FACTORS INFLUENCING THE JOB SATISFACTION OF FEMALE EDUCATORS

by

AVHASELI PHYLLIS SIKHWIVHILU

submitted in partial fulfillment of the requirements for
the degree of

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UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF. S. SCHULZE

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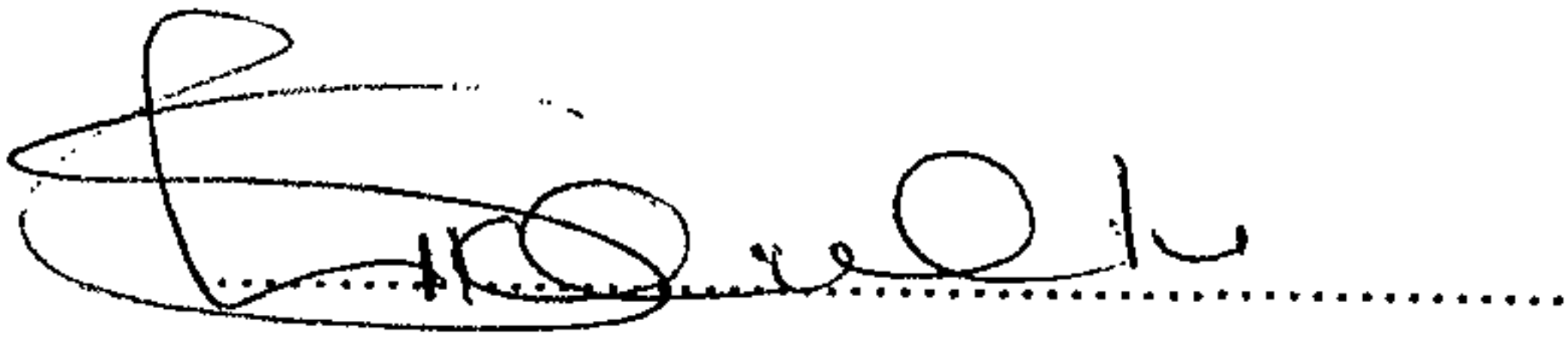UNIVERSITY OF SOUTH AFRICA

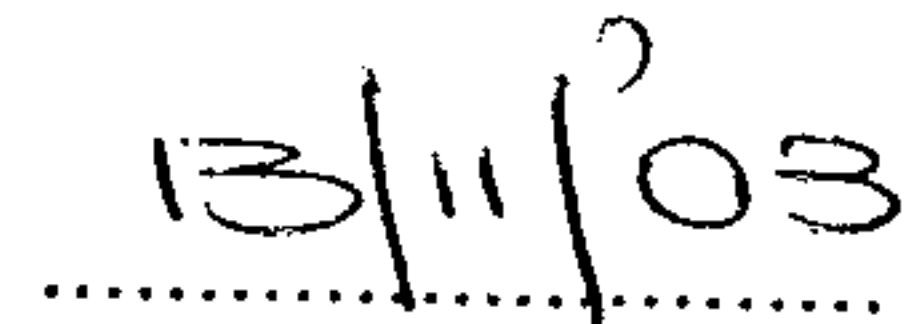SUPERVISOR: Prof S Schulze

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- To Naledzani, thank you for looking after Chelsea.

- To all the people who played a part in getting this project off the ground, thank you so much. This has been a long challenging journey for me.

Declaration

I declare that **Factors influencing the job satisfaction of female educators** is my own work and that all the sources that I have used, quoted, have been indicated and acknowledged by means of complete references.

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13/11/03

Date

Summary

In a quantitative study the factors that are related to female educators' job satisfaction were determined. After four hypotheses were formulated from literature, a questionnaire was designed, pilot tested and implemented with 103 female educators in the Limpopo Province, of whom 21 were education managers. It was determined that the factors that are significantly related to female educators and managers' job satisfaction include, in rank order, the curriculum, working relationships, the school system, teaching resources, school facilities, the school organisation, feelings about management and perceptions about discrimination. There are significant differences between how educators with different years of experience feel about the school system, the school organisation, management, performance as an educator and working relationships. Educators who speak different languages differ significantly in their experience of the factors related to job satisfaction. No significant difference between female managers from different geographical areas was found.

KEY WORDS

job satisfaction; job dissatisfaction; curriculum; working relationships; school system; teaching resources; school facilities; school organisation; management; discrimination

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Chapter 1

Introduction and overview

1.1 INTRODUCTION AND RATIONALE

The study of job satisfaction and dissatisfaction has proved to be important regarding everyday work life. Thompson, McNamara and Hoyle (1997:7) reported that a recent estimate suggests that more than 5,000 studies of job satisfaction have been published since the 1930s. Of these, early studies have shown that satisfied workers were more productive than the dissatisfied ones. Recently there has been a growing advocacy of the need to identify the characteristics of individuals who are presently dissatisfied with their work.

This study has been influenced by the fact that in the past women's chances to obtain top managerial positions were poor. It is only recently that women have had the opportunity to fill top positions in the work place. With reference to research done by Oram (1996:17-27), women's chances of promotion in the past were not particularly good. Opportunities for promotion were in infant schools and in elementary schools. In the past, single women (since married women were expected to stay at home) were considered best suited for nurturing young children, but not suited for management, leadership or scholarship (Nelson, Palonsky & Carlson 2000:144). Feminists argue that organisations are dominated by a male culture that emphasises conformity to authority, loyalty, competition, aggressiveness and efficiency (Hoy & Miskel 1996:19).

Job dissatisfaction has been a subject of interest for the past few years. As a researcher the topic sparked an interest in trying to find the relationship between job satisfaction or dissatisfaction among female workers and the contributing factors. The increase in participation of women in the South African labour market makes it imperative that the opinions and experiences of South African working women should be considered (Erasmus & Sadler 1999:4).

1.1.1 Background to the study

Women have increasingly entered the job market with the intention of pursuing careers. Today, many women do not view marriage, or even starting a family, as signalling the end of their careers. The prospect of women developing careers has an impact on organisations and employers who must now consider the multiple roles of women. Factors like fair pay, equal treatment and safe and family-friendly work places are some of the issues that should be addressed in order to reshape workforce policy so that employed women can fulfil their potential (Erasmus 1997:35).

According to the 1995 Annual Household Survey (Central Statistical Service 1995:16) women accounted for less than a quarter (21.1%) of all managerial, legislative and senior official positions in the work force. A breakdown by race and gender reveals that African women accounted for 36% of these positions. Just 4% of coloured women and 4% of Indian women hold these positions. White women accounted for more than half (56%).

1.1.2 General implications of job satisfaction or dissatisfaction

Studies carried out on the nature of work highlighted the unsatisfactory quality of many characteristics of employment and the workers' decreasing willingness to put up with them. Numerous findings point to a host of variables that predict educators' job satisfaction, turnover, and general distress that are potentially modifiable by school systems. The relationship between educator satisfaction and performance is complex. While satisfaction may foster improved performance, the inverse may be true. Job satisfaction on all levels is an important ingredient in ensuring organisational success. Thus, a specific effort should be made to ensure that the incumbents even of lower categories of jobs are allowed flexible working hours and given the authority to get the job done (Erasmus 1998:26).

Job dissatisfaction has been found to have a variety of effects on the individual and the organisations. Such effects are determined by how satisfying or dissatisfying a job is. Herzberg, Mausner and Snydeman (1959:69) found that subjects reported physical symptoms such as headaches, loss of appetite, indigestion and nausea following dissatisfying job incidents.

1.1.3 Emphasis on female educators and managers

The focus of this study relates to the fact that women's career development has not been a priority for a long time. In South Africa, women have played a substantial role in bringing about major political and socio-economic changes. They have made sacrifices and significant contributions, bringing up families single-handedly while their husbands were at war or in exile.

Female managers in education and in the private sector have assumed an inferior position for many years. Oram (1996:7-9) found that although both men and women teach, teaching is still ambiguously gendered due to the fact that it is associated with the feminine, maternal characteristics of nurturing and bringing up children. These ambiguities enabled women to enter teaching, but also created conflict among women who view themselves as both feminists and professionals. Oram (1996:17) argued that women could achieve true equality if their gender specific roles, especially motherhood, were recognised and given greater social status. Women educators may experience conflict regarding gender, status and authority in schools.

Due to the ambiguities and inequalities as far as women are concerned, it is important to investigate the job satisfaction of women in education. Gender inequalities persist on both societal and organizational levels. As long as those inequalities exist, they pose a moral dilemma, and job dissatisfaction stems from the fact that all employers in an organisation should be granted equal rights and opportunities. Nelson et al (2000:144) revealed that rigid gender stereotypes implies that men are understood to be the primary breadwinners while women are the primary homemakers. This division of labour followed from a long belief that gender differences necessarily controlled destiny, position, status and power.

A number of research projects have focussed on job satisfaction. However, only a few research efforts have concentrated on job dissatisfaction and the possible inequality facing women as education managers in South Africa and abroad. There is a great concern for the equality of educators in South Africa. South Africa as a nation has achieved much politically. It seems unnecessary that employees should be dissatisfied with their work. Protection of the lives of workers is not a new concern. Due to the fact that most adult working people spend an average of 40 years working, in some capacity for eight hours a day, five days a week, it seems vital that the government shows concern for the dissatisfaction that affects the workers' attitudes. Much of the interest in this

important aspect of organisational management rests on the general assumption of the relationship between employee satisfaction or dissatisfaction and job performance.

