THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN EDUCATOR MOTIVATION

by

JOSEPH PERIAH

JPED, HED, B.Ed (Hons)

Submitted in fulfilment

of the requirement for the degree

MASTER OF EDUCATION

in the

Department of Educational Foundations and Management

of the

Faculty of Education

at the

UNIVERSITY OF ZULULAND

Supervisor: Dr M.A.N Duma

Durban

April 2015

DECLARATION

"I declare that this dissertation 'The role of school management team in educator motivation' represents my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references."

J Periah
Durban
April 2015

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude and appreciation to:

- The Lord Jesus Christ, for the wisdom and knowledge, guidance and strength to enable me to accomplish this study. With Him, I can do everything and without Him I can do nothing.

- My supervisor **Dr MAN Duma** for his scholarly advice, expert guidance and support during the course of this study.

- My wife Praline and my children Pralincia and Jose for having sacrificed their precious time for me.

- My dad, the late Mr C. A. Pillay, who prophesied that I would complete the Master's degree.

- The late Pastor Andrew Arumagam, Elder Marie Gengan, Reverend Matthew Samual and his wife Shama for their words of encouragement.

- Mrs. Radha Poonsamy and family for being my best friend in all circumstances, encouraging me in all my endeavours.

- Mrs Ashika Govender who sacrificed her time in typing this thesis.

- Dylan Govender for typesetting, layout, and editing.

- Mr. Edwin Pillay, my dear nephew, for assisting in the publication of this thesis.

- Mrs Linda Raju, for typing the appendices.

- My mother in law, Mrs Leela Samson David, for her constant prayer.

- My sister, Pamela Pillay, for her care and devotion throughout my scholastic years.

- My sister in law, Miss Jeniffer Samson for assisting in typing.

- Mr S.M. Naidoo for assisting in typing.

- Mr Y Ramcheron, for providing resource material.

ABSTRACT

The study dealt with the theories of motivation, causes of demotivation, the role of the school management team in educator motivation. In the study certain influential theories were briefly looked at such as the earlier theories of Maslow, McGregor and Hezberg. The empirical survey was used to gather information from educators on the following research questions:

- What causes de-motivation of educators?

- What is the role of the school management team in the motivation of educators?

- What alternative theories, strategies and approaches can the school management team adopt to motivate educators?

 In the study it was found out that against the milieu in which most schools operate, there seems to be a great deal of de-motivation among educators. Educators are burdened with overload, limited resources, increased workloads, and financial constraints. The study concluded that in order for educators to perform at their best, they needed to be motivated. The responsibility lies heavily on the school management team to motivate educators. The study recommended that the school management team must provide sound visionary and creative motivational leadership in order for educators to perform

DEDICATION

This book is dedicated to the man I most admire

A friend whose touch warmed me;

A mentor whose wisdom guided me;

An encourager whose words lifted me;

A leader I love to follow

My father

The late Mr C. A. Pillay

This book is also dedicated to my wife Praline

and my children

Pralincia Jodette and Jose David

For their patience, love, understanding, support and inspiration during the course of this

study.

LIST OF CONTENTS

LIST OF TABLES

DIAGRAM

APPENDICES

PAGE

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The key to success in a school or any endeavour is the ability to lead, motivate, inspire, empower and edify others successfully. According to Malphurs (1995: 53) motivation is intimately linked with behaviour. It is essentially a human process at work in organisations. It is described as a dynamic process at work in groups, where one individual influences others to contribute voluntarily to the achievement of group tasks in a given situation.

The school environment and culture in which educators are called to serve is rapidly changing. It is in this challenging environment that a new dimension of leadership, especially in motivational leadership and strategy, is desperately needed. Heller (1998:37) defines motivational leadership as "both a process and property". The process of motivational leadership is the use of non-coercive influences to direct and co-ordinate the activities of the members of an organised group towards the accomplishment of group objectives. As a property, leadership is a set of qualities of characteristics attributed to those who are perceived to successfully employ such influence.

Everything rises and falls on leadership. Good leaders have a strategy. The school management team must utilise motivational leadership in order to obtain commitment of educators to the objectives of the school. Naidoo (2001:1) makes reference to Van der Westhuizen (1995: 282) who states that research has found that a link between motivation and performance. Effective motivation by the school management team should result in more effort and improved performance by the school staff.

1.2 ANALYSIS OF THE PROBLEM

In a study on educator supply and demand, Crouch and Perry (2003: 496) identified a "looming" shortage in the teaching profession in South Africa, which they attributed to factors such as a rushed administrative planning process to control educator training capacity in the 1990's, low job satisfaction, job stress, problems with teaching methods, problems with education system, violence in schools, and low morale of educators. According to Crouch and Perry (2003: 496) approximately twenty thousand educators may have to be replaced annually from 2006.

Media reports suggest that there are low levels of job satisfaction and morale amongst educators (Sowetan, 14 Sept 2004: 10; Saturday Star, 11 Sept 2004: 5; Cape Argus 09 Sept 2004: 2). These are associated with low salaries, lack of recognition of experience, lack of training and resources, and increased bureaucracy in the Department of Education (DOE). According to Pretoria News (11 Nov 2004: 7) young teachers are already leaving the profession in large numbers, which raises concerns about the future quality of education.

Naidoo (2001: 3) makes reference to De Villiers (1997: 78) who states that urgent measures need to be taken to improve the morale of educators. It seems that sound visionary, creative, and purpose driven motivational leadership and management is lacking in our system.

Because of the above problems, the researcher will focus on the background and rationale of the problems relating to de-motivation of educators. The researcher will thereafter highlight the role of the school management team in motivating, inspiring, leading, influencing and directing educators to develop potential to perform at optimal level.

1.3 FORMULATION OF THE PROBLEM

In essence, the problem that will be investigated in this study focuses on the school management team's motivational role pertaining to educator motivation and some of the questions that require answers are:

- What causes de-motivation of educators?

- What is the role of the school management team in the motivation of educators?

- What alternative theories, strategies and approaches can the school management team adopt to motivate educators?

1.4 AIMS OF THIS STUDY

The aims are:

- To study and report on relevant existing literature relating to the motivation of educators.

- To undertake an empirical investigation into the school management team's role in educator motivation.

- To provide certain recommendations and guidelines so that accountable assistance can be given to school management team regarding their motivational role in educator motivation.

The objective of the research is to discuss the importance of the school management team in providing motivational leadership as a fundamental management activity.

1.5 ELUCIDATION OF CONCEPTS

For the purpose of clarity, certain concepts in this study need to be elucidated.

1.5.1 Motivation

De Witt (1993: 20) defines motivation as the spark that induces action and influences the direction of human behaviour.

According to Lovell and Wiles (1995: 23) motivation can be described as the level of effort an individual is willing to expend towards the achievement of a certain goal. In this study motivation refers to the use of effective strategies to inspire an individual to perform to the best of one's ability.

1.5.2 Motivational Role

According to Naidoo (1999: 7) a motivational role can be played by an individual in raising a particular theory or schema in importance; to help to grow or develop; to succeed and to engage in a process that would help someone or something advance or move towards a desired end. The researcher refers to the motivational role as the leading role played by an individual / individuals in guiding and nurturing a person to achieve a certain result.

1.5.3 School Management Team

Pillay (1995: 9) defines school management team as leaders offering guidance to educators of the school as well as other parties concerned, and that this guidance is calculated to bring out the best in every facet of education. In this study, management team refers to group of managers offering assistance to team members enabling them to be productive.

1.5.4 Educator

Badenhorst (1996: 24) says an educator is more than a mere teacher of a subject but one who seeks to impart to the child qualities that will enable the child to reach responsible adulthood. The researcher defines an educator as one who facilitates learning among learners.

1.5.5 Theory of Motivation

Van Rensburg, Landman and Bodenstein (1994:554) describe the concept *theory* as a plan or scheme existing in the mind only, but based on principles verifiable by experiment and observation; a proposed explanation designed to account for any phenomenon.

1.6 METHODOLOGY

In order to investigate the findings in the literature study it was necessary to undertake an empirical study. The collection of data will be conducted by administering a self-structured questionnaire to educators in both primary and secondary schools. The details of the methodology are provided in chapter 3.

1.7 CONCLUSION

An exposition of the problem, statement of the problem, and the aims of the study were given in this chapter. The method of research was explained and relevant concepts were elucidated. The next chapter deals with the various motivational theories, causes of de-motivation, the role of the school management team in the motivation of educators, and strategies to encourage educator motivation.

CHAPTER 2

THEORIES OF MOTIVATION AND THE ROLE OF THE SCHOOL MANAGEMENT TEAM: LITERATURE REVIEW

2.1 INTRODUCTION

Like any other organisation, the school must target its objectives and goals. The extent to which these are achieved determines the effectiveness of the school. Piek (1991: 83) states that even the best material resources do not ensure fulfillment of the desired objectives and goals if the teachers and pupils do not strive for optimal achievement. The quality of the human resource is of cardinal importance to the effective functioning of the school and it is determined by the time and the effort that the leadership team invests in the motivation and development of the educators. This in turn influences the quality of the pupils' education. Highly motivated educators are more willing and dedicated to effective teaching. The school management team must utilize its leadership position to influence teachers to realize the school's goals and objectives. The school management team as educational leaders should always assist and motivate educators in executing their tasks as effectively as possible.

In short, the school management team's role as a developer of human potential is of cardinal importance if they want to motivate successfully. When educators are motivated they continually strive for improvement. The converse occurs if motivation and dedication is lacking. This chapter will focus on the theories of motivation, causes of de-motivation, and the role of the school management.

2.2 SELECTED THEORIES AND STRATEGIES OF MOTIVATION

Van Rensburg, Landman and Bodenstein (1994: 554) describe the concept of *theory* as a plan or scheme existing in the mind only, but based on principles verifiable by experiment and observation; a proposed explanation designed to amount for any phenomenon.

For the purpose of this study only certain influential theories will be briefly looked at. There are a number of motivational theories and strategies. The earlier theories of Maslow, McGregor and Hezberg (Schreuder, 1993:70) form the basis for the more recent theories and are still used by managers to motivate employees.

