally means to take apart words, sentences and paragraphs in order to make sense of data.

### 3.6.2 Data presentation

The original Likert-scale questionnaires and statistics were securely stored in hard copy (paper) and on a computer. Notes taken during interviews were transcribed so that the researcher could gain easy access to information. The interviews were securely stored on a digital tape recorder and a computer. A backup was made on a CD in case the information on the computer or the hard copy was lost or damaged. The data gathered during the data collection process will be stored for a minimum of five years. All the above-mentioned procedures enabled the researcher to present data in an efficient and effective manner. The process the researcher followed to ensure the validity and reliability of the data will be discussed in the next section.

### 3.7 VALIDITY AND RELIABILITY

Validity, as defined by De Vos *et al.* (2012:172), refers to “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration” and that truthfulness, accuracy, genuineness and soundness are synonyms for validity. This implies that the design of the measuring instrument (Likert-scale questionnaire) must be valid so that the collection of data can lead to an accurate conclusion and that the questionnaire actually measures what it is intended to measure.

The following measures was taken to ensure the validity of the Likert-scale questionnaire:

- *Content validity* focuses on whether the full content of a conceptual definition is represented in the measure (De Vos *et al.*, 2012:173; Neuman, 2011:212). Therefore, the Likert-scale questionnaire should measure the concept of job satisfaction amongst male teachers and provide adequate samples of the factors that affect job satisfaction.
- *Face validity*, according to De Vos *et al.* (2012:173), refers to a measurement procedure that apparently measures the variable it claims to measure. In other words, if the items are supposed to measure factors that affect the job satisfaction of male teachers, the items do appear to measure that concept.

Face validity is a subjective impression and was judged by the researcher and his supervisor.

- *Reliability*, according to De Vos *et al.* (2012:177), refers to when an instrument measures the same thing more than once and results in the same outcome, thus indicating the stability or consistency of the measurement. In order to measure the reliability of the Likert-scale questionnaire, the researcher made use of the statistical testing. Support was given by the Department of Statistics at the University of Johannesburg during this phase. Statistical testing improves the level of accuracy when measuring the results (Maree, 2012:72) by using the proper statistical test the researcher prevent invalid results (Neuman, 2014:147).

A pilot study was conducted to evaluate the validity and reliability of the measuring instrument (Likert-scale questionnaire). The researcher's role and competency during the data collection process will be discussed next.

### **3.7.1 Researcher role and competency**

Maree and Van Der Westhuizen (2009:37) outline that a researcher "need[s] to be a sensitive observer who records phenomena as faithfully as possible, while also raising additional questions, checking out hunches and moving deeper into analysis of the phenomena". They indicate that typical functions of a researcher include developing measuring instruments, preparing and structuring interviews, conducting structured interviews, analysing data and triangulating data. During the study, the researcher obtained data by means of a Likert-scale questionnaire and structured interviews (See Appendix 4 & Appendix 6). The researcher refrained from acting as an expert; instead, the researcher used the information gained from information-rich participants that gave insight into the phenomenon under study. The importance of maintaining objectivity and interpersonal subjectivity by the researcher will be discussed next.

### **3.7.2 Maintaining objectivity and interpersonal subjectivity**

According to McMillan and Schumacher (2010:8), objectivity refers to the collection and quality of the data produced in a single study from which a reasonable

interpretation can be made. A researcher should be fair, honest, truthful and unbiased in order for the study to be considered trustworthy (Neuman, 2011:168). The researcher undertook and maintained an objective viewpoint and trustworthiness throughout the study in order to ensure the trustworthiness of the results of the study. Reflexivity will be discussed next.

### **3.7.3 Reflexivity**

Reflexivity is a rigorous self-scrutiny by the researcher of his or her personal commitment, objectivity and staying neutral towards the study (McMillan & Schumacher, 2010:332-333). Promoting reflexivity is important to minimise the researcher's feeling and experience of the study. Reflexivity was achieved by making use of Likert-scale questionnaires, interview notes and a digital tape recorder.

### **3.7.4 Informed consent**

A fundamental ethical principal is never to force any participant into participating; participation must be voluntary (Neuman, 2011:149). Only participants who know what is asked of them when participating in research are able to make an informed decision. Neuman (2011:149) defines informed consent as

a statement, usually written, that explains aspects of the study to participants and asks for their voluntary agreement to participate before the study begins.

The rights and privacy of all the participants that took part in the study were protected. Participants were not forced to participate in the study and their permission was obtained to use the information gathered during the study. The purpose of the study, participants' role in the study, expected duration of participation, guarantee of privacy, anonymity and confidentiality, withdrawal without penalty, the institution that gave ethical approval and contact details of researcher was explained to the participant in the form of a questionnaire cover letter and an interview consent form.

The first step towards obtaining informed consent was to apply for ethical clearance (See Appendix 2) from the research institute (University of South Africa) to conduct research under guidance of a research study leader appointed by the University of South Africa. After obtaining clearance to conduct research, the researcher acquired

written permission from the Mpumalanga Department of Education (See Appendix 3) to enter the selected schools in the Ehlanzeni school district. Formal informed consent letters, which outlined the purpose of the study, was sent out to all the participants (See Appendix 5). The importance of assuring anonymity and confidentiality is discussed in the next section.

### **3.7.5 Anonymity and confidentiality**

Neuman (2011:152-153) states that the identity and information of a person taking part in a study may not be disclosed. The participants should remain anonymous. The researcher did not release any information that may have linked a participant to the study. The researcher assured all participants that no names or any information regarding the participants would be disclosed to the public or in writing. The importance of ethical measures and contributions is discussed in the next section.

### **3.7.6 Ethical measures and contributions**

According to De Vos *et al.* (2012:114),

ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employees, sponsors, other researchers, assistants and students.

The most common ethical criteria are informed consent, confidentiality, and anonymity, protection from harm and access to results (Maree, 2012:121).

The researcher provided participants with a participant information sheet attached to the Likert-scale questionnaire and prior to the interview process. The participant information sheet provided the participant with the name and purpose of the study, what was expected of them and gave assurance of anonymity and confidentiality. The information sheet indicated what the researcher entailed to do with the information gathered during the data gathering process. The contact details of the researcher were available on the information sheet; this allowed the participants to contact the researcher if they had any queries or requested access to the results and outcome of this study. Participants were informed that they had the right to decline

participation without any adverse consequence (See Appendix 4, Appendix 5 & Appendix 6). The literature review process will be discussed in the next section.

### **3.8 CONCLUSION**

This chapter presented the methodology that was used to gather data on factors affecting job satisfaction amongst male teachers. Quantitative and qualitative techniques were used to analyse data in order to answer the research question that was presented. Measures to ensure validity and reliability of the measuring instruments were established through asking questions, checking the results and interpreting the findings.

Chapter 4 will interpret and discuss the results of the quantitative phase of data collection, which is based on the survey method.



## **CHAPTER 4: ANALYSIS AND INTERPRETATION OF QUANTITATIVE RESEARCH DATA**

### **4.1 INTRODUCTION**

The previous chapter outlined the research design and the methodology that were employed in this empirical investigation. A sequential exploratory mixed-method approach was used to investigate which factors could influence job satisfaction amongst male teachers at rural and former Model-C schools in the Ehlanzeni school district, Mpumalanga. The literature review conducted in Chapter 2 will be used as a point of departure in development of a Likert-scale questionnaire to measure the experiences of male teachers regarding job satisfaction. The collection, analysis and interpretation of the quantitative data will be presented in this chapter.

A discussion of the following aspects will ensure:

- the relationship of the researcher to the subject;
- data collection;
- the research group;
- a discussion about the descriptive statistics by using tables and charts;
- the factor analysis procedure;
- comparison of the independent group with respect to the three dependent factors; and
- a discussion of items eliminated from the factor analysis.

The discussion commences with a statement of the relationship between the researcher and the subjects.

### **4.2 THE RELATIONSHIP OF THE RESEARCHER TO THE SUBJECTS**

The respondents in the study referred to are the individuals (male teachers) who participated in the study. The researcher focused on the specific research group (male teachers) because of the shortage of male teachers at South African schools and because male teachers are more dissatisfied in their overall work environment

than female teachers are (Murage & Kibera, 2014:1; Mahmood *et al.*, 2011:206). Through a study conducted with 21 358 teachers, Emsley *et al.* (2009:224) indicate that male teachers are the most likely to leave the South African education system. Quantitative research enabled the researcher to distance himself from influencing the data needed for the study. By means of using the Likert-scale questionnaire only the respondent's personal beliefs, values and opinions were portrayed in the sample. During the quantitative phase, the researcher had no contact with the respondents, since the Likert-scale questionnaire was handed out to the male teachers by their own school principal. A cover letter outlined the aim of the study, with instructional guidelines for the completion of the Likert-scale questionnaire accompanied each questionnaire (See Appendix 4).

### **4.3 DATA COLLECTION**

During the first phase of the study, data were collected using a structured Likert-scale questionnaire to measure the experiences of male teachers regarding job satisfaction (See Appendix 4). The Likert-scale questionnaire comprises two sections. Section A of the Likert-scale questionnaire includes seven questions relating to biographical information of the respondent and details about their school. The aspects consist of teaching experience, academic qualification, position in school, number of learners at the school, number of learners in the participant's class, geographical location of the school and type of school. Section B consists of 40 close-ended questions that were designed to measure the experiences of male teachers regarding job satisfaction in their schools. Respondents had to indicate the extent to which they agreed or disagreed with statements regarding job satisfaction.

The study was undertaken in the Ehlanzeni school district, Mpumalanga. Details of the research group and the return rate of the Likert-scale questionnaires are provided in the next section.

### **4.4 THE RESEARCH GROUP**

The researcher distributed 200 Likert-scale questionnaires at 20 schools in the Ehlanzeni school district, Mpumalanga. The respondents were male teachers. The researcher personally delivered the Likert-scale questionnaires to the participating

schools where they were handed out to respondents. After two weeks, the researcher returned to the 20 schools and personally collected the completed Likert-scale questionnaires. During the follow-up conversation with the respondents of the pilot study, they indicated that they would be more comfortable with extra time to complete the Likert-scale questionnaire instead of the one week that the researcher initially allocated to them.

The return rate of the Likert-scale questionnaires can be considered acceptable and are analysed in Table 4.1.

**Table 4.1: Statistics on the Likert-scale questionnaire returns**

<b>NUMBER OF LIKERT-SCALE QUESTIONNAIRES</b>	<b>TOTAL</b>
Handed out	200
Returned usable	145
Percentage returned	72,5%

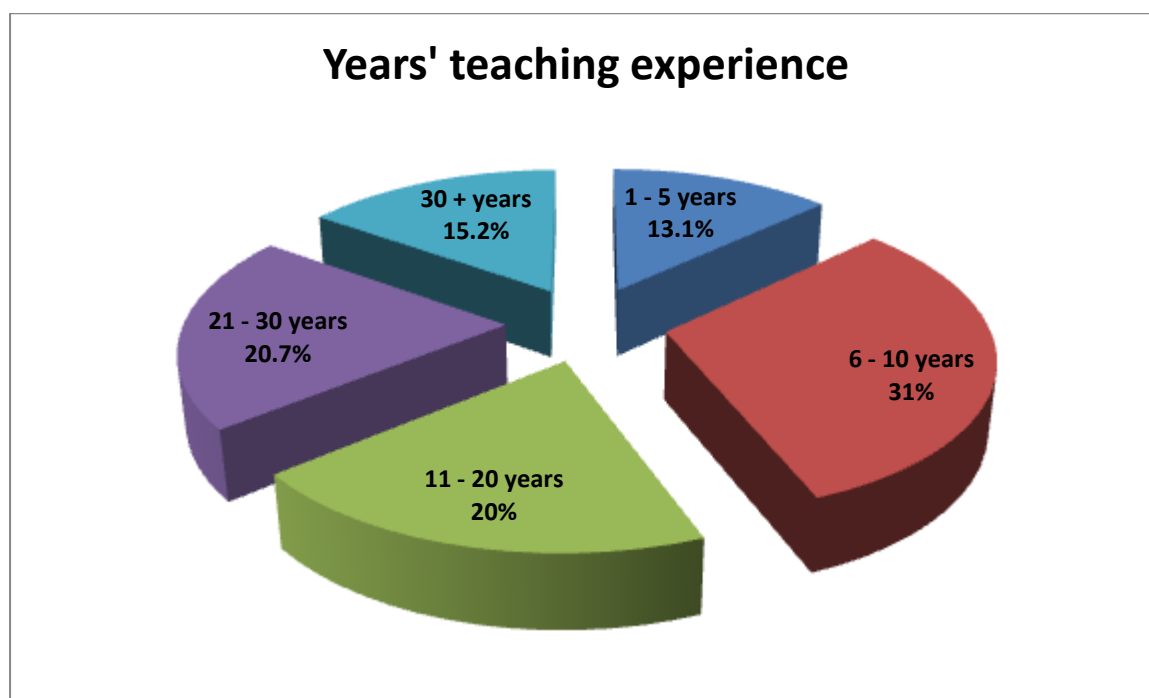
The analysis and interpretation of the Likert-scale questionnaire items follow, commencing with items in Section A (descriptive statistics). A discussion on years of teaching experience will follow.

## 4.5 DESCRIPTIVE STATISTICS

### 4.5.1 Years' teaching experience

**Table 4.2: Teaching experience of respondents**

		A1. Years' teaching experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5years	19	13.0	13.1	13.1
	6-10years	45	30.8	31.0	44.1
	11-20 years	29	19.9	20.0	64.1
	21-30years	30	20.5	20.7	84.8
	30+years	22	15.1	15.2	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		



**Figure 4.1: Teaching experience of respondents**

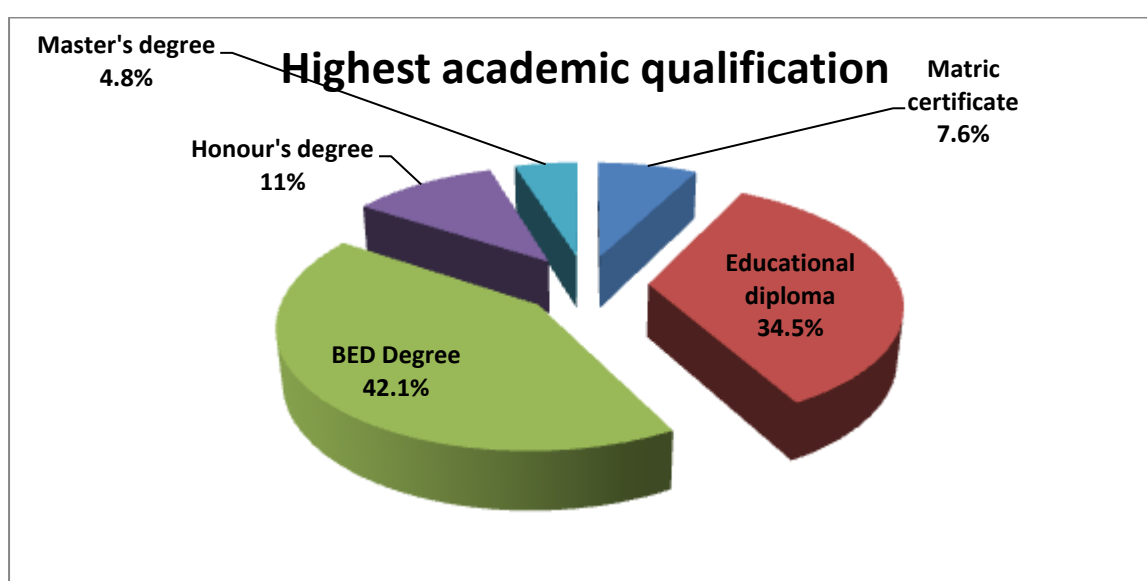
The sample indicated that the majority of respondents surveyed belonged to the 6 to 10 years' teaching experience category (31,0%). Murage and Kibera (2014:149) have found that teachers with more experience are more satisfied with their work than the least experienced teachers are. Only 13,1% of respondents in this study

reported one to five years' experience. The sample indicated that 55,9% of the respondents have more than 10 years' teaching experience. This indicates that the participants have a lot of experience regarding the educational environment. The above-mentioned statement can be supported by the findings of Murage and Kibera (2014:148), that age and experience have a significant effect on job satisfaction, with older workers having greater satisfaction with their work than young workers have. 15,2% of the sample are male teachers with more than 30 years' teaching experience.

#### 4.5.2 Highest academic qualification

**Table 4.3: Frequency of the highest educational qualification in the sample**

A2. Highest academic qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Matric certificate	11	7.5	7.6	7.6
	Educational diploma	50	34.2	34.5	42.1
	BEd Degree	61	41.8	42.1	84.1
	Honour's degree	16	11.0	11.0	95.2
	Master's degree	7	4.8	4.8	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		



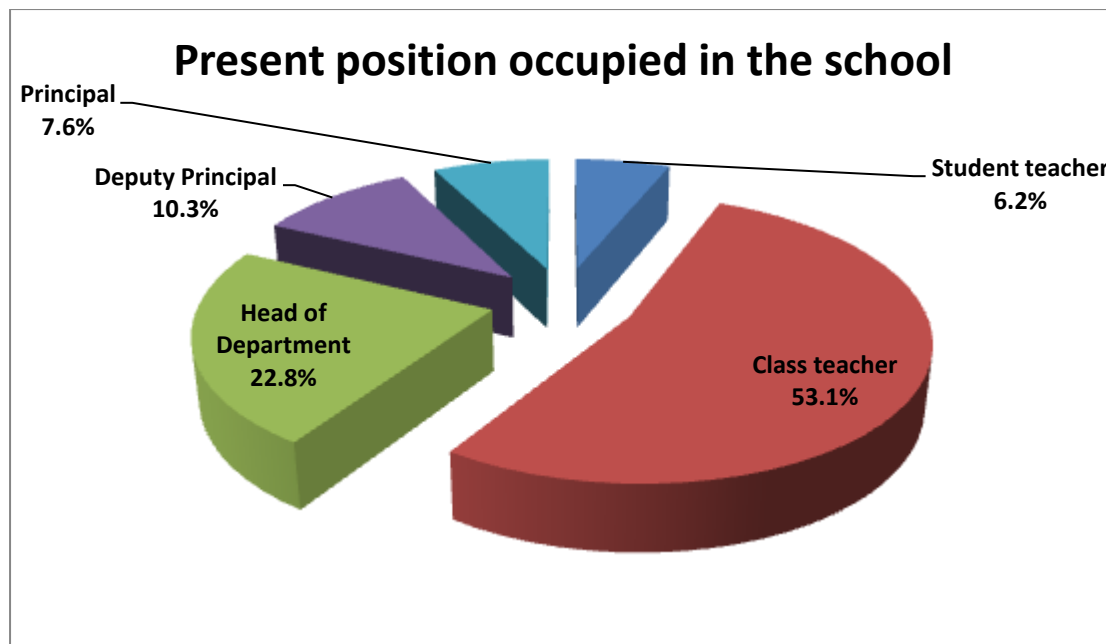
**Figure 4.2: Highest academic qualifications**

The majority of the respondents that participated in the study indicated that they possessed a Bachelor of Education degree (41,8%), while 15,8% had an honours degree or higher educational qualification. Research done by Murage and Kibera (2014:151) has found that the different academic qualifications of teachers do not have a significant influence on the job satisfaction of teachers; this indicates that with a Master's degree or a BEd degree, a teacher will still experience job satisfaction or dissatisfaction in the same way. The majority of the respondents (92,4%) in the survey are qualified teachers. The other 7,6% of the respondents have a Grade 12 qualification. As indicated in Chapter 2.5.7, Butali *et al.* (2013:67) describe that replacing an experienced worker with a new staff member will cause a dramatic drop in productivity.

#### 4.5.3 Present position occupied in the school

**Table 4.4: Frequency of the position occupied in the sample**

A3. Present position occupied in the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student teacher	9	6.2	6.2	6.2
	Class teacher	77	52.7	53.1	59.3
	Head of Department	33	22.6	22.8	82.1
	Deputy Principal	15	10.3	10.3	92.4
	Principal	11	7.5	7.6	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		



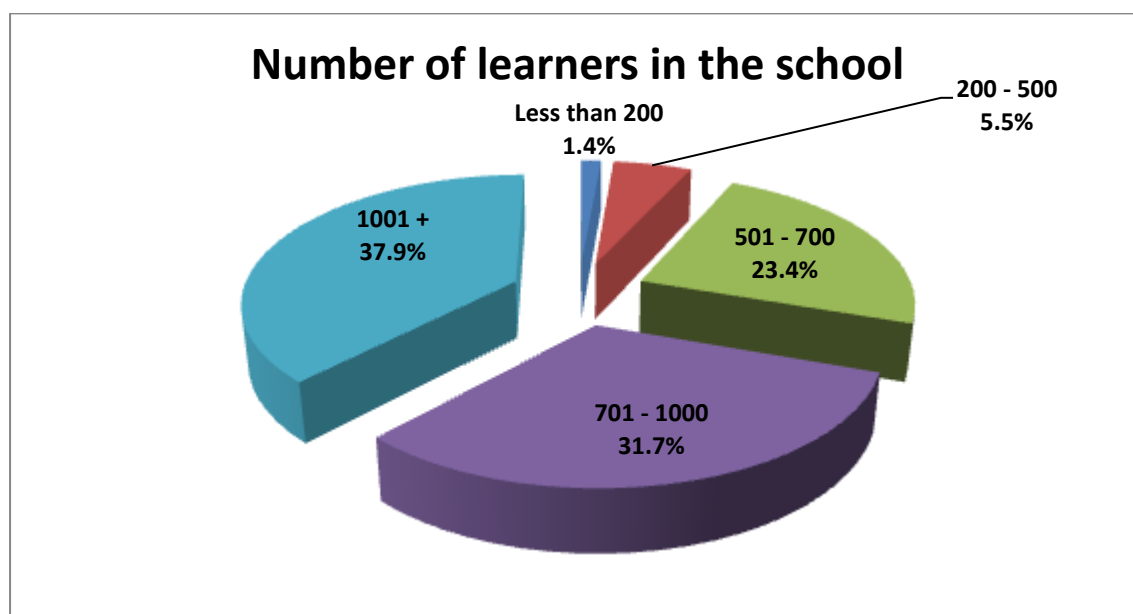
**Figure 4.3: Present position occupied in the school**

The majority of respondents (53,1%) indicated that they were class teachers, while 22,8% were heads of departments and 17,9% were deputy principals or principals. According to Nganzi (2014:16), the educational status and teaching responsibilities of teachers are determining factors of the job satisfaction of a teacher. Steyn and Van Niekerk (2008:149) indicate that empowering someone with certain responsibilities and power will create a satisfying work environment for the percentage that is empowered, affirming that as a person progresses through the school system, they will experience more satisfaction. The lowest percentage (6,2%) was accumulated by student teachers. Kiggundu and Nayimuli (2009:345) indicate that the challenges that student teachers experience may affect their perception and feeling towards the teaching profession.

#### 4.5.4 Number of learners in the school

**Table 4.5: Frequency of the number of learners in the school in the sample**

A4. Number of learners in the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 200	2	1.4	1.4	1.4
	200-500	8	5.5	5.5	6.9
	501-700	34	23.3	23.4	30.3
	701-1000	46	31.5	31.7	62.1
	1001 +	55	37.7	37.9	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		



**Figure 4.4: Number of learners in the school**

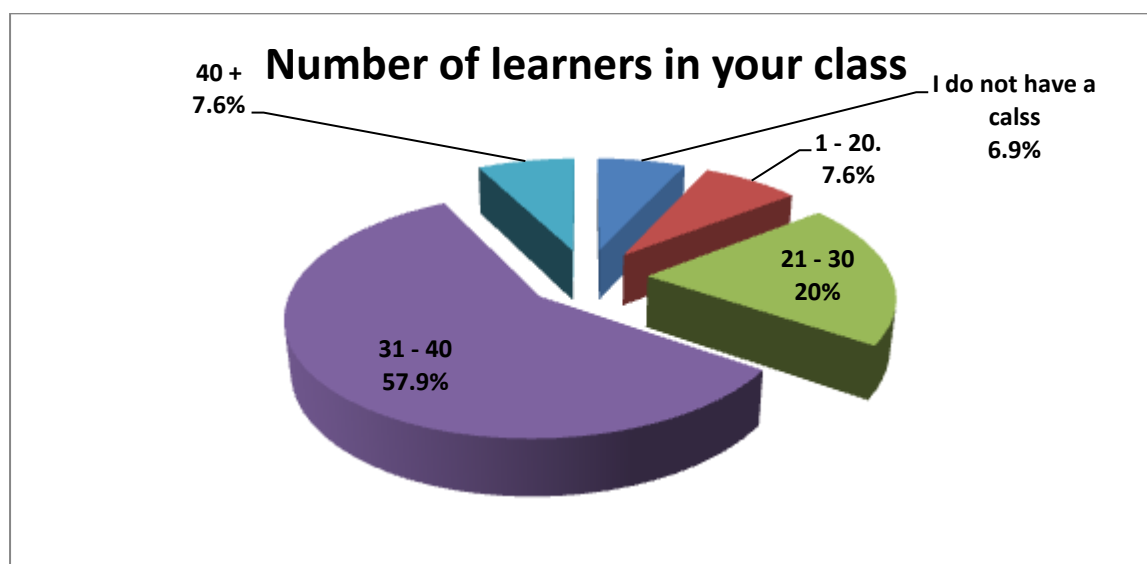
The majority of the respondents came from complex schools that have more than 1 000 learners (37,9%). Only 6,9% of the respondents indicated that they came from schools with 500 or fewer learners. An analysis of the descriptive data indicates that a vast majority (69,6%) of the participating schools had more than 700 learners at their schools. Moyo *et al.* (2014:1) indicate that job dissatisfaction will intensify when teachers are faced with overcrowding in their classrooms.



#### 4.5.5 Number of learners in your class

**Table 4.6: Frequency of the number of learners in your class in the sample**

A5. Number of learners in your class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I do not have a class	10	6.8	6.9	6.9
	1-20	11	7.5	7.6	14.5
	21-30	29	19.9	20.0	34.5
	31-40	84	57.5	57.9	92.4
	41+	11	7.5	7.6	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		



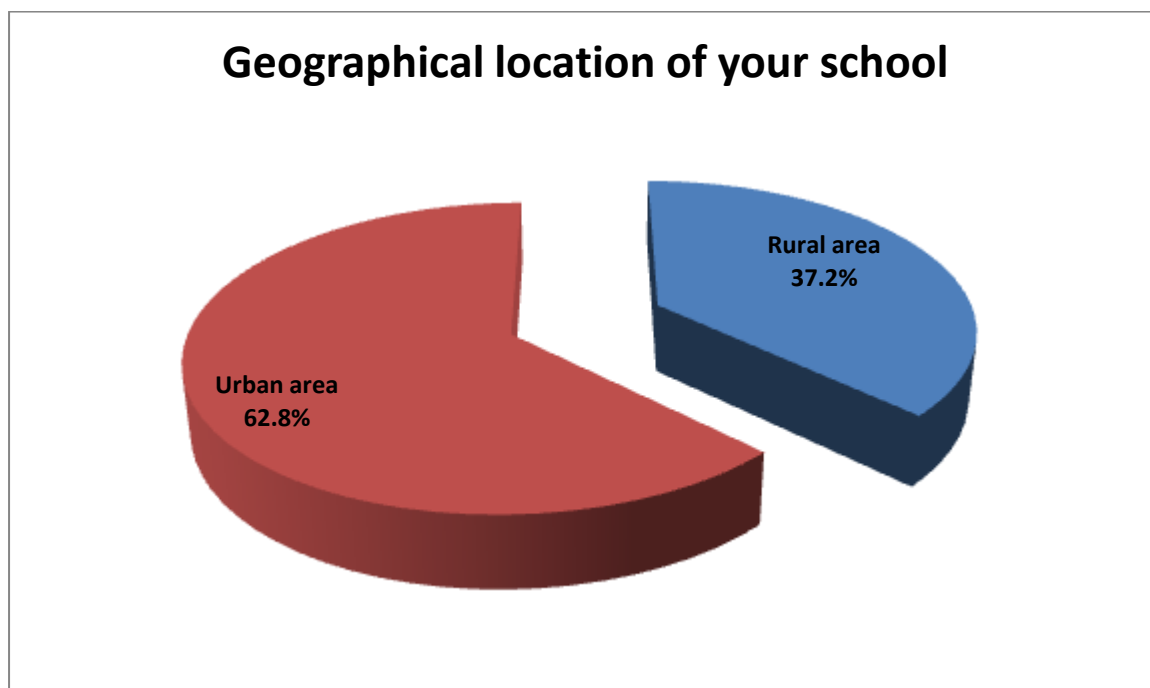
**Figure 4.5: Number of learners in your class**

The “I do not have a class group” is probably the result of principals being present as they normally do not have a subject- or register class. The overwhelming majority of teachers (57,9%) indicated that they had classes with about 31 to 40 learners in their class. It is alarming to observe that 7,6% of the respondents have to educate more than 40 learners at a time in one classroom; overcrowding in classrooms according to (Iwu *et al.*, 2013:838) is definitely one of the factors affecting the job satisfaction amongst teachers. Moyo *et al.* (2014:1) indicate that job dissatisfaction will intensify when teachers are faced with overcrowding in their classrooms.

#### 4.5.6 Geographical location of your school

**Table 4.7: Frequency of the geographical location of your school in the sample**

A6. Geographical location of your school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural area	54	37.0	37.2	37.2
	Urban area	91	62.3	62.8	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		



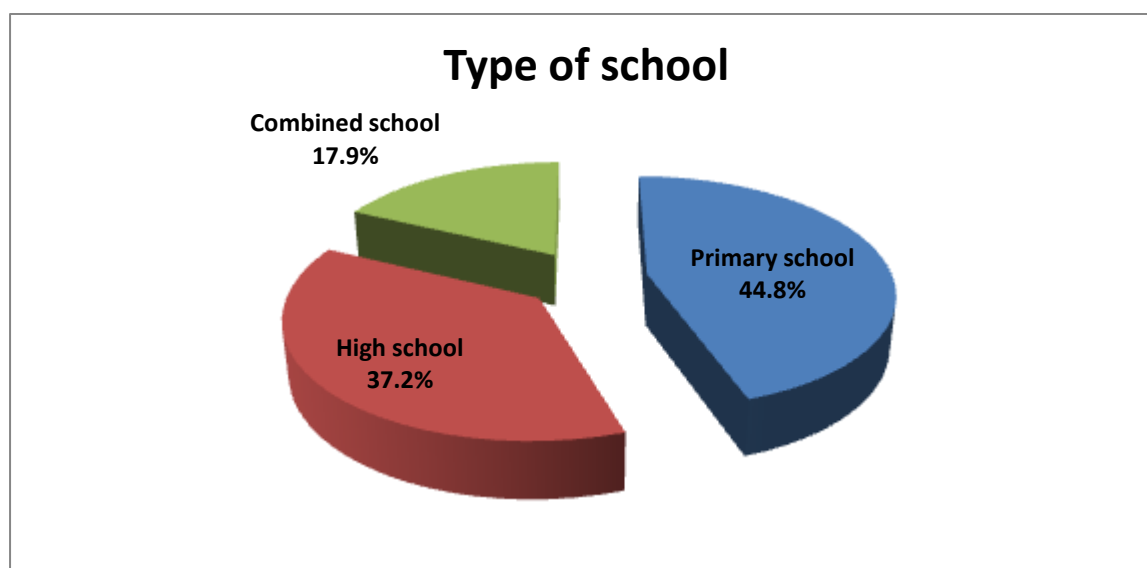
**Figure 4.6: Geographical location of your school**

The majority of the respondents indicated that they came from schools in Urban areas (62,8%), while 37,2% indicated that there schools were situated in rural areas. Mahmood *et al.* (2011:206) conclude that the location of the school lead to no significant difference between urban and rural schoolteachers' job satisfaction.

#### 4.5.7 Type of school

**Table 4.8: Frequency of the type of school in the sample**

A7. Type of school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary school	65	44.5	44.8	44.8
	Secondary school	54	37.0	37.2	82.1
	Combined school	26	17.8	17.9	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		



**Figure 4.7: Type of school**

Most of the respondents were teaching at primary schools (44,8%), followed by respondents teaching at secondary schools (37,2%) and combined schools (17,9%). The vast majority of schools in the Ehlanzeni school district are primary and secondary schools, with only a few combined schools in the district. It is interesting to note that of the 20 participating schools, there were nine primary schools (former Model-C and rural schools), nine secondary schools (former Model-C and rural schools) and two combined schools, and that most of the respondents came from the primary schools. Nganzi (2014:14) notes that teachers at primary and secondary

schools will experience motivation and satisfaction in the same manner regarding the factor.

#### 4.6 THE FACTOR-ANALYTIC PROCEDURE

In order to measure the quality of the work life of a teacher it would be necessary to design a Likert-scale questionnaire consisting of various sub-dimensions, which underlie the quality of work life construct. Such a construct may include numerous factors such as a safe and healthy work environment, participation in decision-making, open communication channels, delegation of authority, to mention just a few. The researcher thus designed 40 items related to the quality of a teachers work life relating to perceptions of work satisfaction. The items were posed on a six-point interval scale and respondents had to indicate their extent of agreement or disagreement where 1 indicated *strongly disagree* and 6 indicated *strongly agree*.

A correlation matrix obtained via SPSS22.0 indicated that some items were poorly correlated and should be removed. The Kaiser-Meyer-Olkin (KMO) values for the 40 variables are found on the diagonal of the anti-image correlation matrix, which is the matrix of the correlation coefficients with the signs reversed (Norusis, 2009:395). Items with KMO values less than 0.6 were removed from the factor analytic procedure. Hence, Items B3, B5, B6, B7, B8, B9 B23 and B40 were removed from the procedure. The variables mentioned were removed one at a time as the KMO statistics are influenced by this removal (Field, 2009:659). The KMO value increased from the initial to 0.750 which is regarded as 'middling (Norusis, 2009:394) and the Bartlett's sphericity value was significant ( $p=0.000$ ). Nine first-order factors explaining 62,95% of the variance resulted.

These factors are named and shown in Table 4.9 to 4.17.