Research conducted by Puurula (2000:29) shows that educators' job satisfaction depends on several interrelated factors. The general status of the education profession, the amount of resources given to general education and the manner and context of teacher education are among the most evident ones. Day (1999:71-75) stated that the reasons for low morale as well as lack of self-confidence and self-efficiency of educators in many countries can be attributed to changes in occupational and organisational working conditions which have had the universal consequences of intensifying work in schools.

Greater professional effectiveness among principals could be achieved by making some necessary changes in the educational control structure. For the purpose of this report it will be vital to make distinctions between job dissatisfaction, job attitude and job stress as the latter is probably significantly related to job dissatisfaction.

The Fair Labour Standard Act of 1974 made provision for minimum wage and overtime pay for women workers. Irrespective of this, inequality still causes dissatisfaction for female workers. For example, in South Africa today, the earning difference between men and women is of major concern. In the earlier days, lack of work experience as a factor for inequality in pay also caused women to choose between devoting their lives to raising a family or following a career, which often occurred at the exclusion of marriage. According to Richmond-Abott (1992:228), women try to limit their labour participation while their children are growing up.

1.2 PROBLEM STATEMENT AND AIMS

The proposed field of study is the job satisfaction or dissatisfaction of female educators and education managers in South African schools.

1.2.1 Formulation of the problem

The research question can be formulated as follows: Which factors are related to job satisfaction or dissatisfaction of female educators and education managers?

1.2.2 Sub-problems

♦   What is job satisfaction and job dissatisfaction?

♦   What are the causes of job satisfaction or dissatisfaction of female educators and education managers?

♦   What can be done to improve job satisfaction of female educators and education managers?

1.2.3 Aims of the research

♦   To identify and explain the concepts of job satisfaction or dissatisfaction.

♦   To determine the causes of job satisfaction or dissatisfaction of female educators and education managers.

♦   To make recommendations to improve the job satisfaction of female educators and education managers.

1.3   DEFINITION OF CONCEPTS

1.3.1   Job satisfaction or dissatisfaction

Job satisfaction or dissatisfaction is assumed to result from the nature of the job or the working conditions. Thus, it represents the effects of situational forces on workers' job attitudes. It is assumed to be associated with employees' perceptions that the organisation is functioning in their best interest, for instance, by creating favourable physical working conditions, recognising and rewarding desirable performance or providing reward equity (Strumpfer, Danana, Gouws & Viviers 1998:92).

Job satisfaction may be regarded as a pleasant or positive emotional state which people experience once they have made a value assessment of their job or work experience (Locke 1976:1300). Accordingly, Hoy and Miskel (1991:392) defined job satisfaction as a multidimensional concept that comprises a present- and past-oriented pleasurable feeling that results when the educator evaluates his or her work role.

Herzberg et al (1959:114) described job dissatisfaction as the physical working conditions that are seen to be or experienced as frustrating and unpleasant. These physical working conditions can be regarded as "dissatisfiers".

1.3.2 Female managers

In this study, female managers are considered those women in managerial positions in schools in the education system. Included are principals, head of departments and deputy principals.

1.3.3 Education

Education as used in this research refers to the education system.

1.4 RESEARCH DESIGN AND METHOD

1.4.1 Hypothesis

The general research hypothesis may be formulated as follows: some factors are significantly related to job satisfaction or dissatisfaction of female school educators.

1.4.2 Ethical measures

Strydom (1998a:23-25) highlighted that it is important that adequate information on the research aims and the procedures to be followed are given to the respondents so that they can make an informed decision on whether they want to participate in the research. The information about the subjects will be seen as confidential. In addition, the results will be presented truthfully.

1.4.3 Validity and reliability

For this study to be reliable and valid, reliability, content validity and face validity will be addressed. These aspects will be discussed in detail in chapter 3.

1.4.4 Method

A quantitative approach will be used. Data will be collected by means of questionnaires. A number of questionnaires will be personally delivered. A convenient and purposeful sample of serving female principals and eductors in the Limpopo region will be requested

to complete the questionnaires. Data processing will be done by means of the Statistical Package for the Social Sciences (SPSS) program.

1.5 DIVISION OF CHAPTERS

Chapter one gave an overview of the research area, the research problem, a specification of aims, a general outline of the procedure to be followed and definitions of terms.

Chapter two serves the purpose of outlining the available literature on job satisfaction and job dissatisfaction. This will include methods and theories of other researchers of job dissatisfaction or satisfaction of female educators. The chapter also highlights the factors that cause job satisfaction or dissatisfaction.

Chapter three presents a description of the research design. The nature of the research sample will be described and the research instruments will be discussed. The procedure of data collection and analysis will be explained.

Chapter four will present the results of the research. Results will be discussed in relation to the relevant background knowledge.

Chapter five will give a brief summary of the first four chapters and will present the conclusions of the research. This chapter will also state some recommendations and implementations of the findings. Limitations of the study will also be highlighted.

The following chapter, chapter two, contains the literature review. The factors that cause job satisfaction or dissatisfaction will be discussed critically.

Chapter 2

Factors influencing the job satisfaction of female educators and managers

2.1 INTRODUCTION

The previous chapter introduced the problem of job dissatisfaction of female educators in schools. It described the context of female managers in education and difficulties they experience when it comes to achieving in the education system.

This chapter aims at reviewing the literature on relevant studies on job satisfaction or dissatisfaction. Researchers in education have devoted a number of investigations to the study of job dissatisfaction. This chapter explores the factors that lead to job satisfaction or dissatisfaction of female managers and other educators in education.

2.2 FACTORS THAT LEAD TO JOB SATISFACTION OR DISSATISFACTION OF EDUCATORS

2.2.1 Curricular factors

Fidler (1997:31-32) mentioned that the concept of a leading professional implies that the head teacher has an impact on the professional work of the school, including the teaching and learning which goes on in classrooms. Managing the curriculum and teaching involves coordination of the work of educators and the making of school-level decisions about, for example, learner grouping and time allocations for subjects. The educators need to plan their classes and also stimulate curriculum development. If a manager has a problem in articulating the two curricular roles, he or she will find that the workplace is not a very satisfactory area. Thus, leaders (managers) need up-to-date knowledge of curriculum research and theoretical developments.

Hargreaves (1994:6) argues that the sheer cumulative impact of the multiple, complex, non-negotiable innovations on educators' time, energy, motivation, opportunities to reflect and their very capacity to cope are problematic. The practicalities of particular teaching contexts often constrain what educators can actually do in their classrooms. Thus, this may lead to job dissatisfaction. Ben-Peretz (2001:48), in her study on the role of the educator, mentioned that teaching is an impossible task because what one is supposed to be doing as an educator is vague, ambiguous, and fraught with uncertainties. In spite of this situation, much of the perceived failure of schooling was attributed to educators who are thought to be ill-prepared for their tasks. Among others, their tasks include curriculum development.

In South Africa, outcomes-based education (OBE) which focuses on continuous assessment has engendered considerable dissatisfaction since prior training on the approach was not provided to the educators who had been in education for years. The introduction of large-scale change within schools, such as site-based management or outcomes-based assessment, may impact negatively on the emotional milieu of the school.

What is happening in South Africa in relation to OBE can be compared with research done in the United Kingdom and Australia (Scott, Cox & Dinham 1999:290-291). When the new curriculum and assessment arrangements were imposed on educators , the assessment entailed a great deal of extra work on the part of educators. After the subjects were phased in over several years, it became apparent that in its existing form the national curriculum was unworkable. Thus, educators ended up calling a boycott in protest. This indicated their job dissatisfaction.

Smyth and Shacklock (1998:20) have also raised concern over the fact that the worldwide move to centralise control over education through national curricular changes involving testing, appraisal, policy formulation, profiling, auditing, and the like, while giving the impression of decentralisation and handling control locally is bound to transform schools and educators. Such changes may lead to job dissatisfaction.

Kelly (1995:35) indicated that the theme of control over the educators may cause job dissatisfaction. Professionalism emerges as a key concern. Teachers require participation in decision-making around entry-level standards or curriculum changes. Educators want their voices heard and to have influence. Suppression of these voices may lead to dissatisfaction.

2.2.2 School facilities

In the South African context poor school facilities cause dissatisfaction among educators and managers. In some rural areas, educators and learners still sit under a tree on a rock or on a broken chair, trying to write. Under these circumstances, handwriting and neatness of schoolbooks cannot be of a good standard. Most employees react negatively to extreme physical environments (Noe, Hollenbeck, Gerhart & Wright 1994:293). Job attitude and job performance of these educators and managers are affected negatively by the unbearable working conditions. Herzberg et al (1959:114) believe that physical conditions that are seen and experienced as frustrating and unpleasant make a considerable contribution to job dissatisfaction. South African schools in most rural areas are faced with a lack of running water, insufficient light for studying that can easily affect the eyes and lack of toilets with running water. These conditions affect the employees and may cause dissatisfaction.

Legotlo and Van der Westhuizen (1996:405) revealed that school fees, as the only major source of funding especially in black schools, are used for teaching and learning aids, maintenance of school buildings , sinking boreholes and professional training, such as staff development projects and workshops. If learners fail to pay their school fees, running a school under these conditions is problematic for the school manager. A shortage of physical facilities like classrooms means there might not be enough space to store the school material like books and equipment that facilitate the running of the school. Jarzabkowski (2000:31) stated that the work of educators is emotionally charged because it involves intensive personal interaction, often in crowded conditions, with large numbers of learners who are frequently energetic, spontaneous, immature and preoccupied with their own interests. In conditions like these, dissatisfaction occurs.

