THE INFLUENCE OF MORALE

ON EDUCATOR EFFICIENCY

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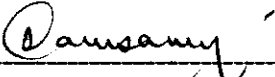
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2006

DECLARATION

I declare that *The influence of morale on educator efficiency* is my own work in conception and execution. All the relevant sources that I have used or quoted have been indicated and acknowledged by means of complete references.

ARUMUGAM RAMSAMY

MAY 2006

UNIVERSITY OF ZULULAND

TO WHOM IT MAY CONCERN

EDITING OF DISSERTATION

This is to certify that I have edited the dissertation entitled *The influence of morale on educator efficiency* submitted by Mr Arumugam Ramsamy to the best of my ability. I declare it free of language errors.

Francis Jacqueline Reynolds (Mrs)

H D E (English); F D E (Teaching of Reading)

10 May 2006

ACKNOWLEDGEMENT

DEDICATION

This dissertation is dedicated to;

❖ My wife, Shenilla Ramsamy, and

❖ My daughters Samiksha Ramsamy and Shenika Ramsamy

for their patience, tolerance and constant encouragement.

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SUMMARY

The growing number of educators leaving the teaching profession
to take up teaching posts in other countries indicates that they
are unhappy with the present working conditions. This "brain
drain" results in a shortage of trained educators necessary to
ensure the success of our democracy. The status of the
profession is at an all time low. Literature pertaining to the
factors which impact on educator morale and its implications on
educator efficiency were reviewed.

All factors that could possibly impact on educator morale were
investigated. The research has revealed that the negative
factors present in the profession far outweigh the positive
factors. These push factors result in many educators leaving
the profession.

The descriptive method of research was used to collect data with
regards to educators' perceptions of the influence of morale on
educator efficiency. An empirical survey comprising a structured
questionnaire was completed by educators in the Amanzimtoti Ward
of KwaZulu-Natal.

The data that was collected reveals that certain factors do
impact negatively on educator morale and consequently affects
the efficiency of educators. Some of these factors are;

- learner discipline and interest,
- low salary and benefits,
- changing methodology and educational policies, and
- parental apathy.

Based on the findings, the study recommends that the working
conditions for educators be improved and the workload be
reduced. All stakeholders should be involved in the disciplinary
committee and in drawing up the code of conduct. Educators
should enhance the status of the profession by behaving in a
professional manner and by improving the quality of work.

CHAPTER 1

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Educator morale has to be at its highest level for South Africa's democracy to flourish, as the learners of today become our leaders of tomorrow (Hayward, 2002:4). However, it may be assumed that the changes in legislation were drastic and impacted on the morale of educators. This includes the National Education Policy Act and The South African Schools Act of 1996. Transformation is not the only factor that impacts on educator morale. There are many factors, both in and out of school, which influence educator morale.

This research will focus on the factors influencing educator morale and the possible impact it may have on educator efficiency.

1.2 ANALYSIS OF THE PROBLEM

Educators are without a doubt the most valuable members of any community, because they have crucial skills and are responsible for the training of South Africa's future generations (Education Labour Relations Council, 2004:1).

Asmal (Department of Education, 2004:1) in his message stated that "it is time to re-assert the dignity of the teaching profession, because teachers at their best are vital agents of change and growth in our schools and communities".

Hayward (2002:6) maintains that a low morale will impact negatively on work performance, which will consequently affect the quality of teaching and learning. Educators with a high morale are highly motivated. They will succeed in producing

learners with outstanding academic results and skills. Inadequate stimulation as a result of low educator morale results in poor motivational patterns and poor academic achievement (Hayward, 2002:6).

Claxton (1989:7) and Lumsden (1998:1) state that educators need to be given the freedom and space to be creative and innovative to achieve the desired outcomes in the classroom. However, when teachers feel put upon and pushed around, hectored, lectured, and badgered, their confidence and enthusiasm are undermined. Also, their willingness and ability to contribute to the development of young people, as well as to each other, suffers.

Furthermore, society's judgement of teachers has become generalised. From the politicians responsible for education to the mass media and even the pupils' parents , everyone seems quite happy to think of the teacher as being the one responsible for the many deficiencies and general unease of an education system whose first victims are in fact educators themselves (Cole & Walker, 1989:12 ; Woodward, 2003:2).

The demands made on teachers to accept new responsibilities have been steadily increasing. At the same time, there has been a withdrawal from educational responsibility (Cole & Walker, 1989:8 ; Mohlala, 2002:4). Martin Louis, Principal of Missouri Secondary School, believes that a lack of parental involvement is severely undermining the school's effort to improve (Mohlala, 2002:4). Teachers face a mountain of demands. The public demands that teachers enforce rules, teach students, provide extra support for the disadvantaged and for the gifted (McNergney & Carol , 1981:72).

Dworkin (1987:11) and Mohlala (2002:4) state that the decline in the public's confidence in public education puts an additional strain on teachers. They are less likely to be respected and

more likely to be challenged by parents. Because of this lack of respect, they can rely less on their authority over learners.

The government's attempts to bring about change through legislation and increased prescription will be generally felt to be yet another attack on autonomy and an indication of a lack of trust in the teachers' judgement and their ability to do a good job (Claxton, 1989: 3 ; Woodward, 2003:2).

Grey (2004: 23) points out that education authorities should not allow political dynamics to dominate. She added that there have been flawed actions in the past and these have been motivated by a logic of belonging to politics, not education. Decisions that have radically altered the education landscape have been rushed through because of political pressures, without the resources and capacity to make them work. Examples of this are the teacher rationalization processes, and the incomprehensible jargon contained in the original Curriculum 2005 (Grey, 2004:23).

Factors which may impact on educator morale, are: (Masitsa *et al.*, 2004:221-247);

- autocratic management styles;
- rationalisation and redeployment;
- poor working conditions;
- learner indiscipline;
- poor salaries and benefits;
- governing body interference;
- absenteeism amongst colleagues;
- high learner-teacher ratio;
- lack of resources, and
- changing methodology and educational policy.

Slater (1980:22) and Rangraje (2002:4) included the following factors as well;

- attempts to individualise education in a mass education system;
- discouraging personnel practices;
- violence and physical assaults on teachers;
- large class size;
- overloaded curriculum, and
- inadequate training.

Factors influencing morale are not limited to the school environment alone. External factors also play a vital role in influencing morale.

1.3   STATEMENT OF THE PROBLEM

The problem that will be investigated in this study concerns;

- the identification of factors that put teacher morale and efficiency under threat, and
- the magnitude of the impact of morale on the educational output of educators.

1.4   ELUCIDATION OF CONCEPTS

1.4.1   Gender

The masculine pronoun is used throughout this study and it refers to both males and females.

1.4.2   Influence

Hornby (2000:614) defines influence as the effect that something has on the way a person thinks or behaves or the way that a person works or develops. He adds that influence

is the power that something has to make the subject behave in a particular way. Alswang and Van Rensburg (1998:421) say that influence is the ability to affect another person's behaviour or attitude, his actions and thinking.

1.4.3 Morale

Williams (1981:8) and Hornby (2000:761) explain that morale refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.

Mendel (Lumsden, 1998:1) states that morale has been thought of as a feeling, a state of mind, a mental and emotional attitude. Washington and Watson (Lumsden, 1998:1) define morale as a feeling a worker has about his job based on how the worker perceives himself in the organisation and the extent to which the organization is viewed as meeting the worker's needs.

Slick (1974:35) and Woodward (2003:1-2) say in connection with morale:

- Satisfaction exists parallel to high morale.

- Morale is made up of many factors in the environment which affect either a group or an individual teacher.

- Morale is a measure of voluntary efforts of groups and individuals which results in greater productivity toward a desired goal.

1.4.4 Educator

An educator is defined in the Oxford Dictionary as a person whose job it is to teach or educate people (Hornby,

2000:371). The National Education Policy Act No 27 of 1996, defines an educator as any person who teaches, educates or trains other persons at an academic institution or assists in rendering education services or education auxiliary support services provided by or in an education department (Brunton, 2003:A3).

Duminy and Steyn (1983:10) and Naidu (2004:4) state that the educator must care for and love the child and will make every effort to guide him towards that personal image which he is expected to acquire. An educator must set an example and demand obedience to norms (Naidu, 2004:4).

Van Rensburg, Landman and Bodenstein (Naidu, 2004:4) describe an educator as one who takes the responsibility of leading the child to adulthood. The parent is the primary educator and the teacher is the secondary educator.

For the purpose of this study, the educator may be described as one who is professionally qualified and is practicing in a permanent or temporary capacity.

1.4.5 Efficiency / Efficacy

Emery and Brewster (1956:480) and Hornby (2000:372) define efficiency as the competency or the ability to produce the best results. Being efficient is being adequate in performance, employing the requisite knowledge and skills and being competent and capable. It is the quality of doing something well and thoroughly.

Hornby (2000:372) describes efficacy as the ability of something, especially a drug or medical treatment, to produce the results that are wanted. Allen (2002:326) states that efficacy is derived from the Latin word efficere which means

to succeed in doing something. Rangraje (2002:10) describes efficacy as the power to produce the desired affect.

The word "efficiency" is preferred for this study because it is the ability of the educator himself who has the power to produce the desired effect. An efficient educator will perform adequately because he possesses all the relevant knowledge and skills. His actions will decide whether he is efficient or not.

1.4.6 Life-world

Van den Aardweg and Van den Aardweg (1988:141) and Rangraje (2002:21) state that a person's life-world include the geographic world and all relationships with people, things, objects and himself. These relationships are inter-dependent on each other and constantly change. Everything that has a meaning to a person is his life-world.

Van Rensburg and Landman (1986:364) describe life-world as that which is experienced by a person in totality, that is, intellectually, connotatively, volitionally and emotionally.

Rangraje (2002:21) asserts that the life world of the educator is unique since it is the totality of meanings perceived by him. Life-world includes the educational reality and the social reality of educators. A unique feature is that the life-world of two educators cannot be the same (Rangraje, 2002:21).

1.5 PURPOSE OF THE STUDY

The aims of this study are;

- To investigate to what extent morale is a determining factor in educator efficiency.

- To formulate recommendations on ways of improving educator morale and to maintain that high level of morale so that optimal teaching and learning can take place.

1.6 METHOD OF RESEARCH

Research with regards to this study will be conducted as follows:

- An overview of available, relevant literature in order to determine an accountable theoretical basis.

- An empirical survey comprising a structured questionnaire to be completed by educators. An Osgood semantic differential scale questionnaire with three response categories (agree, disagree, uncertain) will be constructed. The three response categories will ensure that the respondents fall in the categories enabling the measuring of the direction and the intensity of feelings.

1.7 FURTHER COURSE OF STUDY

Chapter 2 will focus on the study of relevant literature pertaining to all those factors which influence educator morale and how it impacts on the efficiency of the educator.

Chapter 3 will attempt to describe the empirical research design, permission to conduct the survey at schools, sampling, research instrument used for the collection of data and the administering of the questionnaire.

Chapter 4 will focus on the presentation and analysis of the research data.

Finally, chapter 5 will provide a summary, the findings of the study and the recommendations made on the basis of the study.

1.8 SUMMARY

An explanation analysis of the problem, statement of the problem and the aims of this study were given in this chapter. The research procedure was explained and certain relevant concepts were elucidated. The next chapter will focus on the factors influencing educator morale and its impact on the efficiency of educators.

CHAPTER 2

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will review the literature pertaining to the morale of educators and what influence it has on the life-world of educators. The South African School's Act, Act 84 of 1996 has brought about many changes. The abolition of corporal punishment and greater parental powers has added to the dilemma of educators. This chapter will endeavour to investigate literature pertaining to factors influencing the morale of educators and what effect it has on the efficiency of educators.

2.2 EDUCATOR MORALE

Slick (1974:35) and Lumsden (1998:1) assert that teacher morale may be the most significant factor in determining the quality of education.

Slick (1974:35) and Woodward (2003:1-2) state that a teacher must get a high degree of satisfaction from his professional employment if he is to contribute voluntarily and freely of his potential resources to his profession. They added that the aim of all school personnel administration is to develop the policies and practices that maintain or raise morale.

Hoy and Miskel (Lumsden, 1998:1) state that when a healthy school environment exists and teacher's morale is high, teachers feel good about each other and a sense of accomplishment from their job.

In transforming schools, it must be noted that diversity and excellence go hand in hand. In a multi-cultural and multi-racial society, the diversity of public institutions is an important part of building quality. The maintenance and

improvement of the public school system promotes equity. To the vast majority of South Africans the quality of public education they receive will be an escape route from poverty. Highly motivated educators will ensure that these goals are achieved (Zille, 2001: 3).

Therefore Hopkins and Wideen (1984: 192) and Jantjies (1996: 6) propose that teachers must be liberated to peruse actions that would critically reflect upon and make adjustments to their practice. Often, policy makers who are far removed from the problems of the classroom legislate in ways that dictate what teachers do. Policy must be developed so that it facilitates and supports activities in schools rather than controlling and directing them. Hierarchical tendencies inherent in the prescribed top – down approach restrict self development.

Masitsa *et al.* (2004: 230-231) state that low staff morale is associated with low productivity, friction and tension between staff and management, and high absenteeism. Educators are unable to effectively complete their duties. The mission statement of the school may not be realised.

They further state that the physical deterioration of schools, the low status and salaries of educators also contribute to the low morale of educators. Motivated educators will not resign or retire early. This will benefit the schools which desperately need qualified, experienced and committed educators.

Cole and Walker (1989: 92) and Macfarlane (2005:2) suggest that educators have 2 options available, namely;

- to try and change the situation or,

- to leave it.

The first option is very difficult for educators since they have very little power to influence it. The second option is even more difficult, though on the increase. It is difficult because the majority of educators are committed to their jobs. Educators are professionals, who tie their energies, loyalties and identities to the system they work in. They expect due rewards, not increased pressures.

In a comprehensive study of public schools in 2003, the Education Labour Relations Council confirmed that educators are leaving the profession in large numbers. 55% of the 21 358 teachers surveyed indicated that they intend leaving the profession, 25% considered leaving from time to time, and 20% considered it very often (Macfarlane, 2005: 2).

Having a low morale is likely to lead to occupational stress. Stress affects not only the educator, but the learners, the teaching profession, the school and the educational system (Rigby & Bennet, 1996:88). Educator stress is likely to have escalating negative effects on the quality of education, the mental health of the educator and the life chances of the learners (Rigby & Bennet, 1996:88). Left unresolved, stress could result in lack of motivation to teach to the best of one's ability. This will eventually culminate in educator burnout.

The level of enthusiasm and confidence that an educator possesses will play a decisive role in ensuring the success of the teaching and learning process. Highly motivated educators who are rewarded emotionally and financially, will get on with the job conscientiously. This will have a positive impact on the morale of educators.

2.3   FACTORS INFLUENCING EDUCATOR MORALE

Since 1994, there have been many changes to move away from the apartheid system of education. A lack of in-service courses has left educators confused.

Compounded to this was the Department of Education's Rationalization and Redeployment Policy, which resulted in a great shortage of skilled Mathematics and Science educators.

Webb (Rangraje, 2002:4) identifies the following factors as contributing to a decline in educator morale;

- Poor salaries which fall short of the rate of inflation.
- Lack of a career ladder that rewards competence.
- Loss of public confidence in teachers.
- Disrespect and hostility of many students.
- Lack of professional recognition.
- Job insecurity.
- Violence in schools.

Job dissatisfaction results in many teachers leaving the country to seek employment overseas. Binnie (1984:4) states that symptoms of job dissatisfaction are a tendency to criticise schools, goals and policies, low levels of enthusiasm and a tendency to reject administrative directives.

Steyn, Van Wyk and Seyfarth (Rangraje, 2002:113) identify the following sources of job dissatisfaction consequently affecting educator morale:

- lack of opportunities to participate in decision making structures,
- the poor dissemination of information,
- the repetitive nature of teaching results in boredom,
- constant interruptions and distractions during instruction time,
- shortage of resources,
- teaching subjects that the teacher is not qualified for,
- non-responsive or inattentive learners,

- absenteeism of learners,

- threats made by parents and learners,

- an overload of teaching and administrative duties, and

- poor physical conditions at school.

2.3.1 Internal factors

The internal factors that influence educator morale refers to those factors that occur within the work situation. This is found within the school and the Department of Education.

(1) . Lack of learner interest

Hayward (2002: 23) maintains that the lack of interest by learners is a significant factor impacting adversely on educator morale. Very few learners are positive and enthusiastic towards schoolwork. The range of learner's behaviour and attitude go beyond the teacher's experience, training and expectations. Teachers feel confused and uncertain about the right actions to take (Dunham, 1984: 37; Hayward, 2002:23).

Nothing is more demotivating to a teacher than to face a group of learners who are unwilling to learn. Low achieving learners are often disruptive and difficult to control. They do not participate willingly in all activities (Rangraje, 2002: 92).

Cole and Walker (1989: 31) and Van Wyk (2001: 195) add that pupils' poor attitude towards school and their lack of motivation has consistently been identified as a major source of stress in numerous studies. While actual discipline can be dealt with, the problem of poorly motivated learners is much harder to deal with.

Akhurst (1997: 8) states that there is a decline in the culture of learning. Homework is often not done, learning for tests is neglected, there is increased absenteeism and learners arrive late for school. These factors impact on educator morale.

(2)   Diversity in classes

Goldring and Rallis (1993: 10-11) state that diversity in classes is not limited to cultural, racial or ethnic diversity.   The changing structural and economic characteristics of households contribute another dimension.   This form of diversity brings children with more hidden needs, namely emotional, social and economic needs.

The teacher is confronted in class by different forms of social behaviour which have come to be known collectively as multi - cultural and a multi-lingual society.   Teachers are feeling less secure in dealing with the greater diversity of learners in the classroom.   The learners are now drawn from groups, both socio - economic and racial, with whom teachers may have had little or no contact in the past (Akhurst, 1997: 6; Cole & Walker, 1989:10).

Le Roux and Moller (2002:184) add that one cannot expect teachers to teach multi-cultural content successfully and work effectively with ethnically diverse learners without being professionally prepared.   One of the first requirements is "knowledgeableness". This means that educators must be thoroughly trained in all aspects of multi-cultural education. Feelings of inadequacy and a scarcity of experienced multi-cultural role models fuel teacher reluctance to change.