**Table 4.9: Items and their mean scores in the factor of professional development of teachers**

<b>FB 1.1 Professional development of teachers</b>					
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>% Selecting 1 &amp; 2</b>	<b>% Selecting 5 &amp; 6</b>	<b>Rank Order</b>
B21	Job satisfaction is essential for the continuing growth of the educational system.	5.51	8.2	91.8	1
B25	The development of teachers' knowledge before implementing a curriculum is important for the success of the curriculum.	5.51	8.2	91.8	1
B30	A pleasant school environment may have an influence on learner academic performance	5.43	9.5	90.5	2
B28	Teachers should be exposed to methods of maintaining discipline in order to enhance learner behaviour in schools.	5.41	9.8	90.2	3
B31	Teacher empowerment can be one of the factors that influence job satisfaction in an educational setting	5.35	10.9	89.1	4
B32	By sharing the responsibility of decision making will encourage teachers to address educational problems	5.19	13.5	86.5	5
<b>Mean score</b>		<b>5.4</b>			

In the light of the data in Table 4.9, the mean score of 5.4 indicates that the respondents tended to regard the professional development of teachers as a very important factor and are probably crucial when having to decide on reasons why male teachers experience low level job satisfaction. Subsections of professional development of teachers can be identified as influential factors, such as curriculum development, academic performance of learners regarding the school environment, methods of maintaining discipline, teacher empowerment and participating in decision making (Marais & Meier, 2010:1; Maphosa & Mammen, 2011:1; Oberholzer, 2010:2; Leithwood, 2006:15; Berry *et al.*, 2008:3; Carl, 2010:10; Latif *et al.*, 2011:235) (See Chapter 2.4.2, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8 & 2.4.9). The average percentage of the data gathered from respondents indicates that 90% of the respondents answered *agree* or *strongly agree*. Steyn and Van Niekerk (2008:223-227) acknowledge that professional development is an ongoing process that include

proper planning, training, supportive observation and feedback. They also indicate that professional development will promote personal and professional growth amongst teachers, create higher morale and increase job satisfaction.

The second first-order factor identified was capacity building through collaboration and teamwork and will be analysed in Table 4.10. It is named FB 1.2.

**Table 4.10: Items and their mean scores in capacity building through collaboration and team work**

<b>FB 1.2 Capacity building through collaboration and team work</b>					
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>% Selecting 1 &amp; 2</b>	<b>% Selecting 5 &amp; 6</b>	<b>Rank Order</b>
B35	Feedback and recognition from principals can have a positive effect on a teacher's job satisfaction.	5.60	6.7	93.3	1
B34	Communication is one of the strategies that principals should focus on to enhance job satisfaction	5.50	8.3	91.7	2
B36	The relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers	5.44	9.3	90.7	3
B37	The relationship between an individual and their co-workers has an underlining impact on their overall job satisfaction	5.03	16.2	83.8	4
B33	Management who make decisions on their own will have a negative impact on the job satisfaction of teachers	5.03	16.2	83.8	4
<b>Mean score</b>		<b>5.32</b>			

In the light of the data in Table 4.10, the mean score of 5.32 indicates that respondents tend to regard capacity building through collaboration and team work as a very important and are probably crucial when having to decide on reasons why male teachers experience low level job satisfaction. Subsections of capacity building through collaboration and team work can be identified as influential factors such as feedback and recognition, communication, principal-teacher relationship, co-worker relationship and participating in decision making (Latif *et al.*, 2011:235; Van Deventer & Kruger, 2011:156-161; Steyn & Van Niekerk, 2008:148-150; Fuller *et al.*, 2011:2-4; Lee & Ok, 2011:2) (See Chapter 2.4.8, 2.4.9, 2.4.10, 2.4.12 & 2.4.13). The average percentage of the data gathered from respondents indicates that 88,7% of the

respondents answered *agree* or *strongly agree*. Steyn and van Niekerk (2008:104-105) affirm the response that principals should view teachers as capable of being part of the decision making team and that when leadership is shared through teamwork, the organisation will flourish. Harmer and Findlay (2005:1) suggests that collaboration with co-workers creates a pleasurable work environment and a pleasurable work environment promotes job satisfaction overall.

The third first-order factor identified was *effective support systems to teachers by management*. It will be analysed in Table 4.11 and is named FB 1.3.

**Table 4.11: Items and their mean scores in effective support systems to teachers by management factor**

<b>FB 1.3 Effective support systems to teachers by management</b>					
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>% Selecting 1 &amp; 2</b>	<b>% Selecting 5 &amp; 6</b>	<b>Rank Order</b>
B10	It is important that principals identify ways to support their staff in order to promote job satisfaction	5.63	6.2	93.8	1
B16	Open communication between management and teachers will encourage a positive atmosphere in the workplace	5.54	7.7	92.3	2
B12	Job satisfaction has strong ties to the performance of teachers	5.20	13.3	86.7	3
B13	There is a definite correlation between the commitment that teachers show towards their work environment and job satisfaction	5.19	13.5	86.5	4
B11	Teachers leave the education system because they experience low levels of job satisfaction	4.62	23	77	5
<b>Mean score</b>		<b>5.24</b>			

In the light of the data in Table 4.11, the mean score of 5.24 indicates that respondents tend to regard effective support systems to teachers by management as a very important factor and are probably crucial when having to decide on reasons why male teachers experience low level job satisfaction. Subsections of effective support systems to teachers by management can be identified as influential factors such as communication between management and teachers, performance of teachers and commitment that teachers show towards their work environment (Suma

& Lasha, 2013:45; Shah *et al.*, 2012:273; Van Deventer & Kruger, 2011:156-161; Usop *et al.*, 2013:245) (See Chapter 2.4.2, 2.4.9, 2.5.2 & 2.5.3). The average percentage of the data gathered from respondents indicates that 87,3% of the respondents answered *agree* or *strongly agree*. Creating conditions that promote the growth and development of teachers will increase student achievement, schools, work environment and overall job satisfaction, a principal who devotes time and effort in creating such a support system will have higher productivity and efficiency in their schools (Van Deventer & Kruger, 2011:156-161).

The fourth first-order factor identified was the *workload of teachers*. It is analysed in Table 4.12 and is named FB 1.4.

**Table 4.12: Items and their mean scores in workload of teachers**

<b>FB 1.4 Workload of teachers</b>					
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>% Selecting 1 &amp; 2</b>	<b>% Selecting 5 &amp; 6</b>	<b>Rank Order</b>
B24	The amount of workload teachers are dealing with today has a negative impact on their job satisfaction	4.90	18.3	81.7	1
B4	The administration overload I experience in my work environment causes me to feel demotivated	4.31	28.2	71.8	2
B1	I have considered leaving the education system	3.99	33.5	66.5	3
B2	I have considered leaving my school because I experience low job satisfaction	2.85	53.5	47.5	4
<b>Mean score</b>		<b>4.01</b>			

In the light of the data in Table 4.12, the mean score of 4.01 indicates that respondents tend to regard the workload of teachers as another factor and are probably crucial when having to decide on reasons why male teachers experience low level job satisfaction. Subsections of workload of teachers can be identified as influential factors such as amount of workload and administration overload (Ngobeni, 2006:28; Muthuvelayutham & Mohanasundaram, 2012:340-341) (See Chapter 2.4.3 & 2.5.4). The average percentage of the data gathered from respondents indicates that 66,8% of the respondents answered *agree* or *strongly agree*. Hui *et al.*, (2013:175) agree that teachers who experience satisfaction in their work



environment are more enthusiastic and interested in devoting more time and energy in their work environment.

The fifth first-order factor identified was *effective leadership of the principal*. It is analysed in Table 4.13 and is named FB 1.5.

**Table 4.13: Items and their mean scores in the effective leadership of the principal**

<b>FB 1.5 Effective leadership of the principal</b>					
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>% Selecting 1 &amp; 2</b>	<b>% Selecting 5 &amp; 6</b>	<b>Rank Order</b>
B20	Principals need to be made aware of the frustrations that teachers experience	5.58	7	93	1
B19	Educational managers must create a pleasurable climate where teachers can experience a positive emotional response towards the school	5.57	7.2	92.8	2
B14	It is important to identify influential factors within a school to keep teachers loyal to their school	5.28	12	88	3
B15	The principal in a school plays the key role in promoting job satisfaction among male educators	5.05	15.8	84.2	4
<b>Mean score</b>		<b>5.37</b>			

In the light of the data in Table 4.13, the mean score of 5.37 indicates that respondents tend to regard effective leadership of the principal as a very important factor and are probably crucial when having to decide on reasons why male teachers experience low level job satisfaction. Subsections of effective leadership of the principal can be identified as influential factors such as *teacher empowerment, teachers taking part in decision making, communication between management and teachers, recognition and feedback from principals, school leadership styles and teacher-principal relationship* (Belle, 2007:32; Latif *et al.*, 2011:235; Van Deventer & Kruger, 2011:156-161; Steyn & Van Niekerk, 2008:148-150; Zengele, 2011:90-91; Marishane & Botha, 2011:106) (See Chapter 2.4.7, 2.4.8, 2.4.9, 2.4.10, 2.4.11 & 2.4.12). The average percentage of the data gathered from respondents indicated that 89,5% of the respondents answered *agree* or *strongly agree*. According to Carl (2010:10), leadership is an important element in the motivational process of staff and has an undeniable influence on the job satisfaction of teachers.

The sixth first-order factor identified was *effective management of learner behaviour*. It is analysed in Table 4.14 and is named FB 1.6.

**Table 4.14: Items and their mean scores in effective management of learner behaviour**

<b>FB 1.6 Effective management of learner behaviour</b>					
<b>Item</b>	Description	Mean	% Selecting 1 & 2	% Selecting 5 & 6	Rank Order
B27	Disciplinary problems have become a source of inappropriate behaviour that disrupts learning.	5.39	10.2	89.8	1
B26	Teachers are becoming more distressed about behavioural problems of learners	5.24	12.7	87.3	2
<b>Mean score</b>		<b>5.32</b>			

In the light of the data in Table 4.14, the mean score of 5.32 indicates that respondents tend to regard effective management of learner behaviour as a very important factor and are probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction. Subsections of effective management of learner behaviour can be identified as influential factors such as disciplinary problems and poor learner behaviour (Moyo *et al.*, 2014:1; Marishane & Botha, 2011:106) (See Chapter 2.4.5 & 2.4.6). The average percentage of the data gathered from respondents indicates that 88,6% of the respondents answered *agree* or *strongly agree*. Mokhele (2006:148-149) affirms that the management of learner behaviour has the potential to create a pleasurable work environment in the classroom.

The seventh first-order factor identified as *positive work experiences by teachers*. It is analysed in Table 4.15 and named FB 1.7.

**Table 4.15: Items and their mean scores in positive work experiences by teachers**

<b>FB 1.7 Positive work experiences by teachers</b>					
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>% Selecting 1 &amp; 2</b>	<b>% Selecting 5 &amp; 6</b>	<b>Rank Order</b>
B17	Teachers are vital for the success of a country's education system	5.77	3.8	96.2	1
B18	Teachers who are satisfied in their work will tend to stay committed to their school	5.71	4.8	95.2	2
<b>Mean score</b>		<b>5.74</b>			

In the light of the data in Table 4.15, the mean score of 5.74 indicates that the respondents tended to regard positive work experiences by teachers as a very important factor and are probably crucial when having to decide on reasons why male teachers experienced low-level job satisfaction. Subsections of positive work experiences by teachers can be identified as influential factors such as job performance, commitment to the profession, stress, burnout and absenteeism (Funmilola *et al*, 2013:511; Suma & Lesha, 2013:45; Kayastha & Kayastha, 2012:52; Muthuvelayutham & Mohanasundaram, 2012:341; Bemana *et al.*, 2013:233; Chenevey *et al*, 2008:12; Ogresta *et al.*, 2008:365; Lucas *et al.*, 2012:444; Brown & Arnell, 2012:172) (See Chapter 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6 & 2.5.7). The average percentage of the data gathered from respondents indicated that 95.6% of the respondents answered *agree* or *strongly agree*. Suma & Lesha (2013:45) concur with the above-mentioned findings that there is a definite correlation between how teachers experience their work and how committed these teachers are towards their school; thus commitment is an indicator of job satisfaction.

The eighth first-order factor identified as *emotional distress amongst teachers* will be analysed in Table 4.16 and is named FB 1.8.

**Table 4.16: Items and their mean scores in the emotional distress amongst teachers**

<b>FB 1.8 Emotional distress amongst teachers</b>					
Item	Description	Mean	% Selecting 1 & 2	% Selecting 5 & 6	Rank Order
B39	Teachers who experienced burnout will be more dissatisfied in their job and this causes them to be less enthusiastic when it comes to teaching	5.15	14.2	85.8	1
B38	Teachers who experience stress in their work environment will indicate that they are dissatisfied in their job.	4.61	23.2	76.8	2
<b>Mean score</b>		<b>4.88</b>			

In the light of the data in Table 4.16, the mean score of 4.88 indicates that respondents tend to regard emotional distress amongst teachers as a factor and are probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction. Subsections of emotional distress amongst teachers can be identified as influential factors such as *job performance*, *commitment to the profession*, *stress*, *burnout* and *absenteeism* (Funmilola *et al.*, 2013:511; Suma & Lesha, 2013:45; Kayastha & Kayastha, 2012:52; Muthuvelayutham & Mohanasundaram, 2012:341; Bemana *et al.*, 2013:233; Chenevey *et al.*, 2008:12; Ogresta *et al.*, 2008:365; Lucas *et al.*, 2012:444; Brown & Arnell, 2012:172) (See Chapter 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6 & 2.5.7). The average percentage of the data gathered from respondents indicates that 81,3% of the respondents answered *agree* or *strongly agree*. Bemana *et al.* (2013:233) have found that teachers who experience stress in their work environment will indicate that they are dissatisfied in their job.

The ninth first-order factor identified as *positive feelings towards teaching as a profession* is analysed in Table 4.17 and is named FB 1.9.

**Table 4.17: Items and their mean scores in positive feelings towards teaching as a profession**

FB 1.9 Positive feelings towards teaching as a profession					
Item	Description	Mean	% Selecting 1 & 2	% Selecting 5 & 6	Rank Order
B22	The feelings that a person has towards their work environment will have a definite effect on their performance	5.46	9	91	1
B29	Low socio-economic status has a negative effect on learner academic performance	4.94	17.7	82.3	2
<b>Mean score</b>		<b>5.2</b>			

In the light of the data in Table 4.17, the mean score of 5.2 indicates that respondents tend to regard positive feelings towards teaching as a profession as a very important factor and are probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

Subsections of positive feelings towards teaching as a profession can be identified as influential factors such as *work environment & learner academic performance* (Quan-Baffour & Arkon-Achemfour, 2013:25; Marishane & Botha, 2011:106) (See Chapter 2.4.2 & 2.4.6). The average percentage of the data gathered from respondents indicates that 81,3% of the respondents answered *agree* or *strongly agree*. Singh & Rawat (2010:188) indicate that the work experience of teachers will indicate if they are satisfied with their work and if they experience job satisfaction.

The researcher made the following assumptions from Table 4.9 to Table 4.17. The researcher ranked these identified factors in rank order of mean scores. This gives a clear idea of which factors can influence job satisfaction amongst male teachers in rural and former Model-C schools of the Ehlanzeni school district in the province of Mpumalanga. A discussion of the nine first-order factors that can contribute to the low job satisfaction amongst male teachers will be given now.

**Table 4.18: Nine first-order factors**

Item	Description	Mean	% Selecting 1 & 2	% Selecting 5 & 6	Rank Order
B17	Teachers are vital for the success of a country's education system	5.77	3.8	96.2	1
B10	It is important that principals identify ways to support their staff in order to promote job satisfaction	5.63	6.2	93.8	2
B35	Feedback and recognition from principals can have a positive effect on a teacher's job satisfaction.	5.60	6.7	93.3	3
B20	Principals need to be made aware of the frustrations that teachers experience	5.58	7	93	4
B25	The development of teachers' knowledge before implementing a curriculum is important for the success of the curriculum.	5.51	8.2	91.8	5
B22	The feelings that a person has towards their work environment will have a definite effect on their performance	5.46	9	91	6
B27	Disciplinary problems have become a source of inappropriate behaviour that disrupts learning.	5.39	10.2	89.8	7
B39	Teachers who experienced burnout will be more dissatisfied in their job and this causes them to be less enthusiastic when it comes to teaching	5.15	14.2	85.8	8
B24	The amount of workload teachers are dealing with today has a negative impact on their job satisfaction	4.90	18.3	81.7	9

**Question B17: Teachers are vital for the success of a country's education system**

**Mean score: 5.77**

**Rank order: 1**

**% respondents selecting 5 and 6: 96,2%**

The data indicate that 96,2% of the respondents *strongly agree* that teachers are vital for the success of a country's education system. The item was ranked first and the mean score of 5.77 shows that respondents were in strong agreement with this item.

There is a global recognition that the success of any education system strongly depends on the quality and performance of teachers, in truth the effectiveness of an education system has a direct impact on the economy of a country regarding that teachers are educating the leaders of tomorrow (Yuce, Sahin, Kocer & Kana, 2013:295-296). The fact that 96,2% of the respondents answered this question by agreeing or strongly agreeing indicates to the researcher that teachers believe they can contribute or have a positive impact on the South African education system. The above-mentioned statement can be supported by the findings of Hui *et al.* (2013:175), which indicates that when teachers experience satisfaction in their work environment they support an education system to succeed in its objectives, namely teaching.

**Question B10: It is important that principals identify ways to support their staff in order to promote job satisfaction**

<b>Mean score:</b>	<b>5.63</b>
<b>Rank order:</b>	<b>2</b>
<b>% respondents selecting 5 and 6:</b>	<b>93,8%</b>

The data indicate that 93,8% of the respondents *agree* or *strongly agree* that it is important that principals identify ways to support their staff in order to promote job satisfaction. The item was ranked second and the mean score of 5.63 shows that the respondents were in strong agreement with this item.

Principals have the ability to improve the perception of teachers and overall satisfaction within the school environment; this can be done when teachers and principals form a professional relationship in order to identify factors that have a negative impact on the job satisfaction of teachers (Edgerson & Kritsonis, 2006:2). Through this relationship, by means of effective communication and involvement in decision-making, teachers can help principals to develop support strategies to enhance job satisfaction (Omobude & Igbudu, 2012:14; Van Deventer & Kruger, 2011:156-161) (See Chapter 2.4.8 & 2.4.9).

**Question B35: Feedback and recognition from principals can have a positive effect on a teacher's job satisfaction**

<b>Mean score:</b>	<b>5.60</b>
<b>Rank order:</b>	<b>3</b>
<b>% respondents selecting 5 and 6:</b>	<b>93,3%</b>

The data indicate that 93,8% of the respondents *agreed* or *strongly agreed* that feedback and recognition from principals can have a positive effect on a teacher's job satisfaction. The item was ranked third and the mean score of 5.60 shows that the respondents were in strong agreement with this item.

Research done by Hattie and Timperley (2007:81) has found that feedback is one of the most powerful influences in the educational environment. Respondents indicated during the quantitative research that feedback and recognition from principals were the third-highest scoring mean (5.60) out of all 40 questions. This indicated to the researcher that the respondents would thrive when they receive the recognition and feedback they feel they deserve in their work environment (Steyn & Van Niekerk, 2008:148-150) (See Chapter 2.4.10). The above-mentioned statement can be supported by Steyn and Van Niekerk (2008:149), who have found that people feel better about themselves and their work environment when their ideas are sought, accepted and implemented.

**Question B20: Principals need to be made aware of the frustrations that teachers experience**

<b>Mean score:</b>	<b>5.58</b>
<b>Rank order:</b>	<b>4</b>
<b>% respondents selecting 5 and 6:</b>	<b>93%</b>

The data indicate that 93% of the respondents *agreed* or *strongly agreed* that principals needed to be made aware of the frustrations that teachers experienced. The item was ranked fourth and the mean score of 5.58 shows that the respondents were in strong agreement with this item.

Teachers in South Africa are constantly faced with statistics regarding the dismal performance of learners in their provinces and their schools. This is aggravated by



the fact that the South African education system currently ranks 133<sup>rd</sup> out of 142 countries in the world (Iwu *et al.*, 2013:838). Schools and the education department invest a lot in teachers in terms of development, training and maintenance to improve the academic performance of learners and the education system itself (Ongori, 2007:49-51). Therefore, principals need to become aware of and develop a better understanding of factors affecting the job satisfaction of teachers at their schools. The above-mentioned statement can be supported by 93% of the respondents who *agreed* or *strongly agreed* to this question in the Likert-scale questionnaire.

Frustrations that teachers currently experience include excessive workload, poor learner behaviour, academic performance of students, communication, teacher empowerment, recognition and feedback from principals, leadership styles and promotional opportunities (Ngobeni, 2006:28; Moyo *et al.*, 2014:1; Marishane & Botha, 2011:106; Omobude & Igbudu, 2012:14; Van Deventer & Kruger, 2011:156-161; Steyn & Van Niekerk, 2008:148-150; Carl, 2010:10; Parvin & Kabir, 2011:113; Malik *et al.*, 2012:6; Naveed *et al.*, 2011:301) (See Chapter 2.4.3, 2.4.5, 2.4.6, 2.4.8, 2.4.9, 2.4.10, 2.4.11 & 2.4.14). The effect of these frustrations is a decline in job performance, commitment to the profession, stress, burnout, absenteeism and high staff turnover (Funmilola *et al.*, 2013:511; Omidifar, 2013:263; Kayastha & Kayastha, 2012:52; Muthuvelayutham & Mohanasundaram, 2012:341; Bemana *et al.*, 2013:233; Chenevey *et al.*, 2008:12; Ogresta *et al.*, 2008:365; Lucas *et al.*, 2012:444; Brown & Arnell, 2012:172; Ongori, 2007:49) (See Chapter 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6 & 2.5.7).

**Question B25: The development of teachers' knowledge before implementing a curriculum is important for the success of the curriculum**

<b>Mean score:</b>	<b>5.51</b>
<b>Rank order:</b>	<b>5</b>
<b>% respondents selecting 5 and 6:</b>	<b>91,8%</b>

The data indicate that 91,8% of the respondents *agreed* or *strongly agreed* that the development of teachers' knowledge before implementing a curriculum was

important for the success of the curriculum. The item was ranked fifth and the mean score of 5.51 shows that the respondents were in strong agreement with this item.

The manner in which teachers are prepared for the curriculum will have a positive or negative impact on the success of the curriculum and implementation process of the curriculum (Hussain *et al.*, 2011:263-266). Carl (2010:193-194) indicates that when a new curriculum is developed and the implementation process planned, the role of teachers should not be seen as the people who apply and implement the new curriculum. Teachers should be empowered by sharing knowledge and providing inputs regarding the development and implementation process (Oberholzer, 2010:2) (See Chapter 2.4.4).

Teachers strongly agreed with the development of teachers' knowledge before implementing a curriculum is important for the success of the curriculum. The knowledge and experience that teachers share with curriculum developers cause the implementation process to be more realistic because of the input from teachers who have first-hand experience in classroom management (Oloruntegbe, 2011:444).

**Question B22: The feelings that a person has towards their work environment will have a definite effect on their performance**

**Mean score: 5.46**

**Rank order: 6**

**% respondents selecting 5 and 6: 91%**

The data indicate that 91% of the respondents *agreed* or *strongly agreed* that the feelings that a person had towards their work environment would have a definite effect on their performance. The item was ranked sixth and the mean score of 5.46 shows that the respondents were in strong agreement with this item.

The performance of teachers depends on how satisfied they are in their work environment and the level of satisfaction will indicate whether teachers will stay committed and loyal towards their schools (Omidifar, 2013:263). The work environment of a teacher is a determining factor according to the 91% of respondents who indicated an *agree* or *strongly agree*. This shows that the teachers who participated in the study felt that their performance would be determined by their work environment (Shah *et al.*, 2012:273) (See Chapter 2.4.2).

**Question B27: Disciplinary problems have become a source of inappropriate behaviour that disrupts learning**

**Mean score:** 5.39  
**Rank order:** 7  
**% respondents selecting 5 and 6:** 89,8%

The data indicate that 89,8% of the respondents *agree* or *strongly agree* that disciplinary problems have become a source of inappropriate behaviour that disrupts learning. The item was ranked seventh and the mean score of 5.39 shows that the respondents were in strong agreement with this item.

Moyo *et al.* (2014:1) indicate that behavioural problems amongst learners disrupt the learning process and deny other learners the right to an education. Disruptive behaviour in South African schools continues to be the most consistently discussed problem today (See Chapter 2.4.5). This type of disruptive behaviour implies that the inappropriate behaviour of learners inhibits the teacher to achieve his/her goal of transferring knowledge to the learners. The respondents indicated that there was a definite crisis regarding inappropriate behaviour in their classrooms.

This type of behavioural problems has a definite impact on the ability of learners to progress academically (Moyo *et al.*, 2014:1; Marishane & Botha, 2011:106) (See Chapter 2.4.5 & 2.4.6). Moyo *et al.*, (2014:1) outline that, because of these disciplinary problems, teaching has become a challenging and stressful occupation and causes teachers to feel demotivated and helpless.

**Question B39: Teachers who experienced burnout will be more dissatisfied in their job and this causes them to be less enthusiastic when it comes to teaching**

**Mean score:** 5.15  
**Rank order:** 8  
**% respondents selecting 5 and 6:** 85,8%

The data indicate that 85,8% of the respondents *agreed* or *strongly agreed* that teachers who experienced burnout would be more dissatisfied in their job and that this caused them to be less enthusiastic when it came to teaching. The item was

ranked eighth and the mean score of 5.15 shows that the respondents were in strong agreement with this item.

An effective system can only be as effective as the people working within the system are (Tsigilis *et al.*, 2006:257). Chenevey *et al.*, (2008:13) affirm that burnout is the inability of employees to function effectively in their work environment because of poor work conditions, work overload, supervision and conflict. The perceptions of the respondents regarding the issue of burnout amongst teachers were overwhelming. They felt that teachers who experienced burnout would become demotivated in their work environment (Chenevey *et al.*, 2008:12; Ogresta *et al.*, 2008:365) (See Chapter 2.5.5).

The effect of burnout will cause teachers to be absent frequently, develop health problems, display lower productivity and job dissatisfaction, all of which will lead to lower quality of teaching and thus affect the academic quality of learners.

**Question B24:      The amount of workload teachers are dealing with today has a negative impact on their job satisfaction**

<b>Mean score:</b>	<b>4.90</b>
<b>Rank order:</b>	<b>9</b>
<b>% respondents selecting 5 and 6:</b>	<b>81,7%</b>

The data indicate that 81,7% of the respondents *agree* or *strongly agree* that the amount of workload teachers currently dealt with had a negative impact on their job satisfaction. The item was ranked ninth and the mean score of 4.9 shows that the respondents were in strong agreement with this item.

Teachers who experience satisfaction in their work environment are more enthusiastic and interested in devoting more time and energy to their work environment (Hui *et al.*, 2013:175). The participating respondents indicated a strong agreement with the assumption of the researcher that when teachers dealt with an overload of work they would become dissatisfied and this would have a negative effect on their work environment (Ngobeni, 2006:28) (See Chapter 2.4.3).

Murage and Kibera (2014:148) have found that this type of negative effect on the work environment may cause teachers to be less committed to their work and even

their job (Omidifar, 2013:263) (See Chapter 2.5.3). This will cause the school to experience higher rates of absenteeism, staff turnover and job dissatisfaction amongst staff.

These nine first-order factors were subjected to a second-order procedure, as the KMO value of 0.749 and a significant Bartlett's value indicated that such a reduction would be viable. Three second-order factors, which explained 58,92% of the variance, resulted. These factors all had Alpha Cronbach reliability coefficients above the recommended value of 0.7 and the items with the mean scores are shown in Tables 4.10 to 4.18.

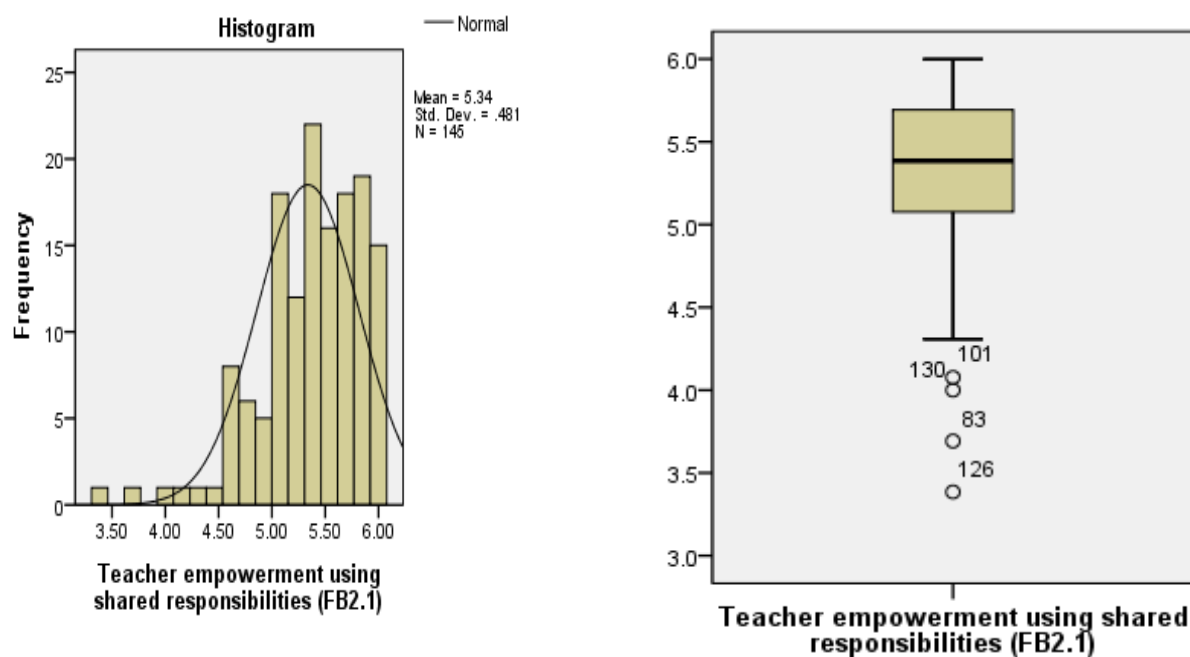
**Table 4.19: Items in the relationships management and teacher work satisfaction factor (FB2.1)**

<b>FB2.1 – Relationships management and teacher work satisfaction</b>			
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>Factors</b>
B35	Feedback and recognition from principals can have a positive effect on a teacher's job satisfaction.	5.60	FB1.2
B36	The relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers	5.44	FB1.2
B34	Communication is one of the strategies that principals should focus on to enhance job satisfaction	5.50	FB1.2
B37	The relationship between an individual and their co-workers has an underlining impact on their overall job satisfaction	5.03	FB1.2
B33	Management who make decisions on their own will have a negative impact on the job satisfaction of teachers	5.03	FB1.2
B32	By sharing the responsibility of decision making will encourage teachers to address educational problems	5.19	FB1.1
B31	Teacher empowerment can be one of the factors that influence job satisfaction in an educational setting	5.35	FB1.1
B28	Teachers should be exposed to methods of maintaining discipline in order to enhance learner behaviour in schools.	5.41	FB1.1
B21	Job satisfaction is essential for the continuing growth of the educational system.	5.51	FB1.1
B30	A pleasant school environment may have an influence on learner academic performance	5.43	FB1.1
B25	The development of teachers' knowledge before implementing a curriculum is important for the success of the curriculum.	5.51	FB1.1
B29	Low socio-economic status has a negative effect on learner academic performance	4.94	FB1.9
B22	The feelings that a person has towards their work environment will have a definite effect on their performance	5.46	FB1.9
Average		5.34	

The factor of 5.34 indicates that the respondents agreed with the items in the factor; hence, they perceived that the management of relationships by school leadership was important and influenced teacher work satisfaction (Shah *et al.*, 2012:273; Carl, 2010:10; Omobude & Igbudu, 2012:14; Van Deventer & Kruger, 2011:156-161; Steyn & Van Niekerk, 2008:148-150; Fuller *et al.*, 2011:2-4; Harmer & Findlay,

2005:1; Iqbal, 2013:67; Simon *et al.*, 2010:534) (See Chapter 2.4.2, 2.4.7, 2.4.8, 2.4.9, 2.4.10, 2.4.12 & 2.4.13, which gives a clear identification of factors that could influence job satisfaction.).

The Cronbach reliability of this factor was 0.831. However, as the vast majority of respondents agreed with the factor, the distribution of data is incorrect, necessitating the use of non-parametric statistical tests when determining possible associations between the factor and the various independent variables. The data distribution is shown in Figure 4.8.



**Figure 4.8: Histogram and boxplot showing the data distribution in the factor teacher empowerment using shared responsibilities (FB2.1)**

The second-factor underlying the quality of work life of a teacher is *facets influencing teacher morale* (FB2.2). It contains 13 items and has a Cronbach reliability coefficient of 0.732. The items and mean scores obtained are given in Table 4.20.