Educators' level of satisfaction with conditions in South African schools since 1994 has been affected in two ways. On the one hand white educators have encountered enormous changes in the classrooms of formerly white schools which have begun the process of desegregation, and the school populations have become multicultural. On the other hand, improvements in the conditions and school facilities of black schools in urban and rural areas have been slow or non-existent (Ackhurst 1998:5-18; Lemmer 1999:36). This causes job dissatisfaction among educators and managers.

Good facilities encourage a positive school climate with a sense of community, mutual support and mutual growth. If there is also a pattern of management based on mutual

consideration, it encourages a higher level of educators' job satisfaction (Gaziel & Maslovaty 1998:52).

2.2.3 School organisation

Research conducted by Ticehurst and Ross-Smith(1992:131) looked at the influence of the school organisation. The researchers found that there was an increasing interest and concern in understanding the processes and functions of communication within an organisation and its role in relation to issues such as job satisfaction, organisational culture, organisational climate, morale and organisational commitment.

The degree to which an organisation's work environment is well designed, to some extent, influences the satisfaction levels of employees in that organisation. Lawler (1994:142) found that there are aspects of organisations that make them more inviting to prospective employers. For example, an organisation might be willing to pay higher wages. Making jobs more interesting encourages the formation of cohesive groups, and greater flexibility in designing work arrangements that will impact positively on employees and improve job satisfaction.

Mercer (1997:59-63) used the Johnson-Holdaway model of job satisfaction and suggested that important characteristics that might cause dissatisfaction are 'organizational' and 'personal' characteristics. By 'organizational' characteristics they mean such aspects as the size of the school, whether the school is rural or urban, promotion prospects and job challenges. It seems that the way the school is organised in relation to its size, size of classrooms and the population thereof can be satisfying or dissatisfying. In conclusion of their study Verdugo, Greenberg, Henderson, Uribe and Schneider (1997:61) said that if quality schools are the goal, the focus should not be on educators but on developing an organisational climate that permits educators to perform their duties in a professional, autonomous manner.

The work of Bolman and Deal (1991:xiii-xiv) indicated that organisations need to do planning and follow systematic procedures. The researchers stated that organisations which are over-managed but under-led, eventually lose any sense of spirit or purpose. The challenges of a modern organisation lie with the objective perspective of the manager as well as the brilliant vision and commitment that wise leadership provides.

Moreover, education research has been concerned with role stressors among educators. When the organisational manager's expectations about the educator's behaviour are unclear, when they are excessive, or when meeting one set of expectations makes meeting other expectations more difficult, this leads to dissatisfaction. Beehr (1995:2) mentioned that it seems possible for some role stressors to be positively related to some of the outcomes involving individual educator's well-being such as general stress or job dissatisfaction. Identifying which stressors in the school organisation are related to outcomes like autonomy or work freedom (valued by educators and school organisations), may provide a basis for determining which role stressors can be altered to benefit both the individual and the school organisation. If these stressors are not determined and addressed, they may give rise to dissatisfaction.

Role ambiguity might lead to lower performance simply because the organisation's expectations of management and educators are unclear. Wiesner, Vermeulen and Littler (1999:391) explained in their downsizing survivor syndrome that its impact on job satisfaction has often been ignored. This, in the South African education system, can be linked to the ongoing process of redeployment: feelings of 'survivor guilt' usually led to decreased performance after mild layoffs. Downsizing also led to job insecurity due to the feeling of not knowing what one's future holds as a survivor. For the survivors, withdrawal from the job and the organisation, as well as symptoms of psychological stress and burnout may follow.

McCormick and Solman (1991:13-14) made use of Weicks' view of schools as "loosely coupled" systems, where the educators do not relate to the Department of Education as "their organisation" but as an external entity which affects them and their school organisation. The negative perception that educators may have about the Department of Education leads to disaffection and dissatisfaction that engenders a lack of commitment to the job.

Research by Strumpfer et al (1998:92-93) explained job satisfaction or dissatisfaction as assumed to result from the nature of the job or working conditions. Job satisfaction or dissatisfaction concepts are linked to the employees' perception that the organisation is taking their interests at heart, in the sense that the organisation is making sure that the working conditions are bearable and improving, recognising and rewarding desirable performance or providing reward equity.

Conley and Woosley (1999:195) found that role conflict and role ambiguity are significantly related to organisational commitment for educators at all levels. The consequence of role stress extends beyond job strains to affect an educator's perception that a linking or bond exists between the educator and the school organisation.

In summary, organisations that wish to retain women workers and actively address their problems should focus on changing human resource policy and practices and on creating a culture to support and effectively use their talents and reward their continued achievements (Erasmus & Sadler 1999:17). This is the challenge that face managers.

2.2.4 Teaching resources

Shortage of teaching resources to facilitate learning is a major problem in South Africa. The fact that most classrooms were built with the school fees (especially in the rural black communities) brings us to other problems that school managers are faced with: the question of poverty which leads to lack of teaching resources. Legotlo and Van der Westhuizen (1996:404) stated that socio-economic backgrounds of parents are revealed by their inability to pay fees and buy books. Managing a school without textbooks and appropriate teaching resources like microscopes, computers, televisions and VCRs present a problem. It can also cause job dissatisfaction of educators and managers.

One of the most important findings of the study for teacher education is that the educational context has a significant impact on educators' images of their professional selves (Ben-Peretz-2001:54). If educators are supposed to educate for understanding and to give a life long gift to the learners, then frustration is bound to be experienced when lack of resources like those mentioned above is experienced in schools. In South Africa, cases of departmental vehicles disappearing with school textbooks have occurred. Moreover, educators in some areas waited for books and other teaching aids while they were stored in other areas. Mismanagement like this causes dissatisfaction in education managers.

2.2.5 Management

Hoberg (1997:36) defines management as the process of planning, organising, actuating and controlling an organisation's operations in order to achieve coordination of human and material resources essential in the effective and efficient attainment of objectives. Educational management entails all the structural and functional aspects of the school.

This includes the management of staff, learners, parents, the curriculum and teaching, finance, administration and the physical facilities of the school. Financial and time management have been seen by other researchers as central problems related to management. It seems that for managers to be more satisfied, training in these fields is vital.

Whetton and Cameron (1995:113) reported that stress problems in managers might be caused by too much to do in too little time. This is the most common source of stress faced by managers. A possible reason is that these women are forced by market realities and organisational cultures to move to the top as fast as possible, and once at the top, to remain there.

Blackmore's (1996:345) research into the consequences of the restructuring of the educational bureaucracy which accompanied the introduction of school based management into state schools in Victoria (Australia) led her to conclude that there had been a regendering of the educational labour market. The central authority had been remasculinised and women pushed to the periphery. However, recent restructuring has positioned women at the school principal level, where they work as the emotional managers of a system in crisis (Blackmore 1993:14).

While principals now enjoy greater autonomy in the management of their schools than formerly, they have normally been appointed because they are good classroom educators, skilful organisers, have an ability to manage change, a sound knowledge of the primary curriculum and are firm but sensitive in discipline management (Mcewen & Salters 1997:70-75). However, the effects of globalization and a commercial approach in managing schools have created new challenges. Currently the manager is under pressure of competing with other schools and developing commercially based methods to run or manage a school. In trying to manage the school according to time and change, role conflict and role overload need more attention.

McKeen and Burke (1994:18) stated that women employees were preparing themselves for professional careers and setting their sights on managerial positions, therefore not only expressing a desire to work but to have careers. It then becomes a challenging quest for organisations to consider their working conditions so that they are conducive to the choices women make. It is not because women managers need special treatment at work, but due to the fact that in the case of working women, roles of spouse, mother and employee are important. When Redelinghuys, Botes and De Wet (1999:54-68) stipulated

the factors that contributed to role conflict of women managers, they narrowed them down to traditional values, the family life cycle and support from partner or spouse and single parenthood to be the most important.

Whetton and Cameron (1995:118) mentioned the most pervasive source of stress faced by female managers, as role overload and role conflict. These researchers mentioned that when a woman perceives herself as playing multiple roles, anxiety arises. The role of being a mother, taking care of the family and a husband, and taking care of the subordinates at work can be so overwhelming that other jobs are not done to the best of her ability.

Principals, including female principals, who still have classroom activities to attend to can be viewed as the ones experiencing an unbearable workload. Their job description, which includes educating and maintaining discipline in the classroom as well as administration work in the office can lead to work-overload and problems with time management. Workload becomes a dissatisfier when educators have a lot of classes to teach, and large classes, especially when the number of learners exceeds the ratio stipulated by the government. This means that the ability to reach and motivate all learners becomes an unreachable goal. Shachar (1997:805) found that the educators' feeling that they cannot reach all of their learners and motivate them, added to their dissatisfaction.

Gender expectations may determine the management style school principals employ in their roles (Oplatka 2001:221). Oplatka refers to Evetts' (1994) work that management style is a manner of a working approach, a feeling, a method and a way. The term comprised cognitive, emotional and behavioural elements. Oplatka (2001) continued to say that management is not a gender-neutral process. Women principals were considered to act according to a 'feminine' management style whereas men were conceived as using a 'masculine' style. Evetts (1994:160) stated that the question of leadership style and gender differences between male and female managers in their perception of leadership in qualitative studies suggested gender differences in style. The researcher concluded that the question of leadership style is difficult for researchers to define operationally.