The effective preparation of teachers with appropriate knowledge, values and skills is essential.   Teachers should be trained to work with the cultural and racial background of each child.   A child's cultural heritage should be considered as the basis of his education, not a stumbling block (Smith, 1969:12; Dekker & Lemmer, 1993:45).   Gumbo (2001: 233-241) adds that learners must be exposed to different cultures, and accept different cultures as valuable educational resources.

(3) Discipline

Squelch (Dekker and Lemmer, eds 1993: 239) asserts that discipline is vitally important in maintaining order and harmony in the school. Disruptive and antisocial behaviour have a deleterious effect on teaching and learning.

The leadership of the school is crucial for the development and implementation of school policy. If a school has a disciplinary policy which is participatory, but has an authoritarian leadership which prevents participation, then the disciplinary policy is bound to fail (Sonn, 1999:8).

Mabeba, Prinsloo and Sonn (Naidu, 2004:59) suggest the following possible origins of discipline problems:

- family conflict;

- poverty;

- violence in the community;

- peer pressure to rebel;

- inability to cope with physical and emotional changes;

- teaching styles;

- educators with negative attitudes;

- under resourced schools; and

- bullying and intimidation.

Pretorius (ed) (1998:289) states that violence, aggressive behaviour, sexual misconduct and drug abuse are rampant. Neglect of the child in the family may contribute to this. Another factor is the unrealistically high expectations of achievement by parents.

Rangraje (2002:77) asserts that teachers become negative towards learners who display hostile and disruptive behaviour. When teachers feel that they can no longer control the behaviour of such learners, they reach a state of powerlessness and paralysis.

Masitsa *et al.* (2004: 234) state that undisciplined learners pose various problems for educators, viz. truancy, absenteeism, tardiness, insubordination, failure to complete work and disruption of learning. The abolishment of corporal punishment has aggravated matters. Learners felt that they could not be punished and became uncontrollable.

Many teachers are frustrated because the old and trusted ways of dealing with discipline do not work anymore. Society is changing, teaching methods are changing and learners are becoming more demanding.

A school without effective discipline is unmanageable, a situation that often results in demoralized educators (Sonn, 1999:8). Teachers can no longer rely on the authority that came with the job. They now have to explore other avenues of maintaining discipline.

The Parent's Association of KwaZulu Natal (Bolowana, 2004:3) said that problem learners who are not prepared to toe the line, are costing schools valuable, productive hours which are ultimately lost on other learners. They added that schools are not receiving much support from district offices. District offices were accused of placing problem learners back at school without

consulting schools for their side of the story (Bolowana, 2004:3).

Chitray (Bolowana, 2004:3) maintains that learners lacked respect for educators. He added that some schools had up to 55 learners in a class. If classes were smaller, an educator would know what the problems are, identify problem children and deal with them. He went on to state that educators were afraid because some learners had challenged them to fights.

Sonn (1999:35) mentions that in terms of our constitution, corporal punishment infringes the basic human rights of learners. Schools cannot teach learners to uphold the constitution while participating in corporal punishment. Other measures have to be found. Manuel (2004:3) asserts that the challenge is not to address alternatives to corporal punishment. This creates the impression that one must measure the effectiveness of the alternatives against corporal punishment. Rather, one needs to address the issue of social discipline as a whole within itself, not as an alternative to anything.

(4) Workload

Cole and Walker (1989:39) and Macfarlane (2005:2) assert that overload has been shown as a major cause of low morale. Taking school work home to complete, being heavily involved in extra - curricular activities, teaching more learning areas and classes, leads to a situation where the educator does not have enough time away from the job to relax and recover.

Van Tonder and Du Plessis (Masitsa et al. 2004:229) state that undesirable workloads are a deterrent to the effective functioning of educators because they pose a threat not only to effective teaching, but also to effective evaluation and prompt feedback.

In addition, principals demand an enormous amount of paperwork from teachers in order to monitor their activities. This paperwork detracts from the time teachers have to teach and adds to the considerable burden they bear. It undermines teacher's confidence in their own authority (Reeves, 1994:36). Maeroff (1988:21) asserts that between 10% and 50% of a teacher's time is spent on non - instructional duties.

Being overloaded with work can threaten not only job security but feelings of self esteem and competency as well (Boberg, 1982:48; Van der Linde & Van der Westhuizen, 1999: 192). Teachers also have to undertake extra-mural activities, after school and on weekends. As there is no remuneration, educators become disillusioned, thus having a negative impact on the morale of the educator.

(5)   Management leadership style

Masitsa *et al.* (2004:223) assert that school management entails the performance by the principal, assisted by his management team, of a series of tasks or activities in the management of the school to ensure its smooth functioning. The level of efficacy and efficiency of the leadership style impacts on educator morale. When the leadership style is viewed in positive terms, this can impact positively on educator morale (Hayward, 2002:27).

Bureaucratic management of schools proceeds from the view that teachers lack the talent or motivation to think for themselves (Carnegie Forum on Education, 1986:58; Van Wyk, 2001:200). Schools that are managed in an authoritarian style, have teachers at the bottom of the hierarchy. As a result, teachers lose confidence in the importance and validity of their own ideas (Reeves, 1994:39). Maeroff (1988:86) states that too often principals are simply managers, not leaders. Principal - teacher relationships are often paternal and hierarchical and principals end up in dominating roles.

Steyn (1998:131) asserts that effective schooling can only take place where the principal and teachers are involved in decision making. Individual teachers must be empowered to participate in the process of knowledge production. Teachers are able to contribute in management decisions.

Masitsa *et al.* (2004:222) add that the current selection process for principal posts does not always identify the required level of competence. As a result, many principals are ill - prepared for the demands of managing a school. Some principals receive very little training and are unable to manage their schools.

Masitsa *et al.* (2004:238) maintain that educators often lose confidence in an incompetent principal and show disrespect. Lack of management skills lead to poor management, and have a negative impact on educator morale. Sufficient training will ensure that principals do not use trial and error methods in managing schools. Lack of principal development leads to lack of teacher development. Lack of teacher development does little to improve teacher morale and effectiveness.

Hayward (2002:24) and Lyons and Stenning (1986:14) state that effective levels of authority, delegation, and responsibility given to educators can improve educator morale. The involvement of staff in the running of the school is vital. Consultation and communication must be achieved correctly. Delegation of duties must also be done in consultation with staff. The school must work as a team, and not as a hierarchy.

Potter and Powell (1992:14) and Hopkins and Wideen (1984:194) assert that a good school believes in a collective and collegial approach to decision making. Just as the concept of individuality has been recognized in learners, so too must the concept be recognized in educators. If one has to assure that school improvement can best be achieved through enhancing the

contribution of every teacher, then the recognition of individual differences becomes vitally important.

(6) Relationship with colleagues

An integrated environment provides a degree of comfort and certainty to teachers. In a segmented environment where teachers are divided, bad feelings, blocked communications, misunderstandings and inconsistencies are not uncommon. Teachers become demoralized by such an environment (Liebermann, 1988: 32-36 ; Lumsden, 1998:1). An integrated environment supports opportunities for professional challenges and growth. Good communication among teachers is essential to self - realization. They are the vehicle for self- expression, for sharing problems, to exchange ideas and advice (Cole and Walker, 1989:149).

Cole and Walker (1989:32) and Broekman and Segal (1997: 20) argue that the conflict with colleagues is a major source of stress. Such conflict can range from academic disagreements to those arising from the exercise of managerial direction. Instead of giving each other unconditional mutual support, they become rivals and have to work and communicate with each other in situations of ambivalence, distrust and conflict (Cole and Walker, 1989:79; Broekman & Segal, 1997:20).

The way in which schools are structured seems to conspire against collegiality. Sergiovanni (Singh & Manser, 2002: 56-64) define collegiality as the responsibility given to teachers to become an integral part of the school's shared vision. Collegiality is collaborative, transformational and based on shared objectives. The less the educators deal with each other, the more teachers are likely not to trust each other. The person in the next room is viewed not as a

colleague but a competitor (Maeroff, 1988:26; Singh & Manser, 2002:56-64).

Rangraje (2002:90) states that with educators facing common problems, one might expect unity and co-operation amongst them. However, this is often not the case. Educators form cliques in which they feel comfortable. They receive little or no recognition from colleagues. Teachers become demoralized in such an environment and remain unhappy.

(7) Teacher Competence

Masitsa *et al.* (2004:233) state that the incompetence prevalent in some schools results in some teachers not attending class, not marking books and not completing the syllabus. Principals are reluctant to deal with incompetent teachers and fear the teacher unions. The M.E.C often threatens to close down under-performing schools but has yet to do so. Incompetent educators have a negative effect on the overall school performance and leads to many related problems. The morale of performing educators is diminished when they notice that the incompetence of colleagues is not dealt with.

(8) Educator - learner ratio

Large classes make effective teaching difficult. They also make it nearly impossible for teachers to give learners the individual attention they need. The movement of large numbers of people to the cities has worsened over-crowding in schools. Urbanisation results in schools having to accommodate rising numbers of learners. This increases the pressure on teachers (Reeves, 1994:15).

Unions have targeted one teacher for every 32 learners in the post provisioning norm (Manuel, 2004:3). However, this decision

is often taken unilaterally by the M.E.C. in each province. When the norm was calculated for 2005, the total number of learners (2 595 815) was divided by the total number of educator posts for distribution (74 422) achieving a figure of 1 : 34,6 (Cronje, 2004:4).

This present ratio translates to a class size of 60 learners with one teacher. This does not take into account the impact of HIV / AIDS and educators on sick and accouchement leave. More educators will have to be employed to bring down the educator - learner ratio.

Broiles (1982:17) and Masitsa *et al.* (2004:229) argue that overcrowded classrooms and lack of support can lead to teacher frustration, disillusionment and incapacitation. Reducing class size and improving safety are major concerns.

Masitsa *et al.* (2004:229) add that inadequate teacher posts lead to over-crowded classes. Over-crowded classes militate against individual attention and make educators lose their enthusiasm for teaching, their motivation and morale. This inevitably leads to ineffective teaching and poor academic performance by learners.

(9) Low salary and benefits

The crisis today is that both the intrinsic and extrinsic rewards for teachers are under attack. The decline in the extrinsic reward of pay is annoying in itself and it is seen as evidence that the teachers' professional worth is not recognized. Declining recognition and respect attacks the teacher's own identity and the sense of his personal worth, which is an important element of intrinsic reward (Cole and Walker, 1989:168).

While professionals in other fields are used to being treated to lunch and taking others to lunch, teachers hardly even get so

much as a free cup of tea. Expense accounts are the exotica of another planet. Teachers even have to sign in and out in log books in the office (Maeroff, 1988:21; Cole & Walker, 1989:168).

The salary that teachers receive is inadequate for the workload and responsibilities. The rate of increases in salary does not keep up with inflation. Salary packages are not market related and the remuneration is inadequate for the qualifications. Cilliers (2004:10) stated that in 2004, the average teacher in South Africa earns R99 600 a year. A teacher in America earned about R305 500 a year and in Britain, R255 200 a year.

Ryan and Cooper (1988:7) and Hayward (2002: 4) assert that exceptional excellence is seldom rewarded by promotion or salary increments. For most classroom teachers, high status and prestige come only by leaving the classroom for administration. The researcher is of the opinion that in the long term, the pursuit of excellence is hampered when all teachers are rewarded equally. All teachers were given a once-off payment of R850 in July of 2002 *in lieu* of an annual salary notch increase. This disregarded individual performance. Walters (Hayward, 2002:4) commented that such a once off payment was an insult to educators. Recognising teachers by paying them is invaluable in giving teachers the confidence to be more assertive. Teachers have received little to offset the disadvantages (Maeroff, 1988: 21 ; Hayward, 2002:4).

The National Budget is announced early in the year. Only then does salary negotiations commence with strict limits and ceilings. This makes a mockery of the notion of genuine collective bargaining. It is a recipe for deadlock and confrontation. Allowing labour a greater say in the budget process is not admitting outside influence into the fiscus. It means negotiating in good faith (COSATU Joint Mandating Committee, 2004:17).

The strategy of the employer has been to try and sow division between the unions and drag out negotiations. The employer also hints of unilateral implementation, as it happened in 1999. Since then, the employer has forced it's will on the workers and refused to negotiate in good faith (COSATU Joint Mandating Committee, 2004:17). Madisha (Michaels, 2004:1) accused the government of timing negotiations at exams so that they could appeal to the emotions of the nation and blame teachers. Holomisa (SAPA, 2004:6) accused the government of courting public servants for votes before the elections and then discarding them afterwards. The expectations of educators are never realized.

(10) Educational resources

Masitsa *et al.* (2004:226) in their research found that principals have problems not only with the management of facilities and resources, but also a lack of sufficient resources. There is a shortage of educators, equipment and textbooks. Electricity, water and rental accounts are not paid on time. Schools lack laboratories, libraries and sports facilities. The majority of buildings need renovation. Security fences are either broken or non-existent. Such factors have a negative impact on educator morale.

Manuel (2004:2) asserts that without the necessary redress in terms of resources, infrastructure, learner support materials, training and support, one can be accused of being delusional when talking about progress. Manuel (2004:2) further stated that the magic moment will be the day when the closest school to home is as good as the school across town.

Liebermann (ed) (1988:28-29) and Masitsa *et al.* (2004:227) are of the opinion that teachers who feel that they lack adequate materials to do the job, become discouraged, bitter and frustrated. Without the appropriate tools of the trade, that is,

books, paper, pencils, etcetera, teachers are set up for failure and professional frustration.

Legotlo (Masitsa *et al.* 2004:227) adds that a shortage of basic instructional aids such as textbooks can lead to complex problems of low morale and lack of commitment from both teachers and learners. It will limit teacher enthusiasm. Those in charge of education are demanding and promoting a renewal in teaching methodology, but do not equip teachers with what they need to put it into practice.

(11) Integrated Quality Management System

The new Integrated Quality Management System (IQMS) replaces The Developmental Appraisal System, Performance Management *Developmental System and the evaluation component of Whole School Evaluation*. The purpose of Developmental Appraisal was to determine areas of strengths and weaknesses and to draw up programmes for individual development. The purpose of Performance Appraisal was to evaluate educators for salary progression, grade progression, affirmation of appointments and rewards and incentives. Whole School Evaluation was to evaluate the overall effectiveness of the school as well as the quality of teaching and learning (Manuel, 2004:1).

The signing of an agreement in respect of IQMS has the potential to increase educator morale, depending on how implementation takes place. The issue of advocacy and training needs to be handled efficiently if there are to be any meaningful and positive results. The multiplicity of quality management systems was confusing and demoralizing educators and the IQMS has to rectify this problem. The monitoring of the performance of educators, assisting those requiring assistance and rewarding good performance will have a very positive effect in raising morale (NAPTOSA Update, 2003:9).

Hayward (2002:70) states that team members must have professional credibility. Those people who visit schools should have the relevant academic and professional expertise to do evaluations. The panel members should have personal track records of professional excellence as educators when they were in the formal school system.

Masitsa *et al*. (2004:222) state that to be effective, evaluation should culminate in professional development, motivation of teachers, and the improvement of academic performance. Therefore teachers should be involved in the development of the criteria for evaluation if they are to regard it as a form of support and development.

(12) Promotions

Rajbansi (Barbeau, 2004:1) states that it is important to know who is put into the classroom and how, and who makes the selection for upward mobility. For unqualified members of the governing body to make this decision is an insult to teachers. Hayward (2002:30) argued that infrequent vacancy lists, affirmative action policies and perceived politicization of appointments could account for levels of negative morale.

Masitsa *et al*. (2004:223) state that situations in some schools are exacerbated by the inadequate training of principals and the promotion of inexperienced teachers to the position of principal. It is not possible for a teacher to acquire all the knowledge and skills needed in the position of principal from his previous post.

Liebermann (ed) (1988:35-36) and Lumsden (1998:1) are of the opinion that many people think of growth as an opportunity to leave the classroom. The notion of getting good teachers into administration is negative. Teachers should be encouraged and be given the opportunity to remain in the classroom.

(13) Curricular reform

In an attempt to reform education, the government has enacted many laws and adopted many policies. Numerous administrative changes have been introduced in education. The simultaneous introduction of Revised National Curriculum Statement (RNCS) and IQMS was confusing to educators. Insecurity about such changes adversely affects the performance of educators (Masitsa, *et al.* 2004:235).

The major criticism about Curriculum 2005 was that it made assumptions that are invalid. It assumed that all teachers are curriculum specialists and learning support material compilers and that they can work backwards from broad outcomes to create content and learning source materials (Zille, 2001:2).

Akhurst (1997:6) states that in the changing education system, much practice is developed in the trial and error way rather than being based on sound educational theory. Whereas solutions *suggested are often politically sound, concrete examples are not* given. There are not many workshops for teachers to get proper training. There are not enough follow-up workshops to ensure that teachers are doing the right thing.

Glass (2004:17) adds that the departments preferred forms of cascade training and one-off workshops do not provide the kind of opportunities that are needed for meaningful and sustained growth. Educators need to have ongoing reflective opportunities to improve their knowledge of what to teach and how to teach it.

(14) Staff development

Hopkins and Wideen (1984:11) and Manuel (2001:1) maintain that declining teacher enrolments for teacher training have resulted in a static and ageing teacher population. This increases the need for the school and the department to be more responsible for staff development, because no longer can they rely on an infusion of new blood to generate enthusiasm.

Cole and Walker (1989:149) and Akhurst (1997:8) assert that scientific understanding and the social environment is constantly being updated. Teachers need in-service training with a permanent communications network. This should not be limited to academic matters only, but should also include methodological, social and personal aspects of teaching.

The department must improve the standard of training. With the enormous changes currently occurring in education, the department has a pivotal role to play in assuring that the change is implemented in a sensible and effective way (Hayward, 2002:32).

Joyce, Calhoun and Hopkins (1999:13) are of the opinion that staff development embedded in the workplace, increases inquiry into new practices and the implementation of school improvement activities. It has to happen regularly. There is a sense of renewal and inspiration thereby increasing educator morale as educators also become more confident (Masitsa *et al.* 2004:222).

Modgil (1986: 154) and Gumbo (2001: 233-241) state that the whole generation of teachers should be uplifted morally, intellectually, socially, culturally and professionally without causing a threat to educator morale. It does not mean tinkering with the curriculum, or the assumption that educators have the cultural, intellectual, social and moral pre-requisites already (Gumbo, 2001:233-241).