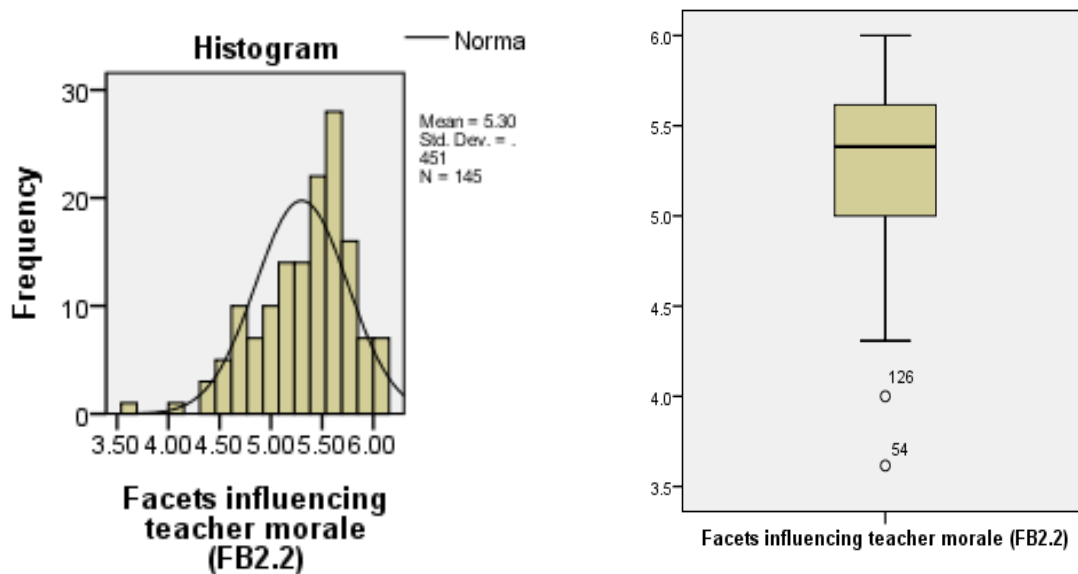
**Table 4.20: Items in the factor facets influencing teacher morale (FB2.2)**

<b>FB2.2- Facets influencing teacher morale</b>			
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>Factors</b>
B15	The principal in a school plays the key role in promoting job satisfaction among male educators	5.05	FB1.5
B20	Principals need to be made aware of the frustrations that teachers experience	5.58	FB1.5
B19	Educational managers must create a pleasurable climate where teachers can experience a positive emotional response towards the school	5.57	FB1.5
B14	It is important to identify influential factors within a school to keep teachers loyal to their school	5.28	FB1.5
B17	Teachers are vital for the success of a country's education system	5.77	FB1.7
B18	Teachers who are satisfied in their work will tend to stay committed to their school	5.71	FB1.7
B13	There is a definite correlation between the commitment that teachers show towards their work environment and job satisfaction	5.19	FB1.3
B12	Job satisfaction has strong ties to the performance of teachers	5.20	FB1.3
B11	Teachers leave the education system because they experience low levels of job satisfaction	4.62	FB1.3
B10	It is important that principals identify ways to support their staff in order to promote job satisfaction	5.63	FB1.3
B16	Open communication between management and teachers will encourage a positive atmosphere in the workplace	5.54	FB1.3
B39	Teachers who experienced burnout will be more dissatisfied in their job and this causes them to be less enthusiastic when it comes to teaching	5.15	FB1.8
B38	Teachers who experience stress in their work environment will indicate that they are dissatisfied in their job.	4.61	FB1.8
Average		5.30	

The factor of 5.30 indicates that the respondents agreed with the items in the factor aspects influencing teacher morale (FB2.2). Item B17 asked whether respondents felt that “*Teachers were vital for the success of a country's education system,*” and, as expected, the extremely high average of 5.77 indicated that the respondents mostly strongly agreed with this statement (Oberholzer, 2010:2; Marishane & Botha, 2011:106) (See Chapter 2.4.4 & 2.4.6). It is understood that teachers are indeed necessary for a country to be seen as having a successful educational system as they are the implementers of all educational policy at micro-(school) level. Teachers also strongly agreed with item B18, namely, “*Teachers who are satisfied in their work will tend to stay committed to their school*” (Omidifar, 2013:263) (See Chapter



2.5.3).The data distribution was negatively skew as most respondents agreed with the statements made. The data distribution is given in Figure 4.9.



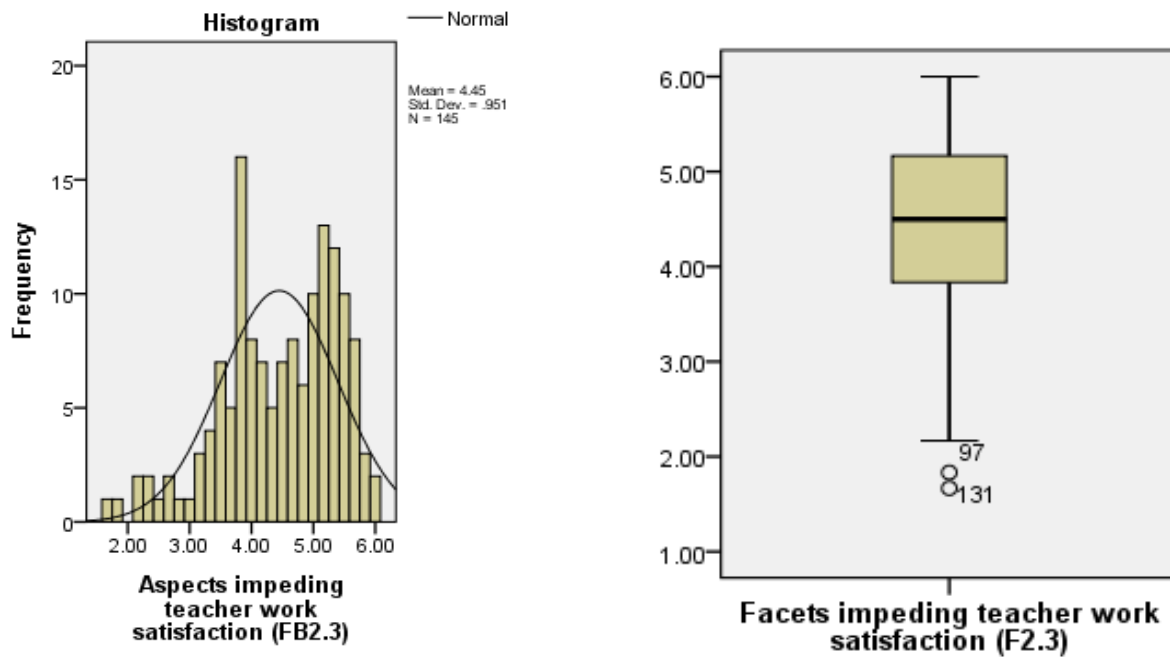
**Figure 4.9: Histogram and boxplot showing the data distribution in facets influencing teacher morale (FB2.2)**

The third factor contained items that impeded teacher work satisfaction and enhanced job dissatisfaction. The items and their mean scores are given in Table 4.21.

**Table 4.21: Items in the factor facets (FB2.3) impeding teacher work satisfaction (FB2.3)**

<b>FB2.3 – Facets impeding teacher work satisfaction</b>			
<b>Item</b>	<b>Description</b>	<b>Mean</b>	<b>Factors</b>
B1	I have considered leaving the education system	3.99	FB1.4
B2	I have considered leaving my school because I experience low job satisfaction	2.85	FB1.4
B4	The administration overload I experience in my work environment causes me to feel demotivated	4.31	FB1.4
B24	The amount of workload teachers are dealing with today has a negative impact on their job satisfaction	4.90	FB1.4
B26	Teachers are becoming more distressed about behavioural problems of learners	5.24	FB1.6
B27	Disciplinary problems have become a source of inappropriate behaviour that disrupts learning.	5.39	FB1.6
Average		4.45	

The mean score of 4.45 indicates partial agreement with the items in the factor. The item with the lowest mean score of 2.85 indicated disagreement to partial disagreement with the factor. It is possible that teachers do not leave a school due to low job satisfaction at a particular school, but that they leave a school due to other reasons. Item B27 had the highest mean score, indicating that disciplinary problems have indeed become a source of inappropriate behaviour that disrupts learning at many schools and as such influences the quality of a teacher's work life (Moyo *et al.*, 2014:1) (See Chapter 2.4.5). The distribution of data is slightly skew; hence, non-parametric procedures should be utilised when testing for association with independent variables. The data distribution is shown in Figure 4.10.



**Figure 4.10: Histogram and boxplot showing the data distribution in facets impeding teacher work satisfaction (FB2.3)**

If a third-order factor analytic procedure is performed, only one factor is formed. In other words, the three second-order *factors of relationship management and work satisfaction (FB2.1), facets influencing teacher morale (FB2.2) and facets impeding teacher work satisfaction (FB2.3)* all fall under one factor, which could be named the *quality of the working life of teachers (FB3.0)*. However, as the second-order factors all had reliability coefficients that were satisfactory, they will be used test the various independent variables.

#### **4.7 COMPARISON OF INDEPENDENT GROUPS WITH RESPECT TO THE THREE DEPENDENT FACTORS**

This researcher used an independent or between-groups design to compare the factor means of two independent groups with each other.

##### **4.7.1 Comparing two independent groups**

As the data distribution in the three dependent variables (factors) was skew, the researcher resorted to the Mann-Whitney U-tests where the data are ranked; hence,

high scores are represented by large ranks and low scores by small ranks (Field, 2009: 540).

#### 4.7.1.1 Geographical location of the school

There were two groups, namely rural and urban. Possible hypotheses could be as follows:

Ho – There is statistically no significant difference between the mean ranks of the two school geographical location groups regarding:

- FB2.1 - relationship management and work satisfaction
- FB2.2 - facets influencing teacher morale
- FB2.3 - facets impeding teacher work satisfaction

Ha - There is statistically a significant difference between the mean ranks of the two school geographical location groups regarding:

- FB2.1 - relationship management and work satisfaction
- FB2.2 - facets influencing teacher morale
- FB2.3 - facets impeding teacher work satisfaction

The results of Mann-Whitney U-test were as follows:

$$FB2.1 - \bar{U}_{Rural} = 74.72; \bar{U}_{Urban} = 71.98; Z = -0.381; p > 0.05.$$

$$FB2.2 - \bar{U}_{Rural} = 69.97; \bar{U}_{Urban} = 74.80; Z = -0.670; p > 0.05.$$

$$FB2.3 - \bar{U}_{Rural} = 75.03; \bar{U}_{Urban} = 71.80; Z = -0.499; p > 0.05$$

The results indicate that in all three of the dependent variables no statistically significant differences could be found between the two geographical location groups and the three factors involved. Hence, the null hypothesis cannot be rejected with respect to any of the three factors. Hence, the effect is not big enough to be anything but a chance finding (Field, 2009:53). It is possible that the sample size was a limiting factor as the sample size of 145 was too small for 40 variables and a sample of 300 or more would have been preferable.

#### 4.7.2 Comparing three or more independent groups with one another

When the data do not meet the parametric requirements, one can use the Kruskal-Wallis (H) test. This test compares the mean ranks of the three groups taken together. Should a significant difference be found, then one would use the Mann-Whitney U-test to test the groups in pairs.

##### 4.7.2.1 Years of teaching experience (A1)

The Kruskal-Wallis test for relationship management and teacher work satisfaction (FB2.1) was as follows:

$$[FB2.1 - X^2(4) = 4.82; p > 0.05].$$

This indicates that the null hypothesis could not be rejected and that there is statistically no significant difference between the mean ranks of the five age groups taken together. The result is shown in the boxplot of Figure 4.11.

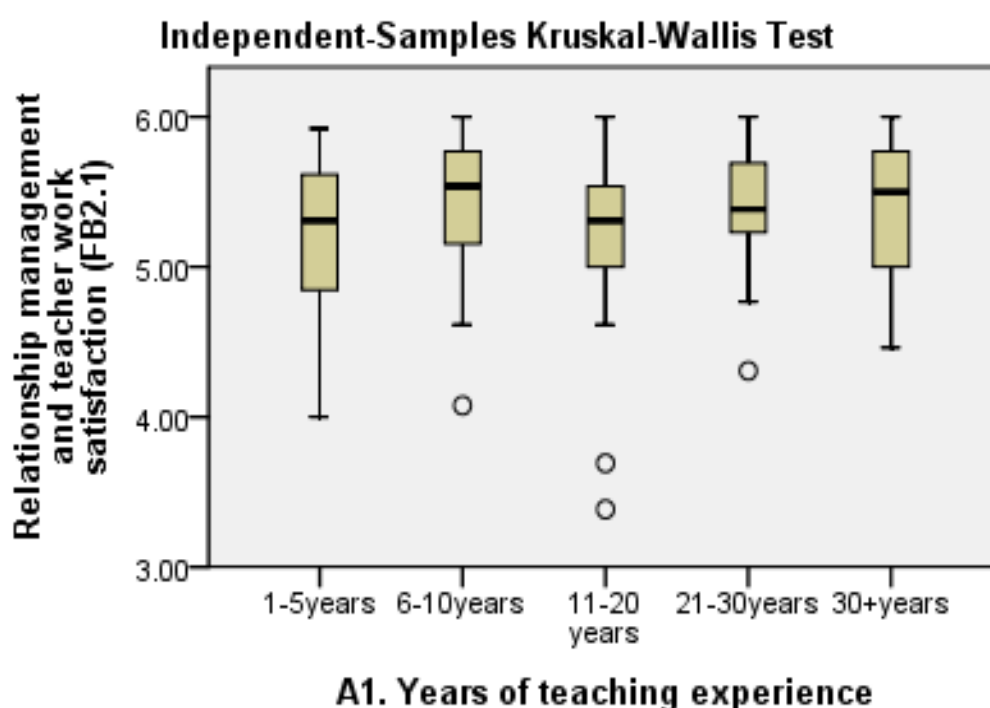


Figure 4.11: Boxplot for the years of teaching experience groups regarding relationship management and teacher work satisfaction (FB2.1)

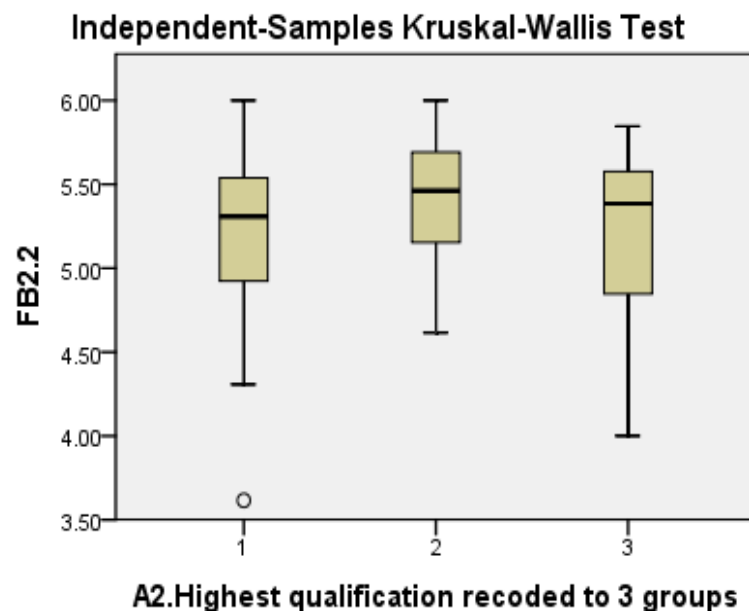
The boxplot in Figure 4.11 indicates that the median values of the five age groups are relatively similar and no significant differences could be found between the five age groups. In addition, no differences could be found regarding the other two factors, *facets influencing teacher morale* (FB2.2) and *facets impeding teacher work satisfaction* (FB2.3).

#### 4.7.2.2 Highest academic qualification (A2)

The original five groups were collapsed to three due to small numbers in some of the groups such as a master's degree. The independent Kruskal-Wallis design test indicates that none of the null hypotheses could be rejected, as there are no statistically significant differences between the factor means and the three qualification groups. The Kruskal-Wallis test results were:

$$FB2.1 - X^2(2) = 0.875; p = 0.646; FB2.2 - X^2(2) = 5.791; p = 0.06; FB2.3 - X^2(2) = 2.781; p = 0.25$$

In all three of the factors concerned the p-value was larger than 0.05 and hence the differences in mean scores were too small to be rejected due to chance factors. As the facets influencing teacher morale had the largest differences (although not significant) between the mean scores, these results are shown via a boxplot in Figure 4.12.



**Figure 4.12: Boxplot for the highest educational qualification groups regarding facets influencing teacher morale (FB2.2)**

The boxplot indicates that the group with the lowest qualifications (matric + education diploma) had the lowest median while Group 2 (Bachelor of Education degree) and Group 3 (Honours or higher) had slightly higher median values. All medians were above the scale value of 5, indicating agreement with the factor.

#### 4.7.2.3 Present position in the school (A3)

The original five groups were collapsed to three, namely *teachers*, *heads of department* and *deputies as well as principals* formed the third group. No statistically significant differences could be found in any of the three factors regarding the three qualification groups. All three groups agreed with the relationship management and work satisfaction and facets influencing teacher morale factors whilst partially agreeing with the facets impeding teacher work-satisfaction factor.

#### 4.7.2.4 Number of learners in the school (A4)

The original five groups were collapsed to three, namely 100 to 700 learners in Group 1, 701 to 1000 in Group 2 and 1 001 or more in Group 3. The Kruskal-Wallis test results were:

$$FB2.1 - X^2(2) = 2.744; p = 0.254; FB2.2 - X^2(2) = 0.013; p = 0.993; FB2.3 - X^2(2) = 1.803; p = 0.406$$

As all the probability values were larger than 0.05, this indicated that the differences were due to chance factors; hence the null hypothesis could not be rejected. All respondents at the three school groups agreed with the factors concerned.

#### 4.7.2.5 Type of school (A7)

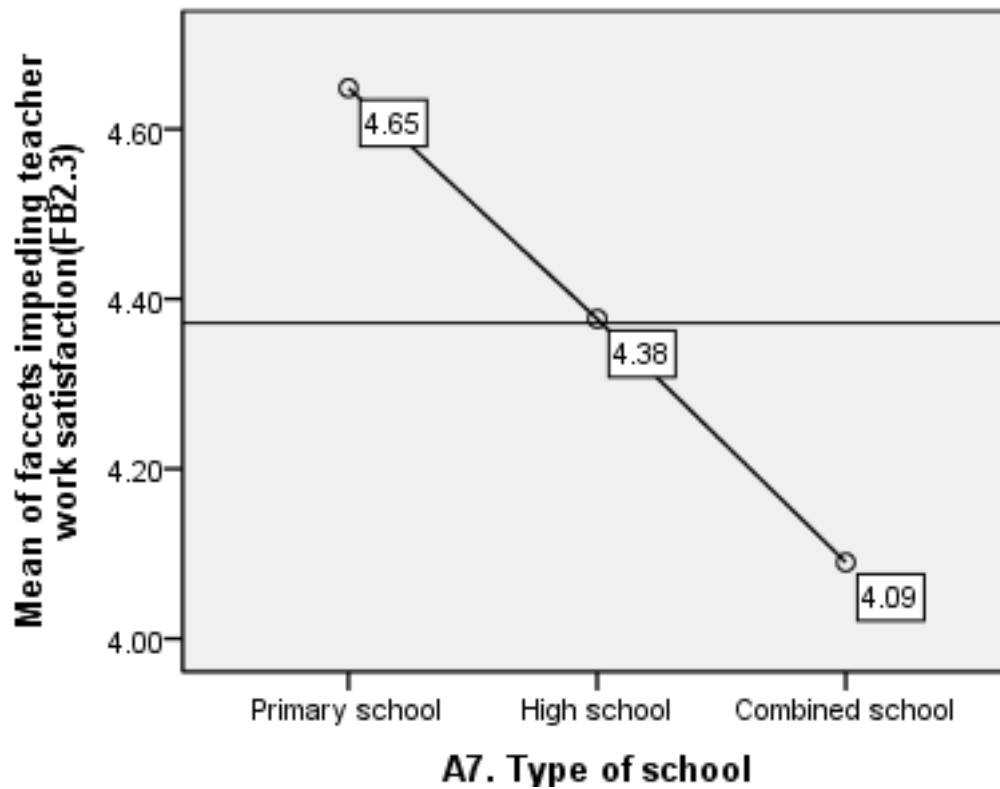
The three school type groups were also tested via the Kruskal-Wallis test, which indicated that possible differences were present. Using the more sensitive ANOVA test indicated that there was a difference in factor-mean scores between the primary school respondents and the combined school respondents with respect to facets impeding teacher work satisfaction. These results are shown in Table 4.22.

**Table 4.22: Significant differences between the three school type groups regarding the facets impeding teacher work satisfaction (FB2.3)**

Factor	Group	Mean	ANOVA (p-value)	Hochberg GT2			
				1	2	3	
Facets impeding teacher work satisfaction (FB2.3)	Primary	4.65	0.031*	1	/	-	*
	Secondary	4.38		2	-	/	-
	Combined	4.09		3	*	-	/

\* = Statistically significant at the 5% level ( $p > 0.05$  but  $p < 0.01$ )





**Figure 4.13: Line graph showing the mean scores of the three school type groups regarding facets impeding the work satisfaction of teachers (FB2.3)**

The line graph and the data in Figure 4.13 indicate that the respondents from combined schools agree statistically significantly less strongly with the facets impeding teacher work satisfaction than respondents from primary schools do. It is possible that primary-school teachers experience the continuous assessment tasks that accompany the CAPS curricula as making excessive demands on their time; hence, they very strongly agree with the impediments factor (See Chapter 2.4.3 & 2.4.4).

#### 4.8 DISCUSSION OF ITEMS ELIMINATED FROM THE FACTOR ANALYSIS

**Table 4.23: Items eliminated from the factor analysis**

Item	Description	Mean	Std. Deviation
B3	I am satisfied with the support I receive from my principal	4.94	1.30
B5	The discipline of learners has no impact on the level of job satisfaction that I experience	2.83	1.76
B6	The increasing pressure as a result of the performance of South African schools has an impact on my motivation	4.10	1.52
B7	Communication between teachers and principals is essential in enhancing job satisfaction among educators	5.46	1.16
B8	Effective principals serve as mentors for teachers.	5.63	0.88
B9	The learning environment of a school depends only on teachers and not principals	1.95	1.42
B23	Teachers enter the profession because the educational system can provide them with a stable job.	3.98	1.42
B40	Absenteeism among teachers tends to be the result of job dissatisfaction	4.25	1.49

##### 4.8.1 Item B3 – I am satisfied with the support I receive from my principal

The mean score of 4.94 was tested against the mean that one would expect most respondents to obtain, namely *agree* (5). Using a one-sample t-test, no statistically significant differences could be found. It can thus be inferred that most respondents agreed with the statement and were satisfied with the support they received from their principals (Carl, 2010:10; Omobude & Igbudu, 2012:14; Van Deventer & Kruger, 2011:156-161; Steyn & Van Niekerk, 2008:148-150; Fuller *et al.*, 2011:2-4) (See Chapter 2.4.7, 2.4.8, 2.4.9, 2.4.10, 2.4.11 & 2.4.12).

##### 4.8.2 Item B5 – The discipline of learners has no impact on the level of job satisfaction that I experience

The mean score of 2.83 indicates disagreement with the statement. One would expect most educators to disagree with the statement (2); hence, the value that the mean of 2.83 was tested against. The one sample t-test indicated a statistically

significant difference between the real score of 2.83 and the ideal score of 2.00. The t-test value was:  $t(144) = 5.66$ ;  $p=0.000$ ;  $r = 0.43$ .

The effect size of  $r=0.43$  indicates that this difference has moderate importance. The respondents thus espoused a value significantly higher than the ideal of 2, indicating that some respondents did not think that learner discipline influenced teacher work satisfaction. However, the majority did not agree with this and believed that levels of learner discipline had an influence on the level of work satisfaction teachers experienced (Moyo *et al.*, 2014:1; Marishane & Botha, 2011:106) (See Chapter 2.4.5 & 2.4.6).

#### **4.8.3 Item B6 – The increasing pressure because of the performance of South African schools has an impact on my motivation.**

The literature study revealed that the academic performance of learners in South African schools is a cause for concern and hence one could expect the respondents to at least partially agree with this statement (4) (Marishane & Botha, 2011:106) (See Chapter 2.4.6). No significant difference could be found between the mean obtained 4.10 and the expected mean of 4.00. The majority of respondents thus partially agreed with this statement.

#### **4.8.4 Item B7 – Communication between teachers and principals is essential in enhancing job satisfaction among educators**

The mean of 5.46 indicates that the majority of respondents agreed that communication between teachers and principals was essential if one wished to enhance teacher job satisfaction (Van Deventer & Kruger, 2011:156-161) (See Chapter 2.4.9).

When tested against a value of 5 using a one sample t-test, the t-value was significant, namely

$$t(143) = 4.75; p = 0.000 ; r = 0.37.$$

One could thus probably conclude that the majority of respondents strongly agreed with this statement and that communication between teachers and principals is

essential in order to enhance teacher work satisfaction (Van Deventer & Kruger, 2011:156-161) (See Chapter 2.4.9).

#### **4.8.5 Item B8 – Effective principals serve as mentors for teachers**

The mean score of 5.63 indicates that teachers tended towards strong agreement with this statement. Testing this score against a value of agree (5) indicates a statistically significant difference namely  $t(143) = 8.83$ ;  $p = 0.000$ ;  $r = 0.59$ ). The large effect size of  $r = 0.59$  indicates the importance of this statement and the majority should have strongly agreed with this statement. It would appear that when principals also serve as effective mentors of teachers their work satisfaction is also enhanced (Carl, 2010:10; Parfin & Kabir, 2011:113) (See Chapter 2.4.11).

#### **4.8.6 Item B9 – The learning environment of a school depends only on teachers and not principals**

The mean score of 1.95 indicates that respondents disagreed with this statement. If one uses 2.00 (disagree) as an ideal value, no significant difference could be found and one could conclude that the majority of the teachers in the sample disagreed with the learning environment as depending only on teachers. The respondents obviously believed that the principal also had a major influence on the learning environment (Marishane & Botha, 2011:106; Carl, 2010:10; Omobude & Igbudu, 2012:14; Van Deventer & Kruger, 2011:156-161; Fuller *et al.*, 2011:2-4) (See Chapter 2.4.6, 2.4.7, 2.4.8, 2.4.9 & 2.4.12).

#### **4.8.7 Item B23 – Teachers enter the profession because the educational system can provide them with a stable job**

An ideal value for this statement would probably be *disagree* (2). However, the respondents obtained a value of 3.98, indicating partial agreement with the statement. The modern-day environment changes so rapidly that no one job could be seen as stable, but there is probably a perception that many teachers join the profession because it might be more stable than the private sector (Steyn & Van Niekerk, 2008:135) (See Chapter 2.3.2). If one tests the value obtained (3.98) against a value of 4 (partial agreement), then no statistically significant difference is present. Hence, one could conclude that the statement is relative to the ideal one

chooses and the respondents partially agreed with the statement, which probably supports the perception that teaching is a stable job (Steyn & Van Niekerk, 2008:135) (See Chapter 2.3.2).

#### **4.8.8 Item B40 – Absenteeism among teachers tends to be the result of job dissatisfaction**

The mean score of 4.25 indicates partial agreement with absenteeism tending to result from job dissatisfaction (Lucas *et al.*, 2012:444; Brown & Arnell, 2012:172) (See Chapter 2.5.6). There are so many possible causes for teacher job dissatisfaction that it would be difficult to place an ideal value on this statement. If one takes at least partial agreement with this statement (4), then a significant difference is found at the 5% level of significance. One could probably conclude that the majority of the respondents partially agreed with the statement, but that the item should have been phrased differently, namely that teachers who do not enjoy teaching tend to be absent from school more frequently than those who enjoy teaching (Lucas *et al.*, 2012:444; Brown & Arnell, 2012:172) (See Chapter 2.5.6).

### **4.9 SYNTHESIS OF QUANTITATIVE FINDINGS DURING PHASE ONE OF THE SEQUENTIAL EXPLANATORY MIXED-METHOD APPROACH**

The factors identified as aspects that influence job satisfaction amongst male teachers in the Ehlanzeni school district comprised nine first-order factors:

**Table 4.24: Ranking of the nine first-order factors affecting job satisfaction amongst male teachers**

Factor	Mean score	Ranking
Positive work experiences by teachers	5.74	1
Professional development of teachers	5.4	2
Effective leadership of the principal	5.37	3
Effective management of learner behaviour	5.32	4
Capacity building through collaboration and team work	5.32	5
Effective support systems to teachers by management	5.24	6
Positive feelings towards teaching as a profession	5.2	7
Emotional distress amongst teachers	4.88	8
Workload of teachers	4.01	9

The Likert-scale questionnaire and the responses of respondents indicated that all nine first-order factors were reliable enough to be used for further testing. By using the means score to arrange the nine first-order factors from the highest to the lowest mean score, one can identify the highest first-order factor that has the greatest influence on job satisfaction amongst male teachers (Table 4.24).

The respondents indicated in the sample of data that the positive work experiences experienced by teachers were the factor that had the most significant impact on their job satisfaction. The professional development of teachers was the second-highest mean score identified by the respondents.

#### **4.10 CONCLUSION**

In this chapter, an in-depth analysis and interpretation were done by using data collected by means of structured Likert-scale questionnaires. The respondents' personal beliefs, values and opinions were portrayed in the sample by means of the Likert-scale questionnaire. The instruments used to translate the data from the study were the SPSS22.0 system, the Kaiser-Meyer-Olkin (KMO) and the Cronbach's Alpha coefficient. These instruments enabled the researcher to evaluate and translate the data gathered from the respondents in order to identify the nine first-order factors that the respondents indicated had an impact on their work satisfaction.

The nine first-order factors will be converted into structured interview questions, which will be presented to principals in order to strengthen the findings.

Chapter 5 will interpret and discuss the results of the qualitative phase two of the sequential explanatory mixed-method approach. The data will be collected by means of structured interviews.

## **CHAPTER 5: ANALYSIS AND INTERPRETATION OF QUALITATIVE RESEARCH DATA**

### **5.1 INTRODUCTION**

The previous chapter outlined the research methodology and design of the quantitative phase of this study. The first phase of the sequential explanatory mixed-method approach, namely the quantitative phase, was used to investigate job satisfaction amongst male teachers in the Ehlanzeni school district, Mpumalanga.

Chapter 5 aims to present, analyse and interpret the data collected during the qualitative phase of the study. The data collected during this phase were done by means of fully structured interviews. Factors identified by male teachers during the quantitative phase of the sequential explanatory mixed-method approach will be explored by means of interviews with school principals in order to analyse factors affecting job satisfaction. Data gathered during the interviews will be used to develop strategies that may have an influence on the job satisfaction of male teachers. The literature review conducted in Chapter 2 will be used to strengthen and support the findings during this phase of the study. New literature will be incorporated to strengthen the study where necessary.

### **5.2 INTERACTION WITH THE PARTICIPANTS**

For the qualitative phase of the study, structured interviews were developed to conduct interviews (Appendix 6). The interview questions were developed based on the results from the 175 Likert-scale questionnaires retrieved from male teachers in the Ehlanzeni school district. Twelve principals (three principals from former Model-C primary schools, three principals from rural primary schools, three principals from former Model-C secondary schools and three principals from rural secondary schools) in the Ehlanzeni school district were purposefully selected to participate in the structured interviews.

During the interview process, the researcher made formal appointments with the principals before visiting the participating schools where the interviews were conducted. After confirming appointments with twelve principals, three of them



cancelled the day before the interviews would have been conducted. New participants were subsequently allocated to replace the three principals. The principals who cancelled their interviews indicated that unfortunately they had responsibilities elsewhere. Of the twelve participating principals, two were female and ten male. Consent forms were presented to the principals before the interview and only the principals who gave their informed consent took part in the interviews (Appendix 6). The interviews were conducted after hours so as not to disrupt any school activities or influencing on the daily procedures of the schools. Principals were informed that the interviews were audio recorded by means of a digital tape recorder and that notes would be taken (Appendix 6). The researcher assured the participants that no names or any information regarding the participants would be disclosed to the public or in writing.

### **5.3 BIOGRAPHICAL DATA OF THE TWELVE PARTICIPATING PRINCIPALS**

#### **5.3.1 Introduction**

The data from the twelve participating principals were analysed and presented. During the qualitative phase of this study, the participants had to complete a biographical questionnaire before the interview could take place. Information about the participants' age, gender, years of teaching experience and years as a principal, geographical location of the participants' schools, ethnicity, academic qualification and number of male teachers present at the participants' schools were established. The twelve participants all completed the biographical questionnaire.