Some female managers are said to be arrogant, domineering and a disgrace as people. Many achieve their goals by using other women as nannies and assume that anyone can do as they have done (Adler, Laney, & Parker 1993:70). In the findings of Oplatka (2001:225) the women principals whose retrospective description of their relationship with the staff was similar to the 'feminine' management style (considerate, social and refrained

from conflict) changed and adopted a less emotional and more 'rational' style. This change in management styles also changed the family-work relationship.

2.2.6 Performance as an educator and manager

Academic heads are often confronted with situations requiring them to play a role that conflicts with their value systems, or play two or more roles in conflict with each other. Sarros, Gmelch and Tanewski (1997:10,17) stated that role-conflict and role ambiguities are important aspects of organisational stress and job satisfaction or dissatisfaction. The researchers found that strains and demands of the management role begin to have an effect. If left unattended these may lead to more profound work performance problems and associated problems. These problems lead to job dissatisfaction of the managers.

In a research endeavour on Adult Attachment Orientation in the work place, Schirmer and Lopez (2001:20) found that workers with anxious attachment styles acknowledged strong feelings of job insecurity, fear of rejection due to poor performance and lack of appreciation and recognition from their co-workers. Bowman (1996:21) indicated that a common self-perception of poor performance with regard to many functions of leadership, namely setting and articulating one's vision, empowering others and facilitating shared decision-making, were common in new principals. Failure in performing all the leadership tasks efficiently may lead to job dissatisfaction.

Evans (1998:417) stated that recognition for the need to delegate responsibilities, share decision and policy making, and a general wider distribution of work load have prompted management course leaders to recommend management teams as an organisational strategy to help principals cope better with their jobs. When it becomes an issue of professionalism in educating, Bridges (1999:4) presents a similar view. He suggests that although some professional educators have the required academic qualifications for managers, they act in an unethical manner. This indicates that a qualification only cannot run a school. However, dedication and working as part of a team can result in prosperity. Given the potential conflict between professional autonomy and professional knowledge on the one hand, and state demands on the other hand, educators are faced with a problematic role. For instance, Hargreaves (1994:6) argues that the sheer cumulative impact of multiple, complex, non-negotiable innovations on the educators' capacity to cope are problematic. It seems that to help educators to perform better, managers will have to consider the personal characteristics of educators.

Mercer (1997:64) stated that an individual's perception of his/her work situation relates to the thought process which this perception calls into play. Personal characteristics and personal needs are factors that can easily determine the satisfaction or dissatisfaction of a worker. Oshagbemi (1996:389) found that job satisfaction is a potential determinant of absenteeism, turnover, in-role job performance and extra-role behaviours. In addition, the primary antecedents of job attitudes are within the management's ability to influence. When lack of encouragement and influence by management occurs, educators fail to perform well. This may lead to job dissatisfaction of both educators and managers.

Puurula (2000:34) used Wood's definition of educator stress and educators' job satisfaction. It can be seen as a multi-level phenomenon, where personal (micro), situational (mesa) and structural (macro) levels are involved. These levels, from micro to macro are as follows. (The factors that can cause job dissatisfaction and stress or job satisfaction on each level are indicated):

♦   **The educators' subject level**

Personality, motivation, age, gender, professional qualification (his/her education and educator training, pedagogical knowledge, subject knowledge) and experience.

♦   **The level of education and the education situation**

Learners (age, school-level, motivation, gender, and 'classroom climate') school and colleagues ('school ethos', collaboration) parents and their aspirations, the physical circumstances, resources, organisational context (leadership, administration, and evaluation systems) and curricular changes.

♦   **The level of the society and culture**

The status of teaching and educators in society (salary, respect) and tradition in education. Puurula (2000:42) also mentioned that educators mentioned external matters like salary or working conditions as very important in determining their satisfaction or dissatisfaction in education.

The main aim of the Teacher 2000 Project of Scott et al (1999:291) was to answer questions about job satisfaction or dissatisfaction levels .The overall source of satisfaction for educators was found to lie within the domain of the 'intrinsic' rewards of education and

centered on learners' and educators' achievement. In contrast, dissatisfaction was found to be more 'extrinsic' to the core business of education and centered on societal factors, the employer and the government.

Some researchers found that lack of the extrinsic or intrinsic rewards leads to dissatisfaction which in turn leads to absenteeism and withdrawal from work. Billingsley (1993:137-138) noted that many studies found that women were more likely to leave education than men were. However, there were some inconsistencies in their report. Brownell and Smith (1993:271) speculated that a possible explanation for this was that young women left education at a higher level because of family reasons and did not return to teaching due to the undesirable conditions in education. This has significant implications for female managers.

2.2.7 Working relationships

For relationships to survive, the lines of communication should be open. Ticehurst and Ross-Smith (1992:131) mentioned that communication is of vital importance in all organisations. Most practising managers and scholars accept the proposition that a positive communication environment is an essential component of organisational effectiveness.

Communication between managers and parents can create problems. Research by Bowman (1996:22) indicated that the majority of principals experienced problems with getting to understand the 'parent politics' within a school. Some principals experienced initial apprehension of parent-educator meetings. This was brought about by a lack of knowledge of hidden agendas, the state of interpersonal relations among members and allegiances or tensions between factions, between individual parents, groups of parents and one's predecessor. When tensions between the principal and the parents occur, this can cause job dissatisfaction for the principal.

Mercer (1997:59) reported on research undertaken with 195 elementary and junior high school principals. The least satisfying job facets were conflict, bureaucratic procedures, powerlessness, funding and a heavy workload. However, the researcher found that satisfaction with job facets such as relationships with staff and learners were of particular importance in terms of overall job satisfaction. Jarzabkowski (2000:31) noted that educators' relationships with their colleagues, their learners and the parent community are all affected by change.

Bowman (1996:22) mentioned that educators who were promoted to be principals, expressed a feeling of isolation. This isolation was from colleagues, and the ensuing barriers to the sharing of resources and ideas. Boylan and McSwan (1998: 49) noted that isolation is frequently cited as the main cause for educator turnover. Isolation manifests itself in many forms: physical, interpersonal and cultural. Hoberg (1997:41-42) elaborated on the professional isolation of the principal that is often a consequence of staff not being adequately trained, or can be ascribed to their resistance to change.

If quality schools are to be characterised as communities then the educator or managers' involvement with any structure around its community is fairly important. Verdugo et al (1997:41) used Lee's prospect that the communitarian perspective argues that schools are small societies. They are characterised by informal and enduring social ties and they are driven by a shared, common ethos.

Herzberg et al (1959:46) identified three categories of interpersonal relations in the social environment:

♦ **Interpersonal relations with superiors**

Managers need to maintain a healthy balance between the job and the people they work with. They should regard other educators as partners, having corresponding and shared goals. The quality of supervision and poor quality of management can lead to strong feelings of dissatisfaction.

♦ **Interpersonal relations with subordinates (learners)**

Job satisfaction or dissatisfaction among educators can be affected by matters such as the learners' attitude to work, the learners' behaviour, the level of learner achievement and so forth. Burnett (2002:5) mentioned that the relationship between negative and positive statements made by educators, parents, peers, and siblings is of great importance. For educators and learners to have a positive working relationship, feedback from educators becomes important. Burnett (2002:8) showed that highly satisfied learners received less negative comments regarding their behaviour when compared with the dissatisfied learners. This has possible implications for the relationship between managers and educators as well.

♦ **Interpersonal relations with peers (colleagues)**

The fact that managers work in an office and educators in a classroom does not mean that they should feel isolated. Managers also want to feel that they are part of a team. Matters like cooperation, loyalty, intellectual comradeship and support should be considered since they contribute to job satisfaction of managers.

♦ **Interpersonal relations with parents**

Parents are the ones who pay the school fees, and they are the first educators. A good relationship between management and parents is vital. For a manager to experience job satisfaction, issues like lack of cooperation and misunderstandings should be dealt with quickly. The findings of Gaziel and Maslovaty (1998:52) confirmed that the perceived job aspects affecting educators' satisfaction were mostly the human side of the job such as relationships with colleagues, the school administration, school inspection and parents of learners.

2.2.8 The school system

The way a school operates together with the influence of its leaders (managers) can be a satisfying or dissatisfying factor. For example, in a case study of Rockville County Primary School, Evans (1998:421) found that meetings during school hours were the second main source of dissatisfaction among the educators. These meetings meant that two members of staff were involved in the meetings, which meant increased class size for others. In addition, the general policy of undertaking non-teaching managerial related activities during the school meant unreasonable working hours for the educators involved.

In education, flexibility of working hours is still a question that the world considers. The findings of Erasmus and Sadler (1999:10) in research with working women, indicated that employers in South Africa (also in schools) have not provided enough opportunity for female employees to adjust their working hours to suit their obligations. Satisfaction in South African education can be experienced when one looks at the seven hour day of educators. However, after the seven hour period most principals have to do managerial tasks that take a lot of their time. A balanced professional and private life is still very important to many female managers.