(15) Affirmative action

The objective of affirmative action is to remove all forms of discriminatory practices based on race, gender, disability, age and language so as to achieve equity in the department. From the merit list, the person falling within the most under-represented group must be recommended for the job provided that he scores 60% at the interview (KZN DoE, 2004:2-3).

Many are of the opinion that appointments and promotions should be based on merit. Govender (2003:3) states that it is ironic that in the face of a massive shortage of educators, the department is still considering affirmative action measures in the appointments of educators. Educators deserving of promotions quickly become demoralized when the system they are employed in works against them.

(16) School finances

Quail (2004:23) states that as government expenditure diminishes, learners are paying higher fees. Between 1999 and 2004, the budget for education has decreased from 23% to 19,6% of national expenditure (Quail, 2004:23).

Hundreds of former section 21 schools would also like to revert to section 20 status now that the government expects schools to bear more costs while fewer parents are paying the rising fees.

Jones (ed) (2002:23) states that in a section 20 school, the state meets most of the costs of building and equipping the school, as well as to keep it operating.

In section 21 schools provision is made for school governing bodies to take responsibility for additional management functions. This includes becoming more responsible for managing

aspects of recurrent expenditure. These additional functions include:

- to maintain and improve the school's property, buildings, grounds and hostels;
- purchase text books, educational materials or equipment;
- pay for services for the school, and
- other functions consistent with the Act or provincial legislation.

Providing free and compulsory education has become the responsibility of most governments in other countries. This is regarded as a basic human need (Dekker & Lemmer, 1993:95).

Maharaj (Barbeau, 2004:1) says that the norms and standards used are flawed. In the allocation of funds, the state of the school and its location are taken into account but demographics and income levels of parents are ignored. Schools in areas with high unemployment rates are unfairly and inadequately funded.

Manuel (2004:3) states that schools with the lowest fee income, sit with the largest number of learners exempt from fees payment. The schools need assistance desperately, otherwise the gap between resourced and under-resourced schools will keep growing. Until government pays the school fees of those exempt from paying, the burden will fall on those parents who do pay the school fees. Spiraling out of control school fees in public schools ranging from R30 to R16 000 per annum, indicates that there is something seriously wrong in our education system (Manuel, 2004:3).

Hopkins and Wideen (1984:11) and Manuel (2001:2) maintain that schools facing budget cuts find themselves in little more than maintenance modes. With money so scarce, enhanced quality becomes more and more the responsibility of the school. Having ample resources will depend on the availability of funds

available. Educators now have the additional burden of fundraising added to their list of responsibilities. The time and effort taken for this purpose could be more fruitfully spent on academic tuition.

The situation illustrated above will do little to bolster the morale of educators.

(17) Improvement in qualifications

Maeroff (1988:3), Ryan and Cooper (1988:7) and Rangraje (2002:93) state that knowledge is the currency in which the teacher deals, yet the teacher's own knowledge is allowed to become stale, stagnated and devalued. Ryan and Cooper (1988:7) and Maeroff (1988:3) add that another way to enhance the dignity of teachers is to pursue an area of research and study on the assumption that teachers will be encouraged to investigate, inquire, or experiment in areas such as traditional school subjects, psychology, anthropology and sociology. This will improve the *gestalt* of the educator.

A once – off bonus is given to the educator on completion of his study. This barely covers the total costs incurred and is a deterrent to educators wishing to further their studies. Neither the course fees, textbooks or travelling expenditure is subsidized by the department. This has the effect of further demoralizing educators who wish to contribute to educational excellence by improving their professional knowledge.

(18) Rationalisation and redeployment

Redeployment refers to the transfer of educators from schools where there is an excess of educators to schools where there is a shortage. The post provisioning norm is applied in determining whether there is an excess or shortage of educators.

Redeployment took place against the will of the educators involved. It made these educators lose morale and become

demoralized. Principals often suspected redeployed teachers to be weak (Masitsa *et al.* 2004:230).

According to Maharaj (2001:1) rationalization and redeployment has failed hopelessly because stakeholders did not do enough by way of research and preparation to look at the essential ingredients for implementation. It had the effect of creating uncertainties and threats of retrenchments which has depleted the most essential resource in education – educators.

Further uncertainties have resulted in educators relocating overseas, in the hope of finding better working conditions and better salaries. It will take many years and much capital to replace this brain drain. Although suitably qualified teachers from other countries are employed, communication with learners becomes a stumbling block because of the language barriers. The overall morale, commitment and motivation of educators are negatively affected (Maharaj, 2001:1).

(19) Teacher shortage

In the 1990s, educators were offered voluntary severance packages. Many experienced, capable and qualified educators left the profession. This exacerbated the educator shortage crisis (Hayward, 2002:6). Manuel (2001:2) states that the fact that the *National Minister of Education is considering re-hiring those* educators indicates that insufficient thought and planning was undertaken in implementing that decision. Current educators will feel threatened by those educators, who would be in darkness in terms of the changes that have taken place over the past ten years (Manuel, 2001:2).

Masitsa *et al.* (2004:230) state that due to poor motivation and morale, some teachers opted to go on pension when they turned 55 instead of waiting until they were 60, while others resigned. If such a situation is allowed to continue, schools would lose many experienced educators.

Gardiner (2004:5) asserts that the profession is losing 17 000 members annually. Higher education institutions are currently producing 3 000 trained teachers each year. There is an annual shortfall of 14 000 educators. It was also interesting to note that in a survey conducted, not one of the top 100 matriculants in the Pietermaritzburg region opted to do teaching as a career (Gardiner, 2004:5).

According to Ryan and Cooper (1988:484), teaching is an underpaid and overworked occupation, making it difficult for universities to recruit and train good students. Teaching comes with large responsibilities but modest material rewards. Despite their considerable skills and knowledge, excellent teachers have very few opportunities to advance within the profession (Ryan & Cooper, 1988: 485; Hayward, 2002:4).

(20) Provincial Department of Education

Lieberman (ed) (1988:62-63) and Jantjies (1996:16) state that with the top-down and increasingly prescriptive approaches, policy makers do not trust teachers to make responsible, educationally sound judgements. They do not view teachers as uniformly capable and are suspicious of the adequacy of teacher preparation and supervision. It constrains self-development, collaborative discourse and self-reflection (Jantjies,1996 :16).

It is remarkable how distrustful administrators and teachers can be of each other. This is a reflection of the limited dialogue between the two levels. Greater demands on educators lowers educator morale significantly. By treating teachers in ways that empower them, administrators can help sustain teacher morale (Maeroff, 1988:485 ; Lumsden, 1998:3).

Cronje (2004:1), Member of the Executive Council for Education, KwaZulu Natal, admits that the bloated head office staff needs to get out to the region. It has grown bigger and bigger and more

self-important, while regions are suffering. Cronje (2004:1) also states that there has been a lot of nepotism in the appointment of people, irrespective of whether they have the skills or not. The M.E.C. also admitted that some of the very senior officials had not seen The Master Strategic Plan document which outlines the visions, mission and goals of the department.

Departmental officials need to get to school and interact with educators. Educators can then put a picture to the face they talk to on the telephone. Too often paperwork sent to the department is lost and queries are not dealt with timeously. Educators lose confidence in the officials, thus lowering their morale.

(21) Inclusive education

The Constitution of the Republic of South Africa emphasizes the need to include people with disabilities in schools, the workplace, social, political and sport environments (Utley, 2001:1). Subsequently, the Education White Paper 6 was developed. Utley (2001:1) states that the White Paper 6 acknowledges that all learners who are different, whether due to age, language, ethnicity or disability, can learn and must be accommodated in both special and ordinary schools.

It is often asked whether educators in the class are prepared and ready for inclusive education (Hay, Smith & Paulson, 2001:213). Comparisons are often drawn between the processes of implementation of Curriculum 2005 and inclusive education. It is stated that Curriculum 2005 was perhaps implemented too hastily and without adequate educational training. The fear exists that the same mistakes may be made with inclusive education (Hay, Smith & Paulsen, 2001:213).

There are many barriers present which may prevent the outcomes from being achieved. According to Utley (2001:6), transformation

and change need to happen in the full range from the National Department of Education to the communities. There must be a paradigm shift towards inclusive education. Educators need to improve their skills and knowledge. Flexibility needs to be evident in the curriculum, in the teaching methods and in assessment. Admission policy and legislation must be adapted (Utley, 2001:6).

Engelbrecht, Swart & Eloff (2001:256) state that inclusive education makes additional demands on educators and their sense of efficacy. They add that inclusive education changes the fundamental responsibilities of educators in mainstream classes. According to Kyriacou (Engelbrecht, Swart & Eloff, 2001:256), the need to cope with change is listed as a major source of stress. The implementation of inclusive education is a complex and multi-faceted issue that will have to be planned with meticulous detail. Educator preparedness is vital if inclusive education is to succeed (Hay, Smith & Paulsen, 2001:213).

2.3.2 External factors

The external factors that impact on educator morale come from outside the school. The educator or the department has little or no control over these factors.

(1) Mass media

Media condemnation of a few educators who are guilty of crimes has a negative effect across the whole profession. Accusations against teachers in general harm the image of the profession (Hayward, 2002:31). Rangraje (2002:86) states that the mass media may be regarded as a major contributor to the decline in the professional self-esteem of educators. The media has contributed heavily to the decline in the status and morale of educators. It is not uncommon for the media to criticize teachers, but compliments are not easy to come by. This has led

to a profound political and social shift in the status and public perception of teachers. This decline marks the loss of professional self-respect among teachers (Ball and Goodson, 1984:3 ; Hayward, 2002:31).

Maeroff (1988:104) and Rangraje (2002:86) maintain that just because some deficient teachers persist in the profession, all teachers cannot be treated as though they are guilty as well. Teacher unions must get serious about assisting the department to get rid of incompetence as the reputation of sincere, hard-working and dedicated teachers is lowered.

(2) Parental involvement

Cronje (2004:4) asserts that the parent community must take ownership of the education of their children and must be seen to play a role, not only in the appointment of teachers, but also in inculcating good values in children. This will go a long way in eliminating discipline problems among learners.

Hayward (2002:65) adds that some parents do not support the school in its endeavours to discipline learners. Some parents also refuse to accept reasonable disciplinary measures taken by the school. Parents have to co-operate with teachers to ensure that effective discipline is maintained. Parents must instil a culture of perseverance, self – discipline and good work ethics in their children. They should ensure that their children are positively motivated.

Masitsa *et al.* (2004:237) highlight the fact that some learners do not live with their parents, while others live with single parents. As a result of parent apathy, educators cannot discuss with parents matters essential to the education of their children, or enlist their support in combating truancy and neglect of school work which are both rife in schools. Some

parents do not find it necessary to take part in school activities as well.

There has to be a sound rapport between the school and parents. Goldring and Rallis (1993:13) assert that increased parent-school relationships lead to significant educational benefits. Akhurst (1997:8) comments that teachers often feel a lack of support from parents for their efforts. Parent apathy, or open challenge to teachers, has led to many teachers feeling that their efforts are thwarted by learners' experiences within their families. Schools and educators cannot function effectively without parental support and involvement. It is frustrating for teachers when parents are quick to criticize them but show very little interest in the education of their children.

(3) HIV / AIDS

South Africa is experiencing a phenomenal growth in HIV / AIDS . AIDS related deaths amongst educators in the period 2001 – 2010 is estimated at 50 000 (Hayward, 2002:5). Hall (Hayward, 2002:6) asserts that the profession is facing a crisis in the supply of newly qualified educators.
Additional demands will be made on teachers to deal with the emotional trauma experienced by learners who are orphaned.

Maharaj (Barbeau, 2004:1) states that the department must ensure that higher education produces a sufficient number of suitably qualified teachers fast enough to prevent a grave shortage in a few years due to deaths from HIV / AIDS. Lesser teachers would also mean higher educator-learner ratios and all its associated problems.

Shandu (2000:1-2) states that educators have a critical role to play in assisting learners to grow personally and socially so that they are able to change their lives and make the right decisions when situations arise. One such decision is the threat

presented by the HIV/AIDS pandemic which continues to ravage the country. African countries presently account for 70% of new HIV/AIDS infections and four fifths of AIDS related deaths (Shandu, 2000:2). Gardiner (2004:5) is of the opinion that it is unfair to expect teachers to deal with the highly demanding complexities of the impact of HIV/AIDS as teachers are already reeling under the onslaught of what they have to cope with.

In a study conducted by the Education Labour Relations Council (ELRC) in 2003 to measure the impact of HIV / AIDS via a nationally represented sample of 17 088 teachers, nearly 13% were tested HIV positive. HIV prevalence is highest in the 25- 34 year olds followed by 35 - 44 year olds. More than a fifth (22%), about 10 000 teachers, of the HIV positive group needed anti - retroviral therapy. In about 10 years almost a quarter of experienced teachers will have died of AIDS. About 4 000 teachers died of AIDS in 2004 (Macfarlane, 2005:2).

The Department must analyse the effect of HIV/AIDS on the education system and programmes must be developed. These programmes must include measures such as strengthening information systems, establishing a system to identify orphans, co-ordinate support and care programmes and put in place referral systems (Utley, 2001:6).

(4) Socio-economic conditions

Pretorius (1998:301) and Kamper (2001:111) maintain that there is a close link between the level of the socio-economic environment and the scholastic achievement of the child. Smith (1969:14) and Pretorius (1998:301) assert that children of poverty suffer from malnutrition. The hunger which a child carries to school lessens his performance and affects his attitude. The disadvantaged child is often affected by the instability of his family, often caused by parents being unemployed. There is often lack of interest in formal education. There is little desire to engage

in personal or community efforts for self-improvement (Kamper, 2001:111).

Hare (1985:21) is of the opinion that some disadvantaged learners may feel that the quality of their lives will not be improved by the school. The school may transmit the principles of justice, but the environment in which he lives makes such principles useless. There is very little desire to participate in community affairs as well (Kamper, 2001:111).

Rangraje (2002:80) states that where large numbers of learners come from low socio-economic status homes, teachers are likely to find it more difficult to teach such learners. Principals may perceive poor results as being due to a lack of motivation by teachers. This causes teachers to become demoralized.

2.3.3 Personal factors

Hornby (2000:868) defines personal as "not belonging to or connected with anyone else". It has to do with a person's private life, which is often internal in nature. It refers to his psychological and physiological self which is often influenced by external sources.

(1) Life world

Van den Aardweg and Van den Aardweg (1988:141) state that a person's life world includes the geographic world and all relationships with people, things, objects and himself. These relationships are inter-dependent on each other and are always in a state of constant change. Everything that has a meaning to an individual is his life world. Van Rensburg & Landman (1986:364) describe life world as that which is experienced by a person in totality, that is, intellectually, connotatively, volitionally and emotionally.

Vrey (1979:77) states that an individual must understand the significance of people, object and ideas and himself. Once meaningful relationships are formed, involvement with the world is possible. There needs to be a sound relationship based on trust and acceptance between the educator and himself, learners, parents, colleagues, community and object and ideas. The meaning an educator attaches to his occupation will significantly influence job satisfaction.

(2) Experience

Van den Aardweg and Van den Aardweg (1988:83) define experience as a situation in which an individual receives values and meanings in that particular situation. All human beings experience things in different ways, which are accompanied by *feelings and aspirations which differ in quality and intensity.* No individual can select their experiences.

Van den Aardweg and Van den Aardweg (1988:83) went on to identify the following components of experience :

- experience determines the quality of relationships;

- experience emphasizes the uniqueness of individual relationships;

- experience is emotional and evaluated according to degrees of pleasantness or unpleasantness;

- experience *inhibits or incites a person's involvement in* every attribution of meaning;

- experience determines the intensity of the clarity and stability of the meaning assigned by the individual; and

- experience is a meaningful event, involving the total person who experiences certain feelings which he is aware of.

Positive relationships and experience in the workplace will result in a climate conducive for effective teaching and learning to take place.   This will have the effect of boosting educator morale.

(3) Relationships

Van den Aardweg and Van den Aardweg (1988:193) state that in assigning meaning to his life world, man has a dynamic relationship with other people, ideas, himself and God.   These relationships are either pleasant or unpleasant and will be avoided if it is unpleasant.

De Jager *et al.*   (1985:13) state that man's life and world view of himself will determine his relationships in life and, this relationship has a reciprocal influence on his philosophy of life.

All experiences take place within this context. The life world of the teacher consists of his relationships with his colleagues, family members, parents and the governing body. Man cannot live alone.   Every situation and relationship is unique, involving at least two people.

(a) Relationship with self

➢ Physical health

Man's attitude for establishing and ennobling relationships with others is determined by the manner in which he experiences and conceives the meaning of life in respect of human origin and existence.   The way he views himself is of vital importance. He

must accept himself as he is because he is a unique individual (De Jager *et al.* 1985:13 ; Oliver & Venter, 2003:186).

Fisher (Olivier & Venter, 2003:186) emphasises that each individual is unique and that no two teachers will react in the same way. One teacher may experience a situation as extremely stressful, while the next may experience it as exciting and challenging.

In the post apartheid period in South Africa, tensions are exacerbated by rapid demographic changes in schools and increasing demands on teachers to redress educational imbalances. Stress, tension, anxiety, uncertainty and feelings of vulnerability are common in the classroom. They underline the mood of the teacher, the learner and the culture of the classroom. When the educator has low self-esteem, then he will not utilize his abilities to the optimum (Broekman & Segal, 1997:20).

Van Wyk (2001:186) asserts that according to research conducted, stress is becoming endemic. This would have serious implications for the physical and mental well-being of the teacher.

Van der Westhuizen (Rangraje, 2002:110) defines stress as the physical, mental or emotional reaction resulting from an individual's response to environmental tensions, conflicts and pressures. Boberg (1982:10) states that stress leads to psychological (anxiety, depression), physiological (high blood pressure, ulcers) and behavioural (excessive consumption of alcohol) strain. Broiles (1982:19) adds that stress at work has broader implications for the quality of one's life outside of work, especially one's own physical and mental health and family roles. Stress also impacts on the learner's performance at school (Rigby & Bennet, 1996:38).

Forney (Dunham, 1984:90) concluded that teachers are physically, emotionally, mentally, sexually and spiritually drained.

> Psycho-social self

Van den Aardweg and Van den Aardweg (1988:206) define self – esteem as an assessment of oneself in either positive or negative terms. An individual with a high self-esteem will show confidence and leadership traits.