**Table 5.1: Distribution of participating school principals**

No	Principal	School
1	P1	Former Model-C Primary-School Principal
2	P2	Rural Secondary-School Principal
3	P3	Rural Secondary-School Principal
4	P4	Former Model-C Secondary-School Principal
5	P5	Former Model-C Secondary-School Principal
6	P6	Rural Primary-School Principal
7	P7	Former Model-C Primary-School Principal
8	P8	Rural Primary-School Principal
9	P9	Rural Primary-School Principal
10	P10	Former Model-C Primary-School Principal
11	P11	Rural Secondary-School Principal
12	P12	Former Model-C Secondary-School Principal

### 5.3.1.1 Participants' ages

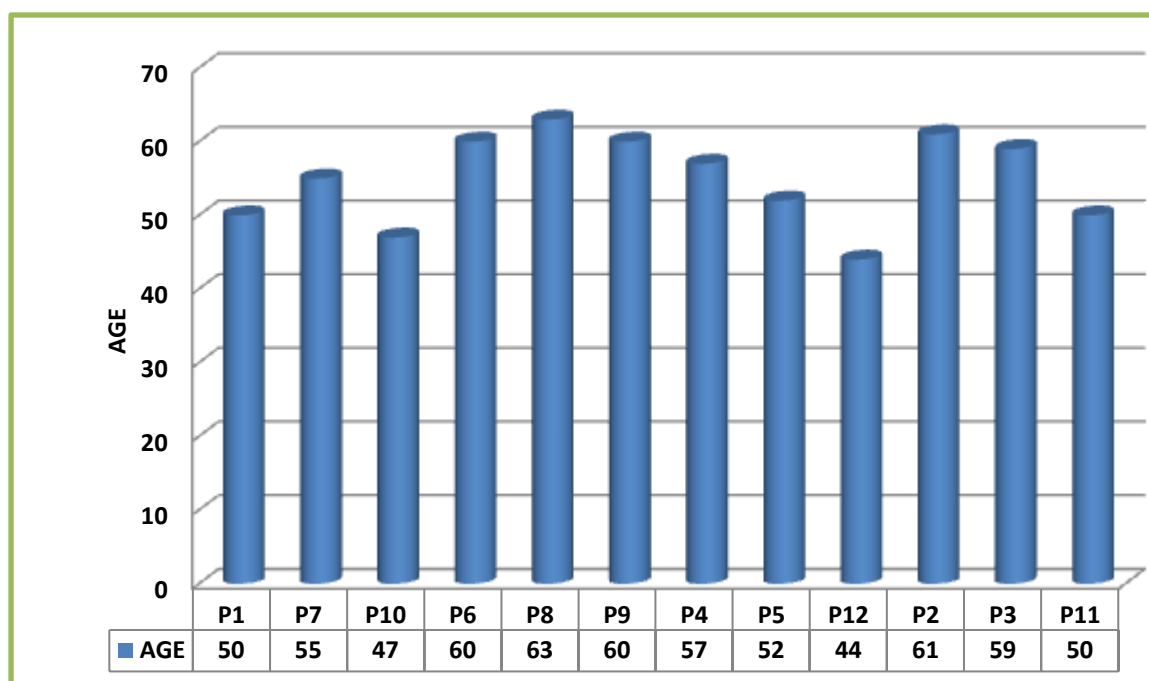
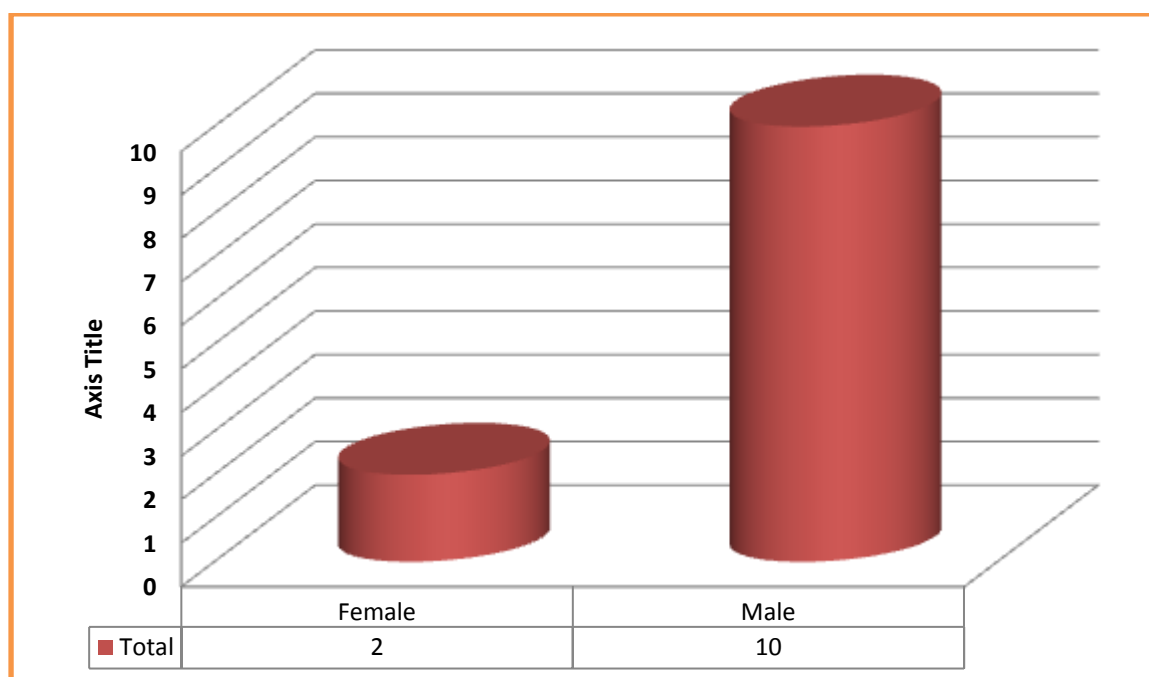
**Figure 5.1: Age of participating principals**

Figure 5.1 illustrates the age range of the participating principals in this qualitative study. The participants were all between 44 and 63 years of age; ten of the twelve principals were between the ages of 50 and 65, and only two of the participants were

younger than 50 years. It is evident that the participating principals comprise an ageing sample, because seven (58%) of the principals were all within ten years of retirement age, namely 65 years. Four of the eight principals were within five years of retirement. Butail *et al.*, (2013:67) describe that replacing an experienced worker by a new staff member will cause a dramatic drop in productivity and staff turnover potentially causes a loss of knowledge and an inability to ensure knowledge continuity in an organisation.

### 5.3.1.2 Gender



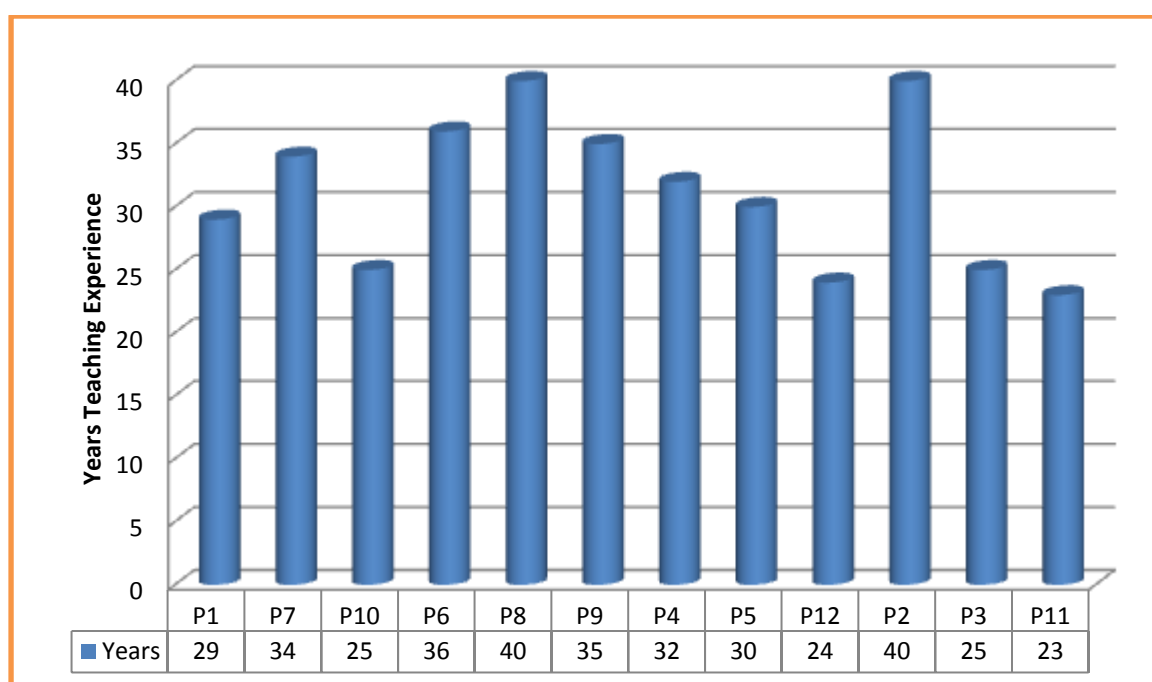
**Figure 5.2: Gender of participating principals**

Figure 5.2 represents the gender of the participating principals. The population that took part in the study were both male and female, with the male teachers in the majority (two female and ten male). Initially, four female principals would have been included in the study. However, this was eventually not the case, because two of the female principals (one from a rural primary school and one from a rural secondary school) had to cancel due to responsibilities elsewhere.

Women dominate the profession in the Ehlanzeni school district, as there are 6 212 (62,1%) female and 3 328 (34,9%) male teachers(Education Statistics in South Africa 2013, Published by the Department of Basic Education in 2015). The gender

imbalance in the profession indicates a shortage of male teachers and role models in the teaching profession as indicated by McGrath and Sinclair (2013:1), who have found that there is a social need for more male primary-school teachers. Peterson (2014:1-3) further points out that male teachers can counter the effect of absentee fathers and this contribute towards the education of children in South Africa (See Chapter 1.1). The Mpumalanga Department of Education aims to establish a 50% male and 50% female ratio in respect of principal positions in Mpumalanga (Mpumalanga Department of Education Open Vacancy List, 2013:6-7).

### 5.3.1.3 Years' experience as a teacher

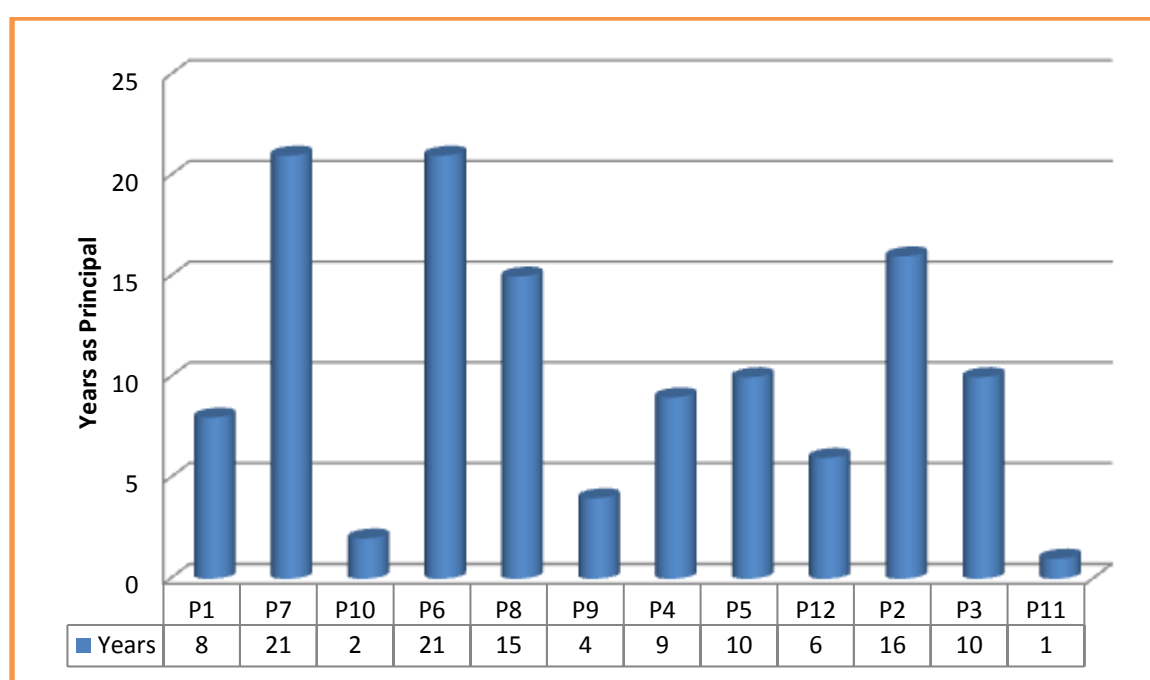


**Figure 5.3: Years' teaching experience of participating principals**

Figure 5.3 illustrates the number of years' experience in the education system of the participating principals. Participants P7, a former Model-C primary-school principal, P6, a rural primary-school principal, P9, a rural primary-school principal, P4, a former Model-C secondary-school principal and P5, a former Model-C secondary-school principal have more than 30 years' teaching experience. Participants P8, a rural primary-school principal and P2, a rural secondary-school principal, have the most experience, namely more than 40 years each.

It is apparent that the 12 principals each have more than 24 years' experience, amounting to a total of 373 years (an average of 31 years per principal) amongst them, which indicates that collectively they have a vast amount of experience in education. Experienced teachers are more efficient and productive than new, inexperienced teachers and replacing an experienced worker with a new staff member will cause a dramatic drop in productivity, a potential threat to knowledge loss and the inability to ensure knowledge continuity in an organisation (Butali *et al.*, 2013:67).

#### 5.3.1.4 Years' experience as a principal

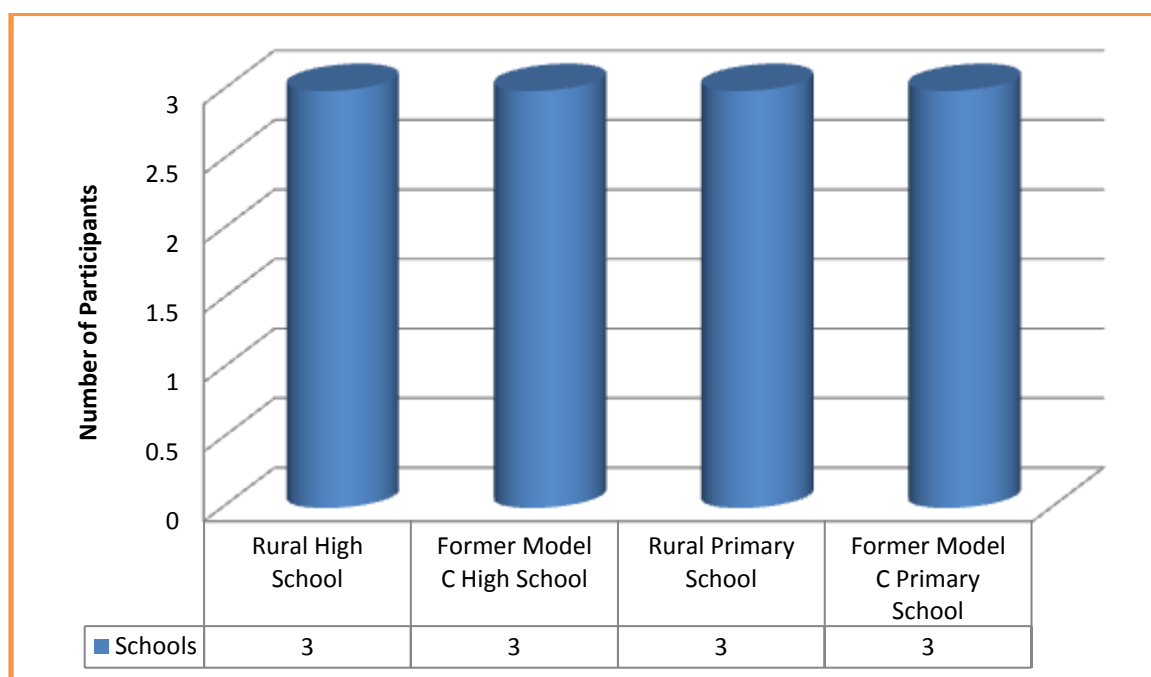


**Figure 5.4: Years' experience as a principal**

Figure 5.4 shows the participating principals' years' experience as principals. The participants collectively have 123 years' experience as principals amongst them (an average of 10 years per principal). Participants P7, a former Model-C primary-school principal and P6, a rural primary-school principal have the most years' experience with more than 20 years each. P8, a rural primary-school principal, P5, a former Model-C secondary-school principal, P2, a rural secondary-school principal and P3, a rural secondary-school principal have between 10 and 19 years' experience. P1, a former Model-C primary-school principal, P10, a former Model-C primary-school principal, P9, a rural primary-school principal, P4, a former Model-C secondary-

school principal and P12, a former Model-C secondary-school principal have less than 10 years' experience, while P11, a rural secondary-school principal has the least experience, namely one year. Their years' experience as principals of the participating schools indicates that they have a great amount of knowledge with a wide variety of systems in place at their schools.

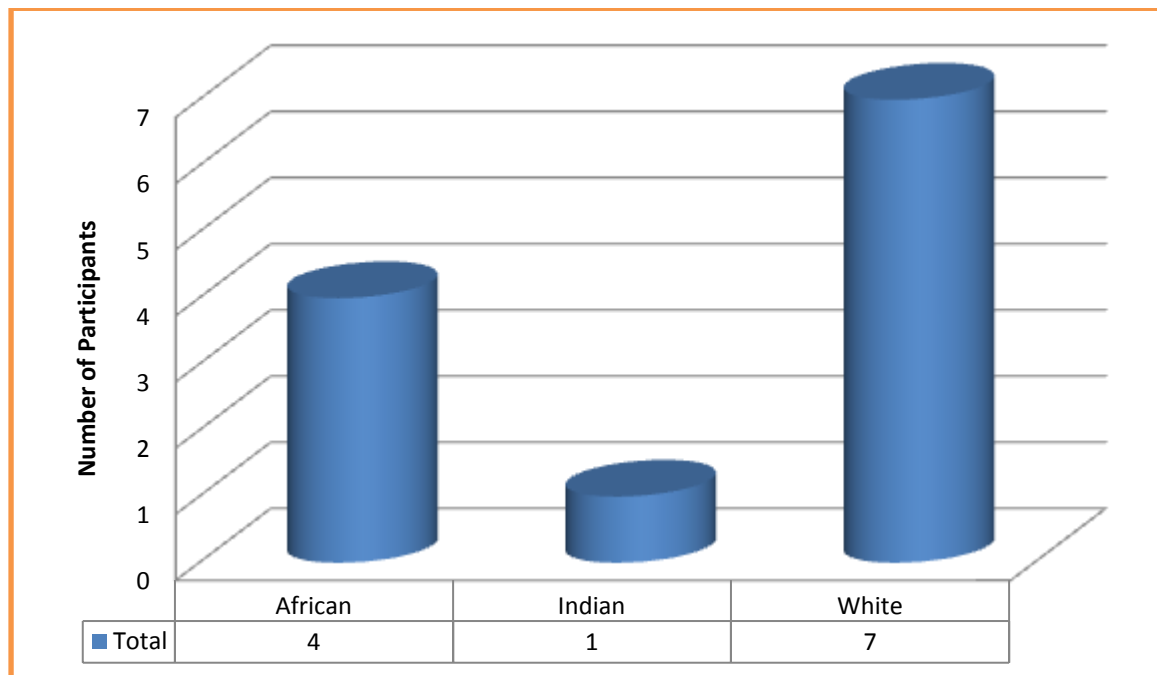
### 5.3.1.5 Geographical location of schools



**Figure 5.5: Geographical locations of the participating principals' schools**

Figure 5.5 represents the geographical location of the participating principals' schools. Six of the participating schools were located in urban areas and six in rural areas. This correlates with what the researcher aimed to study, namely to conducting interviews with twelve (See Chapter 1.5.4 & Chapter 3.3.1). The objective regarding the geographical location was to compare the factors that were identified during the quantitative phase of the study. The aim was to see whether rural and former Model-C schools experienced the same problems and if the principals used the same strategies to resolve job dissatisfaction amongst male teachers.

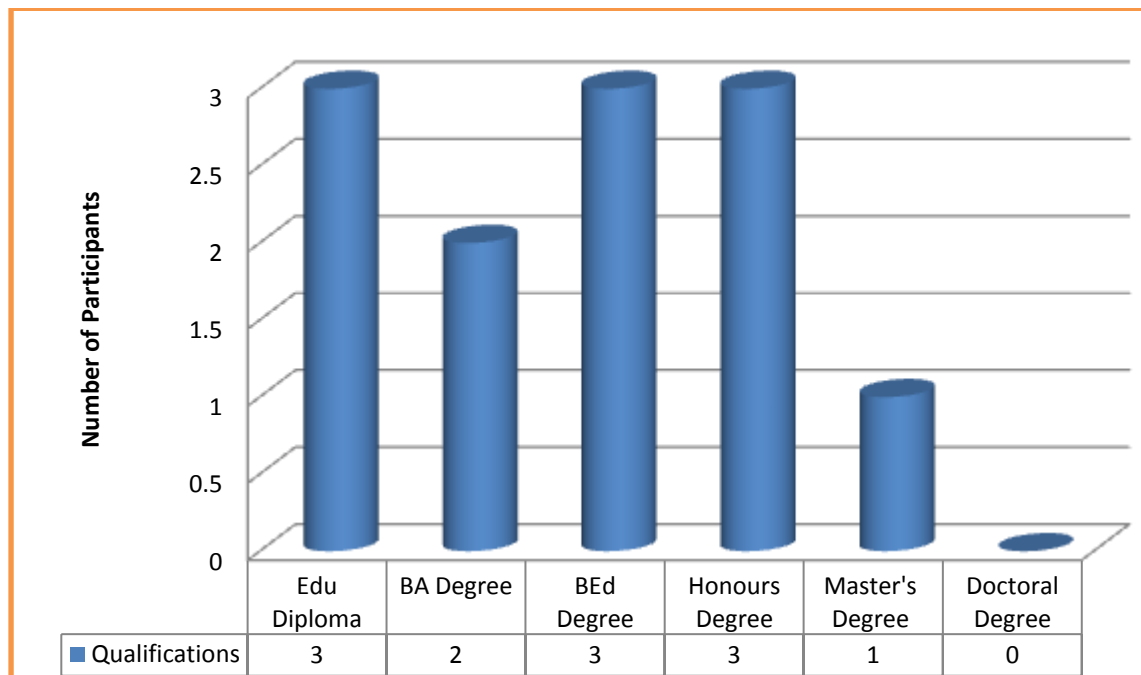
### 5.3.1.6 Ethnicity



**Figure 5.6: Ethnicity of participating principals**

Figure 5.6 indicates that the participating principals represented a variety of cultural groups in South Africa. Four of the principals with whom interviews were conducted are African (33,3%), one is Indian (8,3%) and seven are White (58,3%). It is interesting to note that one of the White principals is a principal at one of the rural schools. In paragraph 5.1.3.2, the researcher indicated that two of the participating principals had to cancel their interviews because of responsibilities elsewhere. These participants were African, and if they had participated in the study, the percentages would have been African (50%), Indian (8,3%) and White (41,6%).

### 5.3.1.7 Academic qualification

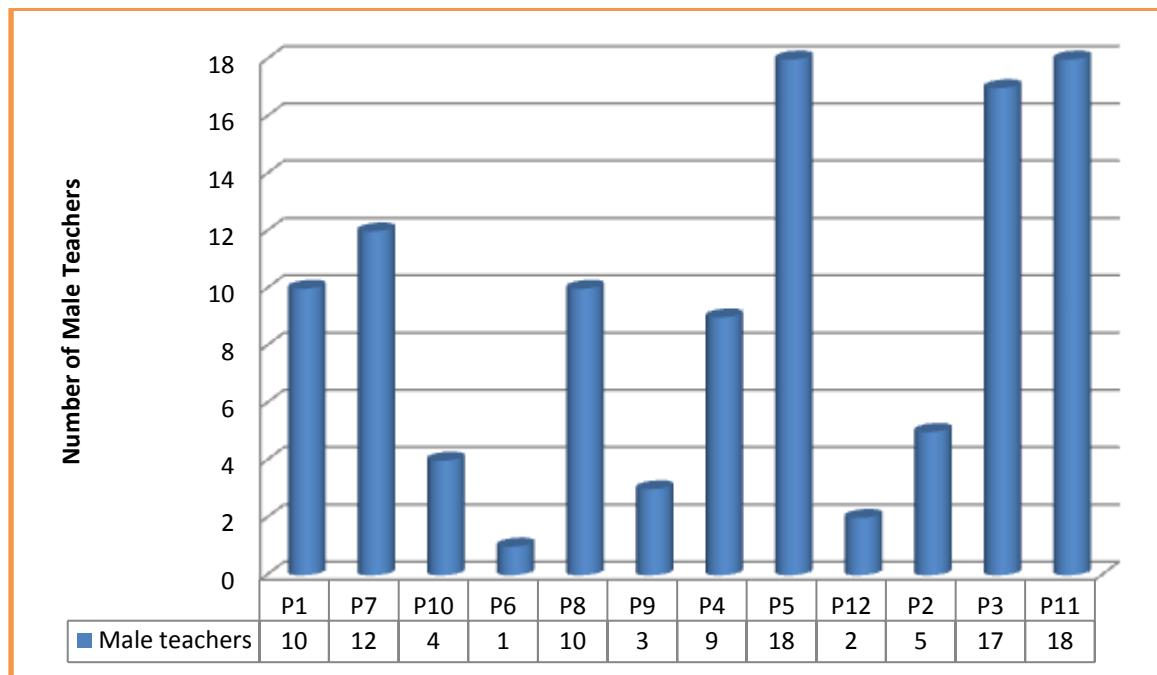


**Figure 5.7: Highest academic qualifications of participating principals**

Figure 5.7 portrays the participating principals' highest academic qualifications. It is apparent that the participants are all highly qualified. Three principals hold honours degrees, one has a master's degree, three have educational degrees and three hold educational diplomas. Two of the principals only have BA degrees and no educational degree.



### 5.3.1.8 Number of male teachers



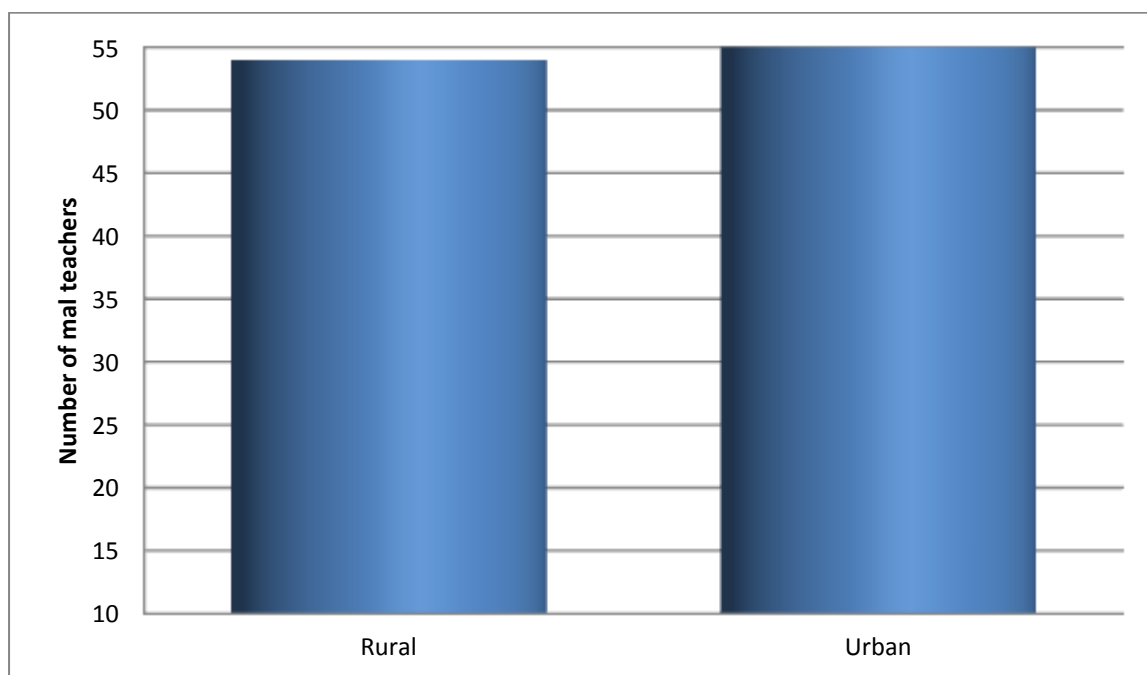
**Figure 5.8: Number of male teachers at participating principals' schools**

Figure 6.8 illustrates the number of male teachers at the participating schools. Six of the participating schools have ten and more male teachers at their school. P3, a rural secondary-school principal, has 17 male teachers, while P5, a former Model-C secondary-school principal and P11, a rural secondary-school principal, have 18 male teachers each. As indicated in Chapter 5.3.1.2 women dominate the profession by 6 212 to 3 328 in the Ehlanzeni school district (65,1% female teachers and 34,9% male teachers) (Education Statistics in South Africa 2013, Published by the Department of Basic Education in 2015). Because of the above-mentioned statistics, the researcher is amazed that there are three schools with more than 17 male teachers, whereas five of the other participating schools have fewer than five male teachers at their schools.

**Table 5.2: Principal versus male teachers**

Principal	Type of school (Rural/Urban)	Number of teachers
P1	Urban	10
P2	Rural	5
P3	Rural	17
P4	Urban	9
P5	Urban	18
P6	Rural	1
P7	Urban	12
P8	Rural	10
P9	Rural	3
P10	Urban	4
P11	Rural	18
P12	Urban	2

There were a total of 109 male teachers at the schools of the 12 participating principals during the qualitative phase of the study, which makes the following very interesting: 55 (50,46%) of the male teachers were situated at urban schools and 54 (49,54%) at rural schools. This gave the researcher a platform where the results could be measured between rural and former Model-C schools.

**Figure 5.9: Number of male teachers at rural and urban schools**

### **5.3.2 Summary**

Data gathered by means of the biographical questionnaires presented to the participating principals before conducting the interviews helped the researcher to gather valuable information on principals in the Ehlanzeni school district. It is important to note that the majority of the principals are highly qualified and experienced. What is concerning is that most of the principals are within ten years of retirement. The number of male teachers at rural and urban schools is nearly equal, with the urban schools having one more teacher than the rural schools.

## **5.4 DISCUSSION OF THEMES**

The themes and the sub-themes that were identified through data analysis are presented in the following table.

**Table 5.3: Summary of themes and sub-themes derived from the data**

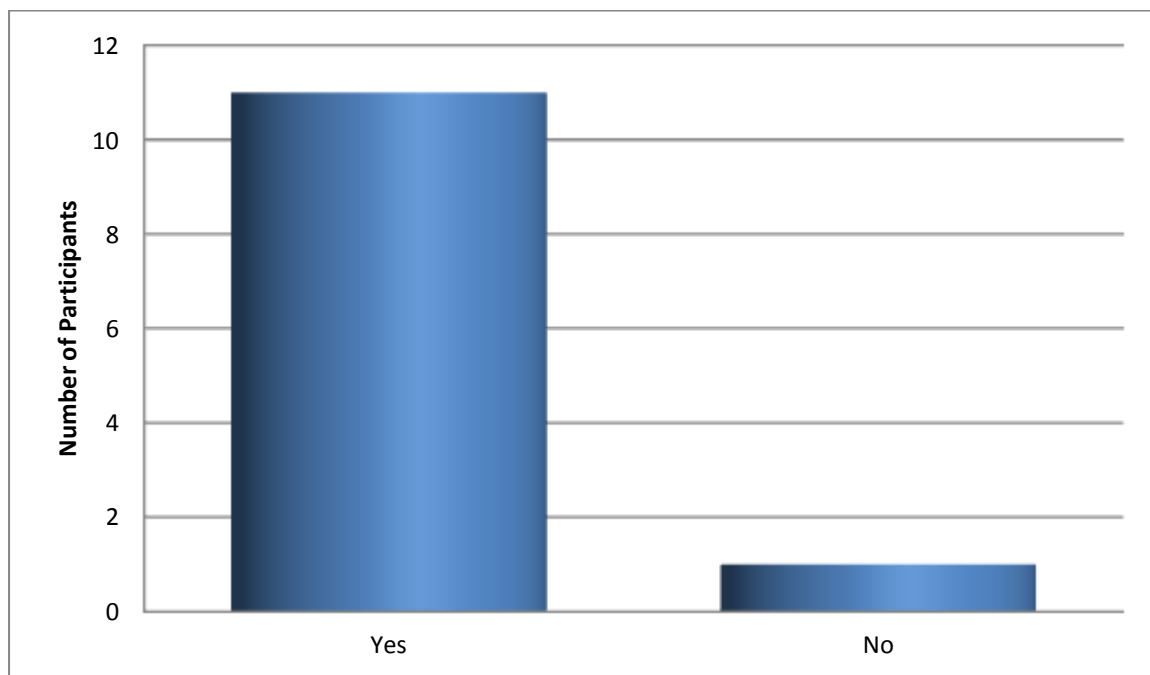
THEMES	SUB-THEME
Professional development of teachers	<ul style="list-style-type: none"> <li>• Mentorship</li> <li>• Effective communication</li> <li>• Integrated Quality Management System (IQMS)</li> </ul>
Capacity building of teachers through collaboration and team work	<ul style="list-style-type: none"> <li>• Rotating responsibilities</li> <li>• Delegating leadership responsibilities</li> </ul>
Effective support systems to teachers by principals	<ul style="list-style-type: none"> <li>• Developmental opportunities</li> <li>• Effective communication</li> <li>• Recognition of male teachers</li> <li>• Guidance</li> </ul>
Workload of teachers	<ul style="list-style-type: none"> <li>• Workload distribution</li> <li>• Communication</li> <li>• Support in managing workload</li> </ul>
Effective leadership of principals	<ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Recognition of male teachers</li> <li>• Participate in decision making</li> </ul>
Effective management of learner behaviour	<ul style="list-style-type: none"> <li>• Code of conduct for learners</li> <li>• Principal involvement</li> </ul>
Positive work experience by teachers	<ul style="list-style-type: none"> <li>• Recognition of male teachers</li> <li>• Involvement within the school environment</li> </ul>
Educational distress of teachers	<ul style="list-style-type: none"> <li>• Interaction of male teachers</li> <li>• Recognition</li> </ul>
Positive feelings towards teaching as a profession	<ul style="list-style-type: none"> <li>• Support for male teachers</li> <li>• Being a role model and a mentor</li> </ul>

The factors that have been identified, and which are represented in the table will be discussed and supported by examples from the twelve interviews. The findings will be analysed and interpreted by means of using supportive literature. The first factor that was identified was the professional development of teachers.

#### **5.4.1 Professional development of teachers**

Three sub-factors were identified under the *professional development-of-teachers factor*, namely *mentorship*, *effective communication* and *Integrated Quality*

*Management System* (IQMS). Each one will be examined separately, commencing with the professional development of teachers.



**Figure 5.10: Male teachers will become dissatisfied in their work environment if they do not receive many opportunities for professional development**

Respondent P3, a rural secondary-school principal (Interview 3 line 69) explained that

*teachers can be monitored by supervisors (School SMTs) by means of class visits, which will identify weaknesses, these weaknesses can be evaluated and support strategies can be developed to better the teacher.*

This statement is in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 93,8% of the male teachers who completed the Likert-scale questionnaire during the quantitative phase of the sequential explanatory mixed-method approach felt, “It is important that principals identify ways to support their staff in order to promote job satisfaction” (See Table 4.11).

Marishane and Botha (2011:106) support this statement by indicating that “principals can inspire teachers by developing a positive relationship, which creates an

atmosphere of mutual trust and sustained support by showing interest in what teachers do” (See Chapter 2.4.12).

Respondent P5, a former Model-C secondary-school principal, explained,

*Professional development is more successful at school level than the departmental level because at school level, you can work with the person.*

This statement is in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 90,7% of the male teachers who completed the Likert-scale questionnaire felt, “The relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers” (See Table 4.10).

Carl (2010:10) and Belle (2007:32) support this statement by elaborating that by empowering teachers, principals enable them to become effective leaders in their classrooms and other academic areas (See Chapter 2.4.7).

Respondent P4, a former Model-C secondary-school principal (Interview 4 line 105), articulated that they

*have teachers who guide junior males who come on board.*

This statement is in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 83,8% of the male teachers who completed the Likert-scale questionnaire felt that “the relationship between an individual and co-workers has an underlying impact on their overall job satisfaction” (See Table 4.10).

Lee and Ok (2011:1), Harmer and Findlay (2005:1), Iqbal (2013:67) and Simon *et al.* (2010:534) all concur that “the relationship between an individual and co-workers has an underlying impact on their performance and job satisfaction overall” (See Chapter 2.4.13).

Respondent P5, a former Model-C secondary-school principal, was the only principal who did not provide a yes or *no* answer. He elaborated that

*it depends on the kind of male educator; if he wants to receive the professional development* (Interview 5 line 85).

This statement is in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 86,7% of the male teachers who completed the Likert-scale questionnaire felt that “Job satisfaction has strong ties to the performance of teachers” (See Table 4.11).