Hoole and Boshoff (1998:331-332) made it clear in their review of relevant literature, that job involvement is an important construct from both the individual and organisational perspective. From the individual perspective, job involvement was linked to concepts such as job satisfaction and to job-related actions such as expenditure of effort and intention to quit. From the organisational perspective, job involvement was an important factor for employee motivation. It seems that lack of clarity on what job involvement is can be a problem. This means that school systems and organisations should make it clear as to what they expect from their managers and their subordinates in order to avoid role ambiguity. Thus, job satisfaction can be enhanced.

The school system has a responsibility regarding educators' satisfaction or dissatisfaction since it has to ensure that the working conditions are suitable for the employees. Clement and Vandenberghe (2001:45) corroborate that school managers seem to be best situated within the school organisation to create acceptable working conditions. The education system in South Africa could also follow the strategies of other companies such as Pick 'n Pay. These companies grant women six months of maternity leave. In addition, Rand Merchant Bank is also considering the possibility of establishing a creche (Erasmus & Sadler 1999:16). Such supportive working conditions enhance job satisfaction of female employees and managers.

The education system enhances job satisfaction with regard to vacation. During school holidays educators get some time off to spend with families. This enhances job satisfaction of educators.

2.2.9 Discrimination

Discrimination against women has been widely documented over a long period of time. Caring for young children was the epitome of women's work, with low wages and low status and was often perceived as unskilled labour (Brennan 1994:44).

Feminists argue that organisations are dominated by a male culture that emphasizes conformity to authority, loyalty, competition, aggressiveness and efficiency (Hoy & Miskel 1996:19). Prekel (1994:7) claims that there are some differences between men and women. Certain of these concern characteristics that tend to be more dominant in one sex than in the other. It is, for example, claimed that females tend to be more people oriented and emotionally expressive. In contrast, men are more object-centered, rational, analytical in their thinking, interested in technology, competitive or aggressive, group

oriented and emotionally inexpressive. (The validity and reliability of this theory is not of vital concern in this report.)

Research conducted by Erasmus and Sadler (1999:5) reported a rise in the figures of women against men in the workplace since women are busy making their mark in the corporate world. In their research, they mentioned job satisfaction of females as a factor that stems from various aspects of the job, for example pay, promotion and good relations with their supervisor and co-workers. It seems that women in the workplace are affected by equal opportunities. Women want equal opportunities with equal pay and equal promotion and appointment opportunities.

However, women have often been discriminated against. This included wages that were lower than those of men, a glass ceiling, balancing career and family choices, ensuring employment equity, dealing with sexual harassment, stress, lack of skills and difficult working schedules. These are general problems still found in different professions among women. For example, the sampling of chartered accountants, human resource managers and nurses by Erasmus and Sadler (1999:11) indicated factors that added to the women's dissatisfaction at work. Results showed that they needed more benefits at work, were under too much stress, were not paid enough and worked too many hours. This was also true of female managers.

Research which investigated why women do not achieve promotion in schools has uncovered various explanations to account for the low representation of women in management positions in education (Limerick & Anderson 1999:402). These researchers explained that traditionally education was seen as a female domain, an extension of mothering. This is because women still bear the primary responsibility of child rearing and household duties, a factor that can lead to interrupted or 'accommodated' careers. Therefore, Oram (1996:6-12) argued that women can achieve true equality only if their gender-specific roles and attributes, especially motherhood, are recognised and given enhanced social status.

Research done in the 1970s and 1980s in America shows that there is no significant difference between men and women as managers (Adler et al 1993:7). These researchers stated that some female managers are seen as arrogant, domineering and a disgrace as people. Some women managers were seen as aggressive, competitive and self-reliant which is very similar to how male managers are perceived.

Women have been severely discriminated against in the past. Their discrimination and oppression were illustrated by the fact that they were not given the same privileges as men. Theories of oppression stress that women were often oppressed (not just different or unequal to) but actively restrained, subordinated, moulded, used and abused by men (Kerbo 1996:317).

In contrast to the above, Moorehead and Griffin (1995:529) stated that most managers assume that women should be treated the same as men and that their reaction to issues are no different.

There have been areas in other studies that elaborated on the levels of discrimination between men and women, for example: regarding sexual harassment and abuse. Orlov and Roumell (1999:78) stated that as more women entered the workforce throughout the 1970s and early 1980s, a new type of discrimination started to surface. Managers need to understand the company's sexual harassment policy and the company's zero tolerance mentality.

2.3 SUMMARY

The literature review of this study has shown the factors that lead to job satisfaction or dissatisfaction in educators. Job satisfaction is concerned with the affective reaction of an individual to his or her work. The role of a principal is a difficult and complex one, which is why organisations need to find ways to keep their principals satisfied. After reviewing the factors that cause dissatisfaction, it seems that the following are the main factors that play a role in this regard: complex curricular factors; poor school facilities; poor school organisation; lack of resources; poor management; aspects challenging the performance of educators; poor working relations; problems in the school system and discrimination against women.

The next chapter will present a description of the research design and methods. The nature of the research sample will be described and the data collection instrument discussed. The methods of data analysis will also be explained.

Chapter 3

Research design

3.1 INTRODUCTION

The previous chapter, chapter two, presented the literature review of relevant research concerning job satisfaction or dissatisfaction. In this chapter the research problems, hypotheses and research design will be explained. Methods of data collection as well as issues of validity and reliability will be discussed.

3.2 SPECIFIC RESEARCH PROBLEMS AND HYPOTHESES

Research problem 1:

Is there a significant relationship between certain factors and job satisfaction of female educators and managers in education?

Null-hypothesis 1:

There is no significant relationship between certain factors and job satisfaction of female eductors and managers in education.

The factors are: curricular factors; school facilities; the school organisation; teaching resources; management; performance as an educator and manager; working relationships; the school system, discrimination in the work place and the curriculum.

Research problem 2:

Is there a significant difference between female educators with different years of teaching experience regarding certain factors relating to job satisfaction?

Null-hypothesis 2:

There is no significant difference between female educators with different years of teaching experience regarding certain factors relating to job satisfaction.

The factors are: curricular factors; school facilities; the school organisation; teaching resources; management; performance as an educator and manager; working relationships; the school system, discrimination and the curriculum.

Research problem 3:

Is there a significant difference between female educators from different geographical areas (urban, semi-urban and rural) regarding certain factors relating to job satisfaction?

Null-hypothesis 3:

There is no significant difference between female educators from different geographical areas (urban, semi-urban and rural) regarding certain factors relating to job satisfaction.

The factors are: curricular factors; school facilities; the school organisation; teaching resources; management; performance as an educator and manager; working relationships; the school system, discrimination and the curriculum

Research problem 4:

Is there a significant difference between female educators from different home language groups regarding certain factors relating to job satisfaction?

Null-hypothesis 4:

There is no significant difference between female educators from different home language groups regarding certain factors relating to job satisfaction.

3.3   RESEARCH DESIGN

Quantitative methodology is associated with analytical research, and its purpose is to arrive at a universal statement. In quantitative methodology the researcher assigns numbers to observations. Counting and measuring things or objects produce data. Quantitative research is underpinned by a distinctive paradigm (positivism) as to what should pass as knowledge. It requires methods such as experiments and surveys. For this study, the research design is a group survey, which will be used to describe and explain job satisfaction of female educators and education managers. The method that will be used to collect data is a questionnaire. A one-group survey design implies that a single group is studied only once, subsequent to some agent or treatment presumed to cause change. Data collection will be done by means of hand delivered questionnaires.

3.4   RESEARCH METHODS

3.4.1   Measures to ensure validity and reliability

♦   **Face validity**

Face validity is determined by the judgement of a knowledgeable person of the topic. Face validity is a judgement that the items appear to be relevant (McMillan & Schumacher 1997:236). According to the judgement of an expert researcher, the questionnaire has face validity.

♦   **Content validity**

Content validity can be regarded as a test of whether the sample of items in the questionnaire is representative of the set from which the sample was drawn and about which generalisations are made. In other words, do the items in the questionnaire cover the literature review? This is also a matter of judgement. According to the judgement of an expert researcher, the questionnaire has content validity.

♦   **Reliability**

Reliability of a research instrument refers to the consistency or repeatability of the measurement. For this study, reliability will be done statistically by means of the Cronbach

alpha correlation coefficient. The reliability was determined at above 0,7 which is acceptable for this kind of questionnaire.

3.4.2 Data collection

♦ Sample

A sample is a small portion of the total set of persons that together comprise the subjects of the study. For this study, the combination of convenience and purposeful sampling will be used. The sample for this study is comprised of 103 female (mostly) senior educators and managers. These managers include heads of departments as well as other managers such as deputy principals and principals. The sample will come from as many schools as possible in the Thohoyandou area since it is a convenient area for the research.

♦ Method

A structured questionnaire will be used (see appendix A). Respondents will be supplied with standardised instructions on how to complete the questionnaire and it will be explained what is expected from them. The questionnaire will focus on moderator variables, namely school facilities, the school organisation, teaching resources, management, performance as an educator and manager, working relationships, the school system, discrimination and the curriculum.

The formulation of questions was based on sections of the literature review. For example:
- school facilities are described in section 2.2.2;
- school organisation factors are found in 2.2.3;
- teaching resources are described in 2.2.4;
- management factors are found in 2.2.5;
- performance as an educator and manager factors are described in 2.2.6;
- working relationships are described in 2.2.7;
- school system factors are found in section 2.2.8;
- discrimination factors are found in 2.2.9; and
- curricular factors are described in 2.2.1.

3.4.3 Data processing

Analysis will be done by means of the Statistical Package for the Social Sciences (SPSS) program.