2.2.1. Maslow's hierarchy of needs theory

Maslow distinguishes between five levels of needs, namely the physiological, security, social, self-importance and self-realization (Schreuder, 1993: 80). A person's behaviour is centred around the satisfaction of these needs and forms an ascending line from the basic physical needs to the highest psychological need of self-realization. This theory can be graphically represented as follows:
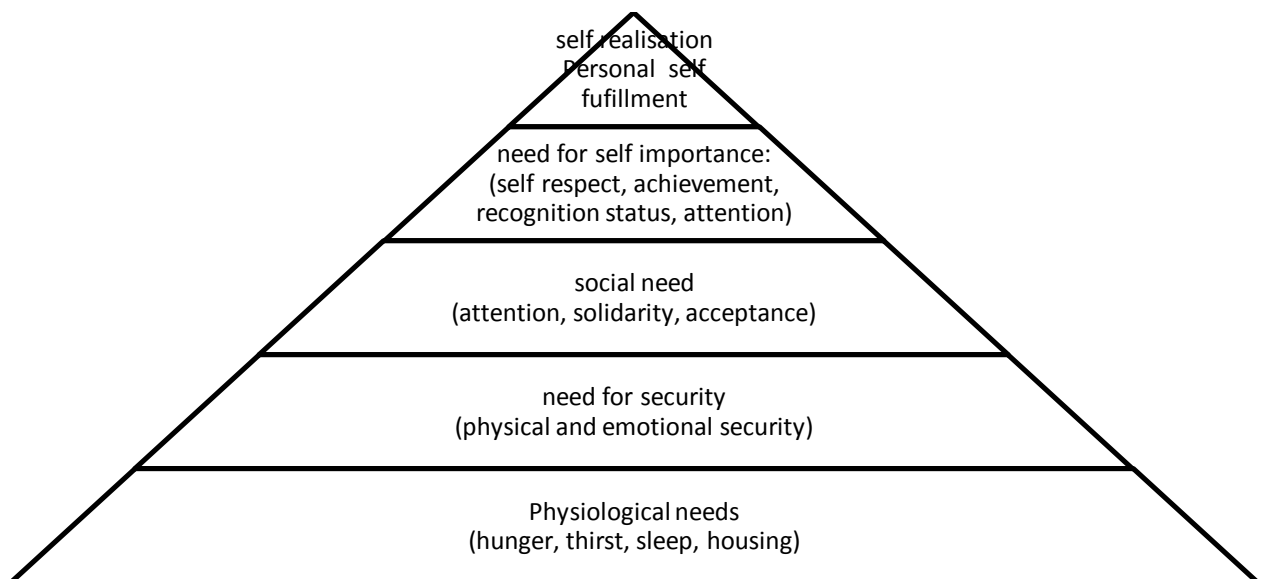
Diagram 1: Maslow's theory of hierarchy of needs adapted from Schreuder, et al. **(1993: 80)**

The above diagram indicates the following needs hierarchically:

(a)   Physiological needs

The lower order of human needs consist of the basic physiological necessities such as food, water, shelter, and clothes. These needs can be met if a person is employed.

(b)   Security and safety needs

If the needs on the first level are satisfied then a second level of needs emerge in the hierarchy of needs. There is a need for physical and emotional security. This level represents stability and freedom from threats and danger.

(c)   Social needs

This level represents the need to belong to a group or family. The need to receive attention, the need to express solidarity, the need to understand, the need to feel accepted, and the need to have friends.

(d)   Need for self importance

This need is divided into internal and external. Internal identifies the need for self-respect, authority, and achievement. External identifies the need for attention, recognition, and status. Educators whose esteem needs are not met can become very discouraged. They want to be recognised for their accomplishments. When these needs are satisfied, educators are self confident and gratified.

(e)   Need for self realization

This may be defined as a quest to fulfil one's aspirations. Educators have a desire for personal and professional development.

This theory distinguishes between five levels of needs and an individual's behaviour is centred on the satisfaction of these needs.

2.2.2 McGregor's X and Y theories

Schreuder (1993: 81) argues that McGregor's X and Y theories are based on human behaviour and interpersonal relationships between the manager and his employees. According to Schreuder, Theory X reflects the following assumptions:

- Educators shy from work and must be ordered or forced to do it.

- Educators must be driven to work productively and a strict controlling managerial role is suggested. This approach may be necessary in certain situations but according to general observation people have a greater job satisfaction and better work productivity if they have a certain measure of freedom to make decisions and apply their own ideas.

- Security is important to the average educator. This type of individual has little ambition and would rather be told what to do.

If the school management team view their staff as a necessary evil, the school management team actually view themselves as being superior and having special abilities. The school management team view the majority of the people as possessing limited abilities.

Ryan & Cooper (1994: 435) states that educators will take advantage of the work situation and have no concept of a fair day's work.

According to Schreuder (1993:81), Theory Y reflects the following assumptions:

- Educators are willing to work and accept responsibility.

- There are healthy interpersonal relationships; allows space for educator's individuality by encouraging them to be original and productive; and involving them in decision-making.

Naidoo (2001: 36) states that it is clear when the school management team applies the concepts of Theory Y, then each staff member is viewed as a real asset. Naidoo stresses that in this theory staff are viewed as having definite capacity for growth and development.

2.2.3. Herzberg's two factor theory

Schreuder (1993: 83) points out from Herzberg's research that it appears that two separate groups of factors cause satisfaction or frustration in the work situation. According to his findings, job satisfaction occurs when sufficient challenges are set; recognition is given for completion of tasks; and opportunity is created for professional development and growth. Schreuder says that factors that lead to work frustration include authoritative exercise of power and administration, a negative approach to supervision or control of work, low salaries, poor interpersonal relationships and poor working conditions. The frustration factors (hygiene factors) showed that negative factors must be eliminated before a healthy and a harmonious working environment can be created. Forsythe (2000: 18) supports Herzberg's two-factor theory by stating that the theory creates positive motivation. He firstly describes the hygiene factors as those that cause negative feelings and secondly, the motivators, as factors that can make people feel good. The school management team members must provide educators with opportunities for growth and development. Due recognition must be given. The converse is also true, where there is no challenge, opportunities and recognition, frustration and demotivation sets in.

2.2.4. McClelland's three needs theory

Steers (1979: 36) maintain that the three needs theory developed by McClelland centres on three individual needs namely achievement (success), power, and recognition. According to Steers the three needs theory work as follows:

  (a)Need for achievement

Some people have inner drive to set themselves goals and they try to achieve them. They always want to do things better and more effectively.

The achievement of this goal is a reward in itself, rather than any external source of reward. They prefer immediate feedback about tasks so that they may judge whether or not they have improved.

(b)Need for power

There is a desire to be influential and to have control over other people. People who are spurred on by this need like to obtain control or to work in competitive situations in which they may rise above others.

(c)Need for recognition

People with a need for recognition seek the acceptance of other people, friendship, and group situations in which members work together.

Forsythe (2000: 20) reinforces McClelland's three needs theory by stressing that the above three needs are key factors that create positive motivation. It is therefore important for the school management team to identify educator's needs and use these as a basis for decisions about how to motivate them.

Van Niekerk (1998: 64) states that motivation is ultimately aimed at raising the educator's morale which in turn results in positive attitudes to work and job satisfaction, and may lead to greater creativity in the school situation. If the above factors are implemented in the three needs theory by the school management team, then the educators will be highly motivated and productive.

2.2.5. Some of the strategies to motivate educators are as discussed below:

(a) Principle of influence

Maxwell (1993: 74) advocates, "everyone influences someone". Maxwell (1993: 85) states and shares the idea of a "power triangle" to help leaders get ahead. He states that the three components of the triangle are communication, recognition and influence. Communication leads to recognition that leads to influence. According to Schultz and Steyn (2003: 69) and

Van der Westhuizen (1995: 792-193) exerting a positive influence on educators result in production. They state that the morale is high, needs are being met, goals are being realised and problems are solved with minimum effort. Theron and Bothma (1990: 69) and Van der Westhuizen (1995: 792-193) argue that school management teams can effectively motivate from a position of influence if they possess the following key characteristics:

- Self confidence.
- Determination.
- High energy level.
- Sound communication skills.
- Flexibility.
- Objectivity.
- Consistency.
- A sense of responsibility and accountability.
- Patience and tolerance.
- Honesty and motivation.
- Respect for others.

(b)   Individual and organisation or school goals

According to Hall (1988: 72) it is essential, for schools to have basic goals — without them no program is possible. Hall (1988: 72) further states that educators feel that they are making a difference when educators have given an input; they have a stake in the issue. This argument leads one to say that the school management team must involve educators in goal participation, which builds team spirit, enhances morale and helps everyone feel important.

(c)   Staff development

Naidoo (1999: 126) states that in schools where the school management team has the right attitude towards staff development and training, the chances are that the teaching and

learning situation in each classroom will be maximally effective. Yule (1991: 3) emphasizes that the more motivated and equipped an educator is, the better the chance of success of a school in terms of immediate objectives and future goals. This is an ideal of educative teaching. Yule claims that research shows that trained educators are better motivated than others.

Therefore the school management team must prioritise staff development as a powerful motivating tool. Bradley (1993: 41) aptly puts it that the continued professional development of educators is paramount to the motivational role of the school management team.

(d)   Characteristics of the task

Brunetti (2001: 49) states that there should be a clear definition of task responsibilities. Characteristics of the task serve as motivators or de-motivators. When the task description is ambiguous, routine, repetitive, and lacks challenge then these aspects serves as de-motivators. Brunetti (2001: 49) states that the converse is true when the work characteristics are perceived as *motivators* then work enrichment may have a meaningful motivational effect.

(e)   Recognition

Benham & 0' Brien (2002: 26) emphasizes that educators want to be noticed. They want credit for personal achievements and appreciation for their contributions. Mol (1990: 88) states that the recognition of educators' work is probably one of the most powerful motivational tools available to the school management team. Steyn (1998: 129) maintains that it would be reasonable to assume that educators need to feel recognized and respected as professionals. The school management team should ensure that school policies, practices, and procedures give due consideration to these needs.

(f)   Significant contributions

Schulze and Steyn (2003: 43) found that educators want to join in a group or pursue a cause that will have a lasting impact. They need to see that what they are doing is not a wasted effort, but is making a contribution. To enhance motivation and inspire participation, staff must be involved in planning, implementation and execution. In other words staff will have a say in the *management* of a school (Smyth, 1995: 169).

Bernd (1991: 65) states that educators feel motivated when they are empowered, especially with regard to decision-making on important issues. The school management team must grant freedom to educators to make significant contributions.

(g)   Being positive and hopeful

By recognising the individual achievement, the school management team give courage to their constituents. This courage enables educators to maintain composure during anxiety producing situations and to endure hardships (Maxwell, 1997: 79). Kruger (1994: 14) states that the school management team's role in cultivating the quality of the school is of strategic importance to enhance staff motivation.