Humphreys (1993:25) states that self-esteem is the main element that determines an individual's failure or success in life. The following factors may influence the level of self-esteem:

- poor working conditions;

- work overload;

- poor learner discipline;

- poor school ethos;

- poor prospects of promotion; and

- difficulty and complexity of dealing with changes.

De Jager et al. (1985:59) states that man cannot live alone and has to co-exist with other people. Controlling ones individuality contributes to harmony in society. If the profession is held in high esteem, others in the community will acknowledge the contributions that the educator makes to society. The educator must socialize and work with the community at functions and events after school. The interaction he enjoys with the members in the community will impact on his duties and responsibilities in the formal work environment.

Smallegan (Van Zyl & Pieterson, 1999:74) asserts that aspects of the socio-psychological environment and the broad social context within which they function, may lead to high levels of stress. Examples include the financial obligations, family crises, role confusion (working long hours versus being a supportive husband or wife) and lack of financial support systems.

(b) Relationship with others

The factors that put teacher morale under threat, may affect not only his efficiency but also his life-world as well. This will have a ripple effect on the teacher's relationships with others.

> Colleagues

Low morale may lead to a lack of respect between colleagues. This will lead to a lack of co-operation, work ethics, tension and unhappiness. The code of conduct between educators as stated by The South African Council of Educators (Brunton, 2003:12) is as follows:

- refrains from undermining the status and authority of his colleagues;

- uses appropriate language and behaviour when interacting with colleagues;

- promotes gender equality and refrains from sexual harassment;

- uses proper procedures to address issues of professional incompetence or misbehaviour; and

- respects the responsibilities assigned to colleagues.

Van den Aardweg and Van den Aardweg (1988:193) state that there should be a dynamic relationship between peers and add that positive acceptance is based on;

- conformity of attitudes and behaviour;

- co-operation; and

- trust.

Colleagues have to work together and not against each other. A positive, sincere and dedicated relationship will go a long way in improving educator morale.

➤ Governing body

The governing body is a parent representative body. According to The South African Schools Act (Brunton, 2003:12), the role of the governing body is to:

- promote the best interest of the school;

- adopt a constitution;

- develop a mission statement;

- adopt a code of conduct for learners;

- support the principal and staff in carrying out their duties;

- submit budget to parents;

- ensure that school fees are collected; and

- ensure the development of the school by providing quality education.

Governing body members must be aware of the workload of educators. They must ensure that educators have minimal afternoon and weekend duties by assisting in extra-curricular activities. They must motivate the community to support the school in all activities. The morale of educators will be boosted when the governing body works with and not against teachers.

However, there are those governing body members who treat staff as factory workers. Kydd, Crawford and Riches (1997:39) state that familiarity rather than mystery of the profession has encouraged the belief that any reasonably educated person could do the job without needing to acquire any expertise.

> Family members

Educators spend much time at home marking books, planning and preparation. Family members doubt if the individual had chosen the right profession. Teaching is regarded as a 24 hour job, but this impacts on family relations. With vacation leave being abolished for educators, families are unable to go on holiday during season time because of the high accommodation rates. Marital relations become strained which may result in separation. Support for the educator from his family will enhance his self-esteem and sense of job satisfaction.

(c) Relationship with God the Creator

Steyn (1984: 170-171) states that man is involved in all embracing relationship with his Creator. Man can also create, love and work but not in the same way as his Creator. By getting to know his Creator, man understands himself, fellow human beings

and the world of objects better. Man must serve the Creator as He decides the destiny of every individual on earth. The Creator of all life is so powerful that by praising Him, man's life becomes more significant.

Heeralal (2002:56) states that the educator's relation with God directs his way of living and the way he interacts with learners, both inside and out of school. He adds that an educator with a strong belief in God usually has a positive self-concept and this is one of the qualities of a good educator. Having a positive self-concept has the potential of impacting positively on educator morale.

(4)   Stress

Moracco and McFadden (Rigby & Bennet, 1996:38) define educator stress as an alteration of psychological homeostasis resulting from aspects of the job that are perceived as threats to an individual's well-being or self esteem. Kyriacou and Sutcliffe (Rigby & Bennet, 1996:38) view educator stress as a response syndrome of negative effect, (example, anger and depression) usually accompanied by potentially pathogenic physiological changes, (eg. increased heart rate) resulting from aspects of the job which are perceived as a threat to his self esteem.

Van Wyk (Olivier & Venter, 2003:186) states that educator stress is becoming endemic, which could have serious implications for the physical and mental health of educators. He adds that stress is considered to be the main factor contributing to job dissatisfaction, job related illnesses and early retirement.

The South African educational system is in a transitional stage. This is characterized by constant change (Olivier & Venter, 2003:186). The growing volume of demands which have been placed on the shoulders of educators brought about by these changes in the education system, adds to the problems that educators are

faced with (Child, 1993:60). Olivier and Venter (1993:186) and Child (1993:60) acknowledge that the lack of discipline in schools, abolishment of corporal punishment, unmotivated learners and a new revised curriculum all contribute to raising the stress levels of teachers.

(a) Types of stress

Rigby and Bennet (1996:38) and Olivier and Venter 2003:186) differentiate and define three types of stress;

> Eustress:
  . This refers to the positive or good stress which is the driving force behind their success, eg. an opportunity or promotion.

> Distress:
  This is referred to as negative or bad stress, which dissipates energy and affects the quality of life, eg. tension, worry or frustration.

> Neutral:
  Between eustress and distress, one can speak of normal stress, eg. change, discomfort or noise.

(b) Types of stressors
  Olivier and Venter (2003:186) differentiate between the following two types of stressors;

  > External Stressors:
  The pressures come from the external environment, eg. from one's job or inter-personal relationships.

  > Internal Stressors:
  These are related to the person himself, such as being ambitious, competitive or materialistic.

(c) Causes of stress

Child (1993:62) and Olivier and Venter (2003:187) list the
following causes of stress;

➢ Time management:

There is no balance between the roles and tasks of educators.
Time must be given for preparation and relaxation to preserve
teacher morale. Teachers must make time available to engage
in activities which will help alleviate stress.

➢ Work related stressors:

These include a variety of environmental issues, eg.
preparation workload, big classes and administration work.

➢ Professional distress:

This results from lack of promotional opportunities or
acknowledgements in the workplace.

➢ Discipline and motivation:

This results from poor learner motivation and a hostile
teacher-learner relationship.

➢ Professional investment:

This refers to the personal involvement of teachers with
regards to their jobs, stimulation in their jobs and their
opportunities of improving their intellectual skills.
Continuous in-service courses and the freedom to experiment
in the classroom will encourage teachers. This will motivate
them to give of their best.

(d) Symptoms of stress

Child (1993:62) is of the opinion that symptoms exhibited
by stressed people vary significantly. This can be divided
into physical and psychological (cognitive, emotional and
behavioural) reactions.

➢ Physical reactions:

Child (1993:62) states that the physical reactions of the body help to mobilize energy used to support body functions, concentrate effort and increase the defensive functions. Excess stress can lead to abnormal functioning, eg. the release of chemicals into the bloodstream can lead to heart attack, weight loss, strokes, high blood pressure exhaustion and a slowing down of mental and sensory functioning.

➢ Psychological reactions:

Psychological reactions may take many forms (Child, 1993:62 & Olivier & Venter, 2003:187);

- On a cognitive level where such reactions could manifest in a decline in memory and attention, an increase in errors and possibly delusions.

- Emotional reactions can involve increased tension, personality changes or exaggerations (tidy people become sloppy), while depression could set in and feelings of worthlessness appear.

- Behavioural reactions where leisure pursuits are dropped and absenteeism appears. Escapist drinking and drug taking occurs. Job satisfaction and exhaustion is expressed in ways such as passing the buck onto others, adopting a laid back and negligent style and losing ambition to progress.

(e) Stress reduction strategies

Fontana (Child, 1993:63) and Rigby and Bennet (1996:38) suggest three steps to reduce stress:

> ➤ Mobilization:

It is the conscious process of persuading oneself that something must be done, recognizing that something is wrong and that it can be corrected.

> ➤ Knowledge:

The next step is discovering what the stressors are, what needs to be done and what is stopping the individual from doing it.

> ➤ Action:

When the problems are identified, decisions on courses of action are possible. Some stressors are beyond our control and one must learn to adapt to them. A plan of action must be implemented for others that are within our control.

Coping with stress cannot be seen in isolation. It should cover all aspects of daily life. Olivier and Venter (2003:191) suggest the following ways of reducing stress: physical exercise, recreational activities, sleep, healthy diet, prayer, delegation of responsibilities, setting of realistic goals, time management, realistic self assessment, medical help and therapy, counselling and internal stress management strategies. Positive self talk and stress relief thinking are examples of coping mechanisms in this regard. Stress management workshops on how to deal with excess stress must be organized for all educators. Educators who know what is expected of them and who manage to do that, will experience less stress (Olivier & Venter, 2003:191).

Experiencing that you make a difference in the lives of learners by improving their quality of life will in itself reduce stress.

Occupational stress affects not only the educator, but may impact negatively on learners as well. Educator stress is therefore a

problem for the educators, learners, the school, the teaching profession and the educational system (Rigby & Bennet, 1996:38).

Child (1993:63) emphasizes that a prolonged period of stress with its progression of physical and mental health leads to educator burnout.

It is evident that stress affects not only the educator, but the learners, the teaching profession, the school and the education system (Rigby & Bennet, 1996:88). Educator stress is likely to have escalating negative effects on the quality of education, the mental health of the educator and the life chances of the learners (Rigby & Bennet, 1996:88). Left unresolved, stress could result in lack of motivation to teach to the best of one's ability. This could eventually lead to educator burnout.

(5) Burnout

Unrelieved stress leads to job burnout. Burnout generally impacts on those teachers who were once the most idealistic and enthusiastic. One consequence is the diminution of the effective service of the very best people in the profession. Some of the causes are work overload, low decision making powers, problems with learners, lack of management sensitivity and little support from colleagues (Van der Linde & Van der Westhuizen, 1999:192). Symptoms of burnout include diminished pleasure in teaching, increased use of sick leave, depression, insomnia and physical problems (Broiles, 1982:10).

Cole and Walker (1989:42) assert that burned out educators show atypical behaviour patterns, for example, may be short tempered or moan a lot, run out of imagination and enthusiasm, become mentally and physically exhausted and be absent a lot. Steps must be taken to combat such a situation. Central and local government must familiarize themselves with the antecedents of burnout and take measures to reduce stress in schools.

De Wet (Van der Linde & Van der Westhuizen, 1999:192) states that educators experience continuous work pressure as part of their daily duties at school. When the conditions at school contribute towards the educators' stress experience with detrimental results, it could lead to burnout.

Olivier and Venter (2003:186) describe burnout as a subtle but progressive erosion of behaviour, health and spirit that eventually inhibits an individual's ability to function effectively at work. Educators who perceive the workplace as stressful will ultimately experience failure in their careers (Olivier & Venter, 2003:186).

Van der Linde & Van der Westhuizen (1999:192) add that burnout is a multi-dimensional phenomenon that includes emotional, physical and cognitive exhaustion, depersonalization and a lack of personal accomplishment. Leiter (Jackson & Rothman, 2005:100) mentions that the Maslack Burnout Inventory holds that burnout is a multi-dimensional syndrome that consists of three cognitive components: emotional exhaustion, depersonalization or becoming callous towards and withdrawn from colleagues, and a sense of lack of personal accomplishment at work. The entire component parts of the syndrome are necessary and relevant for defining burnout.

(a)   Causes of burnout
Van der Linde, Van der Westhuizen (1999:192) list role uncertainty, work climate and self-esteem as the causes of burnout;

   ➤ Role uncertainty:

This refers to work overload, unsatisfactory classroom climate, low decision making powers, little support from colleagues, lack of management sensitivity and problems with learners.

➤ Work climate:

Factors in the work situation that correlate the most with burnout are learners, especially careless learners and learners with discipline problems (Van der Linde & Van der Westhuizen, 1999:192).

➤ Self-esteem:

A low self-esteem is strongly connected to burnout (Van der Linde & Van der Westhuizen, 1999:192). Other factors featuring as causes are; unrealistic objectives, losing contact with objectives, educators who are constantly worried, hot tempered, idealistic, competitive or dedicated.

(b) Strategies to reduce burnout

Coping strategies that educators could employ are; (Engelbrecht, Swart & Eloff, 2001:257)

➤ Problem focused strategies:

- Draw up a list of stress reduction strategies and follow it.
- Come up with different solutions for difficult issues.
- Concentrate on what has to be done next.

➤ Colloborative strategies:
- Enlist the help of others.
- Discuss the situation with colleagues,
  - parents (if need be) and
  - with your principal.

> Emotion focused strategies:

- Maintain a sense of humour.
- Try and look on the bright side of things.
- Seek spiritual and religious help.

(6) Motivation

Motivation is the influence of needs and preferences on behaviour. It affects the direction one takes, the activities one chooses and the intensity with which one engages in an activity (Rothstein, 1990:136). Sergiovanni and Starrat (Rangraje, 2002:30) assert that there is a relationship between teacher motivation and commitment to work, and student achievement.

A number of factors influence motivation, including basic needs such as sustenance and higher level needs such as the need to know and understand ideas and phenomena. Other factors include the need for success and projection and maintenance of a positive self image (Rothstein, 1990:136-137).

The following theories of motivation need to be taken cognizance of:

(a) Behavioural perspective: Extrinsic motivation

Rothstein (1990:137) states that extrinsic motivation is administered from an external source and is not inherent in the behaviour itself. Thorndike's law of effect states that if our efforts are rewarded with something we like to receive (positive reinforcement), then one is more likely to repeat those actions and habits are born (Slavin, 1986:47). Rangraje (2003:47) gives the following examples of extrinsic motivators: money, promotion, recognition, bonus and social interaction with colleagues.

(b) Cognitive perspective: Intrinsic motivation

Intrinsic motivators leads one to engage in behaviour because of the inherent value of doing so. The intrinsic motivators are the feeling of satisfaction and pride that one experiences. People are motivated to create a sense of equilibrium or competence rather than receive an external reinforcement. (Rothstein, 1990: 137-138 & Child, 1993:50).

(c)   Humanistic perspective: Hierarchy of needs

This theory of motivation is that people behave to satisfy needs. Abraham Maslow developed a hierarchy of needs that he believed represented motivational factors throughout the lifetime (Rothstein, 1990:138).

Rothstein (1990:138) and Child (1993:45-46) state that needs are categorized as deficiency or growth needs. The lowest four needs of the hierarchy are deficiency needs. These are food, water, safety, love and esteem. These needs are no longer motivators once they have been satisfied.

Growth needs are motivators once basic needs are met. Maslow believed that a person becomes more motivated as growth needs are satisfied. The highest rung in the pyramid is self-actualisation, which is one's ultimate goal in life to attain one's full potential (Rothstein, 1990:138 & Child, 1993:45-46).

Teachers who are well motivated will be committed to give of their best and will end up being very efficient.

The internal, external and personal factors do not occur in isolation in influencing the morale and efficiency of educators. One or more factors influence each other and consequently impact on the morale of educators.

2.4   SUMMARY

In this chapter, literature pertaining to the factors that impact on educator morale which may then have an effect on the efficiency of educators, namely internal, external and personal factors, has been reviewed.

Attention will be given to the planning of the research in the next chapter.

CHAPTER 3

RESEARCH DESIGN

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter serves to discuss the methodology used to collect and analyse the data in order to test the hypothesis and assumptions made in chapter one. The descriptive method of research was used in this study. A descriptive method is one of the approaches for gathering data and uses a combination of different methods, one being the survey method (Melville & Goddard, 1996:143 and Mahlangu, 1987:77). The survey method will be used in this study.

3.2 PREPARATION AND DESIGN OF THE RESEARCH

3.2.1 Permission

Permission was requested (Annexure A) from the Ward Manager (Amanzimtoti Ward) to administer the questionnaire (Annexure C) to educators in both primary and high schools in the Amanzimtoti Ward, Umbumbulu Circuit, Umlazi District of KwaZulu-Natal. Permission was granted (Annexure B) to the researcher. The researcher also sought permission from the principals of the selected schools to administer the questionnaire.

3.2.2 Sampling

Sampling is a strategy used to enable researchers to pick a group and use it as a basis for making inferences about the population in order to come to a generalization based on the response to the sample (Vockell & Asher 1995: 170).

The concept of sampling involves taking a portion of the population, making observations on this group, and generalizing the findings to the population. An important characteristic of cluster sampling is that all members of the population have an

equal chance of being included in the sample (Ary, Jacobs and Razaviah, 1990: 169-172).

The researcher chose cluster sampling as a sampling strategy in this study.

3.2.3 Selection of respondents

The researcher identified educators in both primary and high schools for the sample population. The researcher selected the Amanzimtoti Ward which has 35 schools and employs approximately 720 educators. One quarter or twenty five percent of approximately 720 is 180. Thus 180 educators formed the sample.

All the schools were given a number. This number, including the number of educators employed at the school, was written on a piece of paper. These pieces of folded paper were placed in a cardboard box. The researcher then took out one piece at a time, recording the school and the number of teachers at that particular school. This process continued until 180 respondents were obtained. Twelve schools were to be surveyed.

3.3 THE RESEARCH INSTRUMENT

3.3.1 The questionnaire

A questionnaire was used to obtain data on the factors which influence educator morale and its impact on educator efficiency. A questionnaire is a set of questions which deal with some topic given to a group of individuals for the purpose of gathering information on a problem under consideration (Van Rensburg, Landman and Bodenstein, 1994: 505).

3.3.2. Construction of the questionnaire

Steinberg and Philcox (eds)(1983: 21) state that questions must have a direct relationship to the problem under investigation as well as to other specific goals and objectives of the research problem.

Van den Aardweg and Van den Aardweg (1988:198) add that the researcher must consult and seek advice from specialists and colleagues at all times while constructing the questionnaire. A well constructed questionnaire is more likely to elicit a good response than a poorly constructed one (Ary, Jacobs and Razaviah, 1990:422-424).

Ary, Jacobs and Razaviah (1990, 422-424) and Van den Aardweg and Van den Aardweg (1988:190), offer the following suggestions in the construction of a questionnaire;

- A questionnaire is a set of prepared questions submitted to certain respondents with a view to obtaining information.

- Construct the instrument in such a way that it reflects quality.

- The questionnaire must be as brief as possible keeping time required to a minimum.

- Respondents must have the necessary information to answer the questions.

- Questions must be phrased in such a way that it is understood by all the respondents.