Steyn and Van Niekerk (2008:149) state that this type of “process by which staff are entrusted the power (authority) to make decisions and take actions relating to assigned tasks will promote a feeling of satisfaction within their work environment” (See Chapter 2.4.7).

It is clear that male teachers want to develop themselves professionally in the South African education system. Respondent P1, a principal from a former Model-C primary school (Interview 1 line 98), explained that principals should

*provide opportunities for your teachers to develop, give them opportunities to take leadership roles in the school.*

This statement is in strong agreement with factor 1.1 (Professional development of teachers), indicating that 89,1% of the male teachers who completed the Likert-scale questionnaire felt that “teacher empowerment can be one of the factors that influence job satisfaction in an educational setting” (See Table 4.9). Belle (2007:32) explains, “teachers experience job satisfaction and high levels of motivation when they have some measure of control over their work environment through empowerment” (See Chapter 2.4.7 & 2.4.8).

A mentorship approach may assist in enhancing the job satisfaction amongst male teachers.

#### *5.4.1.1 Mentorship*

Respondent P5, a former Model-C secondary-school principal (Interview 5 line 130), explained that their school had developed a system where

*each junior educator has got a mentor, they must go and sit in classes, we have arranged it on the timetables so that when they have got a free period, they can sit at the mentor's class and see, academic related same subjects, how the subject is supposed to be taught.*

This statement was supported by respondent P4, also a former Model-C secondary-school principal (Interview 4 line 106), who articulated that they had implemented a system where they had “*senior educators who guide junior males*” at their school. Interestingly enough, P5 and P4 are both former Model-C secondary-school principals. These two statements are in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 90,7% of the male teachers who completed the Likert-scale questionnaire felt that “the relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers” (See Table 4.10).

Lee and Ok (2011:1) indicate that a positive relationship between co-workers will promote effective communication, respect, support and reduce work stress (See Chapter 2.4.13).

As indicated by Lee and Ok (2011:1), communication was one of the factors identified that promoted a positive relationship amongst staff. Furthermore, an important aspect of effective communication is transparency, which also came up and forms the next sub-factor.

#### *5.4.1.2 Effective communication*

Effective communication was identified by respondents P5, a former Model-C secondary-school principal (Interview 5 line 134) and P7, a former Model-C primary-school principal (Interview 7 line 155). Respondent P5 (Interview 5 line 159) posited that they had a very effective communication system regarding school activities where teachers could communicate school-related issues such as academics and sports. They communicate by means of WhatsApp,

*an excellent tool to communicate with one another.*

This statement is in strong agreement with factor 1.2 (Capacity building through collaboration and team work) indicating that 91,7% of the male teachers who



completed the Likert-scale questionnaire felt that “communication is one of the strategies that principals should focus on to enhance job satisfaction” (See Table 4.10).

According to Steyn and Van Niekerk (2008:26), great leaders, including great school leaders, use a powerful tool, namely communication, and when leaders fail to communicate their staff will misinterpret, misunderstand and receive mixed messages (See Chapter 2.4.9).

Respondent P10, a former Model-C primary-school principal (Interview 10 line 359) expressed that

*if there's proper communication, people tend to be more positive towards what they are doing because they know what you want. They know where you are heading. They know what is the final destiny or goal and I think by being a good listener, by being vocal about how you feel. It helps the people working with you. Not under you, with you because that is also of great concern to me in the sense that people do not work under me. We work as a team.*

This statement is in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 92,3% of the male teachers who completed the Likert-scale questionnaire felt that “open communication between management and teachers will encourage a positive atmosphere in the work place” (See Table 4.11).

Principals must understand the complexity of communication in order to coordinate activities and help teachers to put objectives into practice in their work environment (Ärlestig, 2007:265) (See Chapter 2.4.9).

It became apparent during the interview sessions that, through effective communication between principals and teachers, the Integrated Quality Management System (IQMS) could be used to develop male teachers and affect their job satisfaction. This forms the next sub-factor.

#### 5.4.1.3 Integrated Quality Management System (IQMS)

Respondents P3, a rural secondary-school principal and P7, a former Model-C primary-school principal (Interview 7 line 160) concurred that utilising the Integrated Quality Management System (IQMS) implemented by the Department of Education would help principals to monitor the professional development and shortcomings of teachers, enabling teachers to develop their skills with the support of their principals. P3, a rural secondary-school principal (Interview 3 line 69), stated that

*by using the IQMS system teachers can be monitored by supervisors (School SMTs) by means of class visits which will identify weaknesses, these weaknesses can be evaluated and support strategies can be developed to better the teacher.*

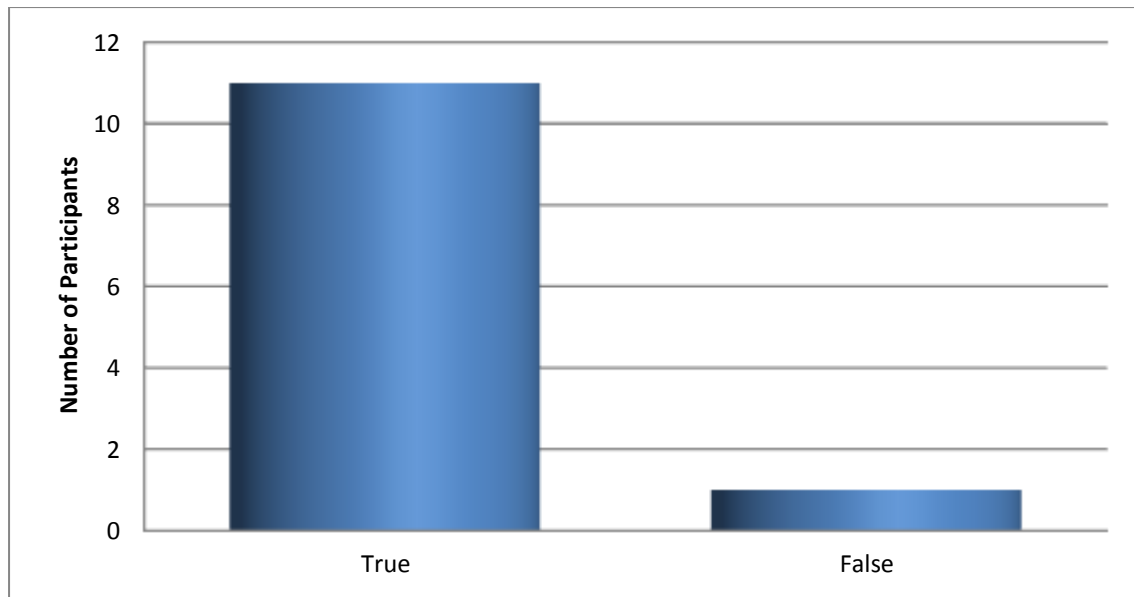
These statements by respondents P3 and P7 are in strong agreement with factor 1.1 (Professional development of teachers), indicating that 91,8% of the male teachers who completed the Likert-scale questionnaire felt, “the development of teachers’ knowledge before implementing a curriculum is important for the success of the curriculum” (See Table 4.9).

Marishane and Botha (2011:6) emphasise that school principals, as leaders, deal directly with teaches (followers) by organising, influencing, guiding and motivating them to perform to the best of their ability when carrying out their tasks (See Chapter 2.4.11).

In most instances, the completion of tasks is determined by the level of collaboration and teamwork by all involved. The aspect of capacity building of teachers through collaboration and teamwork was the next first-order factor that transpired from the data.

#### **5.4.2 Capacity building of teachers through collaboration and teamwork**

Three sub-factors were identified under the factor, capacity building of teachers through collaboration and teamwork, namely rotating responsibilities, delegating leadership responsibilities and involvement in decision-making. Each one will be examined, commencing with capacity building of teachers through collaboration and teamwork.



**Figure 5.11: Teachers who do not experience any form of collaboration and teamwork within their school will experience job dissatisfaction**

Respondent P1, a former Model-C primary-school principal (Interview 1 line 109), elaborated that if principals

*do not have collaboration or teamwork, there cannot be job satisfaction because you will feel that everything that you do is either on your own or you will feel that you do not have the opportunity to develop or to express yourself in your work.*

P6, a rural primary-school principal (Interview 6 line 188) concurred with P1, by explaining,

*working as a team will make them succeed in everything they do.*

These statements made by respondents P1 and P6 are in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 83,8% of the male teachers who completed the Likert-scale questionnaire felt that “the relationship between an individual and co-workers has an underlying impact on their overall job satisfaction” (See Table 4.10). The success of a person’s performance depends on harmony with co-workers (Lee & Ok, 2011:2) and employees who support one another can reduce work stressors (Iqbal, 2013:68) (See Chapter 2.4.13).

Respondent P3, a rural secondary-school principal (Interview 3 line 76), was the only respondent who did not agree with the statement, but he did not give a reason. The rest of the respondents (91,66%) indicated during the qualitative phase of the sequential explanatory mixed-method approach that they agreed with the statement that teachers who do not experience any form of collaboration and teamwork at their school will experience job dissatisfaction. This statement is in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 83,8% of the male teachers who completed the Likert-scale questionnaire felt that “the relationship between an individual and co-workers has an underlying impact on their overall job satisfaction” (See Table 4.10). Iqbal (2013:67) and Simon *et al.* (2010:534) affirm that “the relationship between an individual and his or her co-workers has an underlying impact on their performance and job satisfaction overall” (See Chapter 2.4.13).

Principals perceive that the benefit of teamwork and collaboration lies in rotating responsibilities.

#### 5.4.2.1 Rotating responsibilities

Respondent P4 (Interview 4 line 107) explained that rotating responsibilities would be an effective way of involving male teachers in leadership participation.

*We tend to rotate responsibilities, I like to, not to leave one particular gentleman with the sports organisation but to say let's rotate, let's hand it over to a more junior guy for the next year and allow or force male teachers, that's what we do, to get exposure.*

Respondent P3, a rural secondary-school principal (Interview 3 line 79), stated,

*there are many committees such as sport and arts and culture which they can serve on or be part of, this enables the principal to groom and develop the male teachers.*

Respondent P11, also a rural secondary-school principal (Interview 11 line 92), concurred with respondent P3 by stating,

*I encourage them, and place them in various committees, to take leadership. And as they are leading those committees, they are empowered, truly empowered.*

These statements are in strong agreement with factor 1.1 (Professional development of teachers), indicating that 86,5% of the male teachers who completed the Likert-scale questionnaire felt that “sharing the responsibility of decision-making will encourage teachers to address educational problems” (See Table 4.9). Teacher empowerment may be one of the factors that influence job satisfaction in an educational setting, which the researcher set out to identify when developing the problem statement (Belle, 2007:32) (See Chapter 2.4.7).

Respondent P1 (Interview 1 line 119) states that

*if there are positions such as subject heads, sport organizers, cultural organizers, on all terrains, you must be able to give them some form of expression and they must take the leading role.*

Respondent P5 (Interview 5 line 221) concur by elaborating:

*participation or involvement in the activities is definitely part of leadership.*

Respondent P9 (Interview 9 line136) supported the abovementioned statements made by P1 and P5 by stating,

*put the teacher in a position where he can prove himself and then monitor the growth of the teacher.*

These statements by respondents P1, P5 and P9 are in strong agreement with factor 1.1 (Professional development of teachers), indicating that 89,1% of the male teachers who completed the Likert-scale questionnaire felt, “teacher empowerment can be one of the factors that influence job satisfaction in an educational setting” (See Table 4.9). Carl (2010:10) and Belle (2007:32) acknowledge that by empowering teachers, principals enable them to become effective leaders in their classrooms and other academic areas.

A delegating leadership-responsibilities approach may assist in enhancing the job satisfaction of male teachers.

#### 5.4.2.2 *Delegating leadership responsibilities*

According to respondent P8, a rural primary-school principal (Interview 8 line 102) by involving male teachers

*in the work, you involve them in decision making, you involve them in planning, so that will motivate them*

and involved in the school environment. Swanepoel (2008:39) indicates that by sharing in the responsibility of decision-making will encourage teachers to address educational problems and that school principals had significantly underestimate the willingness of teachers to be involved in decision-making. Respondent P6, a rural primary-school principal (Interview 6 line 193) concurred that delegating some of the responsibilities

*give them work that involves even leadership and assist them to grow.*

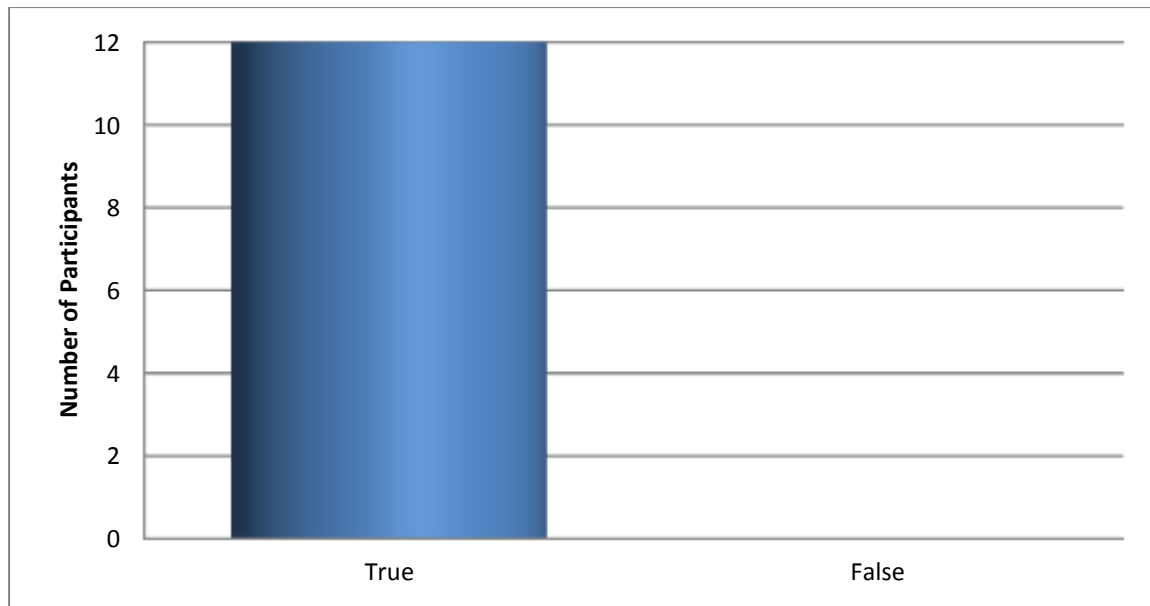
These statements are in strong agreement with factor 1.1 (Professional development of teachers), indicating that 86,5% of the male teachers who completed the Likert-scale questionnaire felt that “sharing the responsibility of decision-making will encourage teachers to address educational problems” (See Table 4.9).

Principals need to realise that teachers are in the front line and can provide insight into the problems that the school might be facing (Omobude & Igbudu, 2012:14) (See Chapter 2.4.8).

The need for effective support systems to teachers by principals came across as a factor that impedes teacher leadership.

#### **5.4.3 Effective support systems to teachers by principals**

Three sub-factors were identified under effective support systems to teachers by principals, namely developmental opportunities, effective communication and recognition of male teachers. Each one will be examined, commencing with effective support systems to teachers by principals.



**Figure 5.12: Teachers will become dissatisfied in their work environment if there is no form of support systems implemented by principals**

All the participating school principals indicated that male teachers would most certainly become dissatisfied in their work environment if there were no form of support strategies implemented by principals. Respondent P1, a former Model-C primary-school principal (Interview 1 line 144) explained that

*if a teacher feels isolated even though they have been given a leadership role, then at the end of the day if they feel that they are not supported they will not be able to give their best, they will never know whether they are correct or not or even on the worst side they will always feel that they have to make certain decisions but they are not supported by you as a principal.*

This statement is in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 93,8% of the male teachers who completed the Likert-scale questionnaire felt, “it is important that principals identify ways to support their staff in order to promote job satisfaction.” (See Table 4.11) Marishane and Botha (2011:106) emphasise that “principals can inspire teachers by developing a positive relationship, which creates an atmosphere of mutual trust and sustained support by showing interest in what teachers do” (See Chapter 2.4.12).

An emerging theme from the data was that principals could support male teachers by providing them with developmental opportunities. This forms the next part of the discussion.

#### *5.4.3.1 Developmental opportunities*

Respondents P1, a former Model-C primary-school principal, P3, a rural secondary-school principal and P11, a rural secondary-school principal all agree that male teachers should be provided with opportunities to develop themselves and that this would cause them to experience satisfaction in their work environment.

Respondent P1 (Interview 1 line 156) explained,

*Apart from giving teachers the opportunities, they are at all times welcome to come and discuss whatever they are busy with, with me as a principal, I will be able to give advice, they are welcome to differ from me, I welcome debate about an issue if they do not agree with what I feel. And at the end of the day I feel that there is an exchange of information, so yes, giving opportunities will not be enough, you also have to give them the, the teacher the opportunity to come and talk to you and to discuss whatever they are busy with.*

Respondent P3 (Interview 3 line 94) supported the statement of respondent P1 by elaborating that

*Their responsibilities are explained to them in detail and opportunities are provided to them where they can show their leadership potential.*

P11 (Interview 11 line 118) concluded that

*I give them duties to perform; they have to bring, to submit, the strategies they're going to apply, in performing those duties as leaders. And as they bring those strategies, I want to see them implementing those strategies.*

These statements are in strong agreement with factor 1.5 (Effective leadership of principals), indicating that 84,2% of the male teachers who completed the Likert-scale questionnaire felt, "The principal in a school plays the key role in promoting job satisfaction among male educators." (See Table 4.13) Carl (2010:10) acknowledges



that empowering teachers, principals, enables them to become effective leaders in their classrooms and other academic areas (See Chapter 2.4.9).

Principals need to communicate what is expected of their staff in order to empower them to become effective leaders. Effective communication, which came up during the interviews, forms the next sub-factor.

#### *5.4.3.2 Effective communication*

Communication was identified as an important support strategy by respondents P5, a rural secondary-school principal, and P12, a former Model-C secondary-school principal. P5 (Interview 5 line 305) elaborated that teachers would become dissatisfied

*because they will easily feel left out if there is no communication and no support.*

P12 (Interview 12 line 203) concurred that “clear communication” should be established in schools. These statements are in strong agreement with factor 1.2 (Capacity building through collaboration and team work), which indicates that 91,7% of the male teachers who completed the Likert-scale questionnaire felt that “communication is one of the strategies that principals should focus on to enhance job satisfaction” (See Table 4.10). Many people are involved in the process of communication that could cause a communication gap and it is the responsibility of school principals to make sure each person involved understood the message clearly (Carl, 2010:128) (See Chapter 2.4.9).

Principals need to communicate with their staff in order to provide support and show recognition. “Recognition of male teachers” was the third sub-factor that was identified and would be elucidated next.

#### *5.4.3.3 Recognition of male teachers*

Respondent P2, a rural secondary-school principal (Interview 2 line 301) indicated that it was important to

*always try and make them know that they are important and to show appreciation for what they do.*

Respondent P8, a rural primary-school principal (Interview 8 line 107) concurred with this statement and explained that if one makes one's male teachers feel wanted, one will

*have a very, very good team. Then the advantage of that you'll find teachers coming to you uninvited to say we have noticed one, two, three and we think if we do one, two, three the problem can be solved, it means they are always part of the solution, not to be part of the problem.*

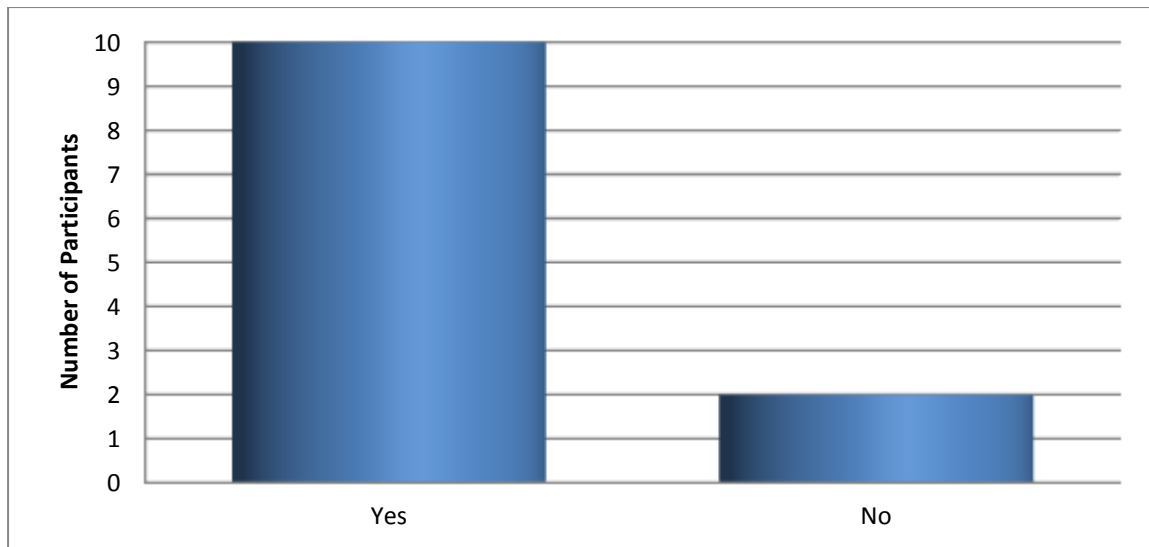
These statements are in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 92,3% of the male teachers who completed the Likert-scale questionnaire felt that "open communication between management and teachers will encourage a positive atmosphere in the work place" (See Table 4.11). According to Belle (2007:34),

recognition in the form of praise and constructive feedback from colleagues and the principal has a positive impact on teacher motivation, self-esteem, confidence and sense of security (See Chapter 2.4.10).

From the data gathered it appears that school principals need to support male teachers in dealing with their workload, as the workload of teachers can be described as a determining factor influencing job satisfaction amongst male teachers.

#### **5.4.4 Workload of teachers**

Three sub-factors were identified under the *workload of teachers* factor, namely *workload distribution*, *communication* and *support in managing workload*. Each one will be examined, commencing with *workload of teachers*.



**Figure 5.13: When male teachers experience excessive workloads, they will become dissatisfied**

Respondents P5, a former Model-C secondary-school principal and P6, a rural primary-school principal, were the only two participants who did not agree with the statement that male teachers would become dissatisfied when experiencing excessive workloads.

Respondent P5 (Interview 5 line 316) explained,

*the moment that they did not buy into the workload and feel that it's not necessary; then they will obviously become negative.*

This statement is in strong agreement with factor 1.4 (Workload of teachers), indicating that 81,7% of the male teachers who completed the Likert-scale questionnaire felt that “The amount of work load teachers are dealing with today has a negative impact on their job satisfaction” (See Table 4.12). Respondent P6 (Interview line 279) stated,

*I don't agree it depends on the male teachers.*

When they are satisfied in their work environment, they will not see the workload as excessive. This statement is in strong agreement with factor 1.7 (Positive work experiences by teachers), indicating that 95,2% of the male teachers who completed the Likert-scale questionnaire felt that “teachers who are satisfied in their work will tend to stay committed to their school” (See Table 4.15). As indicated by Azeem

(2010:295), employees who are committed to the organisation and satisfied with their work environment are high performers, reducing staff turnover (See Chapter 2.4.2).

Principals would be able to keep teachers committed to the profession by distributing their workload more evenly. A distributive workload approach may assist in enhancing the job satisfaction of teachers.

#### *5.4.4.1 Workload distribution*

Respondents P1, a former Model-C primary-school principal and P6, a rural secondary-school principal concurred that distributing the workload of male teachers more effectively would provide them with more satisfaction in their work environment. Respondent P1 (Interview 1 line 177) advised that

*you have to move their workload, distribute it more equally, it is very important that right from the word go you have to try and see that everybody carries an equal workload obviously in leadership positions some people will do a little bit more, but still you need to know your teachers as well.*

Respondent P6 (Interview 6 line 287) expressed the view that

*this starts with the distribution of work. If you have done the distribution of work to your teachers, and the workload it's according to the policy, and you take the teachers on, when the teachers have a problem of maybe managing his or her workload, we come in and assist the teachers, especially the new teachers. If you have done your induction, proper induction the new teachers won't have a problem.*

These statements are in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 93,8% of the male teachers who completed the Likert-scale questionnaire felt that “educational managers must create a pleasurable climate where teachers can experience a positive emotional response towards the school” (See Table 4.11).

Carl (2010:10) supports this statement by indicating that principals enable their teachers to become effective leaders in their classrooms and other academic areas (2.4.11).

Principals need to communicate what is expected of their staff in order to empower them to become effective leaders. Effective communication, which was brought up during the interviews, forms the next sub-factor.

#### 5.4.4.2 Communication

Respondents P7, a former Model-C primary-school principal (Interview 7 line 642) and P8, a rural primary-school principal (Interview 8 line 212) concurred that

*communication is a process that should be continuous.*

These statements are in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 92,3% of the male teachers who completed the Likert-scale questionnaire felt that “open communication between management and teachers will encourage a positive atmosphere in the work place” (See Table 4.11). The reason for this is keeping principals constantly informed about the wellbeing of their staff, knowing when they experience any problems regarding their workload. A way of maintaining this form of communication is through regular meetings with staff. By doing this the principal can evaluate problem areas and make the necessary adjustments to help manage the workload of the individual (Van Deventer & Kruger, 2011:163; Steyn & Van Niekerk, 2008:263-266).

By using effective forms of communication, principals might reduce the barriers to teacher support in managing their workload. This forms the next part of the discussion.

#### 5.4.4.3 Support in managing workload

Respondent P5 (Interview 5 line 409) explained that

*The workload is heavy on the educators, the administrative workload is heavier than ever before on the educators, because its paperwork. Teachers do not have the opportunity to teach every day because they are busy with admin and writing reports and at the end of the day they don't get to teaching.*

This statement is in strong agreement with factor 1.4 (Workload of teachers, indicating that 71,8% of the male teachers who completed the Likert-scale

questionnaire felt that “the administration overload I experience in my work environment causes me to feel demotivated” (See Table 4.12).

Ngobeni (2006:28) has found that the workload that teachers are dealing with today has a negative impact on their job satisfaction because of all the administrative tasks that goes with being a teacher (See Chapter 2.4.3).

Respondent P2, a rural secondary-school principal (Interview 2 line 320) explained that by supporting male teachers with their workload,

*It's highly unlikely that a teacher would be given an excessive workload, as a principal you would try to evenly distribute whatever you have to do.*

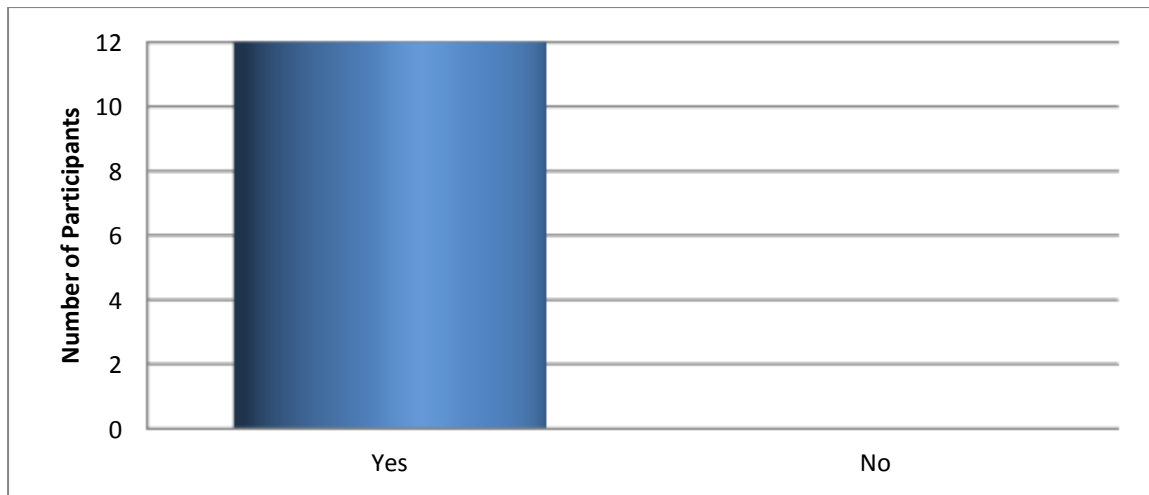
Respondent P11 (Interview 11 line 132) also a rural secondary-school principal, concurred with respondent P2 that by helping male teachers to “*plan their duties*” can help manage their workload. This statement is in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 93,8% of the male teachers who completed the Likert-scale questionnaire felt that “it is important that principals identify ways to support their staff in order to promote job satisfaction” (See Table 4.11).

Marishane and Botha (2011:6) support this statement by elaborating that principals help teachers by organising, influencing, guiding and motivating them to perform when carrying out their tasks (See Chapter 2.4.11).

Principals can help teachers to manage their workloads by adopting a influential and motivating leadership style that may assist in enhancing the job satisfaction of teachers.

#### **5.4.5 Effective leadership of principals**

Three sub-factors were identified under the *effective leadership of principals* factor, namely effective communication skills, recognition of male teachers and participation in decision-making. Each one will be examined, commencing with effective leadership of principals.



**Figure 5.14: Male teachers who are not happy with the type of leadership style of their principal will become dissatisfied within their work environment**

The twelve participating principals all agree with the statement that male teachers who are not happy with the type of leadership style of their principal will become dissatisfied in their work environment.

Respondent P1, a former Model-C primary-school principal (Interview 1 line 195) indicated that when male teachers were not happy with the leadership style of their principals, they

*will quickly become dissatisfied because they will feel that they have no real input and they also don't really have an opportunity to develop as leaders.*

This statement is in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 83,8% of the male teachers who completed the Likert-scale questionnaire felt that “managers who make decisions on their own will have a negative impact on the job satisfaction of teachers (See Table 4.10).

This statement can be linked to the findings of Zengele (2011:90) who elaborates that those principals who do not allow their teachers to have a say in what takes place in their work environment, will frequently use fear, threats and force to motivate staff (See Chapter 2.4.11).

According to Respondent P5, a former Model-C secondary-school principal (Interview 5 line 429),

*If you do not have an open communication with your staff, they would not have the courage to come and inform you about it. If you don't have a good line function in your school it will never be addressed. People just become negative and keep quiet.*

This statement is in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 92,3% of the male teachers who completed the Likert-scale questionnaire felt that “open communication between management and teachers will encourage a positive atmosphere in the work place” (See Table 4.11).

It is important to realise that without communication people becomes demotivated and will create an unpleasant work environment among teachers (Steyn & Van Niekerk, 2008:116).

An important aspect of leadership is effective communication skills. This forms the next sub-factor.

#### *5.4.5.1 Effective communication skills*

Respondent P4, a former Model-C secondary-school principal (Interview 4 line 256), elaborated that teachers wanted and needed to be “*informed at all times*”.

It is the responsibility of a principal to communicate with male teachers in order to promote job satisfaction. Respondent P5, a former Model-C secondary-school principal (Interview 5 line 447), supported the statement made by Respondent P4 by indicating that one of the key qualities of a principal should be “*good communication skills*”. This statement is in strong agreement with factor 1.3 (Effective support systems to teachers by management), indicating that 92,3% of the male teachers who completed the Likert-scale questionnaire felt that “open communication between management and teachers will encourage a positive atmosphere in the work place” (See Table 4.11).

According to Steyn and Van Niekerk (2008:26), great leaders, including great school leaders use a powerful tool, namely communication, to create a pleasant work environment at the school itself (See Chapter 2.4.9).



Principals can use communication to explain the importance of teachers at their schools and recognising them. Recognition was identified during the interviews as a factor that affects the job satisfaction of male teachers.

#### 5.4.5.2 Recognition of male teachers

Respondents P5, a former Model-C secondary-school principal (Interview 5 line 509), P6, a rural primary-school principal (Interview 6 line 342) and P8, a rural primary-school principal (Interview 8 line 256) concurred that a principal needed to “recognise” each male teacher. This can be done by “*involving them in decision making*”, as indicated by Respondent P6 (Interview 6 line 331). These statements are in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 93,3% of the male teachers who completed the Likert-scale questionnaire felt that “feedback and recognition from principals can have a positive effect on a teacher’s job satisfaction” (See Table 4.10). According to (Cheng, 2008:31), “Teacher participation in decision-making is one of the recommendations of management and one of the key characteristics of an effective school.” (See Chapter 2.4.8)

The involvement of male teachers in decision-making may assist in enhancing the job satisfaction of male teachers.

#### 5.4.5.3 Participate in decision-making

Decision-making was identified by respondents P6 and P8, both rural primary-school principals, as a leadership factor that has an impact on the job satisfaction of male teachers.

Respondent P6 (Interview 6 line 335) explained that a principal should not be the sole

*decision maker, and that they must also encourage the ideas of teachers because they have good ideas and at times they have good strategies that you can implement.*

P8 (Interview 8 line 244) supported the statement made by respondent P6 by elaborating that

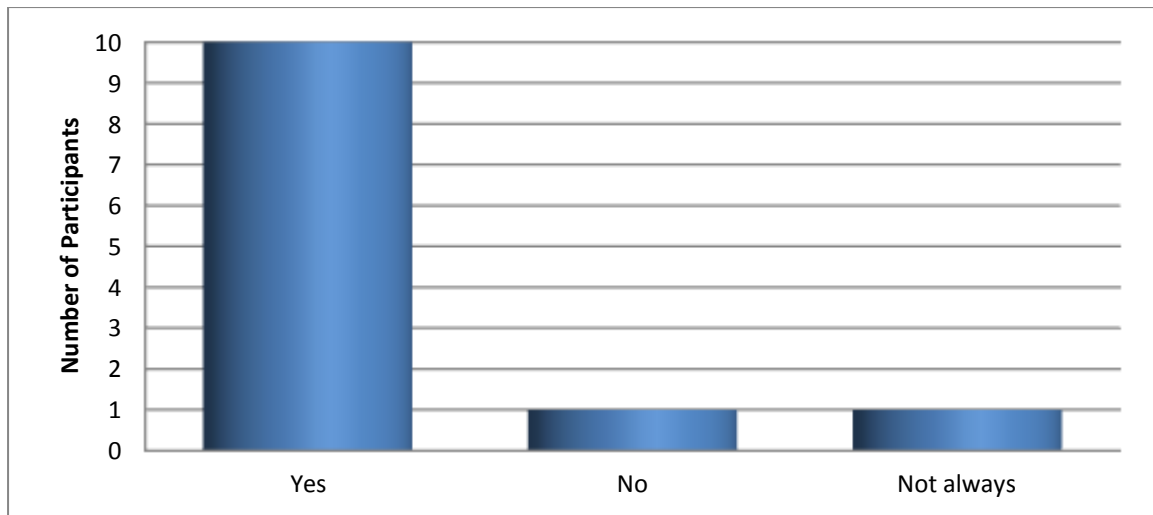
*you may find that a post level one teacher can give you the best solution compared to the people in the management and if they realize that you do take their opinions, to them you are sending a message that you are taking them seriously in life, they are important in the job situation.*

These statements by Respondents P4, P3 and P11 correspond with factor 1.1 (Professional development of teachers), which indicates that 86,5% of the male teachers who completed the Likert-scale questionnaire felt that “sharing the responsibility of decision making will encourage teachers to address educational problems” (See Table 4.9). Swanepoel (2008:39) indicates that sharing in the responsibility of decision-making will encourage teachers to address educational problems and school principals had significantly underestimated the willingness of teachers to be involved in decision-making (See Chapter 2.4.8).