The school management team need to affirm and reaffirm the educators. This results in positive imaging.

(h)   Coaching

According to Stanley and Clinton (1992: 73) a coach is particularly important when you step into a new responsibility or try to do something you have never done before. A coach gives guidance in one's responsibilities.

The school management team must spend time with educators on the job day by day, talking with them about strategies, methods, and also providing them with feedback on their efforts and performance.

(i)   Motivational assumption

Stanley and Clinton (I 992: 47) state that successful people developers make the right

assumptions; ask the right questions; and give the right assistance to people. They identify

the following four assumptions:

- Assumption 1 - Making the right assumptions about people because negative

  assumption stimulates negative leadership whilst positive assumption about

  others stimulates positive leadership of them.

- Assumption 2 - Everyone wants to feel worthwhile. The most successful

  managers who deal with people instinctively know that every person in this

  world is hungry for something, be it recognition, companionship, understanding,

  love - the list is endless. Therefore educators want to feel worthwhile and

  important. It is thus imperative that the school management team must help

  educators increase their own self-esteem by recognising their efforts and

  success.

- Assumption 3 - Everyone needs and responds to encouragement. People

  perform better and make a greater effort under a spirit of approval than under a

  spirit of criticism. rhe school management team must encourage educators to

  develop.

- Assumption 4 - Most people do not know how to be successful. Success is a

  result of planning. It is the duty of the management team to assist educators in

  planning as well as give them opportunities to excel.

(j)   Practical hints for educator motivation

Kouzes and Posner (1995: 179) cite the following for the school management team to

consider in education motivation:

a. Make rewards and recognition public and tangible.

b. Shake hands with educators congratulating them for a job well done.

c. Educators may be taken out for lunch, tea, or taking the afternoon off.

d. "Super educator of the month" awards.

e. Educator's photograph with the principal/school management team.

f. Pictures in annual report, school newsletters/magazines.

g. Published "Thank You."

h. Contributions to educator's favourite charities.

i. Gift certificates, merchandise credits, vouchers (the school management team can

    network with business sector for sponsors).

j. Laminated certificates, plaques.

k. Posters highlighting achievement of educators on bulletin boards and corridors.

I. Gifts.

m. Allow educators to be part of the design of the reward and recognition system.

n. Provide feedback on how they are progressing.

In addition to the above, Maxwell (1998: 153) suggests the following motivational phrases that

the school management team can use:

- "I know that I am asking for the impossible - but I also know that this team can do it".

- "Thanks for a terrific job - I think you are ready for something even bigger now".

- "Why did we fail to meet that target; do you think we need to revise our original plan". One can say that if one can just get through this minor setback, reaching that target will seem plain sailing

2.3 CAUSES OF DE-MOTIVATION

2.3.1 Job satisfaction

Steyn and Van Wyk (1999: 23) define job satisfaction as the feeling of pleasure that arises from an individual's impressions of his or her job. Job satisfaction comprises of several attitudes associated with the job situa6on, such as salary, career development, the nature of a job, policies and procedures of the organisation, and working conditions (Moorhead and Griffen, 1989: 62). Group factors such as relationship with colleagues and management, as well as personal factors relating to individual needs and aspirations, can influence job satisfaction (Ibid: 62). According to Moorhead and Griffen (1989: 64) job stress caused by factors in the workplace such as task, role and interpersonal demands may impact on the job satisfaction. They argue that job demands, such as lack of job security, work overload and demands resulting from either role ambiguity or conflict, may impact on employee's performance, attitudes and behaviour and lead to withdrawal. Moorhead and Griffen further say that this in turn may negatively affect the job satisfaction, morale and commitment of stressed employees. Regarding workload of educators, letters from educators to the media reveal that in addition to mtoring, educators have to be available after hours and over weekends for extra mural activities such as sport, parent's evenings, school functions, and training sessions. In addition, they must also spend time at home on lesson preparation, marking and paperwork (Cape Times, 7 Sept 2004: 9; Star, 17 Sept 2004: 11).

According to Billingsley (1993: 138) and MacDonald (1999: 836), external factors such as the

the classroom. Billingsley and MacDonald state that these factors affect the level of job

satisfaction among educators. Studies on job satisfaction and attrition have found that the demands of the education system and society, among other factors, have led to reduced levels of satisfaction amongst educators (Benham and O' Brien 2002: 84; Bronwell, Smith, McNellis and Miller 1997: 146).

Furthermore, Mwamwende (1995: 86) has cited poor working conditions, for example, heavy workload, dilapidated facilities, inadequate supply of resources, and lack of job security as other influences on job satisfaction levels. He supports Billingsley (1993: 138) and MacDonald (1999: 836) above by arguing that socio-economic factors can impact greatly on the attention, ability and discipline of students.

Moreover, Mobley (1982: 238) makes mention that low levels of job satisfaction contribute to attrition. He further explains that components of job satisfaction-such as satisfaction with workload, pay, promotion, colleagues, supervisor and working conditions-correlated with turnover. Mor Barak, Nissly and Levin (2001 : 625) found a lack of organisation and professional commitment, burnout and job satisfaction to be good predictors of the intention to leave, whilst the strongest predictors of actual turnover were intention to leave, the availability of employment alternatives, job satisfaction and burn out.

2.3.2 Morale

Lawless (1979: 300) indicates that the internal cohesiveness that is present m a group of workers

with high morale increases job satisfaction and reduces absenteeism and turnover, while low morale impacts on employee performance, thus contributing to attrition. Webster (2001: 257) defines morale as the "mental and emotional attitudes of an individual to the function or tasks expected of him", as well as "a sense of common purpose with respect to a group". Lawless (1979: 305) states that the high morale group is held together by internal cohesiveness: "Goodwill, cohesiveness and adaptability to its changes are marks of morale".

The level of morale impacts on other functions in the organisation. Hall (1988: 201) found that the symptoms of poor morale often effect productivity and efficiency in organisation: "Absenteeism, labour grievances, waste, pilferage, and poor quality-all signs of unrest and low morale-certainly affect how well people do what needs to be done".

2.3.3 Remuneration

According to the survey conducted by the Education Labour Research Council there seems to be a high level of dissatisfaction among educators regarding the size of their remuneration packages, with about three-quarters stating that they earned an inadequate salary. This is particularly the cause for male educators leaving the teaching profession - 62.3% of male educators believed their salary to be inadequate and were thinking about leaving (Education Labour Research Council, 2005:13).

2.3.4 Workload stress

In a survey conducted by the Education Labour Relations Council (2005: 14), respondents were asked to comment on workload changes in the past three years, as well as possible reasons for the heavier workloads. Results from the survey indicated that 70% of respondents had experienced an increase in workload over the past three years. Only 19% of educators indicated that their workload had remained more or less stable. Most educators had experienced job overload, as 60% of educators claimed that their workload were too high. 62% of educators reported more than forty learners per class, while the average class for 23% of the educators consisted of 31-40 learners. 37% of educator classes had grown in size since 2001. Most educators (54%) indicated a working week (teaching hours and after formal school) of between thirty and forty-one hours and 12% spent more than forty-one hours on teaching per week. The survey also indicated that the challenge of implementing new curricula and systems played a

educators that considered leaving.

The school management team must consider this aspect of workload stress, as this is a very critical factor that demotivates educators.

2.4 THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN EDUCATOR MOTIVATION

According to Pillay (1998: 49) a school management team is a visionary who energises others. Pillay maintains that as a visionary the school management team creates a vision of the future of the school and motivates the staff to make this vision a reality. The school management team with a vision of a better school must also have the knowledge, understanding and qualities to motivate staff members to make this vision a Reality (Naidoo, 2001: 45).

Milton (1999: 80) stipulates the following in respect of motivational behaviour:

- Be aware of basic needs and motivation process. Human behaviour is determined by human needs. Insight into general and work related needs as well as knowledge of the relationship between the variables influencing motivation is important.

- Put motivation process in the context of the education system. Motivation comprises more than human needs. It is also determined by characteristics of the individual's post level as well as the climate within the school.

- Remember that individuals differ. This means the needs structures of individuals will differ. Something that motivates one person will not necessarily have the desired effect

  on another.

- Know your staff members as unique individuals. The school management team must create opportunities to get to know the needs, aspirations and frustrations of each staff member. The school management team should also take note of the important role that can be played by effective communication, mutual trust and openness between the school management team and educators.

- Be aware of factors that might threaten existing job satisfaction. Changes to post

  structures, qualifications for positions, procedures and policies can threaten individual

  needs that are being satisfied at present.

- Initiate change that will further the satisfaction of human needs. The school

  management team can initiate changes aimed at satisfying human needs.

2.5 SUMMARY AND CONCLUSION

This chapter dealt with the theories of motivation, causes of de-motivation, the role of the

school management team in educator motivation and strategies to encourage educator

motivation. Motivation is critical in order for educators to perform to their fullest with the

various theories of motivation and also how to develop, capacitate and empower educators.

Wherever this type of mentorship exists, the educators perform very well and are highly

motivated. In the following chapter the data obtained from the completed questionnaires will be

analysed by means of the descriptive statistical method.

CHAPTER 3

PRESENTATION OF RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter the focus will be on the design of the research utilised in the investigation of the

role of the school management team in educator motivation and the data that was collected

from the completed questionnaires will be analysed. Primary and secondary educators

completed eighty-two of the questionnaires.

The data of the research is presented in the following themes:

Section 1: Biographical information.

Section 2: Motivation through planning.

Section 3: Motivation through encouragement.

Section 4: Motivation through recognition.

3.2 PERMISSION TO CONDUCT THE SURVEY

With the aim of administrating the questionnaire to educators in the Amanzimtoti Circuit in the

Umlazi District of the eThekweni Region, the researcher requested permission in writing from

the relevant Superintendent of Education (cf. Appendix 2), which was duly received. After the

3.3 SELECTION OF RESPONDENTS

In order to administer the questionnaire to educators from the Amanzimtoti Circuit in

eThekweni Region, five schools were selected. The Amanzimtoti Circuit was chosen because

of convenience. This study is a mini dissertation and therefore it did not necessitate a large

sample of respondents. The researcher used random sampling. Random sampling is where

every member of the population has an equal chance of being selected (Educational Research

Methods, Study Guide 1, EER 591, University of Zululand, n.d. 20). This provided the

researcher with a sample of eighty-two respondents, which may be considered an adequate

sample of reliable data analysis.