- Individual questionnaire items must be short and simple.

- Questions must be phrased so as to elicit unambiguous answers.

- Questions must also be phrased so as to avoid bias that may predetermine a respondent's answer.

- Avoid items that might mislead because of unstated assumptions.

- Make certain that the alternatives are exhaustive, that is, all possible alternatives must be expressed.

- Avoid questions that might elicit reactions of embarrassment, suspicion or hostility

- "Double-barrelled" questions attempting to answer two questions in one must be avoided.

The questionnaire for this research was divided into two sections.

Section one dealt with the biographical information of the respondents and consisted of questions 1.1 to 1.10.

Section two dealt with the factors influencing educator morale and consisted of questions 2.1 to 2.39.

The respondents were required to indicate their responses in three ways: agree, disagree and uncertain.

3.3.3 Characteristics of a good questionnaire

The researcher had kept in mind the requirements of a good questionnaire so as to ensure reliability of the study. Van den Aardweg and Van den Aardweg (1988:190), Mahlangu (1987:84-85) and

Norval (1988:60), state the following characteristics for a good questionnaire;

- It has to deal with a significant topic, which the respondent will recognize as important enough to warrant spending time on.

- It must seek only that information which cannot be obtained from other sources.

- Questionnaires must be attractive in appearance, neatly arranged and clearly printed.

- Questionnaires must be as short as possible, but long enough to get the essential data.

- Directions for a good questionnaire must be clear and complete and important terms clearly defined.

- Different categories must provide an opportunity for easy, accurate and unambiguous responses.

- Each question has to deal with a single concept and should be worded as simply and straightforwardly as possibly.

- Objectively formulated questions with no leading suggestions should render the desired responses.

- Questions must be presented in a proper psychological order, proceeding from the general to the more specific and sensitive responses.

3.3.4 Advantages and disadvantages of the questionnaire

(1) Advantages of the written questionnaire

The researcher used the written questionnaire as a research instrument, bearing in mind the following advantages (Mahlangu, 1987:94-95, Norval, 1988:60, Cohen & Manion, 1994:111-112, Gillham, 2000:5-8):

- Affordability is the primary advantage of written questionnaires because it is the least expensive way of collecting data.

- Written questionnaires preclude possible interviewer bias.

- The written questionnaire permits the respondent sufficient time before responding.

- A questionnaire permits anonymity. This would increase the researcher's chances of receiving responses which genuinely represent a person's belief, feelings, opinions and perceptions.

- Questionnaires can be given to many people simultaneously, that is, a large sample of the target population can be reached within a short space of time.

- Respondents can complete questionnaires in their own time.

- Questionnaire design is easy if the set guidelines are followed.

- Questionnaires offer greater uniformity across measurement situations than do interviews since each person will respond exactly to the same situation.

- The data presented by the questionnaire can be easier to analyse and interpret than data received from verbal interviews.

- The use of the questionnaire solves the problem of non-contact when the respondent is not at home.

- Problems related to interviews may be avoided by using the questionnaire.

- A respondent may answer a question of a personal nature more willingly and frankly on a questionnaire than in a face-to-face situation with a complete stranger.

- Questionnaires can elicit information which cannot be obtained from other sources. This renders empirical research possible in other educational disciplines.

(2)Disadvantages of the questionnaire

The researcher kept in mind that the written questionnaire also has certain disadvantages. Van den Aardweg and Van den Aardweg (1988:190), Mahlangu (1987:84-85), Kidder & Judd (1986:223-224), Gillham (2000,9-14) list some of the disadvantages as follows;

- Questionnaires do not provide the flexibility of interviews. The validity of the information is jeopardized if the respondents interpret questions differently.

- People generally are better able to express their views verbally than in writing.

- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions.

- Answers to mailed questionnaires have to be seen as final. There is no chance of clarification of ambiguous answers.

- The mailed questionnaire does not make provision for obtaining the views of more than one person at a time.

- In the mailed questionnaire, the respondent answers all the questions at the same time before answering them and the answers to the different questions therefore cannot be treated as "independent".

- In a written questionnaire, the researcher cannot correct misunderstandings that the respondents may have had.

- Researchers are unable to control the context of question answering and specifically in the presence of other people. Respondents may ask others to examine the questionnaire or comment on their answers, causing bias if the respondent's own opinions are desired.

3.3.5 Validity and reliability of the questionnaire

Huysamen (1989:1-3) states that a researcher must have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability. Therefore it is critical to understand these issues of measurement in research.

(1) Validity of the questionnaire

Van Rensburg, Landman & Bodenstein defines content validity as:
The degree to which test items correspond to the content of a
course, training programme, or some other important criterion
(1994:560).

Van den Aardweg and Van den Aardweg (1988:237) and Winberg
(1997:42) identify the following three types of validity;

- Content validity: The content and cognitive processes can be
  measured. Topics, skills and abilities must be prepared and
  items randomly drawn from each category.

- Criterion validity: It refers to the relationship between
  scores on a measuring instrument and an independent variable
  believed to measure directly the behaviour or
  characteristics in question. The criteria should be free
  from bias, relevant and reliable.

- Construct validity; Refers to the extent to which the test
  measures a specific trait or construct, for example,
  intelligence, reasoning ability and attitudes.

The researcher is convinced that the questionnaire did measure to
a large degree that which it was designed for.

(2) Reliability of the questionnaire

Babbie (1990:132) defines reliability as a matter of whether a
particular technique, applied repeatedly to the same object,
would yield the same result each time. Van den Aardweg and Van
den Aardweg (1988:194) state that reliability is a statistical
concept and relates to consistency and dependability.

Van den Aardweg and Van den Aardweg (1988:194) and Kidder and
Judd (1986:47-48) distinguish between the following types of
reliability;

- Coefficient of stability which gives an indication of the dependability of a score on one occasion and on another.

- Internal consistency reliability which indicates how well the test items measures the same thing.

- Alternate forms of reliability where two forms of a test are designed and the scores on each test are compared for reliability.

Mulder (1989:20) and Kidder and Judd (1986:45), identify the following sources of errors that affect reliability;

- Fluctuations in the mood of respondents because of illness or fatigue, or recent good or bad experiences.

- Variations in conditions of administration between groups. These range from distractions such as unusual noise, to inconsistencies in the administration of the measuring instrument.

- Random effect by respondents who guess or check off alternatives without understanding it.

- Differences in scoring interpretation of results, chance differences in what the observer notices and errors in computing scores.

The researcher believes that the questionnaire was completed with honesty, dedication and sincerity ensuring maximum reliability.

3.4 PILOT STUDY

In the pilot study, the researcher tests out the questionnaire on a number of people who are similar to those to be investigated in

the actual research. The questionnaire was pre - tested by using a sample of twenty educators.

The test was conducted under research conditions. Any problems with the wording of the questionnaire should be evident here. No quantitative analysis of the data was done in the pre - test.

Respondents were encouraged to make comments and/or suggestions about specific items in the questionnaire. The feedback received as well as the observations made were considered in compiling the final questionnaire

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

The researcher delivered the questionnaire to the twelve selected schools in the Amanzimtoti Ward. Appointments were made with the principals and the researcher personally visited these schools. The respondents were seated in the staff-room where the requirements were explained. The respondents then completed the questionnaire. A 100% return rate was obtained.

3.6 PROCESSING THE DATA

The collected data was captured in a format that would permit analysis and interpretation. This involved the careful coding of the 180 questionnaires which were completed by educators. The coded data was subsequently transferred onto a computer spreadsheet. The data was converted into frequency tables to analyse and interpret the findings by means of descriptive statistics.

3.6.1 The descriptive statistics

According to Van Rensburg, Landman and Bodenstein (1994:355), descriptive statistics describe and summarise the data under

study. Frequency tables, and polygons are useful in forming impressions about the distribution data.

Van den Aardweg and Van den Aardweg (1998:65-66) state a *frequency table is a method used to organize data obtained from questionnaires to simplify statistical analysis.* It provides the following information;

- It indicates how many times a particular response appears on the completed questionnaire.

- *The average can be calculated by adding all the scores and dividing it by the number of returns.*

- It provides percentages that reflect the number of responses to a certain question in relation to the number of responses.

The descriptive method was used by the researcher to summarise the data and interpret the results.

3.6.2 Application of data

The data obtained by the questionnaires and analysed and interpreted by means of descriptive statistics have been used to arrive at certain conclusions, findings and recommendations as regards the research problem.

3.7 LIMITATIONS OF THE STUDY

Any investigation may be constrained by many factors. The following are likely factors that might have influenced the reliability of the questionnaire;

- There is a possibility that educators may not have been truthful in their responses.

- The investigation was confined to educators in the Amanzimtoti Ward.

3.8 SUMMARY

The research design which was applied in the investigation was discussed in this chapter. The questionnaire as the research instrument was dealt with in detail. The pilot study, administration of the questionnaire, and possible limitations of the study were also discussed. The results of the questionnaire will be analysed and interpreted in the following chapter.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

CHAPTER 4

4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data that was collected by means of questionnaires completed by educators of 12 schools in the Amanzimtoti Ward, Umlazi District in the eThekwini Region of KwaZulu - Natal.

4.2 DESCRIPTIVE STATISTICS

4.2.1 Biographical data of respondents

    (1)   Gender

Table 1:   Frequency distribution according to sex

Sex	Frequency	%
Male	63	35
Female	117	65
Total	180	100

Graph 1 : Gender of respondents
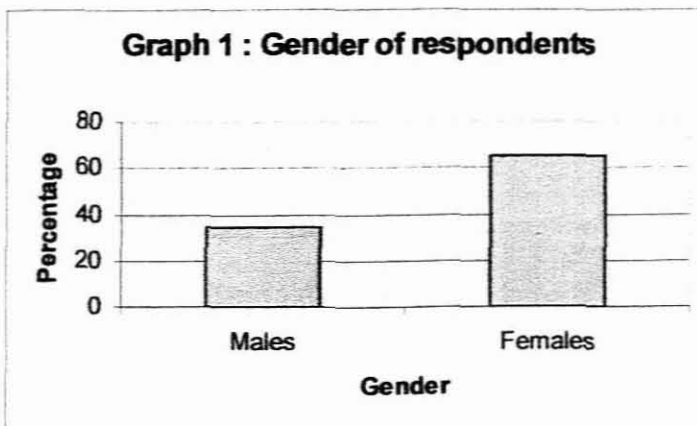
According to the sample, there are almost twice as many females than males who are educators. Of the 180 respondents, 117 (65%) were female teachers. There were 63 (35%) male teachers.

These statistics may confirm that more male educators are resigning to seek employment elsewhere. This may also account for the possible high stress levels that exist within the profession

as females are generally more sensitive than males and experience higher stress levels.

2. Age group

Table 2:   Frequency distribution according to age

Age	Male		Female		Total	%
	Frequency	%	Frequency	%		
20 - 25	02	03	10	08	12	07
26 - 30	05	08	18	15	23	13
31 - 35	12	19	24	21	36	20
36 - 40	10	15	21	18	31	17
41 - 45	15	24	14	12	29	16
46 - 50	08	13	13	11	21	11
51 - 55	06	10	08	07	14	08
56 - 60	04	06	08	07	12	07
Over 60	01	02	01	01	02	01
Total	63	100	117	100	180	100

Graph 2 : Age of respondents
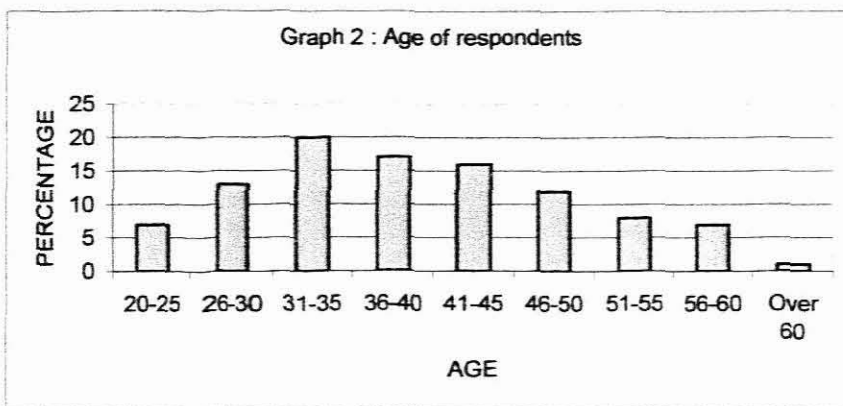
Table 2 indicates that most of the male respondents are between 41 and 45 years old. The majority of female respondents are between 31 and 35 years old. 57% of the workforce is below 41

years of age. Only 7% of the respondents are below 26 years of age. Only 2 (1%) of the respondents are above 60 years of age. In the 20-30 age group, there are only seven males compared to twenty eight females. The profession is attracting fewer and fewer males. One may conclude that in the post apartheid era, the working conditions of educators have declined significantly. Only 16% of males and females are above 50 years of age indicating that many experienced educators have opted for the voluntary severance packages.

(3) Teaching experience

Table 3: Frequency distribution according to years of Teaching experience

Years of experience	Frequency	%
0 - 5	30	17
6 - 10	25	14
11 - 15	31	17
16 - 20	36	20
21 - 25	25	14
26 - 30	14	8
Over 30 years	19	10
Total	180	100

Graph 3 : Teaching experience
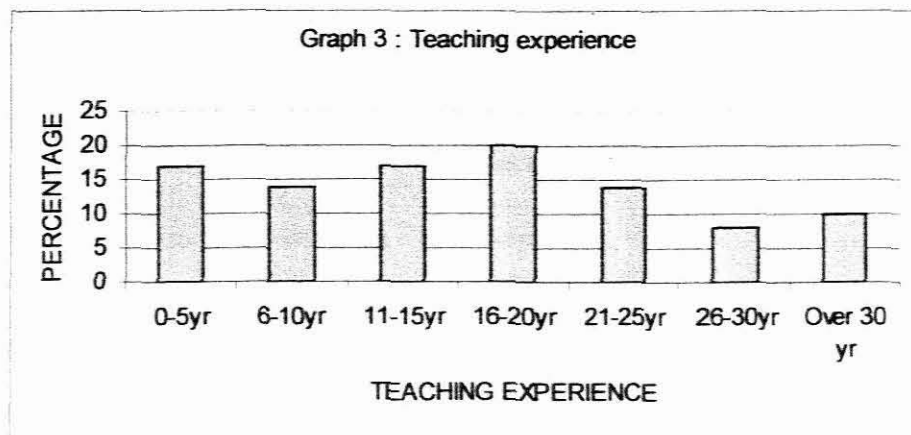
Table 3 indicates that 17% of the respondents have below 6 years of teaching experience. 83% of the respondents have more than 5 years experience. 32% of the respondents have more than 20 years of experience. These statistics may also confirm that many educators did indeed opt for the voluntary severance packages as only 18% of the respondents have more than 26 years of experience. 31% of the respondents have below 10 years of experience but table 2 indicates that only 20% are below 30 years old. This may indicate that many individuals are studying part time and are entering the profession later than the average of 23 years.

(4)   Rank of respondents

Table 4:   Frequency distribution according to rank

Rank	Frequency	%
Level 1 educator	138	77
Head of Department	24	13
Deputy Principal	05	03
Principal	10	05
Other	03	02
Total	180	100

Graph 4 : Rank of respondents
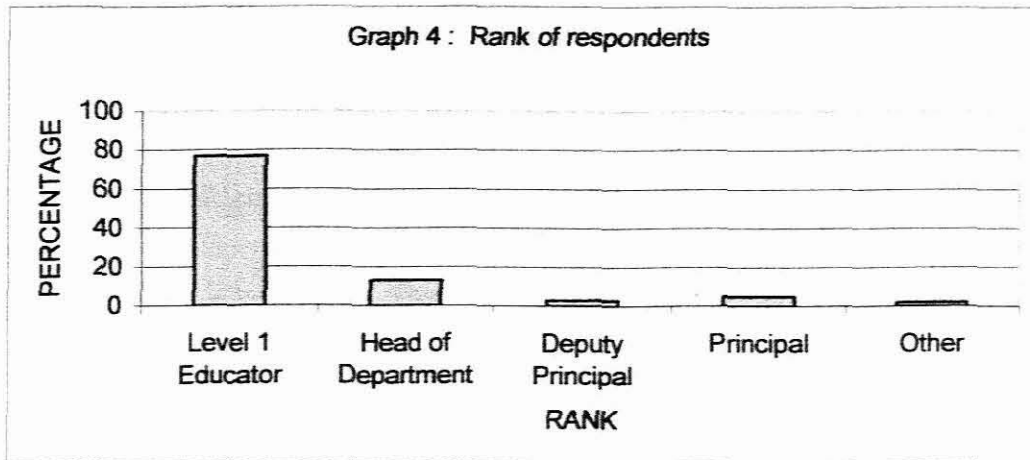
Table 4 indicates that 138 (77%) of the respondents are level 1 educators. Twenty- four (13%) of the respondents are heads of

department. Five (3%) are deputy principals and ten (5%) are principals. Three (2%) of the respondents make up the other category. Temporary educators employed by the governing body in the media centres and the computer rooms could account for those who filled in the other category. Level one educators have the highest teaching time and workload in schools. This could impact on the morale of educators and their effectiveness.

(5) <u>Union membership</u>

<u>Table 5:</u>   <u>Frequency distribution of union membership</u>

Union membership	Frequency	%
Yes	151	84
No	29	16
Total	180	100

Graph 5 : Union membership of respondents
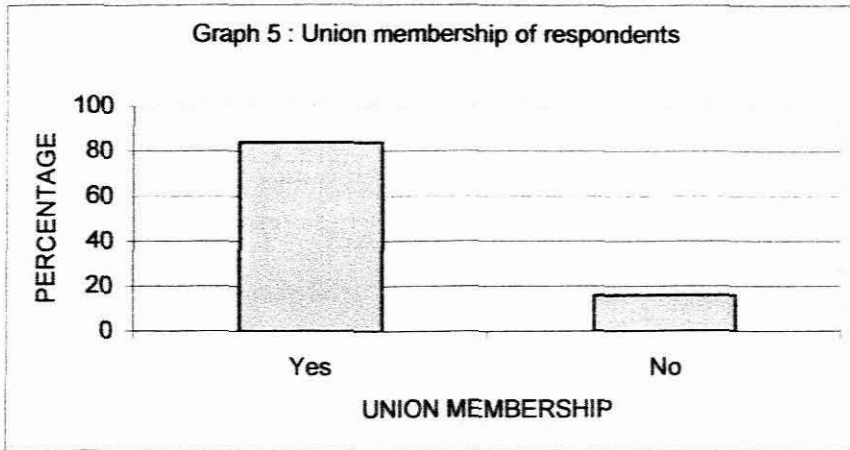
Table 5 indicates that 151 (84%) of the respondents belong to a teacher union. Twenty-nine (16%) of the respondents do not belong to a teacher union. Educators who do not belong to a teacher union are mostly temporary educators or substitute educators who are employed by the Department of Education and / or the governing body. Educators also have a right not to join a teacher union.