By involving teachers in the decision-making process regarding learner behaviour, principals may encourage them to share strategies used in their classrooms in maintaining discipline. It became apparent during the interview sessions that managing learner behaviour affects the school climate.

#### **5.4.6 Effective management of learner behaviour**

Two sub-factors were identified under the effective management of learner behaviour factor, namely code of conduct for learners and principal involvement. Each one will be examined, commencing with effective management of learner behaviour.



**Figure 5.15: Poor learner behaviour will cause job dissatisfaction amongst male teachers**

As indicated in Figure 5.15, not all the principals agreed with the statement that poor learner behaviour would cause job dissatisfaction amongst male teachers. Respondent P6, a rural primary-school principal (Interview 6 line 352), did not support the statement and outlined,

*it is the responsibility of the teacher to understand and assist these learners with poor behaviour.*

This statement is in strong agreement with factor 1.1 (Professional development of teachers), which indicates that 90,2% of the male teachers who completed the Likert-scale questionnaire felt that “teachers should be exposed to methods of maintaining discipline in order to enhance learner behaviour in schools” (See Table 4.9).

According to Mokhele (2006:148), the reason for this behaviour is caused by a lack of knowledge regarding the effective use of alternative behaviour methods (See Chapter 2.4.5).

Respondent P10, a former Model-C primary-school principal (Interview 10 line 372) indicated that it “*depends on the personality of the teacher*”, because teachers who experience “empathy towards learners with problematic behaviour” will try to help and guide them and actually experience more satisfaction in the end than teachers who feel that they do not cope with learners that misbehave. This statement is in

strong agreement with factor 1.3 (Effective support systems to teachers by management), which indicates that 86,5% of the male teachers who completed the Likert-scale questionnaire felt that “there is a definite correlation between the commitment that teachers show towards their work environment and job satisfaction” (See Table 4.11). Teachers who enjoy their work environment will perform well (Shah *et al.*, 2012:273), and be innovative and motivated to establish and maintain an environment conducive to learning (Schulze, 2006:318) (See Chapter 2.4.2).

The other 83,33% of the participating principals affirmed that they supported the statement that poor learner behaviour would cause job dissatisfaction amongst male teachers.

It is interesting to note that Respondent P9, a rural primary-school principal (Interview 9 line 250) explained that

*Poor learner behaviour only occurs when the teacher in the class allow it to occur. If a teacher is strong enough, no learner will misbehave in the class. But once the teacher allows the learners to become rowdy they will become even more rowdy every day. Most important thing, before a teacher moves into the class, he must know what he's going to do with that class for that day. It must be work from the moment go, if the teacher don't follow those steps, the teacher will definitely will leave the profession.*

This statement is in strong agreement with factor 1.6 (Effective management of learner behaviour), which indicates that 87,3% of the male teachers who completed the Likert-scale questionnaire felt that “teachers are becoming more distressed about behavioural problems of learners” (See Table 4.11).

Moyo *et al.*, (2014:1) elaborate that teachers are becoming more distressed about behavioural problems and that poor learner behaviour has manifested itself in a number of ways, which include disobedience, intimidation, assault, theft, truancy, delinquency and disrespect towards teachers (See Chapter 2.4.5).

An important aspect of managing learner behaviour is implementing a code of conduct, which also came up and forms the next sub-factor.

#### 5.4.6.1 Code of conduct for learners

Respondents P2, a rural secondary-school principal (Interview 2 line 383), P5, a former Model-C secondary-school (Interview 5 line 521), P7, a former Model-C primary-school principal (Interview 7 line 715), and P11, a rural secondary-school principal (Interview 11 line 172), concurred that a school must have a code of conduct regarding the behaviour of learners in order to support male teachers in their work environment.

Respondent P5 (Interview 5 line 522) outlined that

*the educators must know what is written in the code of conduct, they must be, they must know how the transgression plan of the school works and they must apply it. If they do not apply it as prescribed then they can't expect that they will have proper support in what they are trying to do.*

As asserted by Respondent P11 (Interview 11 line 179), a

*disciplinary committee can be implemented to assist the learners who do not follow the code of conduct*

and help these learners with challenges. The statement by Respondent P5 is in strong agreement with factor 1.1 (Professional development of teachers), which indicates that 90,2% of the male teachers who completed the Likert-scale questionnaire felt that “teachers should be exposed to methods of maintaining discipline in order to enhance learner behaviour in schools” (See Table 4.9).

According to Mokhele (2006:148), the reason for poor behaviour is caused by a lack of knowledge regarding the effective use of alternative methods of behaviour (See Chapter 2.4.5). The respondents indicated that they had identified an effective method (a code of conduct for learner behaviour) of maintaining proper learner behaviour at their schools.

The second sub-factor that was identified under the effective management of learner behaviour factor was effective principal involvement. The findings will be discussed next.

#### 5.4.6.2 *Principal involvement*

Respondent P7, a former Model-C primary-school principal (Interview 7 line 718) explained that

*principals should involve themselves*

in the classroom environment of their teachers in order to experience the behavioural problems that male teachers experienced and

*by involving themselves they become more visible*

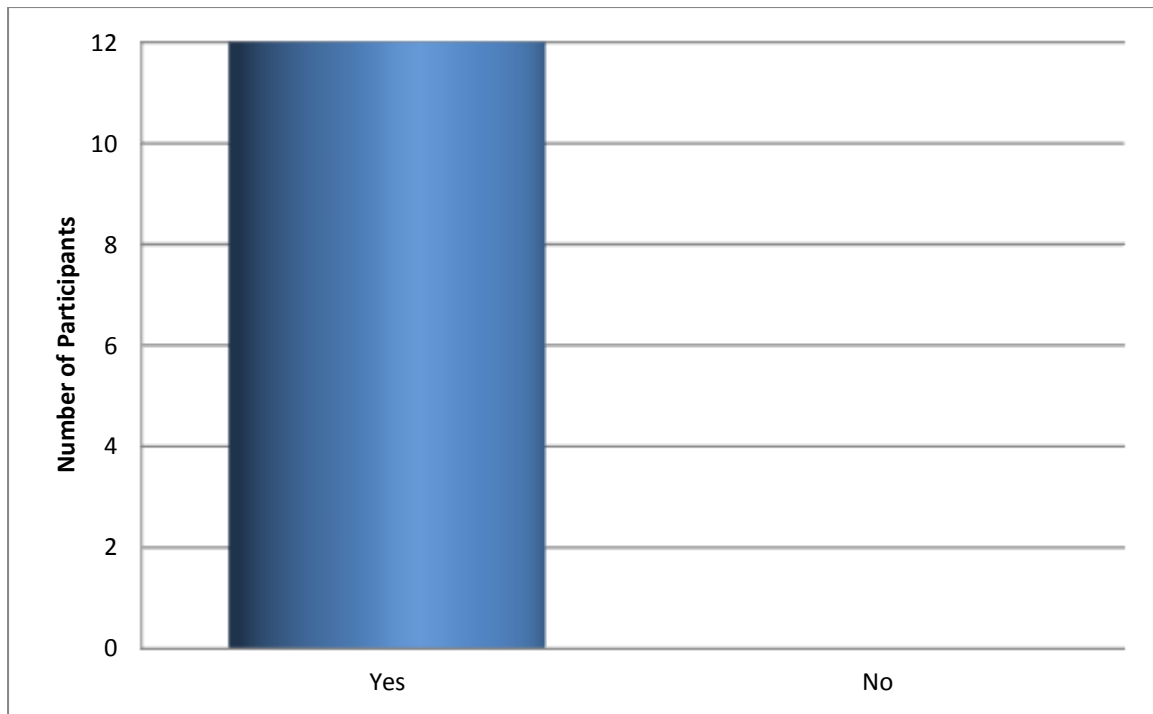
and provided these teachers with confidence. This statement is in strong agreement with factor 1.5 (Effective leadership of principals), which indicates that 84,2% of the male teachers who completed the Likert-scale questionnaire felt that “the principal in a school plays the key role in promoting job satisfaction among male educators” (See Table 4.13). Marishane and Botha (2011:6) emphasise that

*school principals, as leaders, deal directly with teaches (followers) by organising, influencing, guiding and motivating them to perform to the best of their ability when carrying out their tasks (See Chapter 2.4.11).*

Principals who involve themselves in the work environment of teachers may influence the way teachers experience their work. The need for positive work experienced by teachers came across as a factor that influenced the job satisfaction of male teachers.

#### **5.4.7 Positive work experience by teachers**

Two sub-factors were identified under the “positive work experience by teachers” factor, namely recognition of male teachers and involving male teachers. Each one will be examined, commencing with positive work experience by teachers.



**Figure 5.16: The way male teachers experience their work serves as a factor that has an impact on their job satisfaction**

Respondent P1, former Model-C primary-school principal (Interview 1 line 245) supported his answer by explaining that when male teachers experienced their work negatively,

*that negativity would come through in the classroom and the productivity of the teacher.*

This statement is in strong agreement with factor 1.9 (Positive feeling towards teaching as a profession) indicating that 91% of the male teachers who completed the Likert-scale questionnaire felt that “the feeling that a person has towards their work environment will have a definite effect on their performance” (See Table 4.17).

Respondent P5, former Model-C secondary-school principal (Interview 5 line 599) expressed the view that when a male teacher had the

*means to do their work, a classroom to do their work, a structure and a syllabi with the support,*

then male teachers would definitely experience job satisfaction. This statement is in strong agreement with factor 1.5 (Effective leadership of the principal), which

indicates that 92,8% of the male teachers who completed the Likert-scale questionnaire felt that “educational managers must create a pleasurable climate where teachers can experience a positive emotional response towards the school” (See Table 4.13).

P6, a rural primary-school principal (Interview 6 line 394) concurred by indicating that when

*a male teacher understands his job and he feels he's part of a team, then that will have a positive impact on his work, but when if he does not understand his work, that will have a negative impact on his job satisfaction.*

This statement by Respondent P6 is in strong agreement with factor 1.3 (Effective support systems to teachers by management), which indicates that 86,7% of the male teachers who completed the Likert-scale questionnaire felt that “job satisfaction has strong ties to the performance of teachers” (See Table 4.11). Berry *et al.* (2008:3) state that the performance and attitude of teachers will be influenced positively or negatively by their work environment (See Chapter 2.4.2).

Principals can create a pleasurable work environment by providing teachers with recognition. Recognition of male teachers may assist in enhancing the job satisfaction of male teachers.

#### *5.4.7.1 Recognition of male teachers*

Respondent P4, a former Model-C secondary-school principal (Interview 4 line 324) explained that a principal had to

*be in touch, firstly, with the classroom situation or after hours, to be able to motivate in detail, to encourage, to appraise when it must be done, to acknowledge every little positive step inside the classroom or on the sports field or wherever, in other words, to be In touch with each and every male teacher, acknowledge what he has done, appreciate what he has done and keep on motivating individually.*

This statement by Respondent P4 is in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 93,3% of the male teachers who completed the Likert-scale questionnaire felt that “feedback and



recognition from principals can have a positive effect on a teacher's job satisfaction" (See Table 4.10).

Belle (2007:34) has found that "recognition in the form of praise and constructive feedback from colleagues and the principal has a positive impact on teacher motivation, self-esteem, confidence and sense of security" (See Chapter 2.4.10).

Respondent P5, a former Model-C secondary-school principal (Interview 5 line 632), affirm that just by

*supporting male teachers and how you listen to what their needs are, definitely have a big influence in their attitude at the end of the day.*

This statement by Respondent P3 is in strong agreement with factor 1.3 (Effective support systems to teachers by management) indicating that 93,8% of the male teachers who completed the Likert-scale questionnaire felt that "it is important that principals identify ways to support their staff in order to promote job satisfaction" (See Table 4.11).

The impact of feedback and recognition can have a positive effect on a teacher's job satisfaction, mainly because principals recognise the value of the work (Steyn & Van Niekerk, 2008:148-150) (See Chapter 2.4.10).

Principals can provide male teachers with recognition by involving them in different areas within the school environment. The effect of involvement within the school environment on the job satisfaction of male teachers is explored as the next-sub-factor.

#### *5.4.7.2 Involvement within the school environment*

Respondent P3, a rural secondary-school principal (Interview 3 line 133) explained that by

*organising a "coming together" with only the male teachers where they brainstorm ways on how they can better their work experience and environment. These meetings help them to find ways on how to move the school forward in the desired direction.*

Respondent P6, a rural primary-school principal (Interview 6 line 404) supported the above-mentioned statement by Respondent P3 by elaborating that

*by involving them, making them part of the school, making them part of their work*

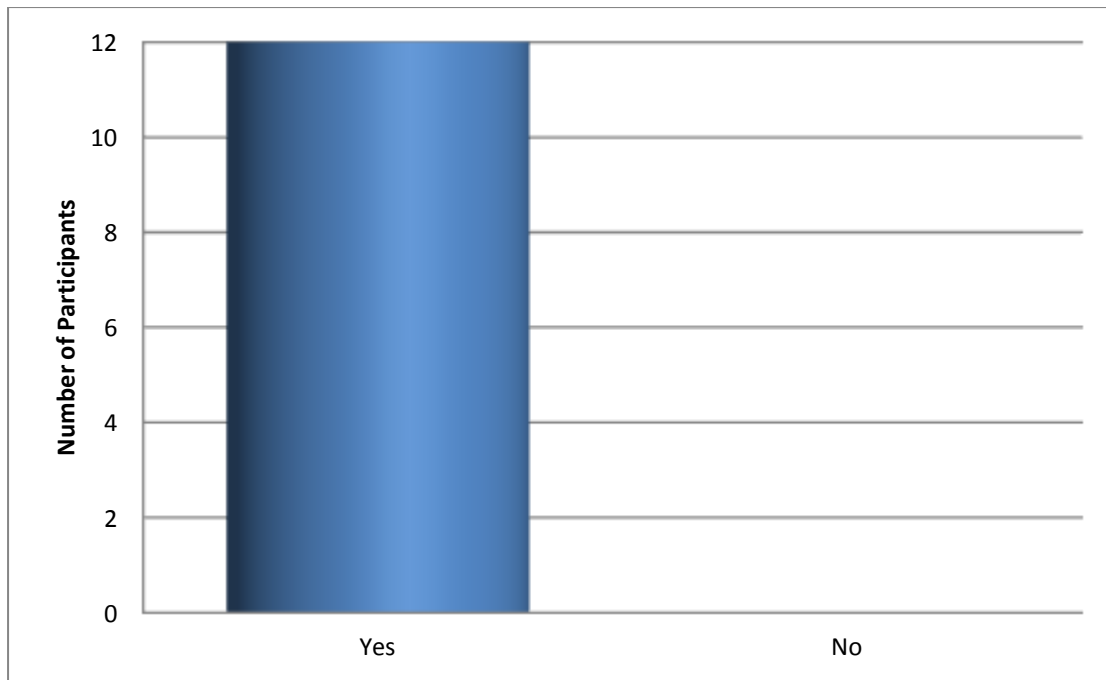
will have an impact on their work experience. This statement by Respondent P6 is in strong agreement with factor 1.7 (Positive work experiences by teachers) indicating that 95,2% of the male teachers who completed the Likert-scale questionnaire felt that “teachers who are satisfied in their work will tend to stay committed to their school” (See Table 4.15).

Latif *et al.* (2011:235) report that the involvement and commitment of teachers are one of the most important factors that have an impact on the job satisfaction of teachers (See Chapter 2.4.8).

Principals should identify factors that cause emotional distress amongst male teachers in order to promote involvement and commitment amongst teachers.

#### **5.4.8 Educational distress of teachers**

Two sub-factors were identified under the educational distress of teachers factor namely, interaction and recognition of male teachers. Each one will be examined commencing with educational distress of teachers.



**Figure 5.17: Emotional distress amongst males will cause them to become less satisfied in their work**

There was a 100% agreement amongst all participating principals during the qualitative phase of the sequential explanatory mixed-method approach that emotional distress amongst male would cause them to become less satisfied in their work.

Principals can provide male teachers with opportunities to interact with one another to identify situations and factors that might cause emotional distress amongst male teachers.

#### *5.4.8.1 Interaction*

Respondent P2, a rural secondary-school principal (Interview 2 line 433), explained that principals must “*interact with their male teachers*” in order to identify stressful situations that might have an impact on the work environment of each individual; by interacting with their male teachers, principals can support them by sharing and advising or counselling them. Respondent P5, a former Model-C secondary-school principal (Interview 5 line 674) concurred with Respondent P2 by elaborating that principals must “*interact with male teachers*” in order to promote effective communication. These statements are in strong agreement with factor 1.2 (Capacity

building through collaboration and team work), indicating that 83,8% of the male teachers who completed the Likert-scale questionnaire felt that “the relationship between an individual and co-workers has an underlying impact on their overall job satisfaction” (See Table 4.10).

Research done by Fuller *et al.* (2011:2-4) indicates that the relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers (See Chapter 2.4.12).

Principals can interact with their male teachers and use this time to explain their importance in the school environment; this can be used as a form of recognition. Recognition was identified during the interviews and appeared to affect the job satisfaction of male teachers.

#### 5.4.8.2 Recognition of male teachers

Respondent P6, a rural primary-school principal (Interview 6 line 415) articulated that a principal can

*lighten the amount of stressful situations, by making these teachers feel that they are part of the team.*

Respondent P7, a former Model-C primary-school principal (Interview 7 line 809), concurred with Respondent P6 by explaining that a

*principal must show their staff that they are important to them by giving advice and recommend people who can help them with certain problems.*

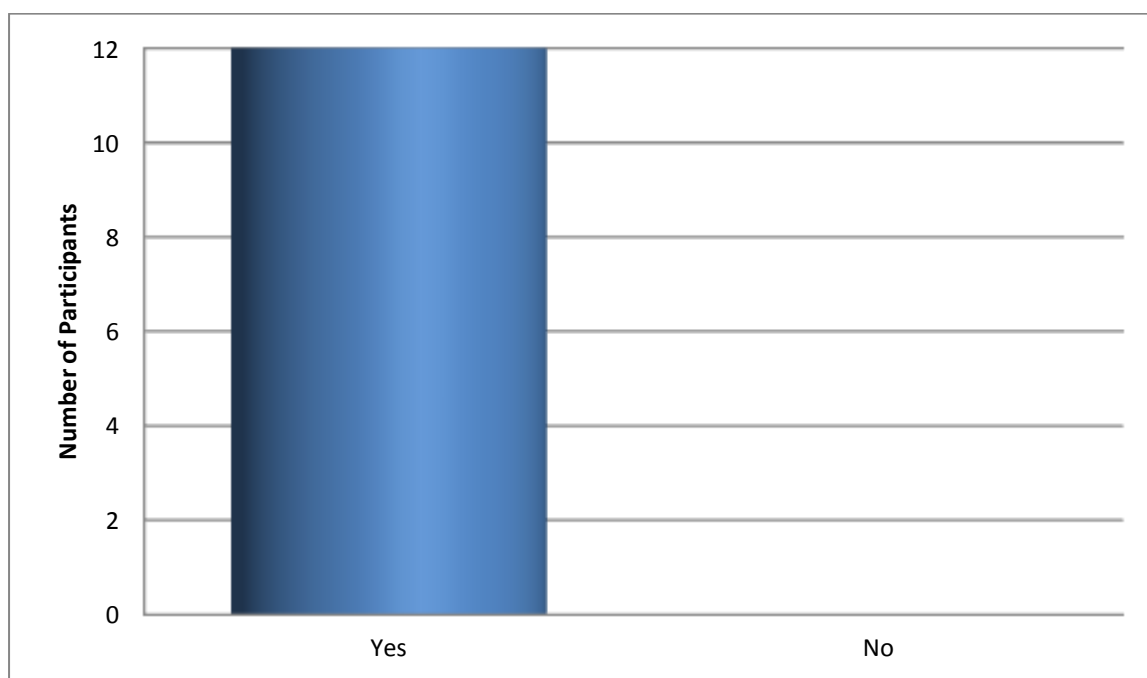
This statement is in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 93,3% of the male teachers who completed the Likert-scale questionnaire felt that “feedback and recognition from principals can have a positive effect on a teacher’s job satisfaction” (See Table 4.10).

Steyn and Van Niekerk (2008:148-150) indicate that principals who recognise the value of their staff will have a positive influence on their job satisfaction. (See Chapter 2.4.10)

The need for positive feeling towards the profession by teachers came across as a factor that influences the job satisfaction of male teachers.

#### 5.4.9 Positive feelings towards teaching as a profession

Two sub-factors were identified under the “positive feelings towards teaching” as a profession factor, namely “support for male teachers” and being “a role model and a mentor”. Each one will be examined, commencing with “positive feelings towards teaching as a profession”.



**Figure 5.18: The feeling that a male teacher has towards teaching will have an effect on his satisfaction**

There was a 100% agreement amongst all participating principals that the feeling a male teacher has towards teaching will have an effect on his job satisfaction.

The first sub-factor that was identified under the positive feeling towards teaching as a profession factor was “support for male teachers” and these findings will be discussed next.

##### 5.4.9.1 Support for male teachers

Respondent P1, a former Model-C primary-school principal (Interview 1 line 275), outlined that it is the responsibility of a principal

*to help them develop in their profession and to be an example to them at all times.*

Respondent P5, a former Model-C secondary-school principal (Interview 5 line 715), supported this statement by explaining that male teachers

*just seek that little assurance that you support them.*

These statements by Respondents P1 and P5 are in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 90,7% of the male teachers who completed the Likert-scale questionnaire felt “the relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers” (See Table 4.10).

According to Edgeron and Kritsonis (2006:2) “principals have the ability to improve teacher perceptions overall by simply attending to fundamental components inherent in quality relationships” (See Chapter 2.4.12).

Being a role model and a mentor for male teachers may assist in enhancing the job satisfaction amongst male teachers.

#### *5.4.9.2 Being a role model and a mentor*

Respondent P3, a rural secondary-school principal (Interview 3 line 153), explained,

*the principal serves the male teachers as a mentor by using his own examples of problems that he faced and how he developed strategies regarding the problems.*

Respondent P5, a former Model-C secondary-school principal (Interview 5 line 762), concurred with this statement by elaborating that

*the example a principal set to their male teachers may also influence them, if I am negative the whole time, why will they be positive.*

These statements by Respondents P1 and P5 are in strong agreement with factor 1.2 (Capacity building through collaboration and team work), indicating that 90,7% of the male teachers who completed the Likert-scale questionnaire felt “the relationship

between a principal and his or her staff has a definite influence on the job satisfaction of teachers” (See Table 4.10).

According to Carl (2010:10), leadership is an important element in the motivational process of staff and has an undeniable influence on the job satisfaction of teachers (See Chapter 2.4.11).

## 5.5 CONCLUSION

Data gathered during the qualitative phase of the sequential explanatory mixed-method approach identified the following key points:

- Respondents were between the ages of 44 up to 64,
- Educational managers who participated in the qualitative phase of the sequential explanatory mixed-method approach were dominated by male principals.
- The experience of the respondents as teachers ranged between 23 to 40 years with a total of 373 years’ experience amongst the twelve participating principals,
- Their experience as principals ranged between 1 and 19 years’ experience, a total of 123 years’ experience amongst them.
- The cultural groups that participated in the study were African, Indian and White principals.

The twelve respondents had an in-depth understanding of the term “job satisfaction” and “factors that have an impact on the job satisfaction of male teachers”. They identified the following strategies that can be used to promote job satisfaction amongst male teachers:

identified mentorship, effective communication, rotating responsibilities, delegating leadership responsibilities, providing developmental opportunities, recognition of male teachers, providing guidance, workload distribution, support in managing workload, participation in decision-making, developing a code of conduct for learner behaviour, principal involvement, involvement

within the school environment, interaction of male teachers, providing support for male teachers and being a role model and a mentor.

The respondents indicated that there was a definite need to develop strategies to promote job satisfaction and the respondents provided their own strategies that they implemented at their schools. The data that were provided by the respondents yielded valuable information that can support principals in promoting job satisfaction amongst male teachers.

Chapter 6 will present a summary of the study. The research findings will be formulated and recommendations will be made.



## **CHAPTER 6: SUMMARY, FINDINGS AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

Commitment, absenteeism, high staff turnover, efficiency and productivity have been linked directly to the job satisfaction of teachers and “teachers who are not satisfied with their job will not be performing at the best of their capabilities” (Murage & Kibera, 2014:148). The positive leadership potential of a principal is known to have a definite influence on the loyalty and job satisfaction a teacher experiences or has towards the profession (Nadarasa & Thuraisingam, 2014:2).

Chapter 6 of the study will outline the findings regarding the aim of the study as formulated in Chapter 1, namely to improve job satisfaction among male teachers in the school environment through principals providing support to male teachers. The most important findings from the literature review and empirical study will be presented. Recommendations will be made from the findings of the study and suggestions for future research will be presented.

This chapter starts by presenting a summary of the study regarding support strategies by principals to enhance job satisfaction amongst male teachers.

### **6.2 SUMMARY OF THE STUDY**

The study aims to provide school principals with support strategies that will enable them to promote job satisfaction amongst male teachers at their schools. This can be done by identifying factors affecting the job satisfaction of male teachers.

The research approach used during this study was the sequential explanatory mixed-method approach, a combination of the quantitative and qualitative method. A literature review was conducted in Chapter 2 to gather information regarding job satisfaction amongst teachers, factors affecting their satisfaction and the outcome of teachers not experiencing job satisfaction. Following the literature review, a quantitative study was conducted by means the Likert-scale questionnaire. Information gathered from the literature review helped to develop questions for the questionnaire. The questionnaire was divided into two sections. Section A consisted of seven biographical questions regarding information of the participants, and

Section B comprised 40 questions regarding factors affecting their satisfaction in their work environment. The questionnaire was administered to 200 male teachers at 20 schools in the Ehlanzeni school district, Mpumalanga. Eight of these schools were former Model-C schools (four primary schools and four secondary schools) and 12 were rural schools (five primary schools, five secondary schools and two combined schools). The data gathered from the male teachers during the quantitative phase of the study helped to identify nine first-order factors.

A theoretical factor analysis was conducted to measure the construct validity of job satisfaction amongst male teachers. The 40 items were reduced to 32 and the rest were removed. The variables mentioned were removed one at a time as the KMO statistics are influenced by this removal (Field, 2009:659). The 32 items resulted in nine first-order factors. The first factor, **professional development of teachers**, noted that male teachers want to be provided with opportunities to develop themselves professionally and that these opportunities will promote job satisfaction amongst them. The second factor, **capacity building of teachers through collaboration and teamwork**, noted that male teachers prefer to work together in a group and interact with other people in their work environment. The third factor, **effective support systems to teachers by management**, noted that male teachers needed to be supported by their principals to promote job satisfaction. The fourth factor, **workload of teachers**, noted that male teachers experience excessive workloads and that it needs to be managed in order to create a pleasurable work environment. The fifth factor, **effective leadership of the principal**, noted that the leadership style of a principal has an effect on the job satisfaction of male teachers. The sixth factor, **effective management of learner behaviour**, noted that poor learner behaviour has a negative influence on the job satisfaction of male teachers. The seventh factor, **positive work experiences by teachers**, noted that teachers needed to experience satisfaction in their work environment in order to be satisfied in the profession. The eighth factor, **emotional distress of teachers**, is a factor that influences the job satisfaction of male teachers and that principals should help them manage stressful situations. The ninth factor, **positive feelings towards teaching as a profession**, noted that male teachers should have a positive feeling towards the profession in order to stay satisfied in their job.

The nine first-order factors enabled the researcher to develop 25 structured interview questions that were used in the qualitative phase of the study. Structured interviews were conducted with 12 principals (three former Model-C primary schools, three rural primary schools, three former Model-C secondary schools and three rural secondary schools) in the Ehlanzeni school district. During the 12 interviews, the majority of the participating principals indicated that they agreed with the nine first-order questions and they provided ideas on how to implement strategies to promote job satisfaction amongst male teachers at their schools.

The summary portrays some of the steps and procedures taken during the study. The limitations encountered during the study will be explained next followed by important findings.

## **6.3 FINDINGS**

### **6.3.1 Findings from the literature survey**

The study focuses on the improvement of job satisfaction amongst male teachers in the school environment through principals providing support to male teachers. Data were gathered through literature reviews, Likert-scale questionnaires and structured interviews. The findings of the literature survey will be presented next.

The problem of the study was “which support strategies given by principals’ may enhance job satisfaction amongst male teachers in the Ehlanzeni school district of Mpumalanga?” (See Chapter 1.3) The second aim was “to identify factors which influence job satisfaction in an educational setting” (See Chapter 1.4).

#### *6.3.1.1 Finding 1: Professional development of teachers*

The literature review revealed that by providing teachers with developmental opportunities to be more innovative, principals enabled them to see themselves as an important part of the school environment (See Chapter 2.2.14). This can be done by empowering teachers to make decisions and solve problems that cause them to experience job satisfaction and become leaders in their own environment (See Chapter 2.4.7). The above-mentioned statement indicates that this section also provides evidence to the first aim (to define job satisfaction in the workplace) of the

study (See Chapter 1.4) by indicating that effective leadership is to empower teachers to make decisions and solve problems. Self-actualisation represents the highest level of Maslow's hierarchy of needs and refers to "the need to fulfil one's potential and to develop one's capacity" (Steyn, 2002:91). This statement achieved the aim "to define job satisfaction in the workplace". This is the need for teachers to grow in their careers and not stagnate (Quan-Baffour & Arko-Achemfuor, 2013:25). According to Van Deventer and Kruger (2011:150), people want to grow in their careers so that they can reach their full potential to be their true, unique self (See Chapter 2.3.2). According to the literature survey, the professional development of teachers is a definite factor that has an impact on the job satisfaction of teachers. This finding proves that the researcher achieved the aim "to identify factors which influence job satisfaction in an educational setting" (See Chapter 1.4). Professional development of teachers can be strengthened through collaboration and teamwork amongst staff, which will be explained next.

#### *6.3.1.2 Finding 2: Capacity building of teachers through collaboration and team work*

In Chapter 2 of the literature review, it was discovered that principals had the ability to create an effective workforce throughout their school environment and the power to improve teacher perceptions about the profession and other school-related matters. This can be achieved through collaboration, and principals and their staff can work together to create a professional relationship through mutual trust and sustained support (See Chapter 2.4.12). The above-mentioned statement indicates that this section also provides evidence to the first aim (to define job satisfaction in the workplace) of the study (See Chapter 1.4) by indicating that leadership is about collaboration and teamwork. A positive relationship between staff will increase performance and promote job satisfaction amongst teachers (See Chapter 2.4.13). Harmer and Findlay (2005:1), Iqbal (2013:67) and Simon *et al.*, (2010:534) affirm that the relationship between an individual and his or her co-workers has an underlining impact on performance and job satisfaction overall. This statement achieved the aim "to define job satisfaction in the workplace". Lee and Ok (2011:1) indicate that a positive relationship between co-workers will promote effective communication, respect, support and reduce work stress. Co-worker satisfaction and wellbeing would significantly predict the level of job satisfaction of an individual

(Harmer & Findlay, 2005:2). According to the literature survey, the professional development of teachers is a definite factor that has an impact on the job satisfaction of teachers. This finding proves that the researcher achieved the aim “to identify factors which influence job satisfaction in an educational setting” (See Chapter 1.4). Leaders must establish working environments of collaboration and teamwork. All teachers must work together to develop the school as a whole. The previous statement supports Aim 1 of the study (See Chapter 1.4). Collaboration and teamwork amongst staff can be seen as a way of supporting teachers in the school environment, which will be explained next.

### *6.3.1.3 Finding 3: Effective support systems to teachers by management*

This study revealed that the success of a school depends on communication in the school, which is the responsibility of the principal. Principals must create an environment where information is distributed properly between the principal and his/her staff in order to support teachers in achieving an effective work environment (See Chapter 2.4.9). Teacher motivation, self-esteem and confidence can all be increased by the recognition a teacher receives from the principal, indicating that principals recognise the value of the work of their staff (See Chapter 2.4.10). Research done by Fuller *et al.* (2011:2-4) indicates that the relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers. According to Edgerson and Kritsonis (2006:2),

principals have the ability to improve teacher perceptions overall by simply attending to fundamental components inherent in quality relationships.

The above-mentioned statement indicates that this section also provides evidence to the first aim (to define job satisfaction in the workplace) of the study (See Chapter 1.4) by indicating that leaders have to develop their staff. According to the literature survey, the professional development of teachers is a definite factor that has an impact on the job satisfaction of teachers. This study revealed that the researcher achieved the aim “to identify factors which influence job satisfaction in an educational setting” (See Chapter 1.4). From the data gathered, it transpires that school principals need to support male teachers in dealing with different aspects in their work environment, such as the workload they have to deal with.

#### *6.3.1.4 Finding 4: Workload of teachers*

In Chapter 2 of the literature review, it was revealed that the workload that teachers have to deal with today creates a stressful work environment, which causes teachers to experience job dissatisfaction (See Chapter 2.4.4). Ngobeni (2006:28) has found that the workload that teachers deal with today has a negative impact on their job satisfaction because of all the administrative tasks that goes with being a teacher. According to the literature survey, the workload of teachers is a definite factor that has an impact on the job satisfaction of teachers. The findings revealed that the researcher achieved the aim “to identify factors which influence job satisfaction in an educational setting” (See Chapter 1.4). The data gathered indicate that principals need to help teachers manage their workloads by adopting an influential leadership style, which can assist in enhancing the job satisfaction of teachers.