3.4 THE RESEARCH INSTRUMENT

3.4.1 The questionnaire as a research instrument

According to Van Rensburg, Landman and Bodenstein (1994: 504) a questionnaire is a set of

questions dealing with some topic or related group of topics, given to a selected group of

individuals for the purpose of gathering data on a problem under consideration. Van den

Aardweg and Van den Aardweg (1990: 190) say that the questionnaire is a prepared question

form submitted to certain persons (respondents) with a view to obtain information. The

researcher decided to use the written questionnaire as research instruments because of the

advantages of this method (Mahlangu, 1987: 94-95; Cohen and Manion, 1989: 11 1-112).

Some of the advantages are:

- There is no interview bias.

- Responses are given anonymously.

- Data can be easily analysed and interpreted.

3.4.2. Construction of the questionnaire

According to Mahlangu (1987: 95) questionnaire design is an activity that should not be placed in isolation. The researcher sought advice from specialists and colleagues at all times during the construction of the questionnaire. By so doing the researcher was following the suggestion of Van den Aardweg and Van den Aardweg (1990: 198). A researcher must therefore ensure that adequate time is budgeted for, in the construction and preliminary testing of the questionnaire (Bless & Higson-Smith, 1995:115). This was also taken into consideration by the researcher during the designing of the questionnaire.

An important aim of the questionnaire was to obtain information regarding the role played by the school management team in educator motivation. In order to obtain the information needed for the purpose of this study, the questionnaire was subdivided into two of the following categories:

- Section one of the questionnaires dealt with the biographical information of respondents and consisted of questions one to seven.

- Sections two and three of the questionnaire contained closed ended questions after which there were three open-ended questions. The respondents were requested to indicate their responses to the closed ended statements based on the school management team's motivational role pertaining to educator motivation in three ways namely agree, disagree, neutral.

- Section three contained questions relating to the school management team's role in motivating educators through encouragement.

- Section four comprises of questions concerning the role of the school management team in motivating educators through recognition. Section four also comprises of three open-ended questions.

Therefore the structured questionnaire was used because of the following advantages mentioned by Mahlangu (1987: 94-95) and Cohen and Manion (1989: II I-112):

- Affordability is the primary advantage of written questionnaires, because it is the least expensive means of data gathering.

- Written questionnaires permit anonymity. It is arranged such that responses are given anonymously. This would increase the researcher's chances of receiving responses that genuinely represent a person's belief, feelings, and opinions.

- They permit a respondent sufficient time to consider answers before responding.

- Questionnaires can be given to many people simultaneously, that is to say, that a large sample of the target population can be researched.

- Generally the data provided by the questionnaire can be more easily analysed and interpreted than the data obtained from verbal responses.

- Respondents can complete the questionnaires in their own time and in a more relaxed atmosphere

The researcher is also aware of the fact that the written questionnaire has more important disadvantages as well. Bless and Higson-Smith (1995: 106-124) stress the following disadvantages:

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

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

- The researcher is unable to control the context of the question answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondents own private opinions are desired

- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have. Respondents may answer questions incorrectly or not at all due to confusion or misinterpretation.

The researcher overcame some disadvantages by appointing a responsible person to administer the questionnaire in each school. The responsible person also gave clarity whenever needed.

3.4.3. Validity and reliability of the questionnaire

When the questionnaire is used as an empirical research instrument there is no specific method to determine its reliability. It will therefore be difficult to ascertain to what extent the answers of the respondents were reliable. The researcher however believes that the questionnaire in the investigation were completed with the sincerity and truthfulness required to make this study reliable.

3.5 ETHICAL MEASURES

Respondents were encouraged to be truthful and frank when answering the questionnaire. Respondents were assured that all information will be regarded as confidential and that no personal details of any respondents or school will be mentioned in the findings.

3.6 ANALYSIS OF DATA

Once the data was collected, it was captured in a format, which would permit analysis and interpretation. Descriptive statistics was used to study a person or persons scientifically with the view to finding the distribution of variables. Tables and percentages were used in analysing close-ended responses. The researcher was primarily concerned with the motivational state of

3.7 LIMITATIONS OF INVESTIGATION

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the reliability and validity of the questionnaire:

- Although anonymity was required in the questionnaire the possibility exists that, because of the personal nature of the information required, educators might not have been frank and truthful in their responses.

- The personal nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.

- Respondents could have answered questions with the aim of presenting themselves as persons who effectively fulfils the role of a motivational member of the school management team.

Therefore biased, false, or misleading responses were elicited that could have influenced the reliability of the results. To restrict the investigation to manageable proportions, the researcher limited the study to only eighty-two respondents in the Amanzimtoti Circuit of the eThekweni Region. Respondents were asked to answer all questions honestly

3.8 CONCLUSION

In this chapter the planning and design of the empirical research was discussed and a description of the questionnaire as a research instrument was given.

In the following chapter, the data obtained from the complete questionnaire will be analysed by means of the descriptive statistical method

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

4.1 ANALYSIS OF BIOGRAPHICAL DATA

The tables below will be examined with the view to analyse the frequency distribution according to the gender, age, qualifications of the respondents

4.2 a) GENDER OF RESPONDENTS

Table 1 Frequency distribution according to gender of respondents.

N-82

	Gender	Frequency	%
1	Male	21	25,6%
2	Female	61	74,4%
	Total	82	100%

Table 1 shows that almost three quarter (74,4%) of the respondents are females. It is therefore evident that the teaching profession has attracted more females than males. Possible reasons for this phenomenon are:

- Males are generally not attracted to the teaching profession.

- Males feel that teaching is more a female domain.

- Males feel that the salary is good for females and not males.

- More females are attracted to the teaching profession because of the working hours and time, which are suitable for them, especially working mothers.

- Males have resigned and have found other vocations because of policies that that have promoted females, for example, gender equity and affirmative action policies.

4.3   b) AGE OF RESPONDENTS

Table 2 Frequency distribution according to the age group of the respondents.

N-82

	Age Group	Frequency	%
1	Under 30 years	12	14,6 %
2	31 - 40 years	35	42,6 %
3	41 - 50 years	26	31,7 %
4	Over 50 years	9	10,9 %
	Total	82	100%

Most of the respondents fell in the age group 31-40 years (42,6 %) and 41-50 years (31,7 %).

This clearly indicates that these educators are senior educators serving for approximately 20

years. This is an ideal age group to determine morale and whether the school management team

effectively motivates them

4.4   c) QUALIFICATIONS

Table 3 Frequency distribution according to qualifications of respondents.

N-82

	Qualifications	Frequency	%
1	Academic only	14	17%
2	Professional Only	39	48 %
3	Academic & Professional	29	35 %
	Total	82	100%

From table 3 it emerges that respondents possess high academic and professional qualifications.

It is feared that respondents who may be de-motivated because of lack of

growth opportunities and challenges, may leave the profession and secure themselves in other

lucrative positions in the private sector where their qualifications are needed.

4.5 ANALYSIS OF RESPONSES TO OPEN ENDED AND CLOSE ENDED SENTENCES

a) Responses to closed questions

4.5.1   Motivation through planning

The table below will be examined with the view to analysing the frequency distribution

according to the questions concerning motivation through planning.

Table 4 Frequency distribution according to the questions concerning motivation through planning.

ITEM My School Management Team:	AGREE	DISAGREE	NEUTRAL	TOTAL
2.1 Invite educators to strategic meetings	54 (66%)	12 (15%)	16 (20%)	82 (100%)
2.2 Always emphasize vision, mission and specific goals for staff to work towards	61 (74%)	10 (12%)	11 (13%)	82 (100%)
2.3 Clearly define job description of educators	61 (74%)	12 (15%)	7 (9%)	82 (100%)
2.4 Points out the expectations from educators	44 (54%)	16 (20%)	22 (27%)	82 (100%)
2.5 Give educators an opportunity to express their expectations from the school management team	44 (54%)	21 (26%)	17 (21%)	82 (100%)
2.6 Provides a warm, cordial and healthy climate to fulfil their needs and to achieve their goals	57 (70%)	10 (12%)	15 (18%)	82 (100%)
2.7 Delegate work equitably to reduce workload stress	45 (55%)	22 (27%)	15 (18%)	82 (100%)

According to the findings in Table 4 the majority of educators agreed with the questions

regarding motivation through planning. Educators are motivated when they see the school

management team show evidence of planning. Perfect planning and preparation prevents poor

performance. The above are substantiated by the following items in Table 4:

Item 2.1 Invitation to strategic and planning meetings

The majority of respondents (66%) agreed that the school management team invites educators to strategic and planning meetings. Only 15% disagreed. Educators want to make meaningful contributions in respect of strategic focus and planning. Smyth (1995: 169) accentuates this point by stating that to enhance motivation and inspire participation, staff can be involved in planning, then the implementation and execution, that is, staff will have a say in the management of a school.

Item 2.2 Vision, Mission and specific goals

More than 61% of the respondents agreed that vision casting, mission and goal setting are pre-requisites for school management team to adequately motivate educators. 12% disagreed. This concurs with Van der Westhuizen (1995: 144) who says that school management teams wanting to manage their schools effectively must have clearly denned goals. Schools that have a vision, mission and goals are purpose driven institutions. Educators know clearly the direction the school is heading. This motivates educators because they are challenged.

Item 2.3 Clearly defined job description

A large number of respondents (74%) acknowledged that the school management team clearly defines job description. Only 15% disagreed. Educators will know exactly what the expectations are from the school management team. According to Moorhead and Griffen (1989: 64) job stress caused by factors in the workplace such as unclear task, role, and interpersonal demands may impact on job satisfaction.

Item 2.4 Expectations from educators

55% of respondents agreed that they were made aware of what is expected from them. 20 % disagreed. Moorhead and Griffin (1989: 62) state that job satisfaction comprises of several attitudes associated with the job situation, such as salary, career development, the nature of the job, policies and procedures of the organisation, and working conditions. It is vitally important

that the school management team clearly outline what their expectations of their educators are.
This serves as a benchmark for educators to access whether they are in keeping with what is
expected from them.

Item 2.5 Opportunities to express educators' expectations from the school

management team

54 % of the respondents agreed whilst 26% disagreed. Moorhead and Griffen (1989: 64) state
that group factors such as relationship with colleagues and management, as well as personal
factors relating to individual needs and aspirations, can also influence job satisfaction.
Educators must be given opportunities to express themselves in respect to what they expect
from the school management team. A cordial relationship between educator and management
team members has a positive effect on job satisfaction.