It was interesting to note that not all educators employed by the department were union members. This may imply that some educators are not happy with the way the union operates.

(6) <u>Employer</u>

Table 6: <u>Frequency distribution according to employer</u>

<u>of educators</u>

Employer	Frequency	%
Department of Education	148	82
Governing body	32	18
Other	00	00
Total	180	100

Graph 6 : Employer of Educators
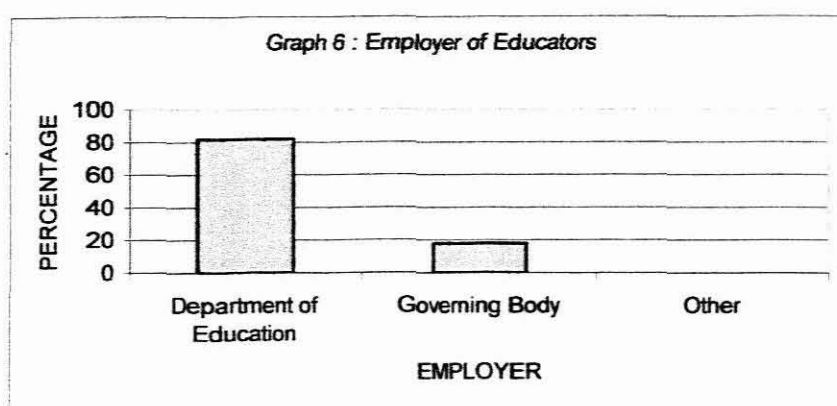
According to table 6, 148 (82%) of the respondents are employed
by the Department of Education. This includes permanent and
temporary educators. The governing body employs the other 32
(18%) of the respondents either in a temporary or substitute
educator capacity. These statistics may imply that educators
employed by the governing body are unhappy because they do not
enjoy the benefits of permanent employment.

(7) <u>Qualifications</u>

Table 7: <u>Frequency distribution according to</u>

<u>qualifications</u>

Qualifications	Frequency	%
Matric	07	04
Teacher's Certificate	02	01
Teacher's Diploma	82	46
Bachelor's Degree	49	27
Honour's Degree	31	17

Qualifications	Frequency	%
Master's Degree	04	02
Doctor's Degree	02	01
Other	03	02
Total	180	100

Graph 7 : Qualifications of respondents
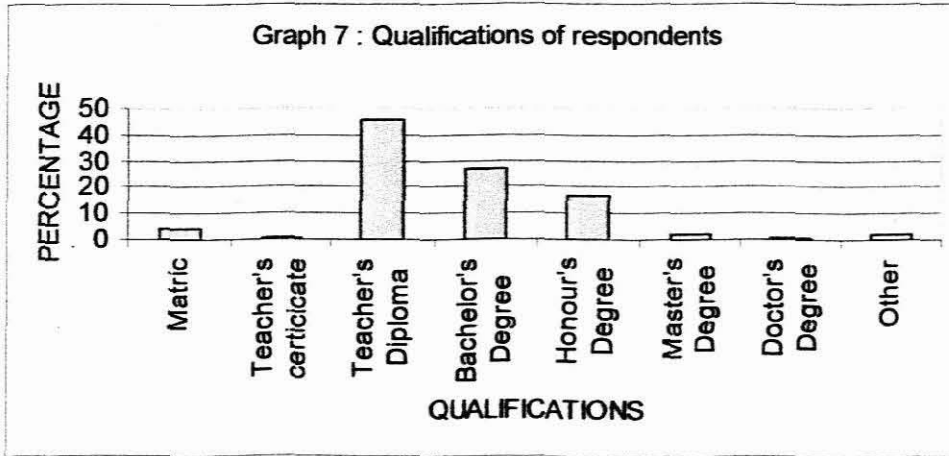
According to table 7, seven (4%) of the respondents have matric as their highest qualification. Two (1%) are in the possession of a teacher's certificate. One hundred and thirty-one (73%) are in possession of a teacher's diploma and / or a Bachelor's degree. Thirty-one (17%) have a Honour's Degree, four (2%) have a Master's Degree and two (1%) have a Doctor's Degree. Three (2%) have other qualifications. The statistics reveal that only 22% have a post graduate qualification. Educators may not be enthusiastic to upgrade their qualifications because the extrinsic rewards are lacking. The 4% of respondents who have just a matric qualification may be employed by the governing body in a temporary capacity.

(8) Class composition

Table 8: Frequency distribution of class composition

Class composition	Frequency	%
Boys	02	01
Girls	02	01

Class composition	Frequency	%
Boys and Girls	176	98
Total	180	100

Graph 8 : Classes by gender
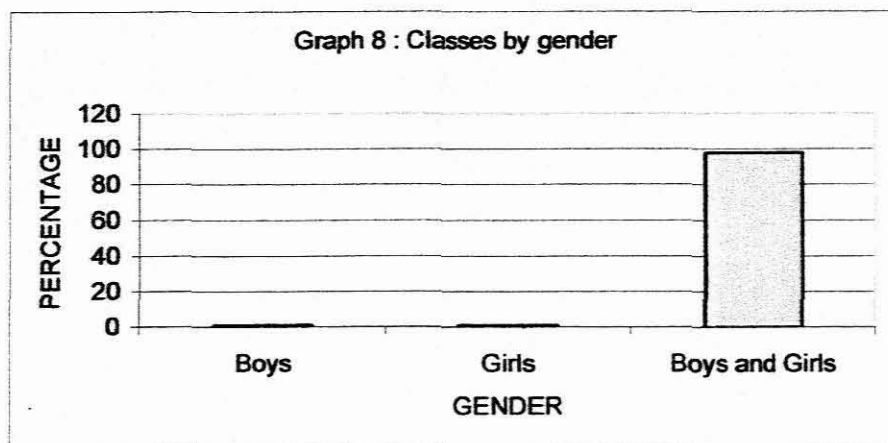
Only two (1%) of respondents indicated that they have boys only in their classes. Two (1%) have also indicated that they have girls only in their classes. As none of the schools surveyed were boys only or girls only schools, there is a possibility that this may be an internal decision by school management to have boys only and girls only classes. One hundred and seventy-six (98%) have both boys and girls in their classes. It is generally more difficult to maintain discipline in mixed classes. This may be another factor impacting on the morale and efficiency of educators.

(9) Location of school

Table 9: Frequency distribution of school location

Location	Frequency	%
Urban	79	44
Township	28	16
Rural	73	40
Total	180	100

Graph 9 : Location of school

PERCENTAGE

Urban   Township   Rural

SCHOOL LOCATION
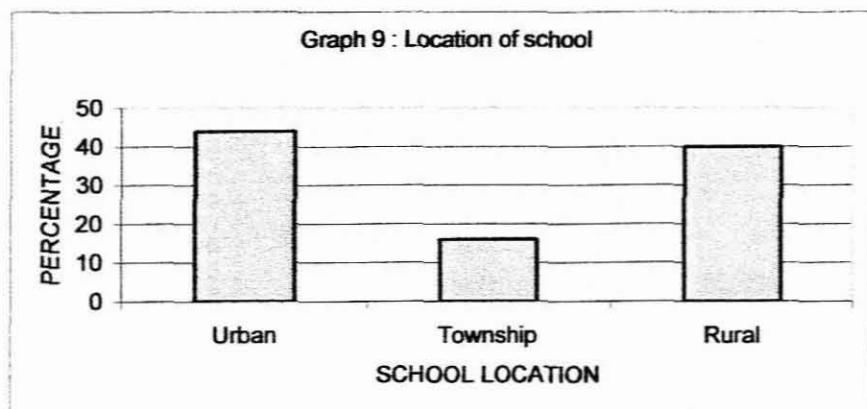
According to table 9, seventy-nine (44%) of the respondents indicated that their schools are situated in an urban area. Twenty-eight (16%) of the schools are situated in the townships. Seventy-three (40%) of the schools are situated in a rural area. The majority of schools are schools are situated in an urban area. There are generally more problems such as drug and alcohol abuse in urban areas. More often, both parents also work in urban areas. Socio-economic problems and a lack of parental support may impact negatively on educator morale.

(10) Type of school

Table 10: Frequency distribution of school type

School	Frequency	%
Junior Primary	00	00
Senior Primary	05	03
Primary	108	60
Combined	12	07
Secondary	55	30
Total	180	100

Graph 10 : Type of school
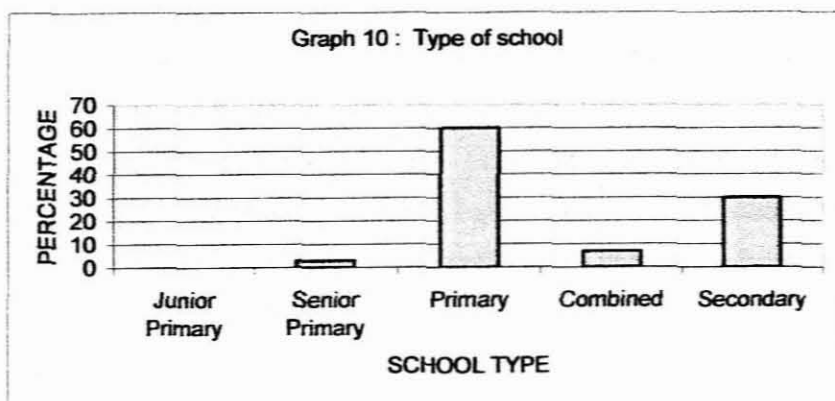
The majority of respondents , one hundred and eight (60%), are based in primary schools. This is followed by secondary schools where fifty-five (30%) of the respondents teach. There were no respondents in Junior Primary schools. Only five (3%) of the respondents teach at Senior Primary schools while twelve (7%) teach at combined schools.

One may view the statistics as follows: The majority of respondents are from primary schools. Yet the general feeling is that secondary schools pose more stressing demands on the teacher. This view is not necessarily reflected in this research.

4.2.2 Responses of educators with regards to factors having a negative impact on educator morale and efficiency

(1) Learners

Table 11: Frequency distribution of learner disposition, discipline and background

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.1	167	93	08	04	05	03	180	100
2.2	157	87	15	08	08	05	180	100
2.3	042	23	120	67	18	10	180	100
2.4	143	79	12	07	25	14	180	100

(a) <u>Lack of dedication</u>   <u>(2.1)</u>

One hundred and sixty seven (93%) of the respondents agree that there is a lack of dedication among some of their learners. Eight (4%) disagree with the statement and five (3%) are uncertain as to whether their learners lack dedication. The eight respondents who disagree with the statement may feel that there is a lack of dedication amongst all their learners or, each and every learner is indeed dedicated.

If learners are enthusiastic, positive and dedicated, the teaching and learning process is facilitated with ease. Learners who are unwilling to learn are often disruptive and difficult to control, thus leading to discipline problems (Rangraje, 2002:92). A lack of dedication by learners is a key factor that impacts negatively on educator morale. These statistics indicate that the morale of the majority of respondents is indeed influenced by the lack of dedication of learners.

(b)   <u>Lack of motivation (2.2)</u>

A total of one hundred and fifty seven (87%) of the respondents agree that some of their learners lack motivation. Fifteen (8%) disagree with the statement whilst eight (5%) of the respondents are uncertain as to whether some of their learners lack motivation. Once again, the fifteen respondents who disagree with the statement may feel that all their learners lack motivation or, that all their learners are indeed motivated.

Parents can play a significant role in motivating their children. Masitsa *et al.* (2004:238) assert that a single factor can largely contribute to a learner's continued scholastic achievement and motivation, namely parental interest in his learning and their high but realistic expectations of him. Learners who are eager and willing to learn create a conducive learning environment which has a positive impact on the morale of educators.

(c)   <u>Corporal punishment as a disciplinary measure   (2.3)</u>

Of the 180 respondents, forty two (23%) agree that there are sufficient alternatives to corporal punishment. One hundred and twenty (67%) disagree with the statement whilst eighteen (10%) indicated that they are uncertain.

The South African Schools Act 84 Of 1996 refers to the prohibition of corporal punishment (Brunton, 2003: B12) ;

- No person may administer corporal punishment at a school to a learner.

- Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence that could be imposed for assault.

Naidu (2005:98) identifies the following possible reasons for corporal punishment;

- the lack of alternate solutions to resolving disciplinary issues;

- very large classes;

- low self esteem and status;

- poor working conditions, and

- low decision making powers.

With a lack of alternate disciplinary measures, educators become frustrated in finding solutions that are effective, thus contributing to an increase in stress levels which impact negatively on educator morale.

(d) Socio-economic conditions (2.4)

One hundred and forty three (79%) of the respondents agree that socio-economic conditions of learners do affect their performance. Twelve (7%) disagree with the statement and twenty five (14%) are uncertain as to whether socio-economic conditions do impact on work performance.

Van Wyk (2001:195) states that working in a poor socio-economic environment has negative implications for educators. He adds that home circumstances also influence the extent to which homework assignments are carried out. They do not have a table and chair to carry out their homework. Such things affect the child at school and hinders his progress. As a result, educators may often have to repeat the work in the classroom with the possibility of not completing the syllabus on time. This impacts negatively on the morale of educators.

(2) Class numbers and cultural diversity

Table 12:   Frequency distribution of class numbers
              and cultural diversity

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.5	21	12	144	80	15	08	180	100
2.6	147	82	28	16	05	02	180	100

(a)   Class numbers (2.5)

Of the 180 respondents, twenty one (12%) agree with the statement that individual attention is still possible in a class of more than thirty five learners. It is interesting to note that none of the level one respondents fell into this category. Level one educators have more contact time with learners than management members. One hundred and forty four (80%) disagree with the statement whilst fifteen (8%) are uncertain.

Teaching large classes makes educators lose their enthusiasm for teaching, their motivation and their morale (Masitsa *et al.*, 2004:229).

(b)   Cultural diversity (2.6)

One hundred and forty seven (82%) of the respondents agree that their classes comprise culturally diverse learners. Twenty eight (16%) disagree whilst five (2%) indicated that they are uncertain if their classes are culturally diverse. These five educators may be new teachers just placed in their classes, or subject teachers who may only take their classes for one subject.

Presently classes comprise learners who are not only culturally, racially or ethnically diverse, but also comprise of learners who are emotionally, socially and economically diverse as well (Le Roux & Moller, 2002:184). Educators who are not professionally trained to handle such situations feel inadequate. This further adds to the dilemma of educators and does very little to boost the morale of educators.

(3)   Educator workload

Table 13: Frequency distribution of educator workload

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.7	134	74	39	22	07	04	180	100
2.8	117	65	61	34	02	01	180	100
2.9	130	72	18	10	32	18	180	100
2.10	59	33	110	61	11	06	180	100
2.11	151	84	09	05	20	11	180	100

(a)   Lesson preparation (2.7)

An overwhelming one hundred and thirty four (74%) of the respondents agree that they spend more than an hour per day on

lesson preparation. Thirty nine (22%) disagree with the statement whilst seven (4%) are uncertain.

The Revised National Curriculum demands that educators spend more time on researching new material because much of the text books supplied by the department lack sufficient content matter. The Employment of Educators Act 76 of 1998, defines the workload of educators as follows (Brunton, 2003: C62);

During the school day;

- scheduled teaching time (not less than 7 hours per day);
- relief teaching;
- pastoral duties (ground, detention and scholar patrol);
- administration;
- extra and co-curricular duties;
- supervisory and management functions;
- professional duties (meetings, workshops), and
- planning, preparation and evaluation.

Outside the formal school day:

- planning, preparation and evaluation;
- extra and co-curricular activities;
- professional duties (workshops), and
- professional development.

The educator spends the major part of his time on school related activities. This leaves very little time for family and social interaction and for him to recharge. This has the potential of negatively impacting on educator morale.

(b) Extra-curricular activities (2.8)

Of the one hundred and eighty respondents, one hundred and seventeen (65%) agree with the statement that they perform extra-curricular activities after school. Sixty one (34%) disagree with the statement whilst only two (1%) indicated that they are uncertain. These two teachers may be new appointees at their schools. None of the township schools surveyed engage in extra-curricular activities.

Furthermore, only four (10%) of the management staff engage in extra-curricular activities. Management must share in the responsibilities of organizing and conducting of extra-curricular activities (Brunton, 2003:C66). It is possible that no extra-curricular activities are taking place at the schools where these four management members are teaching. Educators who participate in extra-curricular activities become disillusioned when they are paid the same as other educators who do not participate in extra-curricular activities. This has a negative influence on educator morale.

(c) Inclusive education (2.9)

One hundred and thirty (72%) of the respondents agree that the implementation of inclusive education will increase educators workload whilst only eighteen (10%) disagree with the statement. Thirty two (18%) of the respondents indicated that they are uncertain.

Engelbrecht, Swart and Eloff (2001:259) argue that the lack of professional training particularly where educators are required to implement new practices with inadequate ongoing training to meet the needs of an increasingly diverse learner population is a particular source of stress. They add that in some instances inclusion has occurred without an understanding of the implications for educators who have much of the responsibility

for implementing new policies. This leads to educators becoming less confident, lowering their self-esteem and their morale.

(d) Fundraising (2.10)

Fifty nine (33%) of the respondents agree with the statement whilst one hundred and ten (61%) disagree that they spend more than an hour per week on fundraising activities. Eleven (6%) of the respondents are uncertain.

It is encouraging to note that the majority of educators do not spend more than an hour per week on fundraising activities. This leaves them with more time to be involved in other work related activities. This has a positive impact on educator morale.

(e) Shortage of educators (2.11)

An overwhelming one hundred and fifty one (84%) of the respondents agree that a shortage of educators results in increased workloads. Only nine (5%) disagree with the statement whilst twenty (11%) are uncertain whether teacher shortage will result in increased workloads.