♦ **Statistical method**

Frequencies, correlation and analysis of variance will be done. This will be determined by the hypotheses.

3.5 PILOT STUDY

A pilot study is one way in which the researcher can orientate himself or herself to the project he or she has in mind. A pilot study forms an integral part of the research process. Its function is the exact formulation of the research problem, and a tentative planning of the modus operandi and range of the investigation (Strydom 1998b:178).

A pilot study will be conducted in this research to test the prospective questionnaire. The purpose of the pilot study is to improve the success and effectiveness of the investigation. For this research, space will be given on the questionnaire for criticism and comments by the respondents. Questionnaires will be hand delivered since this is the way the main investigation will be conducted. Conducting a pilot study for this research will help in the wording, ordering, layout and so on of the questionnaire. The wording of statements is important since it has a great influence on the response of the respondents. A pilot study will also indicate what changes are necessary in order to ensure a successful and scientific investigation.

After the pilot study had been done, some small changes were made to the questionnaire. Thereafter it was edited and finalised. In addition an appropriate response page was finalised. (See appendix B.)

3.6 SUMMARY

In conclusion, chapter three showed how data will be collected through detailed questionnaires which will be hand delivered to female heads of departments, principals and managers and other educators in the Department of Education in Limpopo Province. In the next chapter, the results will be presented and discussed.

Chapter 4

Research results

4.1 INTRODUCTION

The previous chapter, chapter three, presented the research design, after the formulation of specific research problems and hypotheses. These were:

Research problem 1:

Is there a significant relationship between certain factors and job satisfaction of female educators and managers in education?

Null-hypothesis 1:

There is no significant relationship between certain factors and job satisfaction of female educators and managers in education.

Research problem 2:

Is there a significant difference between female educators with different years of teaching experience regarding certain factors relating to job satisfaction?

Null-hypothesis 2:

There is no significant difference between female educators with different years of teaching experience regarding certain factors relating to job satisfaction.

Research problem 3:

Is there a significant difference between female educators from different geographical areas (urban, semi-urban and rural) regarding certain factors relating to job satisfaction?

Null-hypothesis 3:

There is no significant difference between female educators from different geographical areas (urban, semi-urban and rural) regarding certain factors relating to job satisfaction.

Research problem 4:

Is there a significant difference between female educators from different home language groups regarding certain factors relating to job satisfaction?

Null-hypothesis 4:

There is no significant difference between female educators from different home language groups regarding certain factors relating to job satisfaction.

Questionnaires were hand delivered to different female educators and managers in the Limpopo area to complete. In this chapter, the results found by means of the analysis of data will be discussed.

4.2 RESEARCH RESULTS

4.2.1 Biographical data

Table 1: Frequencies and percentages of female educators with different years of teaching experience

Years of teaching experience	Frequency	Percentage (%)
Less than 5 years	1	1
6-10	15	14.6
11-20	44	42.7
21-25	27	26.2
More than 25 years	16	15.5
Total	103	100.0

Table 2: Frequencies and percentages of female educators in their different present post status

Present post status	Frequency	Percentage
Educator	82	79.6
Head of department	17	16.5
Deputy principal	1	1.0
Principal	3	2.9
Total	103	100.0

Table 3: Frequencies and percentages of female educators with different home languages

Home language	Frequency	Percent
Venda/ Pedi/ Shangaan	99	96.1
Zulu/ Xhosa/ Sotho	4	3.9
Total	103	100.0

Table 4: Frequencies and percentages of female educators in different geographical locations of their schools

Location of school	Frequency	Percentage
Urban	6	5.8
Semi-urban	13	12.6
Rural	84	81.6
Total	103	100.0

Table 5: Frequencies and percentages of different number of learners in school

Number of learners in school	Frequency	Percentage
Less than 200	3	2.9
200-500	31	30.1
501-1000	62	60.2
1001-1500	6	5.8
More than 1500	1	1.0
Total	103	100.0

Table 6: Frequencies and percentages of different number of learners in educator's class

Learners in class	Frequency	Percentage
None (don't have a class)	6	5.8
1 - 20	8	7.8
21 – 40	33	32.0
41- 60	34	33.0
61 or more	22	21.4
Total	103	100.0

According to Tables 1 to 6, the biographical data collected indicated that the respondents differed in years of experience in teaching, from less than five years to those who have been in teaching for more than 25 years. Educators had different post status, different home languages and different geographical locations of their schools, ranging from urban,

semi-urban to rural. The number of learners in each school, and how many learners each educator had in class were indicated in the above tables.

Of significance for this study is the following:

♦ Most educators (42,7%) had between 11 and 20 years of teaching experience; 26,2% had between 21 and 25 years of teaching experience. (See Table 1.)

♦ Most educators (81.6%) were from rural areas, 12.6 % from semi-urban and only 5.8% from urban areas. (See Table 4.)

♦ Regarding home language, most (96.1%) spoke Venda, Pedi or Shangaan. The remaining 3,9% spoke Zulu, Xhosa or Sotho. (See Table 3.)

4.2.2   Hypotheses

4.2.2.1 Null-hypothesis 1

There is no significant relationship between certain factors and job dissatisfaction of female educators and managers.

To test this hypothesis, correlations were calculated. The results appear in Table 7.

Table 7:   Correlation between certain factors and job satisfaction

Factors	Correlation	Significance
Feelings about school facilities and job satisfaction	.29	$p<0.01$
Feelings about school organization and job satisfaction	.28	$p< 0.01$
Feelings about teaching resources and job satisfaction	.45	$p< 0.01$
Feelings about management and job satisfaction	.26	$p< 0.01$
Feelings about performance as educator and job satisfaction	-.02	$p> 0.05$
Feelings about working relationship and job satisfaction	.63	$p< 0.01$
Feelings about the school system and job satisfaction	.54	$p< 0.01$
Feelings about discrimination and job satisfaction	.24	$p< 0.05$
Feelings about the curriculum and job satisfaction	.65	$p< 0.01$

According to Table 7, all the null-hypotheses may be rejected in all instances, except for the correlation between feelings about performance as an educator and job satisfaction. This correlation is not significant and the null-hypothesis may thus not be rejected. In all other instances there are significant correlations between the factors and job satisfaction. Thus the null-hypotheses may be rejected on the 1% level of significance for all correlations except for the correlation between feelings about discrimination and job satisfaction – this null-hypothesis may be rejected on the 5% level of significance.

In addition, all the significant correlations are as follows:

♦ The correlations between feelings about school facilities, the school organization, management, discrimination and job satisfaction are low but positive.

♦ The correlations between feelings about teaching resources as well as the school system and job satisfaction are moderate and positive.

♦ The correlations between feelings about working relationships as well as the curriculum and job satisfaction are high and positive.

This implies that it is particularly working relationships and the curriculum that may influence job satisfaction among female educators and managers. Hence, working relations and the curriculum have a greater influence on the dissatisfaction of educators. When the relationship between the parents, who are the first educators, and the school educators and managers is strained, then educators' and managers' level of satisfaction drops. This might influence their work energy. Different educational relationships, for example, that of the principal and the educators, the educators and the learners, and the educators and other educators' relationships can be strained because of bad communication and /or lack of feedback and misunderstanding. On the other hand, positive interpersonal relationships may enhance job satisfaction.

The curriculum also showed a meaningful correlation with the dissatisfaction of female educators. The correlation of feelings about the curriculum was high and positive, therefore possibly influencing job satisfaction and dissatisfaction significantly. This may indicate that job dissatisfaction may be caused by lack of training and lack of understanding of the curriculum.

Thus, the curriculum and working relationships can be positively linked to job satisfaction or dissatisfaction of female educators and managers.

4.2.2.2 Null-hypothesis 2

There is no significant difference between female educators and managers from diverse years of experience regarding certain factors relating to job satisfaction.

To test this hypothesis, means were calculated as well as analysis of variance (F-tests).

The results appear in tables 8 and 9.

Table 8: Means of factors that influence job satisfaction of educators and managers with different years of teaching experience

Factor Ex-perience	Facili-ties	Organi-sation	Re-sources	Manage-ment	Perform-ance	Relation-ship	System	Discrimin-ation	Curri-culum
5-yrs (N=1)	2.8889	2.1818	2.6667	2.0714	2.8000	2.8000	1.6000	2.6000	2.7800
6-10yr (N=15)	2.4000	2.0909	2.2333	2.0333	2.5867	2.7333	2.4133	2.3600	2.4867
11-20 (N=44)	2.3434	2.0868	2.0038	2.0519	2.5659	2.6364	2.3773	2.2500	2.3864
21-25 (N=27)	2.4650	2.0673	2.0185	2.1190	2.5370	2.7519	2.5852	2.5704	2.6037
25+yr (N=16)	2.4792	2.0608	1.9479	2.0089	2.6625	2.8125	2.6250	2.4500	2.5250

Significant difference between average scores was found in the instances included in Table 9.

Table 9: Analysis of variance of the influence of different factors on educators and managers with different years of teaching experience

Factors	df	F-value	Significance
Average feeling about resources	4	3.566	$p < 0,01$
Average feeling about the school system	4	3.745	$p < 0.01$
Average feeling about discrimination	4	3.251	$p < 0.05$
Average feeling about the curriculum	4	3.417	$p < 0.05$

Thus, the null-hypotheses may not be rejected for average feelings about:

♦ School facilities

♦ School organisation

♦ Management

♦ Performance as an educator and

♦ Working relationships

Educators with different years of teaching experience do not differ significantly in their feelings about the above mentioned factors.