Item 2.6 Provision of warm, cordial, and healthy climate

More than 70% of the respondents agreed that a warm and healthy environment is very
important for educators to fulfil their needs and to achieve their goals. Only 12% disagreed.
Generally, educators that work in a warm and cordial environment are happy and motivated.

Item 2.7 Work delegated equitably reduces workload stress

55% of the respondents admitted that the school management team delegated equitably to
reduce workload stress. 27% disagreed with this. The responses of the minority means that
some educators are over tasked while others are under tasked. This contributes to the workload

Educators burdened with unrealistic heavy workloads and those that teach subjects for which
` they have little or no training will invariably develop an apathetic attitude towards the
profession. Consequently many educators lack enthusiasm and self-motivation towards the

profession. The school management team must be willing to redesign the workload of such

educators, if they wish to have a motivated teaching staff (Cooper & Payne, 1995: 331).

4.5.2 Motivation through encouragement

Table 5 Frequency distribution according to the questions concerning the school management team's motivational role in encouraging educators.

ITEM				
My school management team:	AGREE	DISAGREE	NEUTRAL	TOTAL
3.1 Empowers educators with meaningful knowledge and information	60 (73%)	6 (7,3%)	16 (20%)	82 (100%)
3.2 Gives educators opportunities to participate in decision making & freedom to work creatively	59 (72%)	12 (15%)	11 (13%)	82 (100%)
3.3 Grants educators opportunities to fulfil their needs and achieve goals, develop abilities, talents and skills	61 (74%)	11 (13%)	10 (13%)	82 (100%)
3.4 knows the individual needs of educators	40 (49%)	17 (21%)	25 (30%)	82 (100%)
3.5 Assess the morale level of educators at all times & know how to boost individual/group morale	38 (46%)	19 (23%)	25 (31%)	82 (100%)
3.6 Allows space for educator's individuality	54 (66%)	11 (13%)	17 (21%)	82 (100%)
3.7 Encourages them to be original and productive	61 (74%)	9 (11%)	12 (15%)	82 (100%)
3.8 Motivates and assists educator's in executing tasks as effectively as possible by providing back-up and support	58 (71%)	13 (16%)	11 (13%)	82 (100%)
3.9 Creates opportunities for professional and staff development	61 (74%)	8 (10%)	13 (16%)	82 (100%)
3.10 Utilizes educators as leaders of tasks groups and challenging assignments	55 (67%)	11 (13%)	16 (20%)	82 (100%)
3.11 Coaches educators about the latest strategies or methods	38 (46,3%)	20 (24,3%)	24 (29,3%)	82 (100%)
3.12 Devises a mentorship programme	35 (43%)	28 (34%)	19 (23%)	82 (100%)
3.13 Initiates team building exercises regularly	40 (49%)	24 (29%)	18 (22%)	82 (100%)
3.14 Offers constructive criticism of unsatisfactory work done by staff	61 (74%)	19 (23,1%)	2(3%)	82 (100%)

In Table 5 most of the respondents were in agreement with the questions aimed at establishing the

characteristics on which the school management team's motivational relationship through

encouragement. This statement is endorsed by the analysis of the following data:

Item 3.1   Empowering of Educators with meaningful knowledge and information

73% of respondents agreed that they were empowered with meaningful knowledge and

information. 7,3% disagreed and 20% remained neutral. This implies that in most schools the

school management team empowered educators with information. This endorses Theron & Bothrna's idea. Theron and Bothma (1990: 69) and Van der Westhuizen (1995: 192-193) argue that the school management team can effectively motivate educators if they possess the ability to effectively communicate by empowering educators with meaningful knowledge and information. Educators that are empowered have a greater capacity to perform. Such educators are highly motivated.

Item 3.2   Opportuni6es to participate in decision-making and freedom to work creatively

Although 70% agreed that the school management team granted opportunities for educators to participate in decision-making and freedom to work creatively, 15% disagreed and 13% were uncertain. This finding is a possible indication that most school management team members granted educators opportunities to participate actively in decision-making and freedom to work creatively. However, some school management team members still do not bring in educators in decision-making and allow freedom to work creatively. This is a de-motivating factor. The response of the minority supports Hall (1988: 72) who states that educators feel that they are making a difference when educators have given input; they have a stake in the issue.

Item 3.3   Opportunities to fnlfd Educators' needs, goals, abilities, talents, and skills

74% of the respondents agreed that they are accorded opportunities to ful6l their needs, goals, abilities, talents, and skills. 13% disagreed. The responses of the majority agreed with Yule (I 991: 3) emphasizes that the more motivated and equipped educators meet their objectives and goals.

Item 3.4   Knowledge of individual needs of educators

Only 49% of respondents indicated that the school management team know their individual needs. 21% of the respondents disagreed and 30% of respondents were neutral. Where educator's needs are identified and satisfied, there seems to be contentment in the workplace and where there is contentment there is a high level of motivation. The converse also applies.

This finding is a possible indication that the members of the school management team don't show a keen interest in the individual needs of educators.

This negates the idea of Hoberg (1993: 67). Hoberg says that the ideal school management team must have the necessary ability and skills to deal with and cater for individual needs of staff

Item 3.5   Assessment of Morale of educators

Members of the school management team must be in a position to assess the morale of educators at regular intervals. According to the findings only 46% of the school management team members know the morale level of the educators. 25% of educators indicated that school management team members do not know their morale level. To staff members, a motivational relationship with the school management team means having a sound knowledge of the morale level, and having sufficient time for collegial interaction. In their research Tarter, Hoy, & Bless (1989: 132) found that the school management team's ability or inability to assess the morale of educators, to cultivate and promote a healthy school climate and interaction among staff will invariably have a positive or negative influence on staff motivation. It is the school management's responsibility to boost group and individual morale at all times by providing support and incentive based systems.

Item 3.6   Allowance of Space for Educators individuaRty

More than 66% of the respondents agreed and 13% disagreed. The majority of the respondents supported the idea of Milton (1999: 80) who states that the school management team needs to know the uniqueness of each individual, their needs, aspirations and frustrations.

Item 3.7   Encouragement to be original and productive

More than 74% of the respondents agreed that they are encouraged to be original and productive. II% disagreed. According to Pillay (1998: 49) the school management team are visionaries who energizes others. Naidoo (2001: 45) maintains that the school management team with a vision of a better school must also have the knowledge, understanding, and qualities to motivate staff members to make this vision a reality.

Item 3.8   **Motivates and assists educators in executing tasks by providing back-up and support**

71% of the respondents agreed that they are being motivated and assisted by the school management team. 16% disagreed. Schulze & Steyn (2003: 139) state that exerting a positive influence on educators' results in production.

Item 3.9   **Creation of opportunities for professional and staff development**

More than 74% agreed that opportunities are created for professional and staff development. 10% disagreed. Naidoo (1999: 126) states that in schools where the school management team has the right attitude towards staff development and training, the chances are, that the teaching and learning situation in each classroom will be maximally effective.

Item 3.10   **Utilization of educators as leaders of task groups and challenging assignments**

67% of respondents agreed that the school management team use educators as leaders or co-ordinators of sub-committee meetings, assignments, and projects. Those educators who are given the opportunities are highly motivated and prepared to take on more challenging assignments. 13% disagreed that the school management team utilized the educators as leaders of task groups and challenging assignments. These educators were de-motivated because their abilities and talents were not tapped. Skilled school management teams can boost confidence of staff tremendously by practising the art of delegation and involving staff in decision-making (De Witt, 1993: 11).

Item 3.11   **Coaching educators on latest strategies**

46% of the respondents indicated that the school management team coach educators on the latest strategies and methods. 24% of the respondents indicated that they receive no coaching and 29% were neutral. To have a motivated team the school management team must lead from the front. They should be the pace setters. The school management team members should attend

workshops, seminars and cascade the information to educators. One of the reasons why educators are having problems with the Revised National Curriculum Statement is because most school management members do not attend workshops, seminars, conferences and other learning area activities that can contribute to staff s professional growth and development.

Item 3.12   Mentorship programme

43% of the respondents indicated that there is a mentorship programme to assist educators, especially the new educators. An alarming 34% of respondents indicated that there is no mentorship programme in place and 23% of respondents chose to be neutral. In a highly motivated working environment there is always a mentor-prot6g6 situation. Young and inexperienced educators need support and back up. The findings of this research indicate that mentorship is lacking in many schools. Mentorship programmes boost self-confidence and morale. According to Stanley and Clinton (1992: 73) a coach is particularly important when you step into a new responsibility or try to do something you have never done before.

Item 3.13   Team building exercises

Although 49% of respondents agreed that team-building exercises are the school management team's building blocks in respect of their motivational role with educators, more than a quarter, 29%, disagreed or was uncertain. Team building exercises develop better relationships at schools, helps to identify each other's strengths and weaknesses and how to build and develop each other.

Item 3.14 **My school management team offer constructive criticism of unsatisfactory work done by staff**

About 74% of the respondents agreed that they receive constructive criticism and 23, 1%

disagreed. Schultz and Steyn (2003:43) found that educators need to see that what they are

doing is not wasted effort, but is making a contribution.

4.5.3 Motivation through recognition

Table 6 Frequency distribution according to the questions concerning the school management team's role in recognizing the efforts of the educators.

N-82

ITEM My School Management Team:	Agree	Disagree	Neutral	Total
4.1 Gives recognition to educators for a job well done	66 (80%)	8 (10%)	8 (10%)	82 (100%)
4.2 Involves educators in the design of the reward and recognition system	39 (48%)	25 (30%)	18 (22%)	82 (100%)
4.3 Ensures that rewards and recognition are tangible and celebrated	37 (45%)	22 (27%)	23 (28%)	82 (100%)
4.4 Produces feedback on how educators are	43 (52%)	18 (22%)	21 (26%)	82 (100%)

According to the findings in Table 6 nearly half of the schools motivate educators through

recognition. This statement is confirmed by the analysis of the following data:

Item 4.1 **Recognition of educators**

Nearly 80% of the respondents agreed that recognition is given to educators for a job well done.

When due recognition is given, staff members will be motivated to work harder and better.

According to these results it is also evident that less than half of schools don't motivate their

educators by giving rewards. This is a sad indictment on the school management team as efforts

of educators should be tangibly recognised thus boosting their morale and motivational state to

perform even better. Benham and O' Brien (2002: 26) emphasizes that educators want to be

noticed. They want credit for personal achievement and appreciated for their contributions.