Poor working conditions have resulted in many experienced educators resigning to take up lucrative teaching positions overseas. Masitsa et al. (2004:229) state that inadequate teaching posts leads to overcrowded classes, which eventually leads to increased workloads. Ex-Model C schools employ additional educators to lower the number of learners in classrooms. Many other public schools are not in a position to do so because of a lack of funds. Having the correct number of educators according to the post provisioning norm will impact positively on educator morale.

4. Staff relations

Table 14:   Frequency distribution of staff relations

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.12	62	34	53	30	65	36	180	100
2.13	120	67	44	24	16	09	180	100
2.14	85	48	44	24	51	28	180	100
2.15	52	29	82	46	46	25	180	100

(a)   Comparison of educators   (2.12)

Sixty two (34%) of the respondents agree that teachers work harder at ex-Model C schools. Fifty three (30%) disagree with the statement whilst sixty five (36%) are uncertain.

The job descriptions for all educators on an equal rank are the same. One may conclude from the statistics that there are educators in some schools who are incompetent, which means that the workload of other educators will increase. This will result in the lowering of the morale of other educators.

(b)   Staff conflict (2.13)

An overwhelming one hundred and twenty (67%) of the respondents agree with the statement. Forty four (24%) of the respondents disagree whilst sixteen (9%) are uncertain whether they have witnessed conflict among staff members. Where educators compete against each other and form cliques, educators become unhappy and demoralized (Rangraje, 2002:90).

(c)   Trust (2.14)

Eighty five (48%) of the respondents agree with the statement that they trust their colleagues at school. This collegial relationship impacts positively on educator morale. Forty four

(24%) disagree with the statement whilst fifty one (28%) indicated that they are uncertain.

The South African Council of Educators Act 31 of 2000, states that an educator (Brunton, 2003:E18);

- refrains from undermining the status and authority of his colleagues;
- respects the various responsibilities assigned to colleagues and the authority that arises therefrom, to ensure the smooth running of the educational institution;
- uses proper procedures to address issues of professional incompetence or misbehaviour;
- promotes gender equality and refrains from sexual harassment (physical or otherwise) of his colleagues;
- uses appropriate language and behaviour in his interactions with colleagues, and
- avoids any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues.

Insufficient opportunities for educators to interact with each other, both professionally and socially, may result in educators distrusting each other. This will not boost the morale of educators.

(d)   Morale of colleagues (2.15)

Of the 180 respondents, fifty two (29%) agree that their colleagues display a high degree of morale. Eighty two (46%) of the respondents disagree with the statement while forty six (25%) are uncertain. Judging by these statistics, one may conclude that the morale of educators is presently very low.

5. Management

Table 15:   Frequency distribution of management relations

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.16	65	36	77	43	38	21	180	100
2.17	36	20	126	70	18	10	180	100

(a)   Management structure (2.16)

Of the one hundred and eighty respondents, sixty five (36%) agree that the management structure at their schools is bureaucratic. Seventy seven (43%) disagree with the statement and thirty eight (21%) are uncertain.

Hayward (2002:27) states that the level of efficiency of the leadership style of the management team in a school impacts on educator morale. He added that when the leadership style is viewed in positive terms, this can impact positively on educator morale. Autocratic or dictatorial management styles have the opposite effect on educator morale.

(b)   Communication with management (2.17)

Thirty six (20%) agree that communication between management and staff is strictly formal at their schools. An overwhelming one hundred and twenty six (70%) of the respondents disagree whilst eighteen (10%) are uncertain with the statement.

Where the channel of communication is open and any matter can be discussed with management, such a positive and supportive relationship improves educator morale (Hayward, 2002:27).

(6) Department of Education

Table 16: Frequency distribution relating to
Departmental relations and policy

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.18	115	64	31	17	34	19	180	100
2.19	34	19	104	58	42	23	180	100
2.20	19	11	105	58	56	31	180	100
2.21	26	15	96	53	58	32	180	100

(a) Communication (2.18)

One hundred and fifteen (64%) of the respondents agree that
communication with the Department of Education is prescriptive,
that is, "top-down". Thirty one (17%) disagree with the
statement whilst thirty four (19%) are uncertain. It may be
possible that the respondents who are uncertain may not have had
a reason to communicate with the department as yet. Very often
educators are not consulted, but are dictated to. Departmental
officials need to know what is going on at grassroots level and
must interact with the educators. Losing confidence in the
departmental officials will result in lowering the morale of
educators.

(b) Rationalisation and Redeployment (2.19)

Thirty four (19%) of the respondents agree with the statement
that rationalization and redeployment results in job security. An
educator can only be redeployed once and cannot be declared in
excess at his new school. One may construe this as job security.
One hundred and four (58%) disagree that rationalization and
redeployment results in job security. Forty two (23%) are
uncertain with the statement.

Redeployment results in an educator being sent to a school where there is a shortage of educators. The needs of the school and the principle of last in first out needs to be applied when declaring excess educators at school. Educators may be sent away from their home towns and may have to travel or relocate. Where learner enrolments fall, educators become nervous and stressed, fearing that they may declared in excess. This has a negative impact on educator morale.

(c)   Workshops (2.20)

Of the one hundred and eighty respondents, nineteen (11%) agree with the statement that workshops organized by the Department of Education are excellent. One hundred and five (58%) disagree whilst fifty six (31%) are uncertain. It is possible that the respondents are uncertain because they cannot compare as they have not attended workshops organized by both the department and the school.

The majority of respondents are unhappy with the quality of the workshops organized by the Department. Insecurity about changes in education adversely affects the performance of educators (Masitsa et al., 2004:235). Glass (2004:17) states that workshops and follow up workshops must happen regularly to provide meaningful and sustained growth. Uncertainty amongst educators negatively impacts on educator morale.

(d)   HIV /AIDS (2.21)

Fifteen (26%) of the respondents agree with the statement that there are sufficient support measures concerning HIV/AIDS. Ninety six (53%) disagree with the statement while fifty eight (32%) are uncertain. The majority of respondents feel that there are insufficient support measures by the Department concerning HIV/AIDS. Without adequate training and support for educators, they cannot deal with learners who are orphaned and colleagues who are HIV positive. When the Department adopts a caring

attitude for its human resources, then the morale of educators will be elevated.

(7) Remuneration

Table 17: Frequency distribution concerning remuneration

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.22	116	64	48	27	16	9	180	100
2.23	26	14	140	78	14	8	180	100
2.24	100	56	61	34	19	10	180	100
2.25	145	81	20	11	15	8	180	100

(a)   Part time employment (2.22)

One hundred and sixteen (64%) agree with the statement that they need a part time job to supplement their income. Forty eight (21%) disagree with the statement whilst sixteen (9%) are uncertain.

Cilliers (2004:10) states that salary packages for educators are not market related and inadequate for their qualifications. A low salary prompts educators to always be on the lookout for other vacancies or for something to do to earn extra money. These statistics reveal that the majority of educators are unhappy with their salaries. This contributes to the low morale of educators.

(b)   Fringe benefits (2.23)

Twenty six (14%) of the respondents agree with the statement that fringe benefits were satisfactory. These respondents may be happy with the departments medical aid contributions, housing allowance and a thirteenth cheque. One hundred and forty (78%) disagree with the statement whilst fourteen (8%) are uncertain.

(c)   Salary increases (2.24)

One hundred of the respondents (56%) agree that salary increases must be performance based. Sixty one (34%) disagree with the statement whilst nineteen (10%) are uncertain. The majority of educators believe that excellence in the classroom must be rewarded. Those under-performing educators who do the bare minimum should have their salary increases debated.

Awarding the same increases for all educators irrespective of their performance, impacts negatively on educator morale.

(d)   Motivation (2.25)

Of the one hundred and eighty respondents, one hundred and forty five (81%) indicated that they agree with the statement. Twenty (11%) disagree that motivated educators are efficient whilst fifteen (8%) are uncertain. Masitsa et al. (2004:230) assert that a decline in motivation and morale results in educators not being able to carry out their work effectively and efficiently. Therefore, one may conclude that where the staff is highly motivated, morale amongst educators will also be high.

(8) Educator training

Table 18:   Frequency distribution relating to
               educator training

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.26	58	32	75	42	47	26	180	100
2.27	108	60	39	22	33	18	180	100
2.28	72	40	92	51	16	9	180	100

(a)   Revised National Curriculum Statement (2.26)

Fifty eight (32%) of the respondents agree that they are adequately trained to implement the RNCS. Seventy five (42%) disagree with the statement whilst forty seven (26%) are uncertain. The fact that only 32% of the respondents are confident about their knowledge of the RNCS, indicates that the departmental workshops were ineffective. This means that the RNCS is being implemented even though the majority of educators feel that they are not fully prepared and trained. Akhurst (1997:6) states that educators must know what to teach and how to teach it.   He adds that concrete examples must be given, eliminating the trial and error method. The above situation inevitably leads to educators becoming demoralized.

(b)   Further qualifications (2.27)

One hundred and eight (60%) of the respondents agree with the statement that further qualifications do improve educator efficiency. Thirty nine (22%) disagree and thirty three (18%) are uncertain.

The Employment of Educators Act, Act 76 of 1998 states that where an educator on post level one with REQV 14 or higher improves his qualification, which has the effect that his Relevant Education Qualification Value (REQV) improves, he will receive a once-off cash bonus (Brunton, 2003:C79). Cash awards payable are calculated in all cases as 10% of the minimum of salary range 7. A once-off bonus may in some situations not even cover the cost of the course. Educators are dissatisfied that a notch increment has been done away with.

(c)   Staff development courses (2.28)

Of the one hundred and eighty respondents, seventy two (40%) indicated that they agree with the statement. Ninety two (57%)

disagree with the statement whilst sixteen (9%) are uncertain if their principal organizes at least one staff development course per term. The last category may comprise educators who are not in their schools for a year as yet. It is important that private specialists hired by schools are often very costly and many schools cannot afford this. Very often departmentally organized workshops only cascade theoretical information at the expense of practical applications. This is a further source of frustration for educators which impacts negatively on educator morale.

(9) Promotions

Table 19:   Frequency distribution regarding
                 promotions

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.29	136	75	34	19	10	6	180	100
2.30	75	42	86	48	19	10	180	100

(a)   Merit (2.29)

A staggering one hundred and thirty six (75%) of the respondents agree with the statement that promotions must be based on merit. Thirty four (19%) disagree whilst ten (6%) are uncertain.

Very often educators are promoted because they do very well at interviews, even though they may be lacking in the classroom. Furthermore, affirmative action and gender equity may result in many deserving candidates not being promoted. Hayward (2002:30) asserts that infrequent vacancy lists, affirmative action policies and the perceived politicization of appointments could also account for the low level of morale of educators.

(b)   Governing body involvement (2.30)

Of the one hundred and eighty respondents, seventy five (42%) agree that governing bodies must be involved in the promotion

process. Eighty six (48%) disagree with the statement. Nineteen (10%) are uncertain.

The majority of respondents do not want governing bodies to be involved in the promotion process. Rajbansi (Barbeau, 2004:1) states that often unqualified members of a governing body have to take decisions on the upward mobility of educators. Specialists appointed by the department and the unions should form the crux of the interviewing panel. This will go a long way in improving the morale of educators.

(10) Governing Body

Table 20:   Frequency distribution regarding the governing body

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.31	90	50	65	36	25	14	180	100
2.32	87	48	50	28	43	24	180	100
2.33	31	17	123	68	26	15	180	100

(a) Relationship with staff (2.31)

Ninety (50%) of the respondents agree with the statement that the governing body and staff work together. However, sixty five (36%) disagree with the statement and twenty five (14%) are uncertain. Thirty (17%) of the teachers surveyed have below 5 years of experience. However, one cannot assume that they are all first year teachers who have had no contact with the governing body at all. Positive interaction and assisting the staff will go a long way in realizing the mission statement of the school. The twenty five(14%) who are uncertain must not view the governing body as some super power which operates independently. A cordial relationship will impact positively on educator morale.

(b) Acknowledgement of staff (2.32)

Of the one hundred and eighty respondents, eighty seven (48%) agree that their governing body appreciates their contributions. Fifty (28%) disagree whilst forty three (24%) are uncertain. The governing body should work together with staff and not be merely a decision making body. They should have a hands-on approach at school events and functions and personally acknowledge the hard work done by educators. This will do much to improve educator morale and efficiency.

(c) School management (2.33)

Thirty one (17%) of the respondents agree that governing bodies should interfere in school management. A staggering one hundred and twenty three (68%) disagree with the statement and twenty six (15%) are uncertain. One must bear in mind that the function of the governing body is school governance and not school management, which is the responsibility of the Principal and management staff. However, where there is mismanagement and maladministration, then the governing body should step in.

The majority of respondents feel that the school management is the responsibility of the principal and his management staff and not the responsibility of the governing body.

The South African Schools Act 84 of 1996, lists the following functions of governing bodies (Brunton, 2003:B12);

- promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- support the principal, educators and other staff of the school in the performance of their professional functions;
- administer and control the school's property, and buildings and grounds occupied by the school, and

- encourage parents, learners, educators and other staff to render voluntary services to the school.

The statistical majority of 68% could imply that interference could negatively affect morale if the governing body is not functioning effectively. An ineffective governing body could be another factor that puts teacher morale and efficiency under threat.

(11) Resources

Table 21: Frequency distribution of resources

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.34	38	21	125	69	17	10	180	100
2.35	86	48	89	49	5	3	180	100

(a) Availability of text books (2.34)

Of the one hundred and eighty respondents, thirty eight (21%) agree with the statement that text books are available in all learning areas for learners. One hundred and twenty five (69%) disagree with the statement and seventeen (10%) are uncertain.

New, up to date resource material for the implementation of the revised national curriculum, is lacking. Masitsa *et al.* (2004:227) state that to achieve educational goals, stakeholders in effective schools make every effort to ensure that resources are both available and appropriate for the needs and tasks of the school and to its overall vision. This will have the effect of improving the morale of educators.

(c) Access to computers (2.35)

Eighty six (48%) of the respondents agree that all learners have access to computers in their schools. Eighty nine (49%) disagree

with the statement and five (3%) are uncertain. Almost half of the respondents indicated that their learners have access to computers at their schools. Learners will be able to access the latest information on the internet. This positive and stimulating ambiance of learning will significantly raise the morale of educators and impact on their efficiency.

(12) Educators

Table 22:   Frequency distribution regarding educators

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.36	64	36	83	46	33	18	180	100
2.37	92	51	65	36	23	13	180	100
2.38	131	73	14	8	35	19	180	100
2.39	155	86	15	8	10	6	180	100

(a)   Teaching as a career (2.36)

It is interesting to note that sixty four (36%) of the respondents agree with the statement that given another opportunity, they will still choose teaching as a career. Eighty three (46%) disagree with the statement. Thirty three (18%) indicated that they are uncertain. The majority of respondents (46%) state that they will not choose teaching as a career if they were given another opportunity. This implies that they are presently unhappy with working conditions. This may be so because the status and working conditions of educators has declined significantly over the past few years. This will have a negative impact on educator morale.

(b)   Family members (2.37)

Of the one hundred and eighty respondents, ninety two (51%) agree with the statement. Sixty five (36%) disagree with the statement that their immediate family members are happy that they are

educators. Twenty three (13%) indicated that they are uncertain. It is encouraging to note that the majority of respondents indicated that their family members are happy with their profession as this is seen as a source of positive morale.

(c)   Burnout (2.38)

One hundred and thirty one (73%) of the respondents agree with the statement that educators retire early because of burnout. Fourteen (8%) disagree with the statement whilst thirty five (19%) are uncertain.

The 73% of respondents who agree with the statement are presently employed. It may be possible that they already experience symptoms of burnout and therefore agree with the statement. Van der Linde & Van der Westhuizen (1999:192) state that role uncertainty, a poor work climate and a low self-esteem are listed as the major causes of burnout.

(d)   Teaching and stress (2.39)

An overwhelming majority of one hundred and fifty five (86%) agree that teaching is a stressful occupation.   Fifteen (8%) disagree whilst ten (6%) are uncertain.

The majority of respondents (86%) indicate that they are stressed. This could possibly account for the ineffectiveness in many schools as occupational stress affects educator morale, which diminishes the efficiency of educators (Cf. chapter 2, sub-section 2.3.3 (4) and 2.3.1, *inter alia* (4)).

Van Wyk (Olivier & Venter, 2003:186) asserts that stress is considered to be one of the main factors contributing to job dissatisfaction, job related illnesses and early retirement. This has the effect of negatively affecting the quality of life of the educator and decreasing his morale.

4.1 SUMMARY

In this chapter, data obtained from the 180 selected educators at twelve primary and high schools were presented and analysed.

In chapter 5, the study will be summarised, the findings will be recorded and recommendations will be made.

CHAPTER 5

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1   INTRODUCTION

In this chapter, a brief summary of the previous chapters will be given. The findings from the literature study and the empirical research will be presented. This will be followed by certain recommendations, anticipated criticisms and final remarks.

5.2   SUMMARY

5.2.1   Statement of the problem

In essence, this study investigated the factors that influence educator morale and how it impacts on the efficiency of educators.

Williams (1981:8) and Hornby (2000:761) describe morale as an emotional condition of confidence of an individual and the professional interest and enthusiasm that he displays. Educators with a high morale are highly motivated and they will succeed in producing learners with outstanding academic and sporting achievements. Having a low morale is likely to lead to occupational stress, which ultimately affects the quality of education. Left unresolved, educator stress could result in educator burnout. A high morale will have a positive effect on the educator's life – world and task fulfillment.

5.2.2   Educator's perceptions of the influence of morale on educator efficiency

It has emerged from the literature study and the empirical research that educators with a high morale are highly motivated. This has a positive effect on the quality of teaching and

learning. There is less career stress with a greater possibility of efficiency and quality. This has a positive influence on the life - world of the educator.

On the contrary, educators with a low morale are unmotivated. They are likely to be highly stressed and display symptoms of educator burnout. As a result, there is less efficiency and the quality of education deteriorates.

Some of the factors which may impact on educator morale are:

- management styles;
- salary and benefits;
- educator workload;
- rationalization and redeployment;
- educational resources;
- changing methodology and education policies;
- learner discipline and interest;
- diversity in classes, and
- parental involvement.

The study has revealed that the different factors impact on educator morale in either a positive way or a negative way. A positive impact results in educator efficiency whereas a negative impact results in a decline in educator efficiency.

5.2.3 Research design

To administer the questionnaire, permission was sought from the Ward Manager (Amanzimtoti Ward) of the KZN Department of Education. Necessary arrangements were then made with the principals of the selected schools.