However, according to Table 9, female educators and managers with different years of teaching experience, differ significantly in their feelings about: teaching resources, the school system, discrimination and the curriculum. These factors influence their job satisfaction or job dissatisfaction significantly.

If Table 8 is studied, the means indicate that:

♦ The female educators and managers with the least teaching experience (of less than five years) are most satisfied with the resources (average of 2.6667) and those that have most experience of more than 25 years, are least satisfied with the resources (average of 1.9497).

♦ The educators and managers with the most teaching experience (of more than 25 years) are most satisfied with the school system (average of 2.6250) and those that have least experience of less than five years, are least satisfied with the school system (average of 1.6000).

- ◆ The educators with the least teaching experience (of less than five years) are most satisfied that there has not been discrimination against them (average of 2.6000) while the group that feels most discriminated against, is that with between 11 and 20 years of teaching experience (average of 2.2500).

- ◆ The educators with the least teaching experience (of less than five years) are most satisfied with the curriculum (average of 2.7000) while the group that feels most dissatisfied with the curriculum, is that with between 11 and 20 years of teaching experience (average of 2.3864).

In summary: It seems that a significant difference exists between educators and managers with different years of teaching experience and how they feel about the school system, the school organisation, management, performance as an educator and working relationships. Educators with experience of more than 25 years were least satisfied with the resources, probably because they have been in teaching for years and the improvement in resources is still minimal, especially in schools in the rural areas.

Educators with the least teaching experience were satisfied with the curriculum, and more satisfied that there has not been discrimination against them. This may be because they may still hope that things will change, making teaching a better profession and that they can still make a change in teaching. This group of educators was, however, not satisfied with the school system. The lack of satisfaction might be caused by factors like lack of flexibility of working hours and/or poor working conditions.

4.2.2.3 Null-hypothesis 3

There is no significant difference between female educators and managers from different geographical areas regarding certain factors relating to job satisfaction.

To test this hypothesis, means were calculated as well as analysis of variance (F-tests). The results indicate that the null-hypothesis may not be rejected. No significant differences between female educators and managers from different geographical areas regarding certain factors relating to job satisfaction were found. This might be influenced by the fact that most schools were found in rural areas. The respondents in semi-urban or urban schools were in poor areas, similar to the rural areas.

4.2.2.4 Null-hypothesis 4

There is no significant difference between female educators and managers from different home language groups regarding certain factors relating to job satisfaction.

To test this hypothesis, means were calculated as well as analysis of variance (F-tests). The results appear in tables 10 and 11.

Table 10: Means of influence of factors for different language groups

Factor	Facili- ties	Organi- sation	Re- sources	Manage- ment	Perform- ance	Relation- ship	System	Dis- crimin- ation	Curric- ulum
L1 (N=99)	2.4097	2.0778	2.0438	2.0599	2.5869	2.7212	2.4687	2.3899	2.4889
L2 (N=4)	2.4167	2.1136	1.9167	2.0714	2.3750	2.4250	2.2500	2.2500	2.3250

L1=Venda/Pedi/Shangaan

L2=Zulu/Xhosa/Sotho

Table 11: Analysis of variance of the average feelings for influence of different factors of educators of different language groups

Factors	df	F-value	Significance
Average feelings about working relationships	1	4.804	P < 0.05

Table 11 indicates that the null-hypothesis may be rejected (on the 5%-level of significance) for average feelings about working relationships. Table 10 indicates that educators who speak Venda or Pedi or Shangaan, are significantly more satisfied with their working relationships than educators who speak Zulu or Xhosa or Sotho (2.7212 is greater than 2.4250).

This may be influenced by the fact that data was collected in the Limpopo Province where the majority of people speak Venda, Shangaan and Pedi. Educators who speak other languages are bound to feel dissatisfied in class, especially in the junior group where learners do not understand English very well, and the educator cannot speak the mother tongue of the learners. In addition, the working relationships among colleagues may be

influenced negatively if they do not speak each other's languages well. Poor working relationships may, in turn, lead to job dissatisfaction of female managers and educators.

4.3   SUMMARY

In summary, chapter four indicated the results of the analysed data. Results were presented and discussed in relation to the applicable hypotheses. In the next chapter, chapter five, conclusions of the research will be made. Recommendations will be stated on how to enhance the job satisfaction of female educators, and more specifically , of female managers. Limitations of the study will also be highlighted.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The previous chapter, chapter 4, presented the results of the empirical investigation. In this chapter conclusions from the literature review and the empirical investigation will be discussed. Recommendations will be formulated. Finally, limitations of the research project will be highlighted.

5.1.1   The research problems

The research problems of this research project were the following:

♦   **Research problem 1:**

Is there a significant relationship between certain factors and job satisfaction of female educators and managers in education?

♦   **Research problem 2:**

Is there a significant difference between educators and managers from different years of experience regarding certain factors relating to job satisfaction?

♦   **Research problem 3:**

Is there a significant difference between female educators and managers from different geographical areas (urban, semi-urban, rural) regarding certain factors relating to job satisfaction?

♦ **Research problem 4:**

Is there a significant difference between female educators and managers from different home languages regarding certain factors relating to job satisfaction?

5.1.2 Aims of the research

As indicated in the first chapter, the aims of the research were as follows:

♦ To identify and explain the concept of job satisfaction or dissatisfaction.

♦ To determine the causes of job satisfaction or dissatisfaction of female educators and managers in education.

♦ To make recommendations for how to improve the job satisfaction of female educators and managers in education.

5.2 CONCLUSIONS

5.2.1 Conclusions from the literature study

The literature study revealed that different factors contribute to the satisfaction or dissatisfaction of female educators and managers in education. The factors were:

- curricular factors (see section 2.2.1);
- school facilities (see section 2.2.2);
- the school organisation (see section 2.2.3);
- teaching resources (see section 2.2.4);
- management (see section 2.2.5);
- performance as an educator or manager (see section 2.2.6);
- working relationships (see section 2.2.7);
- the school system (see section 2.2.8);
- presence or absence of discrimination (see section 2.2.9).

From the literature study it appeared that job satisfaction or dissatisfaction is concerned with the affective reaction of an individual female educator towards her work. If female educators and managers experience job satisfaction, they perform better in their work.

5.2.2 Conclusions from the empirical investigation

The empirical investigation showed that there are factors that have to do with the level of job satisfaction or dissatisfaction of female educators and managers in education.

The following hypotheses were tested:

♦ **Null-hypothesis 1**

There is no significant relationship between certain factors and job satisfaction of female educators and managers in education.

Conclusion:
There is a significant relationship between certain factors and job satisfaction of female educators and managers in education. In rank order of significance the factors are: working relationships and curricular factors; thereafter teaching resources, and finally the school facilities, the school organisation, management and presence or absence of discrimination. The more positive the educators and female managers felt about the before mentioned, the more satisfied they were with their jobs. The more negative they felt about the factors mentioned, the more dissatisfied they were about their work.

♦ **Null-hypothesis 2**

There is no significant difference between female educators and managers with different years of experience regarding certain factors relating to job satisfaction.

Conclusion:
There is a significant difference between female educators and managers from different years of experience regarding certain factors relating to job satisfaction as follows:

The female educators and managers with the least teaching experience (of less than five years) are most satisfied with the resources and those that have most experience of more than 25 years, are least satisfied with the resources.

The educators and managers with the most teaching experience (of more than 25 years) are most satisfied with the school system and those that have least experience of less than five years, are least satisfied with the school system.

The educators with the least teaching experience (of less than five years) are most satisfied that there has not been discrimination against them while the group that feels most discriminated against, is that with between 11 and 20 years of teaching experience.

The educators with the least teaching experience (of less than five years) are most satisfied with the curriculum while the group that feels most dissatisfied with the curriculum, is that with between 11 and 20 years of teaching experience.

◆   **Null-hypothesis 3**

There is no significant difference between female educators and managers from different geographical areas (urban, semi-urban, rural) regarding certain factors relating to job satisfaction.

Conclusion:
The null-hypothesis may not be rejected. There is no significant difference between female educators and managers from different geographical areas regarding certain factors relating to job satisfaction.

◆   **Null-hypothesis 4**

There is no significant difference between female educators and managers from different home language groups regarding certain factors relating to job satisfaction.

Conclusion:
The null-hypothesis may be rejected (on the 5%-level of significance) for average feelings about working relationships. Educators who speak Venda or Pedi or Shangaan, are significantly more satisfied with their working relationships than educators who speak Zulu or Xhosa or Sotho.

This may be influenced by the fact that data was collected in the Limpopo Province where the majority of people speak Venda, Shangaan and Pedi. Educators who speak other languages are bound to feel dissatisfied in class, especially in the junior group where learners do not understand English very well, and the educator cannot speak the mother tongue of the learners. In addition, the working relationships among colleagues may be

influenced negatively if they do not speak each other's languages well. Poor working relationships may lead to job dissatisfaction of female managers and educators.

5.2.3 Conclusions from the literature study and the empirical investigation

The study of related literature showed that female managers were exposed to different factors that might lead to job satisfaction or dissatisfaction. The literature review showed how poor working conditions; poor school organisation; poor working relationships; lack of school resources; poor management; problems of the school system, discrimination against women and curricular factors resulted in job dissatisfaction in female educators and managers.