Item 4.2   Educator involvement in design of reward and recognition system

This statement was supported by 48% of the respondent who agree that the educators should be involved in the design of the reward and recognition system. Such educators are of the view that the criteria, form of function and type of reward should involve educators. 52% of the respondents were either neutral or disagreed that educators should be involved in the design of the reward and recognition system.

Item 4.3   Celebrating of rewards

45% of the respondents agreed that rewards should be tangible and a function be held to honour the recipients. They are of the view that recognition should be celebrated. 55% either disagreed or remained neutral. Kouzes & Posner (1995: 179) maintains that people respond to all kinds of rewards other than promotions and tangibility does help to sustain the memory of the act and contribute positively to repetition for behaviour.

Item 4.4   Feedback on educator progress

52% of the respondents indicated that the school management team give regular feedback on how they are progressing. 48% either disagreed or remained neutral in the matter. Such educators don't know how they are performing. This is a very de-motivating factor. Staff members need to know that they are performing a meaningful task and that his/her skills and knowledge are important to the school. The school management team must let staff members know that they perform an important task (Shah, 1994: 4).

b) Responses to open ended questions

Item 4.5   Incentive based systems

According to this survey 45% of the respondents indicated that there is no incentives based systems in their schools. 27% were uncertain and 28% made mention of some form of incentives being offered in their schools. Of the 28% of the respondents 16% indicated that the integrated quality management system (IQMS) is the only incentive based system in their schools. In essence only 12% of the respondents' schools offer incentives to educators. Some incentives were early leave, certificates, awards, public recognition, outings, performance bonuses, and media coverage. To boost teacher morale and motivation the school management team needs to introduce creative incentive based systems. The school management team needs to form partnerships with the community and business sector to solicit sponsors to create incentive based systems. Moorhead and Griffen (I 989: 62) state that job satisfaction comprises of several attitudes associated with the job situations, such as salary, career development, the nature of the job, policies and procedures of the organisation, and working conditions.

Item 4.6   What motivational strategy/strategies are employed in your school

On the question of what motivational strategy/strategies are employed in your school most educators stated the following:

- Motivational speakers are invited to motivate educators.

- Workshops and seminars are held.

- Early leave granted to educators.

- Special assemblies convened to acknowledge educators.

The above are common strategies used in most schools. New strategies need to be employed to sufficiently motivate educators.

Item 4.7   Briefly discuss how de-motivated educators are assisted.

The following are the responses from the respondents.

- Introduce a reward system / performance bonuses.

- Delegate responsibility.

- Team up with motivated educators.

- Provide moral and emotional support.

- Compliment educators.

- Provide a mentorship programme.

- Invite motivational speakers.

- Change the routine of educators.

- Treat educators with respect and dignity.

- Highlight benefits of completing tasks.

- Reduce workload.

- Share workload.

- Organise workshops.

- Organise team building exercises and stress relieving workshops.

- Enlist help from subject advisor and professionals.

4.6   CONCLUSION

In this chapter the data obtained from the completed questionnaires were presented in frequency tables and the findings thereof discussed in relation to the literature study. Chapter 4 of this study will consist of a summary of the literature study and the empirical investigation and certain recommendations.

CHAPTER 5

SUMMARY, FINDINGS, AND RECOMMENDATIONS

5.1 INTRODUCTION

In this final chapter of the thesis, a summary of the previous chapters will be given. This will be followed by findings, recommendations and criticism that emanates from the study.

5.2 SUMMARY

5.2.1 Formulation of the problem

In essence, the problem that was investigated in this study, focused on the school management team's role in educator motivation. Through the medium of literature study, and empirical research, it was concluded that in order for educators to perform at their best, they needed to be motivated. The responsibility lies heavily on the school management team to motivate educators.

However, against the milieu in which most schools operate, there seems to be a great deal of de-motivation among educators. Educators are burdened with overload, limited resources, increased workloads, and financial constraints. The school management team must provide sound visionary and creative motivational leadership in order for educators to perform

5.2.2   Selected theories and strategies of motivation

In order to motivate educators, the school management team must know the needs of educators and also have a strategy to satisfy these needs. Knowledge of the influential motivational theories is very important. The school management team's role is based on these theories. The theories are:

- Maslow's hierarchy of needs theory.

- McGregor's X and Y theories.

- Herzberg's two factor theory.

- McClelland's three needs theory.

The school management team must also have knowledge of some of the strategies to motivate educators. They are

- Principles of influence.

- Knowledge of individual and school goals.

- Staff development.

- Characteristics of the task.

- Recognition.

- Significant contributions.

- Being positive and hopeful.

- Coaching.

- Motivational assumptions.

- Practical hints for educator motivation.

The school management team must take advantage of the available strategies in order to motivate staff optimally. Motivating educators is not a simple management task. The school management team must also understand the causes of de-motivation. Some of the causes of de-motivation that were examined were:

- Job satisfaction.

- Morale.

- Remuneration.

- Workload stress.

The motivational role of the school management team can be seen as one of the vitally important tasks they have to perform. The school management team ought to be visionaries. The following motivational behavior is a must for school management team members:

- Aware of basic needs and motivation process.

- Motivation process must be put in the correct context.

- Remember that individuals differ.

- Know that staff members are unique individuals.

- Be aware of factors that might threaten existing job satisfaction.

- Initiate change that will further satisfaction of human needs.

5.2.3 Planning of the research

This study utilised a questionnaire, constructed by the researcher, as a database. The questionnaire was aimed at educators from primary and secondary schools. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents, namely educators. When this situation exists, the most appropriate source of obtaining data is the questionnaire, as it can't be easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding the motivational role of the school management team in educator motivation. The questions were formulated to establish whether the school management team fulfilled their motivational role with regards to the following:

- Motivation through planning

- Motivation through encouragement.

- Motivation through recognition.

5.2.4 Presentation and analysis of research data

The purpose of this chapter was to statistically analyse and discuss data collected from the questionnaire completed by eighty-two educators. Comments were offered and interpretations were made of the findings. At the onset, an explanation was provided as to the methods employed in the categorisation of the responses and analysis of the data. This was followed by the presentation and discussion of the responses to the questions in the questionnaire.

5.2.5 Aims of the study

The researcher formulated specific aims (cf. 1.4) to determine the course of the study. The aims were realised through the literature study, together with an empirical survey consisting of a structured questionnaire that was completed by the educators. On this basis certain recommendations are now preferred.

5.3 FINDINGS

The literature study and the empirical investigation undertaken by the researcher revealed that there is, to a certain extent, a high level of de-motivation amongst educators. Common examples cited were job overload, remuneration, lack of promotion opportunities, low morale, and stress. The study also revealed that the school management teams did not motivate educators sufficiently. Motivational management, which constitutes a fundamental management activity, was absent in many schools especially in the following areas:

- Motivation in planning

  Educators are motivated when the school management show evidence in planning. Perfect planning and preparations prevent poor performance. Plan your work and work your plan. Educators want to be involved in strategic planning, meetings, to be part of vision casting and goal setting. Educators want a clearly defined job description so that they will know what is expected from them.

- Motivation through encouragement.

  The management team's motivational role is very critical in encouraging educators. Educators expressed the following;

  - The need to be empowered with knowledge and information

  - Participate in decision making

  - Freedom to work creatively

  - Opportunities to educators is helpful to fulfill their needs, goals, abilities and skills

  - To know the morale of educators

  - The need for staff development and professional development

- Motivation through recognition.

  Educators want to be recognized for a job well done. They want to be involved in the design of the reward and recognition system. Educators want rewards to be tangible and celebrated. Educators want feedback on how they are progressing.

Chapter 4 focused on the analysis of the data received from completed questionnaires. The tables analysed the frequency distribution according to gender, age and qualifications of the respondents. The findings there were discussed in relation to the literature study.

- Table 1 shows the majority of the respondents are females.

- Table 2 shows majority of respondents are in the age category of 31-40 years. The group consisted of senior educators who are highly demotivated.

- Table 3 shows the majority of educators are highly qualified and it is feared that respondents may leave the teaching profession because of demotivation.

- According to the responses to closed questions majority of educators agree with questions with regard to motivation through planning. They are motivated when they see evidence of planning.

- Most of the respondents were in agreement with the questions aimed at establishing management team's motivational relationship through encouragement.

- With regards to recognition of educators, majority of schools motivate educators through recognition

5.4 RECOMMENDATIONS

In order to keep educators motivated so that they remain in this profession the issue of de-motivation and dissatisfaction in education should be addressed. For this process to be managed effectively the researcher recommends the development of a national plan by the Department of Education, in partnership with educators, union members, parents and other role- players. The following are recommendations for interventions on key issues that need to be addressed.

5.4.1   Remuneration

a) Rationale

Educators cite poor salary structure as one of the main reasons for de-motivation. They are unable to do their jobs effectively. Good remuneration will motivate them to teach effectively. Poor salary structure has resulted in educators leaving the profession and seeking employment elsewhere.

b) Recommendation

While salary increases might be expensive to implement, this must be considered against the risk and cost of educator dissatisfaction and why educators leave the profession. Salary increases should be structured and distributed in relation to career pathing to ensure that educators do not remain at any level without prospect of improvement. The Department should reassess the one percent performance measurement. This figure should be increased. The Department should also look at other

creative incentive based systems for educators.

5.4.2   Workload

a)Rationale

In recent years educators experienced an increase in workload and also job overload.

Class sizes have increased with teacher-learner ratio I:40. In some cases classes were reported to have over 40 learners. Educators also have to work long hours between 30 to 41 hours per week excluding time spent on other activities, school functions and recreation. In light of the above, urgent attention need to be paid to this matter.

b) Recommendation

Educators should be released from administrative tasks and other activities that increase their workload and distract their attention from teaching. Policy changes should be revisited as this results in increased workloads of educators. The teacher-learner ratio should be 1:30. Educators will be in a better position to effectively and efficiently teach with a class unit of thirty learners.

The Department should provide proper facilities and learning materials such as libraries, laboratories and computers to ease the workload on educators. Information systems in education should be streamlined to allow for uniform, quick capturing and accessing of information. There should be a smoother and more effective transition to the new Curriculum. The school management team must not unduly increase the workload of educators.