The aim of the questionnaire was to identify factors having a negative influence on educator morale and to establish the impact that a high or low morale has on educator efficiency.

After the pilot study, the suggestions of the respondents were considered and four items were rephrased in compiling the final questionnaire.

A total of 180 educators was chosen as the sample.

Questionnaire items and the division of these items into sections were done in the following way:

- the various factors which may have a negative impact on educator morale were listed, and
- these factors were then grouped into categories.

5.2.4   Presentation and analysis of the research data

In chapter 4, the data collected from the 180 questionnaires was presented in descriptive statistical format.

5.3   FINDINGS OF THE RESEARCH

5.3.1   Findings from the literature study

The literature study has revealed that *inter alia* the following factors impact negatively on educator morale:

- The lack of interest of learners is a significant factor that impacts negatively on educator morale (cf. 2.3.1 (1)).
- Educators are finding it difficult to cope with culturally diverse learners (cf. 2.3.1 (2)).
- Disruptive and anti-social behaviour of learners leads to a feeling of powerlessness and hopelessness amongst educators(cf. 2.3.1 (3)).

- The huge workload of educators is another major contributor to the low morale of educators (2.3.1 (4)).

- Conflict with colleagues is a major source of stress (cf. 2.3.1 (6)).

- Overcrowded classrooms makes educators lose their enthusiasm for teaching (cf. 2.3.1 (9)).

- The commitment and motivation of educators is negatively affected because of the insecurity resulting from the rationalization and redeployment process (cf. 2.3.1 (18)).

- Parental apathy demoralizes educators (cf. 2.3.2 (2)).

- The additional demands made by inclusive education adds to the workload of educators (2.3.1 (21)).

5.3.2 Findings from the empirical study

Interpretation of the data from the empirical research revealed that educator morale is affected by;

- a lack of dedication by learners (cf. 4.2.2(1)(a));

- unmotivated learners (cf. 4.2.2(1)(b));

- a lack of individual attention which results in some learners falling further behind (cf. 4.2.2(1)(c));

- cultural diversity (cf.4.2.2(2)(b));

- the huge workload (cf. 4.2.2(3)(a) & (b));

- inclusive education (cf. 4.2.2(3)(c));

- staff conflict (cf. 4.2.2(4)(a);

- rationalization and redeployment which results in job insecurity (cf. 4.2.2(4)(b));

- the quality of departmental workshops which are not up to standard (cf. 4.2.2(4)(c));

- insufficient remuneration (cf. 4.2.2(7));

- promotions not being based on merit alone (cf. 4.2.2(9)(a)), and

- stressful working conditions (cf. 4.2.2(12)(c)&(d)).

5.4 PURPOSE OF THE STUDY

The aims of this study were to investigate to what extent morale is a determining factor in educator efficiency, to formulate recommendations or ways to improve the morale of educators and, to maintain that high level so that optimal teaching and learning can take place (cf. 1.5). On the basis of these aims, certain recommendations are offered.

5.5 RECOMMENDATIONS

5.5.1 Dedication and motivation of learners

(1) Motivation

Dedicated, motivated, interested and enthusiastic learners create a meaningful teaching and learning climate enabling the educator to focus on the task at hand without being distracted by other issues such as fighting, stealing and racial intolerance. This has a positive impact on the morale of educators stimulating educator dedication and effectiveness.

(2) Recommendations

To stimulate learners' enthusiasm and cultivate their motivation, the following recommendations are offered :

- A meaningful, conducive learning environment which promotes interest and participation.
- Individual creativity, originality and flexibility should be catered for.
- Interesting, thoughtful and age appropriate teaching.
- Provide sufficient content matter for learners to complete assignments, projects, etc.
- Appropriate rewards and incentives which will play an important role in promoting active participation.

- Constant praise and encouragement to ensure that learners try their best at all times.

- Encouragement of parents to motivate and reward their children.

- Encourage learners to participate in internal and external olympiads, quizzes, contests, examinations and competitions as extension piece of school education.

5.5.2 Discipline

(1) Motivation

A well-planned school disciplinary policy, within the parameters of a school Code of Conduct in terms of the South African Schools Act, should ensure that discipline is no debilitating factor regarding educators' morale and no threat to their effectiveness.

(2) Recommendations

Based on the findings of this study, the following recommendations are offered:

- Learners must be involved in drawing up the class and school code of conduct and in ensuring implementation.

- Brainstorming sessions must be held to come up with innovative and creative ideas to deal with disciplinary issues as some problems may be unique to a particular school or schools.

- A disciplinary committee must be functioning effectively, involving educators, parents and learners.

- Learners must be constructively occupied at all times.

- A balance between academic work and sporting activities must be created and maintained.

- Actualisation of potential and self-actualisation of learners must be jealously looked after.

5.5.3 Workload of educators

(1) Motivation

The changes in education policies and methodology together with an increase in working hours place additional strains on educators. An inability to cope with these changes is perceived as stressful and this impacts negatively on educator morale and effectiveness.

(2) Recommendations

Based on the findings of this research, the following recommendations are offered:

- School management should re-think and do away with unnecessary paperwork.

- By employing more teachers, the workload will be lowered.

- Teacher aides, to assist with *inter alia* marking, making charts and worksheets, will also result in reduced workloads for educators.

- Additional secretaries can assist in the administration work of educators.

- School management should assist in extra and co-curricular activities.

- Parents and community members should assist in coaching learners.

- Well structured peer assessment benefits both learners and educators. Learners will realize where the problem

areas are while doing the corrections and the teacher does not have to mark in detail.

- Controlled marking of learners' books will ease the pressures faced by educators. The teacher can mark the books in detail on alternate days.

5.5.4 Relationship with colleagues

(1) Motivation

The educator's work station should be a home away from home where a climate of mutual trust abounds. Functioning as a team will culminate in the school realizing its mission statement. Assisting and supporting each other encourages congeniality. This has a positive impact on educator morale.

(2) Recommendations

Based on the findings of this study, the following recommendations are offered:

- Workshops focusing on team building and team spirit should assist in building a relationship of trust.
- Staff social events should preferably take place more than once a year.
- Staff sporting events should take place internally and externally against surrounding schools.
- Educator morale is improved when management members integrate with staff. Spending the tea breaks in the staff-room with other staff members is a step in the right direction.
- Educators should be discouraged from forming cliques at school.
- Frequent absenteeism by some staff members forces others to serve relief for them. Educators need their

non-teaching periods for marking, admin work, etc. This does little to improve educator morale.

5.5.5 School management

(1) Motivation

A management structure which is democratic, supportive and allows educators to participate in the decision making process, brings out the best in educators. Motivated educators have a high morale.

(2) Recommendation

Based on the findings of this study, the following recommendations are offered :

- Involve educators in all decision making processes.
- Supplement departmental workshops at school.
- Create an open channel of communication where democracy reigns supreme.
- Create a supportive climate.
- Ensure that balanced delegation of duties results in an equitable distribution of workload.
- Create educator support groups.

5.5.6 The Department of Education as the employer of educators

(1) Motivation

Motivated educators are vitally important in the education process. A secure, well-equipped and clean work environment

where optimal teaching and learning can take place will have a positive impact on educator morale.

(2) Recommendations

Based on the findings of this study, the following recommendations are offered as vitally important obligations for the Department of Education as employer:

- Enhance the status of the teaching profession by not making negative statements about teachers in the media.
- Improve the salaries and benefits for educators.
- Improve the physical conditions at schools.
- Promotions should be based on merit and not affirmative action.
- Employ a reliable, standardized evaluation system to ensure that all educators are performing competently.
- Lower the number of learners to 35 per class.
- Improve the quality and standard of workshops and ensure that there are follow-up workshops.
- Educators and unions need to be consulted before any changes are implemented.
- Re-instate long leave for educators.
- The cultural diversity of classes should be considered when appointing educators.

5.5.7 Educators' professionalism

(1) Motivation

The level of enthusiasm and determination present in educators will determine the eventual success or failure of the teaching and learning process. Stressed educators

experience a sense of hopelessness and failure which severely affects educator morale.

(2) Recommendations

Based on the findings of this study, the following recommendations are offered to educators striving towards satisfactory and effective task fulfillment:

- Enhance the status of the teaching profession by behaving in a professional manner and improving the quality of work rendered.

- Make effective use of time management and make time for sport, relaxation, prayer, socializing, etc. to help relieve work stress.

- Effective use of classroom management skills in order to improve confidence and morale.

- Attending workshops, seminars and conferences as professional empowerment technique.

- Keep abreast of the latest teaching methods, content and technology by professional development.

- Budgeting skills need to be enhanced in order to remain afloat financially.

- Interact with colleagues on a personal and social level to build a relationship of trust.

5.6 LIMITATIONS OF THE STUDY

The following criticisms may emanate from this study:

- The population sampled in this study was limited to educators in the Amanzimtoti Ward only.

- No interviews were conducted. The study was limited to questionnaires only.

- If the educators were not truthful in their responses, the results will not be accurate.

- There was an unequal number of primary and high schools. The majority of respondents were from primary schools.

- A proper measuring instrument (eg. standardized learner assessment) to measure educator efficiency, is non-existent.

5.7 FURTHER RESEARCH

During the course of this research, many areas of concern regarding educator morale were revealed. Some of these areas of concern require in-depth investigation and research.

An investigation into the following areas should be considered for further research:

- The influence of learner involvement on academic performance.

- The impact of management styles on educator efficiency.

- Assessing and improving educator efficiency.

5.8 FINAL REMARKS

All stakeholders in education have a vitally important role to play to ensure that optimal teaching and learning takes

place. To realize this, a suitable climate must be created where educators must be thoroughly motivated to give of their best. Unconditional support from the department, management, colleagues, parents and learners will do much to improve educator morale. All aspects that have a negative impact on educator morale must be brainstormed and measures should be implemented in order to raise the morale of educators as this improves educator efficiency.

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ANNEXURE A

LETTER TO THE WARD MANAGER
REQUESTING PERMISSION TO CONDUCT SURVEY

PO Box 10139
Umkomaas
4170

07 November 2005

Tel nos. (039) 9794846 (Home)
          (039) 9731105 (Work)

For Attention: Dr. J. C. Janse van Rensberg   (S.E.) M

The Ward Manager: Amanzimtoti Ward
Department of Education and Culture
Private Bag X1022
Umbumbulu
4105

Dear Sir

RE: PERMISSION TO CONDUCT SURVEY

I am registered for a Master of Education degree in the Department of
Education at the University of Zululand.

I am conducting research for a dissertation entitled *The influence of morale
on educator efficiency.*

I wish to administer a questionnaire to educators from primary and high
schools in the Amanzimtoti ward. A copy of the questionnaire is attached.
It should take approximately 10-15 minutes and will not interfere with the
normal functioning of the schools.

I hereby request your permission to administer the questionnaire to
educators from the 21-30 November 2005.

Yours faithfully

A. Ramsamy

ANNEXURE B

LETTER FROM THE DEPARTMENT OF EDUCATION
GRANTING PERMISSION TO CONDUCT SURVEY

PROVINCE OF KWAZULU-NATAL
ISFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

.JTHEKWINI REGION | SIFUNDA SASETHEKWINI | .THEKWINI STREEK
UMLAZI DISTRICT | **UMBUMBULU CIRCUIT** | UMLAZI DISTRIK

Address Next to Magistrate's Court	Private Bag :X1022	Telephone :(031) 9150036
Ikheli UMBUMBULU	Isikhwama Seposi :UMBUMBULU	Ucingo 9150001
Adres	Privaatsak :4105	Telefoon 9150222
		Fax :(031) 9150189
Enquiries: Dr JC Janse van Rensburg	Reference: M.Ed Research A.Ramsamy	Date: 09 November 2005
Imibuzo	Inkomba	Usuku
Navrae	Verwysing	Datum

> ## ATTENTION: ALL PRINCIPALS: AMANZIMTOTI WARD

PERMISION TO CONDUCT RESEARCH FOR M.ED: A RAMSAMY
PERSAL 11001364

1. Mr A Ramsamy is presently studying towards a Masters Degree in Psychology of Education at the University of Zululand. The topic for research is: *"The influence of morale on educator efficiency"*.

2. Mr Ramsamy is hereby granted permission to administer a questionnaire to educators from primary and secondary schools. The questionnaire should take approximately 10 – 15 minutes and must not interfere with the normal functioning of schools.

3. Your assistance in this regard is, as always, highly appreciated.

Sincerely

Dr JC Janse van Rensburg
Ward Manager: Amanzimtoti

ANNEXURE C

QUESTIONNAIRE

QUESTIONNAIRE

THE INFLUENCE OF MORALE
ON
EDUCATOR EFFICIENCY

Respondents
(Primary and High school educators)

A. RAMSAMY

Tel nos (039) 9794846 (Home)   PO Box 10139
            (039) 9731105 (Work)   Umkomaas
                                                   4170

21 November 2005

Sir / Madam

QUESTIONNAIRE: THE INFLUENCE OF MORALE ON EDUCATOR EFFICIENCY
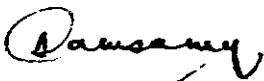
I am presently engaged in a research project for the degree Masters in Education in the Departme of Educational Psychology at the University of Zululand under the guidance of Dr H. J. Vermeulen. My research topic is *The influence of morale on educator efficiency*.

As one of the selected respondents, it would be appreciated if you could assist me in acquiring information relating to the above research topic. You are kindly requested to complete the attache questionnaire, following the necessary instructions. It should not take more than 15 minutes to complete the questionnaire.

Please be assured that all information will be regarded as strictly confidential and no personal details of educators will be mentioned in the findings, nor will any of the results be related to a particular school or educator.

I humbly thank you for your cooperation.

Yours sincerely

A. RAMSAMY

THE INFLUENCE OF MORALE ON EDUCATOR EFFICIENCY

Unless otherwise stated, please complete by making a cross (X) in the appropriate block.

SECTION 1: BIOGRAPHIC INFORMATION

1. Gender

    Male ☐   Female ☐

2. Age group (In completed years as at 31 December 2005)

    20 – 25 years ☐

    26 – 30 years ☐

    31 – 35 years ☐

    36 – 40 years ☐

    41 – 45 years ☐

    46 – 50 years ☐

    51 – 55 years ☐

    56 – 60 years ☐

    Over 60 years ☐

3. Total number of completed years of teaching experience as at 31 December 2005

    0 – 5   years ☐

    6 – 10   years ☐

    11 – 15 years ☐

    16 – 20 years ☐

21 – 25 years ☐

26 – 30 years ☐

Over 30 years ☐

4. Present rank at school

Level 1 educator ☐

Head of Department ☐

Deputy Principal ☐

Principal ☐

Other ☐

5. Membership of teacher union

Yes ☐   No ☐

6. I am employed by

Department of Education ☐

Governing Body ☐

Other ☐

7. Highest educational qualification

Matric ☐

Teacher's Certificate ☐

Teacher's Diploma ☐

Bachelor's Degree ☐

Honour's Degree ☐

Master's Degree ☐

Doctor's Degree ☐

Other ☐

8. Class composition

Boys only ☐

Girls only ☐

Boys and girls ☐

9. School situation

Urban ☐

Township ☐

Rural ☐

10. Type of school

Junior primary ☐

Senior Primary ☐

Primary ☐

Combined ☐

Secondary ☐

SECTION 2

INSTRUCTIONS TO RESPONDENTS

1. Please read each statement carefully before giving your opinion.
2. Please ensure that you respond to all questions
3. Please mark your response with a cross (X) in the appropriate block as shown in the example.
4. Please be honest in your responses.
5. Please do not discuss your responses with your colleagues.
6. Please return the questionnaire as soon as you have completed your responses.

Please consider the following example before expressing your opinion regarding a specific statement.

	Agree	Disagree	Uncertain
School rules have to be formulated within the confines of existing laws (if you agree with the statement)	X		

	Agree	Disagree	Uncertain
School rules have to be formulated within the confines of existing laws (if you disagree with the statement)		X	

	Agree	Disagree	Uncertain
School rules have to be formulated within the confines of existing laws (if you are uncertain with the statement)			X

All statements that follow bear reference to the influence of morale on educator efficiency

Thank you for your cooperation.

The following factors have a negative impact on educator morale:	Agree	Disagree	Uncertain
Learners:			
2.1 There is a lack of dedication among some of my learners regarding schoolwork			
2.2 Some of my learners lack motivation			
2.3 There are sufficient alternatives to corporal punishment			
2.4 Socio-economic conditions of learners affects work performance			
Class composition:			
2.5 Individual attention is still possible in a class of more than 35 Learners			
2.6 My class comprises culturally diverse learners			
Workload:			
2.7 I spend more than an hour per day on lesson preparation			
2.8 I perform extra-curricular activities after school			
2.9 Implementing inclusive education will increase educators' workload			
2.10 I spend more than an hour per week on fundraising activities			
2.11 Teacher shortage results in increased workloads			
Staff Relations:			
2.12 Teachers work harder at ex-Model C schools			
2.13 I have witnessed conflict amongst staff members			
2.14 I trust my colleagues at school			
2.15 My colleagues display a high morale			
Management:			
2.16 The management structure at my school is bureaucratic			
2.17 Communication between management and staff is strictly formal			
Department of Education:			
2.18 Communication with the Department is "top-down"			
2.19 Rationalisation and redeployment results in job security			
2.20 Department organized workshops are excellent			
2.21 Sufficient department support measures concerning HIV/AIDS			
Remuneration:			
2.22 I need a part time job to supplement my income			
2.23 Monetary fringe benefits for educators are satisfactory			
2.24 Salary increases must be performance based			
2.25 Motivated educators are efficient			
Educator Training:			
2.26 I am adequately trained to implement RNCS			
2.27 Obtaining further qualifications improves educator efficiency			
2.28 My principal organizes at least one staff development course per term			

	Agree	Disagree	Uncertain
Promotions:			
2.29 Promotions must be based on merit			
2.30 Governing bodies ought to be involved in promotions			
Governing Body:			
2.31 The governing body and staff work together			
2.32 The governing body appreciates my contributions			
2.33 Governing body should interfere in school management			
Resources:			
2.34 Text books are available in all learning areas for learners			
2.35 All learners have access to computers in my school			
Educators:			
2.36 Given another opportunity, I will still choose teaching as a career			
2.37 My immediate family members are happy that I am an educator			
2.38 Educators retire early because of burnout			
2.39 Teaching is a stressful occupation			