By means of the empirical investigation, four hypotheses were tested:

♦ Working relationships and the curriculum showed a greater possible influence on the level of satisfaction or dissatisfaction of female educators and managers. The correlation between feelings about curriculum and job satisfaction or dissatisfaction was very high and positive, therefore possibly influencing job satisfaction significantly.

♦ There are significant differences between how educators with different years of experience feel about the school system, the school organisation, management, performance as an educator and working relationships.

♦ No significant difference between female managers from different geographical area was found.

♦ Educators who speak Venda, Pedi and Shangaan are significantly more satisfied with their working relationships than educators who speak Zulu, Xhosa or Sotho.

5.3 RECOMMENDATIONS

From the before mentioned, the following recommendations can be suggested:

♦ The level of job dissatisfaction of female educators and managers in education can be minimised if the Department of Education makes thorough preparations for the curricular training and development of educators.

- As a way of coping with the increased responsibilities given to them, school organisations and school systems need to improve the working conditions and working relationships of educators, learners and the management of schools. Opportunities where all these groups can socialise and get to know one another informally, need to be created.

- Employers should take cognisance of the fact that social relationships are important to female educators and managers, therefore team work contributes highly to job satisfaction. Hence, more team work related structures should be introduced to achieve organisational objectives.

- The transformation of education in South Africa would benefit immeasurably if more female educators were trained and developed as managers. This training should include how to address and find solutions to management problems in the school system and organisation.

- The lack of resources in schools causes dissatisfaction which can be changed by getting the school organisation (governing bodies) to work closely with parents and educators in raising funds to purchase educational resources and other facilities. This would improve the satisfaction levels of educators and managers.

- All discriminatory practices against female educators need to be abolished and unfair practices of the past, addressed by education managers.

5.4 LIMITATIONS OF THE STUDY

The study has the following limitations:

- Although the research is done within the field of education management, only 21 of the 103 respondents were in managerial positions.

- Only 19 of the 103 respondents were from urban or semi-urban geographical areas. Most of the respondents were from rural areas.

- All respondents were from the Limpopo Province. No other provinces were included.

- Only *black* educators and managers were included. No other races participated in the research. Likewise, only *female* educators and managers were part of the sample. Hence, conclusions have to be made with caution.

- No qualitative data were gathered for an in-depth understanding of the phenomenon of job satisfaction.

It is recommended that follow-up research be done that addresses these limitations.

5.5 CONCLUSION

The results of this study provide insight into the factors that are related to job satisfaction of female educators and managers in the Limpopo Province. The results indicated that the working relationships between managers and educators should be positive with lines of communications always open to deal with any misunderstandings. Respondents indicated that they were significantly influenced by curricular issues – probably related to problems with the implementation of OBE.

It is important that if employers want to keep their employees content, they should consider the needs of their workers. Female managers should be properly trained to empower them to influence their own levels of job satisfaction.

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QUESTIONNAIRE

This questionnaire is answered anonymously . It is for research purposes only.
There are no right or wrong answers. Please be honest.
Please do not write anything on the questionnaire.
Write down the number of your response in the middle column of the answer sheet only.
Please ensure that the number of your answer corresponds with the number of the question.
Do not leave any question out.

Section A

1. Years of teaching experience

Less than 5	= (1)	
6 – 10 years	= (2)	
11 – 20 years	= (3)	V2
21 – 25 years	= (4)	
25 or more	= (5)	

2. Present post status

class teacher	= (1)	
lecturer	= (2)	
head of department	= (3)	V3
deputy principal	= (4)	
principal	= (5)	

3. Home language

English / Afrikaans	= (1)	
Venda / Pedi / Shangaan	= (2)	
Zulu / Xhosa / Sotho	= (3)	V4
Other African language	= (4)	
Foreign language	= (5)	

4. Geographical location of your school

Urban area	= (1)	
Semi-Urban	= (2)	
Rural	= (3)	V5

5. Number of learners in your school

Less than 200	= (1)	
200 – 500	= (2)	
501 – 1000	= (3)	V6
1001 – 1500	= (4)	
More than 1500	= (5)	

6. Number of learners in your class

None (I don't have a class)	= (1)	
1 – 20	= (2)	
21 – 40	= (3)	V7
41 – 60	= (4)	
61 – more	= (5)	

SECTION B

Choose the number that describes your feeling or opinion .The numbers have the following meaning:

Disagree =1   Neutral = 2   Agree = 3

7. I think that job attitudes of educators can be improved by good school facilities.	V8
8. Our school has enough classrooms.	V9
9. It is important that every learner should have his/her own desk or table at school.	V10
10. I think that lack of tables to write on can affect the handwriting of the learners .	V11
11. Clean water is a necessity in all schools.	V12
12. We have running water in our toilets.	V13
13. We have enough space to store the school materials (like text books).	V14
14. An overcrowded class can be strenuous to an educator.	V15
15. Good facilities encourage a positive school climate with a sense of community.	V16
16. I think that the school organisation should help educators in making their environment more pleasant.	V17
17. I am satisfied with my salary.	V18
18. A salary increase each year is critical.	V19
19. The school organisation should help in improving the morale of educators.	V20
20. The size of the classroom can affect the performance of an educator.	V21
21. Our school governing body helps in communication between the school and the community.	V22
22. l need work freedom to lead my class.	V23
23. I feel that the school management is making unreasonable demands on me.	V24
24. Seeing other teachers re-deployed has left me discouraged.	V25
25. The school organisation in our school is making our working conditions pleasant.	V26
26. I think that the school organisation should constantly reward desirable performance.	V27
27. Shortage of buildings can affect learners' performance.	V28
28. Microscopes are beneficial in enhancing biology learners' understanding.	V29
29. Our school has a TV for educators to use as teaching resources.	V30
30. Most parents in our school are able to buy textbooks for their children.	V31
31. I believe that lack of teaching aids affect the performance of educators in our school.	V32
32. I am able to use the teaching aids in our school.	V33
33. I think the work of a manager is strenuous.	V34
34. l believe stress in managers is caused by too much to do in too little time.	V35
35. Principals should be forbidden to handle the finance of a school.	V36
36. My principal is a good classroom educator.	V37
37. Principals should refrain from socializing with educators during break to avoid familiarity.	V38
38. Good communication results in good relationships between staff and management.	V39
39. We need more women principals.	V40
40. I think that women perform poorly in high managerial positions.	V41
41. Role conflict in women managers is caused by additional roles they perform (like being a mother, sister or a wife).	V42
42. I think that more women suffer from stress than men do.	V43
43. I think that women managers are too emotional.	V44
44. I believe managers who are domineering are the once who gain respect.	V45

2

45. Our principal avoids teaching classes.   V46
46. Principals should be able to manage their time wisely.   V47
47. A good school environment uplifts the performance of the educator.   V48
48. Managers should consider the personal characteristics of educators to help them perform better.   V49
49. I think that schools that perform poorly should fire their principals.   V50
50. Failure in managing the school well causes disciplinary problems.   V51
51. I think that improvement of the academic qualification of a principal enhances his/her leadership qualities.   V52
52. I believe that the personal characteristics of an educator plays a role in the performance of the learners.   V53
53. I am qualified for the subjects I teach.   V54
54. Good salaries can lead to greater commitment on the part of educators.   V55
55. An educator who fails to understand his work material can be frustrating.   V56
56. I think that absenteeism is caused by lack of motivation from management.   V57
57. I am able to communicate well with parents.   V58
58. The relationship among members of staff in our school is a positive one.   V59
59. I have good relationships with my learners.   V60
60. I am able to make friends with other teachers.   V61
61. I think that principals should spend some time with educators so that they can know their staff members.   V62
62. The management of our school regards parents as partners.   V63
63. I think that the relationship between the school and parents affect the level of achievement of learners.   V64
64. Our principal handles conflict among staff in a fair way.   V65
65. I think that a principal should ensure that relationships between parents and teachers are healthy.   V66
66. Principals should be wise in handling the personal information of parents.   V67
67. Meetings that are held during school hours limit teaching time.   V68
68. I am able to spend sometime after school helping students.   V69
69. I am able to spend quality time with my family after work.   V70
70. I feel like changing my career most of the time.   V71
71. We have enough time to rest during school holidays.   V72
72. I think that schools should have a sexual harassment policy.   V73
73. I think that four months with pay is enough for maternity leave.   V74
74. Female managers generally work harder than male managers.   V75
75. Sexual abuse or harassment is absent in our school.   V76
76. Female managers are more people orientated than male managers.   V77
77. Principals should be able to manage the curriculum in their schools.   V78
78. I believe that principals' tasks include curricular development.   V79
79. I understand the new national curriculum:OBE.   V80
80. I have attended workshops in preparation for OBE.   V81
81. I believe OBE makes too many demands on my time.   V82
82. I believe that continuous assessment (CASS) will lead to a lot of unnecessary work for educators.   V83
83. I am able to let learners work well in groups.   V84
84. I think that teacher appraisal should be done continuously.   V85
85. I think that OBE can be a success if we had more resources.   V86
86. I can stimulate curriculum development in my class.   V87

SURVEY RESPONSE SHEET

V1

Question number	Number of answer i.e. 1,2,3,4 or 5	OFFICE USE ONLY Variable
1.		2
2.		3
3.		4
4.		5
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73.		74
74.		75
75.		76
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83.		84
84.		85
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86.		87