5.4.3 Career advancement and recognition

a) Rationale

Educators were generally not satisfied with the opportunities that their jobs allowed for developing and empowering. Potential leavers need more possibilities for promotion and career development as well as more recognition in education.

b) Recommendation

The following should be considered:

i) There should be an upward mobility for educators in the entire career path

(Improved Career Pathing Opportunities for Educators).

ii)There should be accelerated progression and grade progression.

iii) Improved condition of service.

iv) There should be performance rewards.

v)An attractive incentive based system.

vi)Teacher development and training.

vii)Recognition for professional studies (Re-grading to be reintroduced).

Educator excellence and professional development should be recognised and rewarded through ongoing appraisal and rewards. All role players should be involved in determining the nature of the rewards. There should be career advancement opportunities for educators who wish to remain in the classroom.

5.4.4   Morale and Job satisfaction

a) Rationale

Morale is usually associated with job satisfaction or the lack of it. Poor morale often affects productivity and efficiency in organisations. Low educator morale is attributed to the various factors already discussed such as salary and workload. Low morale has an effect on job satisfaction. If the morale is low then the production is of poor quality. Attrition is the result of low levels of job satisfaction. Therefore this is a matter that must be dealt with urgently.

b) Recommendation

To raise the morale of educators the school management team can provide assistance by giving the educators the following:

(i) An excellent atmosphere to work. It should be positive, warm and open as well as creative and encouraging.

(ii) The right resources to work with. Excellent educators cannot do excellent work with average resources.

(iii) A continual training programme to work under. Growing educators make growing schools.

(iv) An effective incentive-based system to motivate educators to work towards something.

(v) The right team spirit. Develop a team. Coming together is the

   beginning. Working together is success.

(vi) A compelling vision to work towards. All educators work for

   something larger than themselves.

5.4.5   Recommendation for further research

a) Motivation

   Motivation is a fundamental management activity. The school management team must be familiar with the various motivational strategies, which are always changing. However the researcher is aware that there are indeed complex problems in the schools that the school management team cannot handle on its own. The process of motivation involves various other role players as well. Therefore, there should be cohesion between all role players.

b) Recommendation

   The recommendation is that further research of a qualitative and quantitative nature be undertaken pertaining to the role of the school management team in educator motivation. This must be done with the aim of developing a multi-dimensional approach to educator motivation.

5.5   CONCLUSION

This chapter of the study focused on the summary of the literature study, the empirical

investigation together with the findings and certain recommendations that were

proferred.

5.6   LIMITATIONS OF STUDY

This study can be constrained by the following:

- There is a possibility that many school management team members and
  educators who completed the questionnaires illicited their perceptions
  regarding their role in educators from the media. Therefore it is probable that
  the majority of educators and school management team members indicated
  what is theoretical to their motivational role and not what is practical

- The research limited the study to only 82 respondents in the Amanzintoti
  circuit of the eThekwini region

REFERENCES

BADENHORST, B. C. 1996. *School management. The task and role of the teacher.* Pretoria: HAUM.

BENHAM T. B. & O'BRIEN, L. 2002. y *are experienced teachers leaving the profession?* Phi Delta Kappan.

BERND, M. 1991. *Shared decision-making requires instructional leadership.* NASSP. Bulletin, 15 (1): 63-67.

BILLINGSLEY, B. S. 1993. Teacher retention and attrition in special and general education: a critical review of the literature. *Journal of Special Education* 27 (2): 138.

BLESS, C. & HIGSON-SMITH, C. 1995. *Fundamentals of social research methods.' an African perspective.* Cape Town: Juta.

BRADLEY, L. H. 1993. *Total quality management for schools.* New York: Tecnomic Publishers.

BRONWELL, SMITH, MCNELLIS & MILLER. 1997. Attrition on special education: why teachers leave the classroom and where they go. *Exceptionality* 7 (3): 143-155.

BRUNETTI, G. J. 2001. y *do they teach? a study of job satisfaction among long-term high school teachers.* Teacher Education Quarterly Summer.

COHEN, L. & MANION, L. 1989. *Research methods in education.* London: Croome Helm.

COOPER, C. L. & PAYNE, R. 1995. *Causes, coping and consequences of stress at work.* New York: John Wiley & Sons.

CROUCH, L. & PERRY, H. 2003. Educators. In HSRC human resources development review 2003: Education, employment and skills in South Africa Cape Town: HSRC Publishers.

DE VILLIERS, A. P. 1997. *Incciency and demographic realities of the South African school system.* South African Journal of education, 17 (2): 78.

DE WITT, J. T. 1993. *Educational management.* Tutorial letter 102/1993. Pretoria: UNISA.

EDUCATION LABOUR RESEARCH COUNCIL. 2005. *Potential attrition in education.* Cape Town.

EDUCATIONAL RESEARCH METHODS. Study guide 1. EER 591. Kwadlangezwa: University of Zululand.

FORSYTHE, P. 2000. *How to motivate people.* London: Kogan Page Limited.

HALL, J. 1988. The *competence connecu`on: A blueprint for excellence.* Texas: Woodstead

HELLER, R. 1998. *Managing teams for essential managers.* London: Dorling Kindersley Ltd.

HOBERG, S. M. 1993. Organisational commitment: implications for leadership role for the school principal. *Educare,* 22 (1): 67.

KOUZES, J. M. & POSNER, B. Z. 1995. The */eadership challenge.* California: Jossey-Bass Inc. Publishers.

KRUGER, A. G. 1994. *Educational management.* Tutorial letter 106/1994. Pretoria: UNISA.

LACK OF JOB SATISFACTION FORCES TEACHERS TO LEAVE, Cape Argus, 09 September 2004: 6.

LAWLESS, D. J. 1979. *Organisational behaviour: Thepsychology of e*ctive management. Englewood Cliffs, NJ: Prentice Hall.

LOVELL, J. T. & WILES, K. 1995. *Supervision for better schools.* New Jersey: Prentice-Hall.

MACDONALD, D. 1999. *Teacher attrition' A review of literature, teaching and teacher education.* 15 (1): 25.

MAHLANGU, D.M D. 1987. *Educational research methodology.* Pretoria: HAUM

MAJOR EXODUS OF TEACHERS, Saturday Star, II September 2004: 5.

MALPHURS, A. 1995. M*imising your effectiveness.* United States of America: Baker Books.

MAXWELL, J. C. 1993. *Deve/oping the leaders within you.* Nashville: Thomas Nelson Publishers.

MAXWELL, J. C. 1997. *Becoming aperson of injluence.* Nashville: Thomas Nelson Publishers.

MAXWELL, J. C. 1998. The *21 irrefutable laws of leadership.* Nashville: Thomas Nelson Publishers.

MILTON, C. R. 1999. *Organisational behaviour in organisations: Three levels of behaviour.* London: Prentice-Hall.

MOBLEY, W. H. 1982. *Employee turnover: Causes, consequences and control.* Reading, MASS: Addison-Wesley Publishing Company.

MOL, A. 1990. *Help, I'm a manager.* Cape Town: Tafelberg.

MOR BARAK, M. E., NISSLY, J. A. & LEVIN, A. 2001. *Antecedents to retention and turnover among child welfare, social work, and other human service employees.* Social service review, December.

MOORHEAD, G. & GRIFFEN, R. W. 1989. *Organisational behaviour.* Boston: Houghton Mifflin Company.

MWAMWENDA, T. S. 1995. Job satisfaction among secondary school teachers in Transkei. *South African Journal of Education,* 15 (2): 86.

NAIDOO, J. 1999. *The role of the school management team in promoting a culture of teaching and learning.* Durban: University of Zululand (M-Ed dissertation).

NAIDOO, J. 2001. *The motivational role of school principals pertaining to their staff.* Durban. University of Zululand (D. Ed dissertation).

PIEK, G. C. 1991. School management 1. Cape Town: Maskew Miller Longman.

PILLAY, D. S. 1995. *A psychopedagogic perspective of the relationship between principals and governing bodies.* Durban: University of Zululand (M-Ed dissertation).

PILLAY, D. S. 1998. *Parents and principals as partners in creating a culture of teaching and learning.* Durban: University of Zululand (D-Ed dissertation).

RYAN, K. & COOPER, J. M. 1994. *Those who can teach.* Boston: Allyn & Bacon.

SCHULZE, S. & STEYN, G. M. 2003. Educator's motivation. *Aeta Academia,* 35 (3): 43-

139.

SHAH, C. G. 1994. *A unitary Department of Education and Training: Proposals for Kwazulu-Natal.* Pietermaritzburg: NED.

SCHREUDER, J. H. et al. 1993. *Professional development.* Cape Town: Maskew Miller Longman.

SMYTH, J. 1995. Devolution and teacher's work: the underside of a complex phenomenon. *Educational Management and Administration,* 23 (3): 169.

STANLEY, P. D. & CLINTON, J. R. 1992. *Connecting: the mentoring relationships you need to succeed in We.* Colorado Springs, CO: Nav Press.

STEERS, M. R. et al. 1979. *Motivations and work behaviour.* New York: McGraw-Hill.

STEYN, G. M. 1998. Teacher empowerment. *South African Journal of Education,* 18 (1):

STEYN, G. M. & VAN WYK, J. N. 1999. Job satisfaction perceptions of principals and teachers. *South African Journal of Education,* 19 (3): 23.

TARTER, C. J., HOY, W. K. & BLESS, J. 1989. Principal leadership and organisational commitment: The principal must deliver. *Planning and changing,* 20 (3): 132.

TEACHER BURNOUT, Star, 17 September 2004: 11.

TEACHER MORALE AT LOWEST EBB, Sowetan, 14 September 2004: 10.

TEACHER OVERLOAD, Cape Times, 07 September 2004: 9.

THERON, P. F. & BOTHMA, J. H. 1990. *ide/ines for the headmaster.* Goodwood: Academica.

VAN DEN AARDWEG, E. M. & VAN DEN AARDWEG, E. D. 1990. *Dictiona of empirical education/educationalpsychology.* Pretoria: E & E Enterprises.

VAN DER WESTHUIZEN, P. C. (ed.). 1995. E*ective educational management.* Pretoria: HAUM.