#### *6.3.1.5 Finding 5: Effective leadership of the principal*

The literature review revealed that the effectiveness of a school and performance of teachers depend on the leadership of their principal; the leadership style of a principal is an important motivational factor that has an undeniable influence on the job satisfaction of teachers (See Chapter 2.4.11). Marishane and Botha (2011:106) emphasise that “principals can inspire teachers by developing a positive relationship, which creates an atmosphere of mutual trust and sustained support by showing interest in what teachers do”. The above-mentioned statement indicates that this section also provides evidence to the first aim (to define job satisfaction in the workplace) of the study (See Chapter 1.4) by indicating that a leader must be a person who can motivate staff and promote trust between them and their staff. Principals should have the necessary leadership skills to motivate their staff in order to have a positive effect on their performance (Van Deventer & Kruger, 2011:139). According to the literature survey, effective leadership of a principal is a definite factor that has an impact on the job satisfaction of teachers. The results revealed that the researcher achieved the aim “to identify factors which influence job satisfaction in an educational setting” (See Chapter 1.4). It became apparent during the literature review that principals need to adopt a type of leadership style where they can support their staff and help them manage different aspects in their work

environment, for instance managing learner behaviour, which affects the school climate.

#### *6.3.1.6 Finding 6: Effective management of learner behaviour*

In Chapter 2 of the literature review, it was discovered that disobedience, intimidation, assault, theft, truancy, delinquency and disrespect towards teachers are disciplinary problems that some teachers have to face on a daily basis, causing dissatisfaction regarding their work environment. Moyo *et al.* (2014:1) have found that teachers are becoming more distressed about behavioural problems and that poor learner behaviour has manifested itself in a number of ways, namely disobedience, intimidation, assault, theft, truancy, delinquency and disrespect towards teachers. The above-mentioned is not made easier by large and overcrowded classrooms, which have a direct influence on learner discipline and the classroom environment (Iwu *et al.*, 2013:838) (See Chapter 2.4.5). Poor learner behaviour has a definite impact on the academic performance of learners. This is a problem for South Africa, which is constantly plagued by media reports regarding poor learner performance (Farooq *et al.*, 2011:1) (See Chapter 2.4.6). According to the literature survey, the effective management of learner behaviour is a definite factor that has an impact on the job satisfaction of teachers. This data collected prove that the researcher achieved the aim “to identify factors which influence job satisfaction in an educational setting” (See Chapter 1.4). By helping teachers to manage poor learner behaviour, principals have the ability to influence the way teachers experience their work. The above-mentioned statement indicates that this section also provides evidence to the first aim (to define job satisfaction in the workplace) of the study (See Chapter 1.4) by indicating that an effective leader must have the skills to support teachers to resolve issues regarding the behaviour of learners. The need for positive work experience by teachers came across as a factor that influences the job satisfaction of male teachers.

#### *6.3.1.7 Finding 7: Positive work experiences by teachers*

During the literature review, it was discovered that the performance and attitude of teachers were influenced by the way they experience their work and the environment in which they work. Leithwood (2006:15) and Berry *et al.* (2008:3) state that the

performance and attitude of teachers will be influenced positively or negatively by their work environment. This will affect their job satisfaction and commitment towards their schools. As indicated by Azeem (2010:295), employees who are committed to the organisation and satisfied with their work environment are high performers, reducing staff turnover (See Chapter 2.4.2). The results of teachers not being happy with their work are poor performance, not staying committed to the profession, absenteeism and high staff turnover (See Chapter 2.5.2, 2.5.3, 2.5.6 & 2.5.7). According to the literature survey, teachers' positive work experiences are a definite factor that has an influence on the job satisfaction of teachers. This study revealed that the researcher achieved the aim "to identify factors which influence job satisfaction in an educational setting" (See Chapter 1.4). Principals should identify factors causing emotional distress at their schools in order to promote an atmosphere that will help teachers to create a positive experience in their work to promote job satisfaction.

#### *6.3.1.8 Finding 8: Emotional distress of teachers*

In Chapter 2 of the literature review, it was discovered that work overload, lack of promotion opportunities, a lack of regular feedback, disciplinary problems, inadequate recognition, inadequate management and participation in management have all been identified as factors affecting emotional distress amongst teachers. Furthermore, teachers who experience stress in their work environment indicated that they were dissatisfied with their jobs (Muthuvelayutham & Mohanasundaram, 2012:340-341) (See Chapter 2.5.4). According to the literature survey, emotional distress of teachers is a definite factor that has an impact on the job satisfaction of teachers. These findings prove that the researcher achieved the aim "to identify factors which influence job satisfaction in an educational setting" (See Chapter 1.4). By identifying and managing factors causing emotional distress amongst teachers, principals can promote a positive feeling towards the profession by teachers. The need for positive feelings towards the profession by teachers came across as a factor that influences the job satisfaction of male teachers.



### *6.3.1.9 Finding 9: Positive feelings towards teaching as a profession*

The literature review conducted in Chapter 2 indicated that the feeling a teacher has towards teaching as a profession could be measured by his/her performance, commitment to the profession, absenteeism and staff turnover. Teachers who enjoy their work environment will be well-performing teachers (Shah *et al.*, 2012:273), innovative and motivated to establish and maintain an environment conducive to learning (Schulze, 2006:318). Performance, commitment and job satisfaction will increase when teachers experience positive feelings towards teaching as a profession, whilst absenteeism and staff turnover will decrease (See Chapter 2.5.2, 2.5.3, 2.5.6 & 2.5.7). According to the literature survey, positive feelings towards teaching as a profession are a definite factor that has an impact on the job satisfaction of teachers. These results revealed that the researcher achieved the aim “to identify factors which influence job satisfaction in an educational setting” (See Chapter 1.4). The findings from the empirical study will be discussed in the next section of this chapter.

### **6.3.2 Findings from the empirical study**

The findings discussed below arise from the quantitative (Chapter 4) and qualitative (Chapter 5) data collected during the study.

The purpose of this study was to provide support strategies to school principals on how to enhance job satisfaction amongst male teachers in the Ehlanzeni school district. The findings of data collected during the empirical study supported the researcher to achieve the aim “to establish support strategies by principals that may have a positive impact on the job satisfaction of male teachers” (see Chapter 1.4).

#### *6.3.2.1 Finding 1: Professional development of teachers*

During the quantitative phase of the sequential explanatory mixed-method approach, professional development of teachers was identified as determining factor regarding the job satisfaction of male teachers (See Table 4.9). In the light of the data in Table 4.9, the mean score of 5.4 indicates that the teachers who completed the Likert-scale questionnaire tended to regard the professional development of teachers as a

very important factor. This is probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

The importance of professional development amongst male teachers that was identified in the quantitative phase of the sequential explanatory mixed-method approach was confirmed in the qualitative findings. The majority of the principals (91,66%) agreed that male teachers needed to be provided with opportunities to develop themselves professionally. The above-mentioned statement indicates that this section also provides evidence to the first aim (to define job satisfaction in the workplace) of the study (See Chapter 1.4) by indicating that effective leadership will provide opportunities for teachers to develop themselves. By providing them with types of development, opportunities will promote job satisfaction amongst male teachers. Principals identified mentorship, effective communication and IQMS as strategies for principals on how to promote job satisfaction amongst male teachers. Respondent P6, a rural primary-school principal (Interview 6 line 131) stated that male teachers

*will really become dissatisfied in their work environment if they don't receive ample opportunities for professional development (See Chapter 5.4.1, 5.4.1.1, 5.4.1.2 & 5.4.1.3).*

The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4). This finding indicates that the professional development of teachers is determining factor that has an impact on the job satisfaction of male teachers, which can be strengthened through collaboration and teamwork amongst staff, which will be explained next.

#### *6.3.2.2 Finding 2: Capacity building of teachers through collaboration and team work*

Capacity building through collaboration and teamwork emerged as one of the themes from the quantitative phase of the study that has an influence on the level job satisfaction that teachers experience. Principals need to promote relationships at their schools through effective communication, recognition and feedback (See Table 4.10). In the light of the data in Table 4.10, the mean score of 5.32 indicates that

teachers who completed the Likert-scale questionnaire tend to regard capacity building thorough collaboration and team work as a very important and are probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

The qualitative findings of the sequential explanatory mixed-method approach supports the statement from the quantitative study and the a vast majority of the respondents (91,66%) indicated that capacity building of teachers through collaboration and team work would have an impact on how male teachers experienced their work environment. The above-mentioned statement indicates that this section also provides evidence to the first aim of the study, namely to define job satisfaction in the workplace (See Chapter 1.4), by indicating that establishing an atmosphere that promotes collaboration and teamwork is a leadership skill. Principals identified rotating responsibilities and delegating leadership responsibilities as strategies for principals on how to promote job satisfaction amongst male teachers. Respondent P1, a former Model-C primary-school principal (Interview 1 line 109), elaborated,

*if principals do not have collaboration or teamwork, there cannot be job satisfaction because you will feel that everything that you do is either on your own or you will feel that you do not have the opportunity to develop or to express yourself in your work (See Chapter 5.4.2, 5.4.2.1 & 5.4.2.2).*

The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).

This finding established that collaboration and teamwork amongst staff are definite ways to support teachers in the school environment, which will be explained next.

### *6.3.2.3 Finding 3: Effective support systems to teachers by management*

Effective support systems to teachers by management were identified by the majority of the respondents in the quantitative phase as an important factor that has an influence on the job satisfaction amongst male teachers. Principals need to identify

ways to support their staff through channels of open communication and promote a positive atmosphere in the workplace (See Table 4.11). In the light of the data in Table 4.11, the mean score of 5.24 indicates that teachers who completed the Likert-scale questionnaire tend to regard effective support systems to teachers by management as a very important factor and are probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

All the respondents (100%) from the qualitative phase of the sequential explanatory mixed-method approach supported the findings established in the quantitative study and indicated that teachers would become dissatisfied with their work environment if there were no form of support system implemented by principals and that principals needed to support male teachers at their school. Principals identified developmental opportunities, effective communication and recognition as strategies for principals on how to promote job satisfaction amongst male teachers. Respondent P1, a former Model-C primary school principal (Interview 1 line 144) explained that,

*if a teacher feels isolated even though they have been given a leadership role, then at the end of the day if they feel that they are not supported they will not be able to give their best, they will never know whether they are correct or not. At worst, they will always feel that they have to make certain decisions but they are not supported by you as a principal (See Chapter 5.4.3, 5.4.3.1, 5.4.3.2 & 5.4.3.3).*

The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).

This finding indicated that school principals had to support male teachers in dealing with different aspects in their work environment, such as helping male teachers to manage their workload.

#### *6.3.2.4 Finding 4: Workload of teachers*

The respondents in the quantitative phase of the study indicated that the workload teachers experience in their work environment would have an impact on the job satisfaction of male teachers (See Table 4.12). In the light of the data in Table 4.12,

the mean score of 4.01 indicates that teachers who completed the Likert-scale questionnaire tended to regard the workload of teachers as another factor and are probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

The majority of the principals (83,33%) who participated in the qualitative phase of the sequential explanatory mixed-method approach supported the findings of the data collected during the qualitative study, namely that when male teachers experienced excessive workloads they will become dissatisfied in their work environment. Principals identified work distribution, staff deployment, communication and support in managing workloads as strategies for principals on how to promote job satisfaction amongst male teachers. Respondent P5 (Interview 5 line 316) explained,

*the moment that they did not buy into the workload and feel that it's not necessary, then they will obviously become negative (See Chapter 5.4.4, 5.4.4.1, 5.4.4.2 & 5.4.4.3).*

The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).

The data gathered indicate that principals need to help teachers manage their workloads by adopting an influential leadership style that can assist in enhancing the job satisfaction of teachers.

#### *6.3.2.5 Finding 5: Effective leadership of the principal*

The leadership of a principal was identified by participants in the quantitative phase as a crucial component when evaluating the level of job satisfaction that male teachers experience in their school environment. It is the responsibility of principals to create a pleasurable work environment for male teachers to keep them loyal to their school, by being aware of the frustrations that male teachers experience in their work environment (See Table 4.13). In the light of the data in Table 4.13, the mean score of 5.37 indicates that teachers who completed the Likert-scale questionnaire

tended to regard effective leadership of the principal as a very important factor, which is probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

All the respondents in the qualitative study of the sequential explanatory mixed-method approach agreed with the findings of the quantitative study that male teachers who were not happy with the type of leadership style of their principal would become dissatisfied with their work environment. Principals identified effective communication skills, recognition and participation in decision making as strategies for principals on how to promote job satisfaction amongst male teachers. Respondent P1, a former Model-C primary school principal (Interview 1 line 195), indicated that when male teachers were not happy with the leadership style of their principals, they

*will quickly become dissatisfied because they will feel that they have no real input and they also don't really have an opportunity to develop as leaders*  
(See Chapter 5.4.5, 5.4.5.1, 5.4.5.2 & 5.4.5.3).

The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).

This finding indicates that principals need to adopt a type of leadership style where they can support their staff. This type of support can come in the form of managing learner behaviour, which will be discussed next.

#### *6.3.2.6 Finding 6: Effective management of learner behaviour*

Respondents regarded effective management of learner behaviour as a very important factor why male teachers might experience low-level job satisfaction and principals needed to help manage learner behaviour at their schools (See Table 4.14). In the light of the data in Table 4.14, the mean score of 5.32 indicates that the teachers who completed the Likert-scale questionnaire tended to regard effective management of learner behaviour as a very important factor, probably crucial when

having to decide on reasons why male teachers experienced low-level job satisfaction.

The majority of the principals (83.33%) who participated in the qualitative phase of the sequential explanatory mixed-method approach supported the quantitative findings and stated that poor learner behaviour would cause job dissatisfaction amongst male teachers. Principals identified the development of code of conducts and principal involvement as strategies for principals how to promote job satisfaction amongst male teachers (See Chapter 5.4.6, 5.4.6.1 & 5.4.6.2). The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).

This finding indicates that principals should identify ways in helping teachers manage poor learner behaviour at their schools in order to influence the way teachers experience their work.

#### *6.3.2.7 Finding 7: Positive work experiences by teachers*

Participants that took part in the quantitative phase of the study indicated that the way they experience their work has a definite impact on their satisfaction in their work environment (See Table 4.15). In the light of the data in Table 4.15, the mean score of 5.74 indicates that the teachers who completed the Likert-scale questionnaire tended to regard positive work experiences by teachers as a very important factor, probably crucial when having to decide on reasons why male teachers experienced low-level job satisfaction.

All the participants in the qualitative phase supported the findings of the data collected during the quantitative phase of the sequential explanatory mixed-method approach, which indicated that the way male teachers experience their work serves as a factor that has an impact on their job satisfaction. Principals identified recognition and involvement as strategies for principals on how to promote job satisfaction amongst male teachers. Respondent P6, a rural primary-school principal (Interview 6 line 394) elaborated that when

*a male teacher understands his job and he feels he's part of a team, then that will have a positive impact on his work, but when if he does not understand his work, that will have a negative impact on his job satisfaction (See Chapter 5.4.7, 5.4.7.1 & 5.4.7.2).*

The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).

This finding indicates that principals should help teachers to create a positive experience in their work in order to promote job satisfaction and this can be done by identifying factors causing emotional distress at their schools.

#### *6.3.2.8 Finding 8: Emotional distress of teachers*

Male teachers who participated in the quantitative phase of the study indicated that emotional distress caused them to experience low-level job satisfaction, which in turn caused them to become less enthusiastic and experience burnout (See Table 4.16). In the light of the data in Table 4.16, the mean score of 4.88 indicates that teachers who completed the Likert-scale questionnaire tended to regard emotional distress amongst teachers as a factor, probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

All the participants in the qualitative phase of the study supported the findings of the quantitative phase of the sequential explanatory mixed-method approach and indicated that emotional distress amongst male teachers would cause them to become less satisfied in their work. Principals identified interaction and recognition as strategies for principals how to promote job satisfaction amongst male teachers (See Chapter 5.4.8, 5.4.8.1 & 5.4.8.2). The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).



The finding indicates that principals should identify and manage factors causing emotional distress amongst teachers in order to promote a positive feeling towards the profession.

#### *6.3.2.9 Finding 9: Positive feelings towards teaching as a profession*

Respondents in the quantitative study indicated the feelings that a person has towards their work environment would have a definite effect on their performance (See Table 4.17). In the light of the data in Table 4.17, the mean score of 5.2 indicates that the teachers who completed the Likert-scale questionnaire tended to regard positive feelings towards teaching as a profession as a very important factor, probably crucial when having to decide on reasons why male teachers experience low-level job satisfaction.

All the participants in the qualitative study supported the data collected during the quantitative phase of the sequential explanatory mixed-method approach and stated that the feeling that a male teacher had towards teaching would have an effect on their satisfaction. Principals identified support and being a role model and mentor as strategies for principals how to promote job satisfaction amongst male teachers (See Chapter 5.4.9, 5.4.9.1 & 5.4.9.2). The findings from this empirical study prove that there is a clear link between the quantitative and qualitative findings and that the researcher achieved the aim “to establish support strategies given by principals may have a positive impact on the job satisfaction of male teachers” (See Chapter 1.4).

Recommendations with regard to the findings will be made in the next section of the study.

## **6.4 RECOMMENDATIONS**

The main purpose of this study was to investigate factors affecting job satisfaction amongst male teachers and identify support strategies for principals on how to promote job satisfaction amongst male teachers in the Ehlanzeni school district, Mpumalanga. Principals are encouraged to adopt strategies to enhance job satisfaction amongst their staff in order to cope with the frustrations they experience.

In the light of the findings from the data gathered during the quantitative and qualitative phases of the sequential explanatory mixed-method approach some recommendations will now be made.

The study aimed to establish “which support strategies given by principals may enhance job satisfaction amongst male teachers in the Ehlanzeni school district of Mpumalanga” (See Chapter 1.3). The following recommendations indicate that the researcher achieved the aim of the study “to explain how the promotion of job satisfaction should be conceptualised as a support strategy in the Ehlanzeni school district Mpumalanga to ensure that male teachers stay in the profession” (See Chapter 1.4).

#### **6.4.1 Recommendation 1: Professional development of teachers**

It was revealed by the study that teachers needed to develop professionally in order to create effective and productive workforce. This can be done by using experienced teachers to mentor teachers who are new to the profession and utilising the subject knowledge of experienced teachers to help teachers who are struggling to cope in certain subject areas, thus creating a knowledgeable and effective workforce in the school environment (See Chapter 2.5.7). Principals should use communication as a tool to influence and identify the frustrations that teachers have to deal with. The communication between a principal and his or her staff must be direct and principals need to give a clear description of what is expected of their staff so that teachers are informed about their work environment (See Chapter 2.4.9). Respondent P5, a former Model-C secondary-school principal (Interview 5 line 159) identified WhatsApp as a communication tool they used to interact with one another regarding school-related activities. WhatsApp is regarded as a cost-effective way to eliminate the need for paper. The IQMS system is designed to develop the teachers and their knowledge regarding professional growth and principals can use this system to help to teachers develop in their work environment through the supervisory SMTs and principals (See Chapter 5.4.1.3). The researcher is of the opinion that principals have to remember that they do not need to wait for the Department of Education to organise workshops regarding development. They could rather create professional developmental opportunities at their schools by transferring knowledge and insight from experienced male teachers to less experienced teachers. The researcher

recommends that principals should place male teachers in charge of these developmental sessions. It will create a feeling of recognition and lead to job satisfaction (See Table 4.11).

#### **6.4.2 Recommendation 2: Capacity building of teachers through collaboration and teamwork**

From the interviews with the principals (See Appendix 6) it is recommended that principals encourage teachers to work together as a team and support them in creating a desirable atmosphere where an effective workforce can share their knowledge, which will promote productivity and teacher development (See Chapter 2.4.2). The researcher is of the opinion that principals have the ability to place male teachers in positions where they can use their knowledge and insight to manage different leadership positions. This can come in the form of making them Grade Heads, Subject Heads, the organisers of different sports, let them organise cultural activities, fundraisers and to manage different committees in the school environment. This type of empowerment will create a positive work atmosphere for male teachers and let them experience job satisfaction (See Chapter 2.4.7 & Table 4.9). Principals should give male teachers the opportunity to participate in making decisions where they can share their knowledge and in turn learn about different management aspects such as managing a workforce (See Chapter 2.4.8, 5.4.5.3 & Table 4.9). The researcher is of the opinion that it is important for principals to communicate with male teachers first in order to establish whether they want to be placed in a managerial position and to find out if it is an area of interest for the specific teacher. A male teacher will become frustrated when placed in a position where he must organise a concert while he is passionate about athletics.

#### **6.4.3 Recommendation 3: Effective teacher support systems by management**

The study also revealed that the support male teachers receive from their principal, whether it has to do with classroom management, extracurricular activities or personal, will create a feeling of belonging, which will let male teachers experience job satisfaction in their work environment (See Chapter 5.4.3 & Table 4.11). Principals should remember that recognition creates a feeling of belonging and when male teachers feel that their principals recognise them and the work they do, they

will become more productive and more effective in their work environment (See Chapter 2.4.10, 5.4.3.3, 5.4.5.2, 5.4.7.1, 5.4.8.2 & Table 4.10). The researcher is of the opinion that providing and supporting male teachers with developmental opportunities will lead to a sense of empowerment and recognition.

#### **6.4.4 Recommendation 4: Workload of teachers**

It was revealed during this study that principals needed to help male teachers manage their workload more effectively (See Chapter 2.4.3 & 5.4.4.3). In the education system of today, teachers are burdened with the amount of paperwork and administration, causing them to neglect their only responsibility, namely teaching. Principals can lighten this burden by distributing the workload more effectively amongst male teachers, as well as to make sure that all male teachers are informed about their responsibilities regarding their workload (See Chapter 5.4.4.1). The researcher is of the opinion that a principal cannot expect a Level-1 male teacher with only a few years' teaching experience to carry the workload of a Head of Department or Deputy Principal. Principals need to delegate and manage the workload of their male staff more effectively to promote job satisfaction amongst their male teachers.

#### **6.4.5 Recommendation 5: Effective leadership of the principal**

The study revealed that a principal as an effective leader should take charge and be able to lead their staff without forcing them to do any activities. Communication is the most powerful tool to the disposal of a principal. When staff members are informed about what is expected of them and what happens in their work environment, they will experience satisfaction in their work environment (See Chapter 2.4.9, 5.4.1.2, 5.4.3.2, 5.4.4.2, 5.4.5.1 & Table 4.10 & 4.11). Principals must create an effective communication system at their schools to keep their staff informed and involved. The researcher recommends that by communicating with male teachers, principals enable them to share their opinions and create an atmosphere where male teachers can participate in decision making in their work environment. This will create a sense of recognition, which will promote job satisfaction amongst male teachers.

#### **6.4.6 Recommendation 6: Effective management of learner behaviour**

This study revealed that principals should help teachers manage the behaviour of learners by assisting in identifying support strategies for their staff how to manage poor learner behaviour. Principals cannot provide their teachers with support strategies when they are not directly involved in the work environment of a teacher. A principal should be visible to learners and teachers, for instance, through regular class visits and moving between classes during class rotation (See Chapter 5.4.6.2). When identifying factors that affect learner behaviour, principals should involve all staff, because each teacher will apply different ways to discipline learner behaviour (See Chapter 2.4.8, 5.4.5.3, 5.4.7.2 & Table 4.9). The researcher recommends that principals, with the support of all staff members, can start to develop a code of conduct regarding learner behaviour.

#### **6.4.7 Recommendation 7: Positive work experiences by teachers**

The findings of this study revealed that principals are directly linked to the way teachers experience their work. As indicated in previous recommendations, principals need to involve male teachers in different areas of the school to make them feel recognised and part of a team (See Chapter 2.4.10, 5.4.3.3, 5.4.5.2, 5.4.5.3, 5.4.7.1, 5.4.7.2, 5.4.8.2 & Table 4.10). The researcher is of the opinion that this can be done by placing them in positions where they can excel and provide an input on developing themselves and the school.

#### **6.4.8 Recommendation 8: Emotional distress of teachers**

It is recommended that principals create an atmosphere where teachers feel welcome to share certain problems that they experience inside and outside the school environment. This will cause them to feel recognised and supported by their principal (See Chapter 5.4.8, 5.4.8.1, 5.4.9.1 & Table 4.11 & 4.13). The researcher recommends that principals organise interactive sessions between male teachers on a more social level where male teachers can share their frustrations and stressful situations.

#### **6.4.9 Recommendation 9: Positive feelings towards teaching as a profession**

This study has found that principals are the link between male teachers experiencing job satisfaction or dissatisfaction. A principal must be well informed about the frustrations male teachers experience and find ways how to manage these frustrations. Principals can promote job satisfaction amongst male teachers by creating a support system where male teachers feel they are recognised (See Chapter 2.4.10, 5.4.3.3, 5.4.5.2, 5.4.7.1 5.4.8, 5.4.8.1, 5.4.8.2, 5.4.9.1 & Table 4.10, 4.11 & 4.13). The researcher recommends that principals promote this type of recognition by being a role model or a mentor to male teachers at their school, not only to young teachers, but also to experienced teachers. Principals need to set the pace for their male teachers in order to maintain an effective workforce that is satisfied in their work environment.

### **6.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Job satisfaction amongst South African teachers needs urgent attention because of the constant changes in the South African education system and increasing concerns amongst educational managers regarding the low retention rate of teachers. Therefore, it will be of interest to investigate the following areas regarding the job satisfaction of teachers:

- The importance of a school principal as a facilitator in improving job satisfaction amongst teachers. Principals have the ability to present their staff with different opportunities that may influence the way they feel towards their school and the profession.
- The impact the job satisfaction of South African teachers has on the academic performance of learners in their classrooms. The poor academic performance of learners in South African schools needs to be addressed and if the study finds that learners perform better in the classrooms of teachers who experience job satisfaction then it is important to establish a criteria according to which the job satisfaction of teachers can be enhanced.

- A comparative study between the job satisfaction of male and female teachers in order to identify whether certain factors have the same impact on their satisfaction in the school environment.
- The impact that the personal lives of teachers have on their job satisfaction in the school environment.

## 6.6 CONCLUSION

The purpose of this study was to investigate which support strategies given by principals may enhance job satisfaction amongst male teachers in the Ehlanzeni school district of Mpumalanga. The study revealed that several determining factors could be utilised by principals to develop strategies in order to promote the satisfaction of male teachers in their school. These include: implementing a mentorship programme, effective communication, rotating responsibilities between male teachers, delegating leadership responsibilities, providing developmental opportunities, providing guidance to male teachers, workload distribution, supporting male teachers in managing workload, participating in decision-making, principal involvement, recognition of male teachers, involvement in the school environment, interaction of male teachers, supporting male teachers, and being a role model and a mentor.

It is therefore crucial for principals to identify support strategies that will help to improve job satisfaction amongst male teachers.

Participants in the study supported the need for study regarding the topic of job satisfaction amongst teachers in South African schools. Participant P9, a rural primary school teacher (Interview 9, line 396), stated,

*a male teacher in education is the guy whose heart and soul, who's whole life is usually into what he's doing. I think that's what's important to him. The feeling of a male teacher, they are, they are usually the positive guys and those are the guys that you must look after, that you must nurture.*

In the light of the above statement, this study calls for principals to support their male teachers so that they can release their potential in the performance of their tasks to develop our learners as future leaders for our country, South Africa.

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**APPENDIX 2: ETHICAL CLEARANCE FORM****COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE**

15 April 2015

Ref#: 2015/04/15/50056565/08/MC Student #: Mr JP Hugo Student number#: 50056565
---

Dear Mr Hugo,

**Decision: Approved****Researcher**

Mr JP Hugo  
 P O Box 5336  
 Barbeton  
 1300  
[jp\\_hugo@hotmail.com](mailto:jp_hugo@hotmail.com)  
 +2782 576 5579

**Supervisor**

Dr Triegaardt  
 College of Educational Leadership and Management  
 +971509358078  
[P.triegaardt@hotmail.com](mailto:P.triegaardt@hotmail.com)

**Proposal:** Support strategies by principals to enhance job satisfaction amongst male teachers in schools in the Ehlonzeni School District, Mpumalanga

**Qualification:** M Ed in Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

**For full approval:** The application was reviewed in compliance with the Unisa Policy on Research Ethics by the CEDU ERC on 15 April 2015.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should



University of South Africa  
 Pretoria Street, Maitland, A. Edoo, City of Johannesburg  
 201 Box 591, UNISA, Durban, South Africa  
 Telephone: +27 12 429 3111 Fax: +27 12 429 4140  
[www.unisa.ac.za](http://www.unisa.ac.za)

be communicated in writing to the College of Education Ethics Review Committee.  
An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

*Note:*  
The reference number (top right corner of this communiqué) should be clearly indicated on all forms of communication (e.g. Webmail, E-mail messages, letters) with the intended research participants, as well as with the College of Education RERC.

Kind regards,

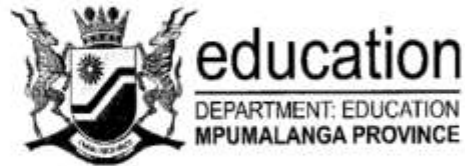
  
**Dr M Claassen**  
**CHAIRPERSON: CEDU ERC**

[mcclto@netactive.co.za](mailto:mcclto@netactive.co.za)

  
**Prof VI McKay**  
**ACTING EXECUTIVE DEAN**



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**APPENDIX 3: MPUMALANGA DEPARTMENT OF EDUCATION CONSENT FORM****APPROVAL TO CONDUCT RESEARCH FOR MR J.P. HUGO:  
MED**

Private Bag X 11341  
Nelspruit 1200  
Government Boulevard  
Riverside Park  
Building 5  
Mpumalanga Province  
Republic of South Africa

*Litiko leTomkhondo Umtyango weFundo Department van Onderwys Umtyango wezeMfundo*  
Enquiries: H.A. Balyi (013) 706 5476

Mr J.P Hugo  
P O Box 5336  
Barberton  
South Africa

1300

**RE: APPLICATION TO CONDUCT RESEARCH: MR J.P HUGO**

Your application to conduct research was received on 28 October 2014. The title of your study is: "Support strategies by principals to enhance job satisfaction amongst male teachers in the Ehlanzeni School District, Mpumalanga." The research aims, questions and the overall design of your study give an impression that the outcomes of the study will be useful and valuable in enhancing job satisfaction among male teachers, further it will assist principals in developing ways to keep male educators in schools. Your request is approved subject to you observing the content of the departmental research manual which is attached. You are required to discuss with the principals of the sampled schools regarding the approach to your observation and data collection as no disruption of tuition will be allowed. You are also requested to adhere to your University's research ethics as spelt out in your research ethics document.

In terms of the attached manual (2.2. bullet number 4 & 6) data or any research activity can only be conducted after school hours as per appointment. You are also requested to share your findings with the department so that we may consider implementing your findings if that will be in the best interest of the department.

Sisonke Sifundzisa Sive



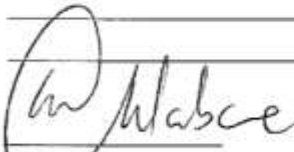


**APPROVAL TO CONDUCT RESEARCH FOR MR J.P. HUGO:  
MED**

For more information kindly liaise with the department's research unit @ 013 766 5476 or [a.baloyi@education.mpu.gov.za](mailto:a.baloyi@education.mpu.gov.za). The department wishes you well in this important project and pledges to give you the necessary support you may need.

~~APPROVED/NOT APPROVED:~~

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



MRS MOC MHLABANE  
HEAD OF DEPARTMENT

03.11.14  
DATE

**APPENDIX 4: LIKERT-SCALE QUESTIONNAIRE**

	<b>JP Hugo</b> PoBox: 5336 Barberton 1300	<b>Tel: 082 576 5579</b> <b>E-mail: jp_hugo@hotmail.com</b>
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**A questionnaire on factors affecting job satisfaction amongst male teachers in the Ehlanzeni school district, Mpumalanga**

Dear respondent

This questionnaire forms part of my master's research entitled: Support strategies by school principals to enhance job satisfaction amongst male teachers in schools in the Ehlanzeni school district, Mpumalanga, for the degree of M Ed at the University of South Africa under guidance of Dr PK Triegaardt. You have been selected by a purposive sampling strategy from the population of 200 male teachers in the Ehlanzeni school district. Hence, I invite you to take part in this survey. The aim of this study is to investigate factors affecting job satisfaction amongst male teachers. The findings of the study will benefit principals and teachers experiencing job dissatisfaction.

You are kindly requested to complete this survey questionnaire, comprising two sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately twenty minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etcetera. will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Mpumalanga Department of Education and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are:

E-mail: jp\_hugo@hotmail.com

Cell phone nr: 082 576 5579.

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to your principal.