VAN NIEKERK, W. P. 1998. *Contempora management.* Durban: Butterworth.
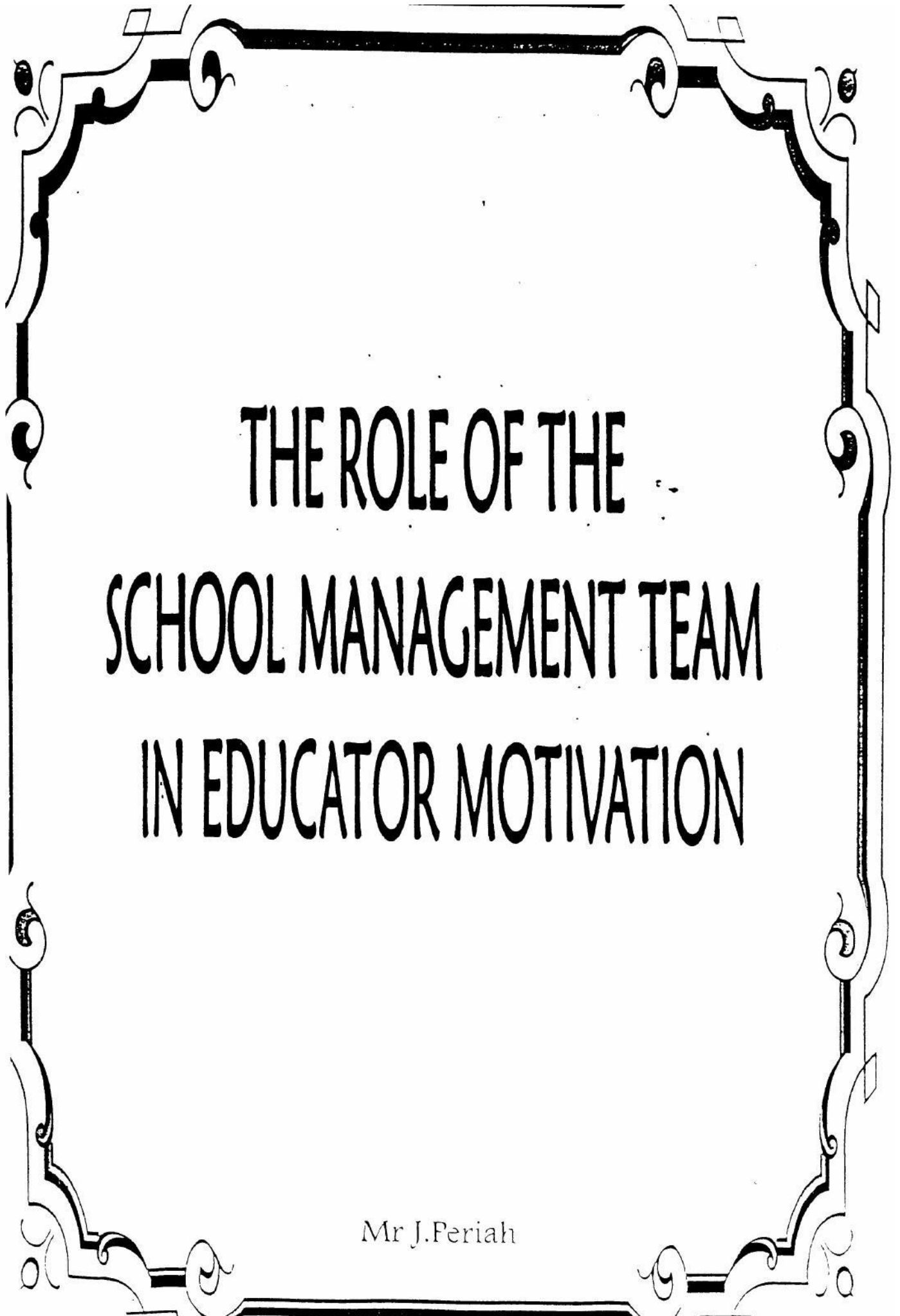
VAN RENSBURG, C. J. J., LANDMAN, W. A. & BODENSTEIN, H. C. A. 1994. *Basic concepts in education.* Halfway House: Orion.

WEBSTER DICTIONARY. 2001: 506. London: Dolling Kindersley Limited.

YOUNG TEACHERS LEAVE TEACHING PROFESSION, Pretoria News, II November 2004: 7.

YULE, R. M. (ed.). 1991. *Managerial activities of the teacher.* Johannesburg: Lexicon.

APPENDIX 1

THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN EDUCATOR MOTIVATION

Mr J.Periah

> Kindly answer all the questions by supplying the requested information in writing. Please complete by making a cross (X) in the appropriate block. Where a question requires comments, please write in the space provided.

SECTION ONE: BIOGRAPHICAL INFORMATION

1.1. Gender of respondent

Male ☐

Female ☐

1.2. Age of respondent

Age Group in years	
Under 30 years	
31-40 years	
41-50 years	
Over 50 years	

1.3. Qualifications of respondent

Matric ☐

Academic Qualification (s) Bachelor's Degree ☐ **Honour's Degree** ☐ **Master's Degree** ☐ **Doctor's Degree** ☐ **Other** ☐

Professional Qualification (s) Teacher Certificate ☐ **Teacher's Diploma** ☐ **Other** ☐

1.4. Total number of completed years in the teaching profession as at 31 December 2005.

☐ **0-5 years** ☐ **6-10 years** ☐ **11-15 years** ☐ **16-25 years** ☐ **26-30 years** ☐ **Over 30 years** ☐

1.5. Present rank at school

Principal ☐ **Deputy Principal** ☐ **HOD** ☐ **Level 1 Educator** ☐ **Other** ☐

1.6. Classification of respondent's school.

Junior Primary ☐ **Senior Primary** ☐ **Senior Secondary** ☐ **Complex School** ☐

1.7. The school is situated in:

Urban Area ☐ **Semi-Urban Area** ☐ **Rural Area** ☐

SECTION TWO: MOTIVATION THROUGH PLANNING

My school management team

	AGREE	DISAGREE	NEUTRAL
2.1. Invites educators to strategic and planning meetings			
2.2. Always emphasize vision, mission and specific goals for staff to work towards			
2.3. Clearly defines job description of educators.			
2.4. Points out the expectations from educators.			
2.5. Gives educators an opportunity to express their expectations from the SMT.			
2.6. Provides a warm, cordial and healthy climate to fulfill their needs and to achieve their goals.			
2.7. Delegates work equitably to reduce work load stress.			

SECTION THREE: MOTIVATION THROUGH ENCOURAGMENT

My school management team

	AGREE	DISAGREE	NEUTRAL
3.1. Empowers educators with meaningful knowledge and information.			
3.2. Gives educators opportunities to participate in decision making and freedom to work creatively.			
3.3. Grants educators opportunities to fulfill their needs and achieve their goals, develop abilities, talents and skills.			
3.4. Knows the individual needs of educators.			
3.5. Assesses the morale level of educators at all times and know how to boost individual / group morale.			
3.6. Allows space for educator's individuality			
3.7. Encourages them to be original and productive.			
3.8. Motivates and assist educators in executing tasks as effectively as possible by providing back-up and support.			
3.9. Creates opportunities for professional and staff development.			
3.10. Utilizes educators as leaders of task groups and challenging assignments.			
3.11. Coaches educators about the latest strategies or methods			
3.12. Devises a mentorship programme			
3.13. Initiates team building exercises regularly			
3.14. Offers constructive criticism of unsatisfactory work done by staff.			

SECTION FOUR: MOTIVATION THROUGH RECOGNITION

My school management team

	AGREE	DISAGREE	NEUTRAL
4.1. Gives recognition to educators for a job well done.			
4.2. Involves educators in the design of the reward and recognition system.			
4.3. Ensures that rewards and recognition are tangible and celebrated.			
4.4. Produces feedback on how educators are progressing.			

4.5. What incentive based system does your school have?

_____

_____

_____

_____

4.6. What motivational strategy/strategies are employed in your school?

_____

_____

_____

_____

4.7. Briefly indicate how de-motivated educators are assisted?

_____

_____

_____

APPENDIX 2

P.O.Box 10116
Sunpark
Umkomaas

4170

19 October 2005

The Superintendent of Education
Department of Education and Culture
Umlazi District

Sir
<u>REQUEST FOR PERMISSION TO CONDUCT RESEARCH</u>

I am currently conducting a research project aimed at examining the role of
the School Management Team in Educator Motivation.This research is
towards a M.Ed Degree,and is being carried out under the supervision of Miss
C.S.Magagula and Prof.G.Urbani at the Durban/Umlazi Campus of the
University of Zululand.

For the purpose of this research a questionnaire will be developed which I will
need to administer to educators of primary and secondary schools in the
Amanzimtoti Circuit,Umlazi District in the eThekwini Region.I have selected
one circuit because of the nature of the study.(mini-thesis)

The questionnaire should not take more than fifteen minutes to complete.All
information will be dealt withthe strictest of confidence and anonymity is
assured.

I humbly request your kind permission to conduct the above mentioned
research.Information gathered in this research will offer invaluable assistance
to all stakeholders with an interest in eduation in South Africa.

Yours sincerely

MR.J.PERIAH

APPENDIX 3

PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION
UMBUMBULU CIRCUIT

Address:	Next to Magistrate's Court	Private Bag X1022	Telephone: 031-9150036/9150001
Ikheli:	UMBUMBULU	Isikhwama Seposi: **UMBUMBULU**	Ucingo 9150221/9150222
Adres:		Privaatsak: 4105	Telefoon:
			Fax: **(031)9150189**
Enquiries: JCJ van Rensburg		Reference: Reseach : J Periah	Date: 25 October 2005
Imibuzo:		Inkomba:	Usuku:
Navrae:		Verwysing:	Datum:

ATTENTION: ALL PRINCIPALS: AMANZIMTOTI WARD

PERMISION TO CONDUCT RESEARCH FOR M.ED: J PERIAH
STUDENT NO: 024614

1. Mr J Periah is presently studying towards a Masters Degree in Education Management at the University of Zululand. The topic for research is: *"The role of the School Management Team in educator motivation"*.

2. Mr Periah 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

APPENDIX 4

P.O.BOX 10116
SUNPARK
UMKOMAAS
4170

29TH NOVEMBER 2005

Dear Respondent

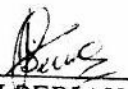Questionnaire: The Role of the school management team in educator motivation

I am presently engaged in a research project towards my M.E.D. Degree (Management) at the University of Zululand under the guidance of MISS C.S. MAGAGULA and PROFESSOR G. URBANI. The research is concerned with the role of the school management team in educator motivation.

As one of the selected respondents I have taken the liberty of writing to you in order to seek your assistance in acquiring information about your experience relating to the research.

All information will be regarded as confidential and no personal details of any school management team members / respondents or school will be mentioned in the findings, nor will any of the results be related to any particular school management team member or school. The questionnaire should take you not more than 15 minutes to complete.

Thank you for your co-operation.

Yours sincerely

MR J. PERIAH

TEL: (039) 979 6333