Yours sincerely

JP Hugo 

**QUESTIONNAIRE****SECTION A**

**Instructions for completion of questionnaire:**

**Please read the question carefully and circle the response that best represents your answer.**

- |  |                       |     |
|--|-----------------------|-----|
| A1. Years of teaching experience         | 1 - 5 years           | = 1 |
|  | 6 - 10 years          | = 2 |
|  | 11 - 20 years         | = 3 |
|  | 21 - 30 years         | = 4 |
|  | 30 or more            | = 5 |
| A2. Highest academic qualification       | Matric certificate    | = 1 |
|  | Education diploma     | = 2 |
|  | BEd degree            | = 3 |
|  | Honours degree        | = 4 |
|  | Master degree         | = 5 |
| A3. Position in school                   | Student teacher       | = 1 |
|  | Class teacher         | = 2 |
|  | Head of department    | = 3 |
|  | Deputy Principal      | = 4 |
|  | Principal             | = 5 |
| A4. Number of learners in your school    | Less than 200         | = 1 |
|  | 200 – 500             | = 2 |
|  | 500 – 700             | = 3 |
|  | 700 – 1000            | = 4 |
|  | More than 1000        | = 5 |
| A5. Number of learners in your class     | I do not have a class | = 1 |
|  | 1 – 20                | = 2 |
|  | 21 – 30               | = 3 |
|  | 31 – 40               | = 4 |
|  | 41 – more             | = 5 |
| A6. Geographical location of your school | Rural area            | = 1 |
|  | Urban area            | = 2 |
| A7. Type of school                       | Primary school        | = 1 |
|  | High school           | = 2 |
|  | Combined school       | = 3 |

**SECTION B**

Choose the number that describes your opinion. The numbers have the following meaning:

**Strongly disagree** = 1

**Disagree** = 2

**Moderate disagree** = 3

**Moderate agree** = 4

**Agree** = 5

**Strongly agree** = 6

B1. I have considered leaving the education system

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
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B2. I have considered leaving my school because I experience low job satisfaction

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
--------------------------	----------	----------	----------	----------	----------	----------	-----------------------

B3. I am satisfied with the support that I receive from my principal

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
--------------------------	----------	----------	----------	----------	----------	----------	-----------------------

B4. The administration overload I experience in my work environment cause me to feel demotivated

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
--------------------------	----------	----------	----------	----------	----------	----------	-----------------------

B5. The discipline of learners has no impact on the level of job satisfaction that I experience

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
--------------------------	----------	----------	----------	----------	----------	----------	-----------------------

B6. The increasing pressure as a result of the performance of South African schools has an impact on my motivation

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
--------------------------	----------	----------	----------	----------	----------	----------	-----------------------

B7. Communication between teachers and principals is essential in enhancing job satisfaction among educators

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
--------------------------	----------	----------	----------	----------	----------	----------	-----------------------

B8. Effective principals serve as mentors for teachers

<b>Strongly disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Strongly agree</b>
--------------------------	----------	----------	----------	----------	----------	----------	-----------------------

B9. The learning environment of a school depends only on teachers and not principals

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B10. It is important that principals identify ways to support their staff in order to promote job satisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B11. Teachers leave the education system because they experience low levels of job satisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B12. Job satisfaction has strong ties to the performance of teachers

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B13. There is a definite correlation between the commitment that teachers show towards their work environment and job satisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B14. It is important to identify influential factors within a school to keep teachers loyal to their school

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B15. The principal of a school plays the key role in promoting job satisfaction among male educators

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B16. Open communication between management and teachers will encourage a positive atmosphere in the workplace

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B17. Teachers are vital for the success of a countries education system

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B18. Teachers who are satisfied in their work will tend to stay committed to their school

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B19. Educational managers must create a pleasurable climate where teachers can experience a positive emotional response towards the school

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B20. Principals need to be made aware of the frustrations that teachers experience

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B21. Job satisfaction is essential for the continuing growth of educational systems

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B22. The feelings that a person has towards their work environment will have a definite effect on their performance

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B23. Teachers enter the profession because the education system can provide them with a stable job

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B24. The amount of workload teachers are dealing with today has a negative impact on their job satisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B25. The development of teachers' knowledge before implementing a curriculum is important for the success of the curriculum

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B26. Teachers are becoming more distressed about behaviour problems of learners

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B27. Disciplinary problems have become a source of inappropriate behaviour that disrupts learning

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B28. Teachers should be exposed to methods of maintaining discipline in order to enhance learner behaviour in schools

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B29. Low socioeconomic status has a negative effect on learner academic performance

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B30. A pleasant school environment may have an influence on learner academic performance

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B31. Teacher empowerment can be one of the factors that influence job satisfaction in an educational setting

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B32. By sharing the responsibility of decision-making will encourage teachers to address educational problems

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B33. Management who make decisions on their own will have a negative impact on the job satisfaction of teachers

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B34. Communication is one of the strategies that principals should focus on to enhance job satisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B35. Feedback and recognition from principals can have a positive effect on a teacher's job satisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B36. The relationship between a principal and his or her staff has a definite influence on the job satisfaction of teachers

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B37. The relationship between an individual and their co-workers has an underlining impact on their overall job satisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B38. Teachers who experience stress in their work environment will indicate that they are dissatisfied in their job

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B39. Teachers who experienced burnout will be more dissatisfied in their job and this causes them to be less enthusiastic when it comes to teaching

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------

B40. Absenteeism among teachers tends to be the result of job dissatisfaction

Strongly disagree	1	2	3	4	5	6	Strongly agree
-------------------	---	---	---	---	---	---	----------------


PS. Please place your questionnaire in the envelope provided.

Thank you for your participation and co-operation in completing this  
questionnaire

**APPENDIX 5: PRINCIPAL CONSENT FORM**

	<p>JP Hugo PoBox: 5336 Barberton 1300</p>	<p>Tel: 082 576 5579 E-mail: jp_hugo@hotmail.com</p>
<b>School Principal Consent Form</b>		
Dear Sir		
<p>This letter is an invitation to consider participating in a study I, Jean-Pierre Hugo, am conducting as part of my research as a master's student entitled: Support strategies by school principals to enhance job satisfaction among male teachers in schools in the Ehlanzeni school district, Mpumalanga, at the University of South Africa. Permission for the study has been given by Mpumalanga Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.</p>		
<p>I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of job satisfaction in education is substantial and well documented. In this interview I would like to have your views and opinions on this topic. This information can be used to improve job satisfaction amongst male teachers.</p>		
<p>Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences. With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.</p>		
<p>If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 082 576 5579 or by e-mail at jp_hugo@hotmail.com. I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.</p>		
Yours sincerely		
		
JP Hugo	<u>15 March 2015</u>	Date





**JP Hugo**  
**PoBox: 5336**  
**Barberton**  
**1300**

**Tel: 082 576 5579**  
**E-mail: jp\_hugo@hotmail.com**

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**CONSENT FORM**

I have read the information presented in the information letter about the study: Support strategies by school principals to enhance job satisfaction among male teachers in schools in the Ehlanzeni school district, Mpumalanga. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

\_\_\_\_\_

**Participant's Name (Please print)** \_\_\_\_\_  
**Participant Signature**

**Date:** \_\_\_\_\_

\_\_\_\_\_

**Researcher Name: (Please print)** \_\_\_\_\_  
**Researcher Signature:**

**Date:** \_\_\_\_\_

**APPENDIX 6: STRUCTURED INTERVIEW SCHEDULE****QUESTIONS ON DEMOGRAPHIC INFORMATION FOR PRINCIPALS**

The intention of this questionnaire is to acquire geographical information on the participants, pertinent to the research topic: **Support strategies by principals to enhance job satisfaction amongst male teachers in the Ehlanzeni school district, Mpumalanga**

The information will be used for research purposes only, and will be treated anonymously and privately at all times.

Please answer the following questions in the space provided.

The questionnaire is completed anonymously and will take approximately 10 minutes of your time.

1.	What is your age?	
2.	What is your gender?	
3.	How many years have you been a teacher?	
4.	How many years experience do you have as a principal?	
5.	Do you work at an urban or a rural school?	
6.	To which ethnic group do you belong? African, White, Indian or Coloured	
7.	What is the highest qualification you hold?	
8.	How many male teachers are at your school?	

### INTERVIEW SCHEDULE FOR PRINCIPALS

#### **Support strategies by principals to enhance job satisfaction amongst male teachers in the Ehlanzeni school district, Mpumalanga**

- ✓ My research as a master's student is entitled: Support strategies by school principals to enhance job satisfaction among male teachers in schools in the Ehlanzeni school district, Mpumalanga.
- ✓ Your participation in this study is very important and can help to better the education system.
- ✓ There is no right or wrong answer; your personal opinion is the only correct answer.
- ✓ You may decline to answer any of the interview questions if you so wish and you are more than welcome to ask me to repeat any question that you did not understand.
- ✓ There may be instances where I could ask you to give more detail about your answer or I can ask another question about your answer.
- ✓ Please make sure to talk slowly and clearly.
- ✓ The interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. All information you provide is considered completely confidential.
- ✓ Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report.
- ✓ A report will be sent to you after the completion of the study.

**Question 1**

In your own words, explain the term "leadership".

**Question 2**

How would you best define job satisfaction?

**Question 3**

How would you describe the level of job satisfaction that male teachers experience in your school?

**Question 4**

Can you identify the four most common factors that influence the job satisfaction amongst male teachers in the school environment itself?

**Question 5**

Why do you think these are the most common factors that influence job satisfaction?

**Question 6**

What do you think will happen if male teachers do not experience job satisfaction?

**Question 7**

Male teachers will become dissatisfied in their work environment if they do not receive ample opportunities for professional development. Do you support this statement?

**Question 8**

What can you as a principal do to develop the skills of your male teachers at your school?

**Question 9**

Please answer true or false to the following statement. "Teachers who do not experience any form of collaboration and team work within their school will experience job dissatisfaction".

**Question 10**

How do you as a principal enable male teachers to become involved in leadership participation in your school?

**Question 11**

Do you think by involving male teachers in more forms of leadership roles within the school will improve their level of job satisfaction? Why?

**Question 12**

In schools where there are no form of support systems implemented by principals, will cause male teachers to become dissatisfied in their work environment. Do you agree with this statement?

**Question 13**

What type of support strategies have you as a principal implemented in your school?

**Question 14**

Do you agree with the statement that when male teachers experience excessive workloads that they will become dissatisfied?

**Question 15**

How do you as principal help teachers in your school manage their workload?

**Question 16**

Would you agree that when male teachers are not happy with the type of leadership style of their principal that they would become dissatisfied within their work environment?

**Question 17**

What type of leadership qualities do you as a principal possess that you know works for promoting job satisfaction amongst male teachers?

**Question 18**

Please answer yes or no to the following statement. Poor learner behaviour is a known factor that causes job dissatisfaction amongst male teachers.

**Question 19**

What type of strategies have you as a principal implemented to promote and manage proper learner behavior?

**Question 20**

Would you agree that the way male teachers experience their work, serves as a factor that has an impact on their job satisfaction?

**Question 21**

How do you as a principal influence the work experience of male teachers positively?

**Question 22**

Emotional distress amongst male teachers will cause them to become less satisfied in their work. Do you support this statement? Only answer yes or no.

**Question 23**

What do you as a principal do to lighten the amount of stressful situations that male teachers have to deal with?

**Question 24**

Do you think that the feeling a male teachers have towards teaching will have an effect on their satisfaction? Please answer yes or no.

**Question 25**

What do you as a principal do to positively influence the way male teachers feel towards their profession?

**Thank you for your time and willingness to participate in this study.**

**NAME OF AUDIO** : **Interview 1**  
**DATE OF AUDIO** : **19/05/2015**  
**LENGTH OF AUDIO** : **21:33**  
**TRANSCRIBER NAME** : **JULIA MARTINELLI**  
**TRANSCRIPTION LEGEND** : **RESEARCHER R**  
: **INTERVIEWEE I**

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R My research as a Masters student is entitled support strategies by school principals to enhance job satisfaction amongst male teachers in the Ntlanzini School district Mpumalanga. Your participation in this survey is very important and can help to better the education system. There is no right or wrong answer, your personal opinion is the only correct answer. You may decline to answer any of the interview questions if you so wish and you are more than welcome to ask me to repeat any question that you did not understand. This may be, askies, oh sorry, this may be instances where I, there may be instances where I could ask you to give more detail about your anser or I can ask you another question about your answer. Please make sure to talk slowly and clearly. This interview will be audio recorded to facilitate collection of accurate information and later transcribed of analysis. All information you provide is considered completely confidential. Your name will not appear in any publication regarding, resulting from this study and identifying information will be omitted from this report. A report will be sent to you after the completion of the study.

I Hmm.

R Okay. The first question, in your own words, explain the term leadership.

I Okay to be a leader means you have to walk in front and to lead by example but the most important thing about being a leader is being able to serve and you must therefore serve your educators by educating them to become leaders themselves and to give them an opportunity to become leaders and to lead certain projects or to obtain leadership positions in the school.

R Okay. Question 2, how would you best define job satisfaction?

I Job satisfaction has very little to do with monetary terms, in other words your job satisfaction should be by what is achieved at your school for the best of the school and for the best of the learners and in the case of your teachers whatever you do must be the best for your



teachers and if you can see that your teachers are happy to teach at your school then you know that that provides job satisfaction. It also, my job satisfaction to be able to serve my educators, learners and the community.

R Question 3, how would you describe the Level of job satisfaction that male teacher experience in your school?

I In the school I believe the male teacher that are in leadership positions have a reasonable job satisfaction because I do try and give them an opportunity to lead. I also try to give them an opportunity to achieve on their own with my guidance. So I would consider it as quite reasonable. In general though in education in overall, I think that teachers, the male teacher's job satisfaction might be a little less because opportunities for them to be developed and opportunities for them to get leadership positions have become quite scarce.

R Question 4, can you identify the four most common factors that influence the job satisfaction amongst male teachers in the school environment itself?

I I would say opportunities to either lead or to express themselves at schools if teachers are not getting the opportunity to be able to be themselves. Also another one is the ability of a teacher to, to get promoted. There must be promotion opportunities and if there are none then that would definitely influence the job satisfaction. Also a common factor that would influence the job satisfaction is that sometimes your male teachers are almost over used because they have to do a lot of things in the school that ladies wouldn't be able to do and as there are fewer of them it has a huge influence on them. And then fourthly all males would like to climb the ladder of success at school and if the opportunities are not available, then they will struggle and they will try and find a job elsewhere.

R Question 5, why do you think these are the most common factors that influence job satisfaction?

I Because those are the things that your young teachers should be aspiring to. Self-expression, guidance from your seniors, the ability of them to recognize the fact that you as a young male teacher do have certain ideas and other, other ways of thinking that may not necessarily fall in with the old adage of saying things have always been done that way, therefore they are very common so if you can't, if you are not allowed to express all of these in your career then you are not going to have job satisfaction, you are going to be very frustrated.

- R Question 6, what do you think will happen if male teachers do not experience job satisfaction?
- I A few things can happen, one, your male with real get and go will go somewhere else to find the job satisfaction, he will look for it. Other educators, the male educators, that maybe do not have the same drive, might stay there at your school but they are not going to be effective teachers, they will always be mediocre and they will never do their best because they will always feel that they are not really valued at their worth and the third one that can happen is that teachers would be lost to education. Because they will simply find a job in another sector of work.
- R Question 7, male teachers will become dissatisfied in their work environment. If they do not receive ample opportunities for professional development. Do you support this statement?
- I I agree fully with the statement, seeing as anybody in the work situation should look to develop themselves professionally and if they don't have those opportunities they are either going to go and find them somewhere else or you will lose them for education.
- R Question 8, what can you as a principal do to develop the skills of your male teachers at your school?
- I As a principal, you should not just do the leading, you should also provide opportunities for your teachers to develop, give them opportunities to study, give them opportunities to take leadership roles in the school whether it is as a sport organizer or in a subject and you should be able to give them time to get involved in activities to do with the school, extracurricular as well as curricular and co-curricular. So your educators must be allowed to, or male teachers must be allowed to develop. If you just keep on taking opportunities or skills away from them you are going to sit with mediocre dissatisfied educators.
- R Question 9, please answer true or false to the following statement. Teachers who do not experience any form of collaboration and teamwork within their school will experience job dissatisfaction.
- I Very true if you do not have collaboration or teamwork, there cannot be job satisfaction because you will feel that everything that you do is either you do it on your own or you will feel that you do not have the opportunity to develop or to express yourself in your work.
- R Okay follow up question 10, how do you ...[intervened].

- I Oh sorry I just want to, teachers who do not experience collaboration will experience, ja, ja okay.
- R Question 10, how do you as a principal enable male teachers to become involved in leadership participation in your school?
- I The first thing you need to do is to give them opportunities, in other words if there are positions such as subject heads, sport organizers, cultural organizers, on all terrains, you must be able to give them some form of expression and they must take the leading role. The other thing is not to look over their shoulders the whole time but to trust them and to let them understand that you do trust them but that they are welcome to come and speak to you, get advice and they must be confident in the sense that you will accept their decisions whether they always one hundred percent the way things, the way you think should be or not, teachers will only develop if they are allowed to make mistakes and learn from it, the whole idea is not to criticize but to develop the whole time.
- R Question 11, do you think by involving male teachers in more forms of leadership roles within the school will improve the level of job satisfaction and why?
- I It will definitely improve their job satisfaction if the teacher is able to assume leadership roles. Everybody's abilities are not the same, and therefore one must take this into account, when dealing with your male teachers but still any form of leadership role that you can create for a person or give them the opportunity to, will improve job satisfaction, especially if they can achieve things successfully or know that you really have confidence in their abilities to lead.
- R Question 12, in schools where, where there are no form of support systems implemented by principals, will it cause male teachers to become dissatisfied in their work environment. Do you agree with this statement?
- I I agree because if a teacher feels isolated even though they have been given a leadership role, then at the end of the day if they feel that they are not supported they will not be able to give their best, they will never know whether they are correct or not or even on the worst side they will always feel that they have to make certain decisions but they are not supported by you as a principal, so yes, very important. A support system must be there, it enables the young leaders or the young males to develop otherwise it would just be, they would just stagnate in their positions where they are and they will never know whether they are on the right track.

R Question 13, what type of support strategies have you as a principal implemented in your school?

I Apart from giving teachers the opportunities, they are at all times welcome to come and discuss whatever they are busy with, with me as a principal, I will be able to give advice, they are welcome to differ from me, I welcome debate about an issue if they do not agree with what I feel. And at the end of the day I feel that there is an exchange of information, so yes, giving opportunities will not be enough, you also have to give them the, the teacher the opportunity to come and talk to you and to discuss whatever they are busy with.

R Question 14, do you agree with the statement that when male teachers experience excessive workloads, that they will become dissatisfied?

I Absolutely, you can only load so much work on one person. Everybody gets tired at one stage of their lives and by just carrying on loading your teachers especially if they are very effective, giving them extra work continually and then eventually they will become burned out and that of course is detrimental to their development and also detrimental to the whole school situation, so you need to manage their situation.

R Okay question 15, how do you as a principal help teachers in your school manage their workload?

I As far as possible you try to accommodate the teachers if they are telling you as well or you see that they are struggling, then you have to discuss with them, you have to move their workload, distribute it more equally, it is very important that right from the word go you have to try and see that everybody carries an equal workload obviously in leadership positions some people will do a little bit more, but still you need to know your teachers as well, you see that they are struggling you must be willing to go and discuss it with them, help them with it or even appoint somebody else with them to help them with their workload. If a teacher cannot cope at all, then you should also have enough ability as a leader to discuss this with the educator and see where you can help.

R Okay question 16, would you agree that when male teachers are not happy with the type of leadership style of their principal, that they would become dissatisfied in their work environment?

I They would very likely become dissatisfied because the whole idea of leadership as I have said earlier, also has to do with the matter of serving and you as the principal have to be there with your teachers.

They have to do everything on their own and you are the type of leaders that is going to criticize them the whole time, or just wish to enforce your own viewpoint on everything, then they will very quickly become dissatisfied because they will feel that they have no real input and they also don't really have an opportunity to develop as leaders. They should be able to do their own thing as well within obviously the ethos of the school and the guidelines, but they should be allowed to develop properly as well.

R Question 17, what type of leadership qualities do you as a principal possess that you know works for promoting job satisfaction amongst male teachers?

I Okay, I am a person that can be approached, I am not unapproachable, I am willing to listen to my young educators, especially amongst the leaders as well, I am willing to listen to new ideas. I welcome new ideas and I welcome ideas from young people, they have a new viewpoint. We as, as leaders can easily stagnate and fall into the old trap but things have always worked well by change. I welcome change, I am not scared of change and I have a good ability in communicating with my young educators.

R Question 18, please answer yes or no to the following statement. Poor learner behaviour is a known factor that causes job dissatisfaction amongst male teachers?

I Dissatisfaction, yes it could be because obviously if the learners are not well behaved then you will not enjoy your job, that for that matter will not just be amongst male teachers but amongst all teachers. One needs to take all factors into account and put strategies in place to help the teachers to improve the learner behavior as well. Improving learner behavior is a team effort that will have to go through the school otherwise it will not be effective and your teachers will definitely not have job satisfaction.

R Question 19, what type of strategies have you as a principal implemented to promote and manage proper learner behavior?

I The most important strategy that I have implemented is a strategy of positive and negative reinforcement in the school where negative behaviour is not rewarded and positive behavior is, and involvement of parents, involvement of your educators, involvement of the learner themselves, giving them an opportunity to improve, giving them opportunities to know why things are not correct, in other words implementing the value system in the school and trying to get teachers of course to buy into it and of course your parents and learners as well.

At the end of the day if you look at whether the strategies are doing better or not you should measure your number of children involved for example in disciplinary matters, if you look at it percentage wise, then considering that we are looking at a maximum of let's say 20 learners a year, for a school of 1100 learners, then we are talking about a little over a percent of children having a negative influence at the school. So if you look in the big picture it does work with the strategies that you have, that I have implemented.

R Question 20, would you agree that the way male teachers experience their work serves as a factor that has an impact on their job satisfaction?

I Yes I do agree, because if a male teacher experience their work negatively, then that negativity would come through in the classroom, in the productivity as educators in the school and definitely also on the, the image that they will carry to the outside about the school and its learners.

R Question 21, how do you as a principal influence the work experience of male teachers positively?

I By being a positive role model, by being involved with them, by giving them opportunities and by supporting them.

R Question 22, emotional distress amongst male teachers will cause them to become less satisfied in their work, do you support this statement, only answer yes or no?

I Yes. I support the statement.

R Question 23, what do you as a principal do to heighten the amount of stressful situations that male teachers have to deal with.

I Give opportunities for positive fraternization and discussion and less formal get together supporting those, especially as you can deal with your male teachers on a totally different level and allow them also to speak their minds and support them in their ideas and if they have a problem listen to them and try and support them as far as you possibly can.

R Question 24, do you think that the feeling a male teacher have towards teaching will have an effect on their satisfaction? Please answer yes or no?

I Yes a positive teacher will have the positive educate in the class and will have success with their learners. Learners definitely feel what a

teacher is doing in a class. If a teacher is not positive you will not have positive learners either, so the answer is yes.

R Question 25, final question. What do you as a principle do to positively influence the way male teachers feel towards the profession?

I To provide them with lots of opportunities, to give them a shoulder to lean on, to know that you always back them, to help them develop in their profession and to be an example to them at all times.

R I want to thank principal 1 of school 1 for his time and willingness to participate in this study. Thank you.

RECORDING ENDED

**NAME OF AUDIO** : **INTERVIEW 11**  
**DATE OF AUDIO** : **04/06/2015**  
**LENGTH OF AUDIO** : **21:08**  
**TRANSCRIBER NAME** : **JULIA MARTINELLI**  
**TRANSCRIPTION LEGEND** : **RESEARCHER R**  
: **INTERVIEWEE I**

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R My research as a Masters student is entitled "Support strategies by school principals to enhance job satisfaction amongst male teachers in the Ehlanzeni school district, Mpumalanga." Your participation in this study is very important and can help better the education system. There's no right or wrong answer, your personal opinion is the only correct answer. You may decline to answer any of the interview questions if you so wish, and are more than welcome to ask me to repeat any of the questions. There may be instances where I could ask you to give more detail about your answer, or ask another question about your answer. Please make sure to talk slowly and clearly. The interview will be audio-recorded, to facilitate collaboration, correct information and later transcribe for analysis. All the information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study, and identifying information will be omitted from the report. A report will be sent to you after completion of this study. Question one – In your own words, explain the term "leadership".

I Leadership is, in short, to guide, to steer people or your personnel somewhere without making reference from any book, or any other person. Making an initiative and being pro-active. That is more about leadership. Thanks.

R Question two – How would you best define job satisfaction?

I Job satisfaction has to do with satisfying the needs of your institution, and satisfying or being satisfied by the department you are serving, or the company you are serving. It is in two ways. Satisfying your own needs by the company, and you in return, satisfying the needs of the company, or the institution.



- R Okay. Question three – How would you describe the level of job satisfaction that the male teachers experience in your school?
- I Male teachers, they do their job highly effectively, by making sure that as males, they give support to the school, they give support to the female teachers, they make sure that they satisfy all the needs of the learners, and all the other stakeholders as male teachers, as we know that males are leaders in most of the institutions and even at home. Thanks.
- R Okay, so you would basically say that the level of satisfaction is good here?
- I It's good.
- R Mm.
- I Mm.
- R Okay. Question four – Can you identify the four most common factors that influence the job satisfaction amongst male teachers in the school environment?
- I The school building, the materials, learning, teaching, learning materials that we are supplied with, the parent/teacher communication or contact, and as well as the support we get from the stakeholders, the SUB. In short I would say, teachers, male teachers are highly satisfied about their job.
- R Okay.
- I Thanks.
- R Question five – Why do you think these are the most common factors that influence job satisfaction? Those four things that you just made?
- I Because they play a vital role in their day-to-day communication situation with the learners, with the school, and with the environment at large. And that they will have to build, as male teachers they must bring feedback and show that they are actually doing a satisfying job in a very high level and effectiveness.
- R Ja, okay. Question six – What do you think will happen if male teachers do not experience job satisfaction?

- I The production will be low. And you know that the production we are referring to, it is the performance of the learners. And also the attendance on the part of the staff will be in question. And everyone in the institution will not give his or her best, when it comes to their job description, because there is no job dissatisfaction. Thanks.
- R Question seven, this is a usual "no" question.
- I Okay.
- R Male teachers will become dissatisfied in their work environment, if they do not receive ample opportunities for professional development. Do you support this statement?
- I True.
- R Great. Question eight – What can you, as a principal, do, to develop the skills of your male teachers at your school?
- I I will involve them in teacher development programmes. I can also encourage them to take skills development, which is supported by the department of education. I can also do school-based development, after identifying the areas for development from each individual teacher. That is the best thing I can do.
- R Okay.
- I Thanks.
- R Question nine – Please answer true or false to the following statement – Teachers who do not experience any form of collaboration and teamwork within their school, will experience job dissatisfaction.
- I True.
- R Question ten – How do you, as a principal, enable male teachers to become involved in leadership participation in your school?
- I I encourage them, and [inaudible] them in various committees, to take leadership. And as they are leading those committees, they are empowered, truly empowered. They only bring feedback. Where necessary, I intervene as a principal, because I think I have better leadership experience than them. So when I intervene, I also develop them, develop their leadership skills. Thanks.

- R Question eleven – Do you think by involving male teachers in more forms of leadership roles within the school, will improve their level of job satisfaction, and why?
- I I think it is true that it can, involving them in more forms of leadership roles within the school, will improve their level of job satisfaction, in the manner that they will feel part of the decision that has been taken. They will feel they own everything, and that they will support the vision and mission of the institution fairly well, because they know where to start, and where to go. They also have the vision. They also support, they have and they support the vision and mission of the school. That is why I am saying, they can, this can improve the level, their level of job satisfaction. Thanks.
- R Okay. Question twelve – This is a yes or no statement again. In schools where there are no form of support systems implemented by principals, will cause male teachers to become dissatisfied in their work environment. Do you support this statement?
- I Yes.
- R Question thirteen – What type of support strategies have you as a principal, implemented in your school?
- I The support strategies that I implemented, is to give them duties to perform. And as I give them duties to perform, they have to bring, to submit, the strategies they're going to apply, in performing those duties as leaders. And as they bring those strategies, I want to see them implementing those strategies. And as they implement the strategies, in one way or the other, it's a strategy to me to give them the leadership, the leadership in various committees, so that they can actually manage to showcase their skills, leadership skills. Thanks.
- R Question fourteen – This is another yes or no. Do you agree with the statement that when male teachers experience excessive workloads, that they will become dissatisfied?
- I True.
- R Question fifteen – How do you as a principal, help teachers in your school manage their workloads?

- I I make them to be able, in order to be able to manage their workload, they must have plans. They must plan. And as they plan, in their plan they must indicate the duty to be performed, and who is going to perform that duty, when to start performing the duty, and when are they anticipating, do they anticipate to have finished the job, which is the timeframe. As long as they manage that, that they perform this duty from this date up to this date, and they stick to it, that on its own will help them to manage their job.
- R Okay. Question sixteen – This is another yes or no. Would you agree that when male teachers are not happy with the type of leadership style of their principal, that they will become dissatisfied within their work environment?
- I It's true.
- R Question seventeen – What type of leadership qualities do you, as a principal, possess, that you know works for promoting job satisfaction amongst male teachers?
- I Leadership style? Leadership qualities? Are you referring to leadership style?
- R Ja, basically, what do you as a principal, have – example, I'm an effective communicator, understand - that helps promote the job satisfaction of male teachers? Things that you as a person have, that can help?
- I Okay. Number one, I am free to everyone, that they can communicate with me, with anything, so that they are able, I must know that this one has got this challenge, and this one has got this idea. Then number two, I also give them ample times to communicate with me, and I do communicate with them effectively, so, so that everyone will get to know what is happening in the environment of their school, within their school, and will be taken onboard, and be part of, not only know and be part of, actually I'm trying to develop teamwork and team spirit. So in that fashion, the, all the personnel within the school, every individual person, is able to communicate with me, whether it's a challenge, or an idea. I get to know everybody's challenge, I get to know everybody's idea in that fashion. Thanks.

- R Question eighteen – Please answer yes or no to the following statement: Poor learner behaviour is a known factor that causes job dissatisfaction amongst male teachers.
- I It's true.
- R Question nineteen – What type of support or, excuse me, let me refer, what type of strategies have you as a principal, implemented to promote and manage proper learner behaviour?
- I There is a conduct for learners. We developed a conduct for learners. As I indicated, I indicated that we have committees to promote leadership amongst male teachers and even though it's not only male teachers, amongst teachers within our school. Then we have this SBST, School-Based Support Team ...
- R Yes?
- I ... that supports, actually is dealing with learners with challenges. And we also have disciplinary committees, and the school policy is also playing a role. The conduct of, code of conduct for learners is also playing a role. The RCL we have elected, is also assisting in making sure that the learner behaviour is improved. Thanks.
- R Okay. Question twenty – This is a yes or no question again. Would you agree that the way male teachers experience their work serves as a factor that has an impact on their job satisfaction?
- I True.
- R Question twenty-one – How do you as a principal, influence the work experience of male teachers positively?
- I I always appreciate when they have done well. And even if the teacher did not do well, the first thing I do is to appreciate the good work he's doing. And then gradually we'll get into details of what the teacher didn't do well, and encourage the teacher to do it well. So in that fashion, I think I'm trying to influence teachers to have a positive work, a positive mindset within their work environment. Thanks.

- R Question twenty-two – Emotional distress amongst male teachers will cause them to become less satisfied in their work. Do you support this statement? Only answer yes or no.
- I Emotional distress?
- R Mm.
- I Not emotional stress?
- R No, emotional distress, like stressful situations, and so on.
- I Oh, okay, okay. Yes.
- R Okay. Question twenty-three – What do you as a principal, do, to lighten the amount of stressful situations that male teachers have to deal with?
- I What do you as a principal do to lighten the amount of stressful situations that male teachers have to deal with? We sometimes have this man-on-man discussions about the, what they experience in, during their execution of their jobs, and even their social challenges which they have. And we discuss it openly. I promise and I maintain my promise that it will be kept confidential. I sometimes also invite experts like social workers, such as psychologists, and the people from the well-being, the well-being of other people, to come and help that particular individual teacher, in a separate and private place, where no-one will disturb them. And as they do that, they do it confidentially, so and we kept, we keep that confidentiality, so that everyone will feel free to actually disclose whatever type of a challenge that cause him, that may cause him not to perform well in the institution, and assisting the institution to give a better performance.
- R Okay. Question twenty-four – Do you think that the feeling a male teacher has towards teaching, will have an effect on their, on job satisfaction? Please answer yes or no.
- I Yes.
- R Final question – Question twenty-five – What do you as a principal do to positively influence the way male teachers feel towards their profession?

I As a principal, I always influence them positively, in the way that I, I give them an idea, or I put them, this mentality to them, that this is a noble profession, and as a noble profession, it is highly dignified, and everyone out there recognizes their performance, recognizes the effort they put in the community, in the region, in the province, and national, at national level, in the manner that as they are professional teachers, they must always put their profession first. And respect their profession. And they must also try to develop themselves professionally, so, and they must also know the policies, the policies in relation to their profession, and adhere to those policies, to the policies. Thanks.

R I would like to thank Principal Eleven from School Eleven for participating in this study. Thank you so much.

I Thank you.

**END OF RECORDING**

## APPENDIX 7: TRANSCRIPTION AND TYPING SERVICES



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13 July 2015

To whom it may concern:

I hereby declare that I was responsible for transcribing all audio recordings for the interviews conducted by JP Hugo as part of his research for a Master's degree in Education at UNISA.

**Confidentiality undertaking:**

I, Julia Martinelli agree to hold all information contained in any audio recording relating to this research in confidence. I understand that to violate this agreement would constitute a serious and unethical infringement on the informants' right to privacy.

Sincerely,

**Julia Martinelli**

**Transcription & Typing Services**





**APPENDIX 8: SIMILARITY INDEX REPORT****Similarity index report**

This is to declare that the dissertation of Mr J P Hugo with student number (50056565),

*“SUPPORT STRATEGIES BY PRINCIPALS TO ENHANCE JOB SATISFACTION AMONGST MALE TEACHERS IN THE EHLANZENI SCHOOL DISTRICT, MPUMALANGA”*

had a similarity index report of less than 20%. The University of South Africa uses turnitin.com as tool to determine the similarity index report. It is hereby declared that this dissertation is of an acceptable standard and complies with the norms and guidelines of Ethics at the University of South Africa regarding compilation and plagiarism. The similarity index report for this particular study is on record and available at the College of Education at the University of South Africa.



Dr Paul Karel Triegaardt  
External Supervisor

19 July 2015

## APPENDIX 9: EDITING

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19 July 2015

### TO WHOM IT MAY CONCERN

Herewith I, **Cornelia Geldenhuys (ID 521114 0083 088)** declare that I am a qualified, accredited language practitioner and I have edited the dissertation of the following student:

SURNAME AND INITIALS: **HUGO J.P.**

STUDENT NUMBER: **50056565**

DEGREE: **MASTER OF EDUCATION**

TITLE OF THE DISSERTATION: **SUPPORT STRATEGIES BY PRINCIPALS TO ENHANCE JOB SATISFACTION AMONGST MALE TEACHERS IN SCHOOLS IN THE EHLANZENI SCHOOL DISTRICT, MPUMALANGA**

All changes were indicated by track changes and comments for the student to verify and finalise.



.....  
**C GELDENHUYS**  
**MA (LIN – cum laude), MA (Mus), HED, Postgraduate Dipl, Library Science, UTLM**