FACTORS INFLUENCING LEVELS OF TEACHER MOTIVATION AT SCHOOLS IN UTHUNGULU DISTRICT

BY

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A dissertation submitted in fulfilment of the requirements for the degree of

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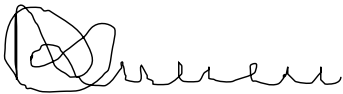
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ORIGINALITY DECLARATION

I,.Nomusa.NonkazimuloMbatha……………….., hereby declare that this dissertation is my own work in conception and execution. It is submitted in fulfilment of the requirements for the degree of Master of Education in Educational Psychology in the Faculty of Education at the University of Zululand. It has not been submitted before for any other degree or examination in any other University.

Nomusa Nonkazimulo Mbatha

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ABSTRACT

The main aim of the study was to explore factors which influence levels of teacher motivation at schools under the jurisdiction of uThungulu district in KwaZulu-Natal Province. In particular the study sought:

- To determine factors that influence levels of teacher motivation at both primary and secondary schools in the said district
- To determine the effects which these factors have on the teachers' daily teaching and learning activities at schools where they are employed, and
- To explore teachers' views or opinions with regard to what they think the employer should do to improve the conditions of service as professionals,

A purposive sampling design was adopted to draw a sample of 120 teachers from 8 primary and 7 high schools falling under uThungulu district. The researcher used a questionnaire to collect data from the respondents. Both qualitative and quantitative methods were used to analyze data. Data from close-ended questions was analyzed by means of descriptive statistics. Raw data was converted into percentages, and then it was spatially represented by means of bar graphs and pie-charts. Content analysis was used to analyze qualitative data after identifying and grouping together similar themes in the protocols.

The results of the study showed *inter alia* that low salaries, learner discipline, lack of security at schools, political interference in the education system, ever-changing education policies, and lack of recognition were the most important factors which impacted on the level of teacher motivation. There was also an indication that lack of teaching and learning resources such as textbooks and computers, overcrowding in the classrooms, corruption, and lack of adherence to the guidelines for promotions all contribute to teachers becoming demotivated in their attempt to execute their duties in a dedicated and responsible manner.

There was a general agreement among the respondents that the employer needs to address the workers concerns as one way of improving the working conditions in the teaching profession. They felt that the salaries that they earn were not worth the amount of work they had to carry out on a daily basis at schools. Another factor which emerged was the issue of orphaned children who were breadwinners in their families because of HIV and AIDS pandemic, as well as high rate of teenage pregnancy. Teachers felt they had become social workers and sometimes even nurses which professions they were never trained for. This situation, which was indicated to be even worse at high schools, had greatly forced teachers to portray these other roles, putting their very own lives at risk. In the process they felt their profession was being greatly compromised.

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CHAPTER 1

INTRODUCTION

1.1　Introduction

Education is a process of behavioural change and development that occurs continuously throughout every stage of life. Teachers are active in every stage of that process. The formation of desirable behaviour in the learner is closely linked to the motivation levels of the teacher, as well as the teacher's attitude and behaviour. Low motivation levels in the teacher, who is in a critical position in the education and schooling process, has a negative impact on the achievement of high standards in education. Cuceloglu (1997) argues that there is a motive, or string of motives, behind every kind of behaviour in all situations.　Other researchers (Keskin, 2007; Peters & Waterman, 1995) have discovered that the main factor in motivating people is to give the individual a sense of success. However, levels of stimulation and anxiety, needs, beliefs and goals also significantly influence a person's motivation. Indeed it is true that like any individuals in the employment sector, the level of teacher motivation is dependent upon the material and social benefits that the teacher gains from the employer.

Anecdotal evidence suggest that in KwaZulu-Natal Province the basic education department continues to experience a high staff turn-over besides the employer's efforts to improve the conditions of service for teachers. A similar situation has been reported in other provinces as well. Some of the employer's efforts to retain the teacher-workforce has been to offer financial support to underqualified in-service teachers (through learnership programmes such as National Professional Diploma in Education) to upgrade their qualifications at tertiary institutions in KwaZulu-Natal Province. However, the situation of teacher shortage seems not to be improving. It is on these grounds that the current study was deemed

necessary to investigate factors which influence levels of teacher motivation at schools falling under the jurisdiction of uThungulu district, Empangeni.

1.2   Motivation for the study

The ability to motivate people to perform at high levels has long sparked interest in many researchers (Jurkiewicz, 2000; Howe & Strauss, 2000; Moorhead & Griffin, 2004). These researchers have shown that effective management and high productivity are organically tied with employee motivation. As motivation is crucial to a successful organization, understanding the nature of individual motivation is fundamental for employers in today's labour market. Although it is a key element to successful management, many companies still do not recognize the link between their workforce motivation and business performance as indicated by the results of a survey by Drafke and Kossen (1998). That survey found that only 36 percent of employees interviewed work for companies that implement programmes and activities to enhance workforce satisfaction. Results of that study show that more than 80 percent of respondents indicated that they placed high value on those programmes. The question then arises: Have companies (including the education sector) lost interest in the subject of employee motivation in today's climate of global competition, or is a clear knowledge of employee motivators missing?

Moorhead and Griffin (2004) argue that motivational factors vary across employees and over time. Some employees want monetary rewards, some are motivated by challenging goals, and others value power. The workforce is increasingly becoming diverse, with highly divergent needs and demands. Factors such as age, upbringing, societal values and cultural heritage at the time employees enter the workforce all play a crucial role in shaping employee behaviour in the workplace.

Many studies (Howe & Strauss, 2000; Moorhead & Griffin, 2004; Keskin, 2007) consider motivation to be that which causes level of effort allocated to, persistent in, and initiation of behaviour. More specifically motivation is the set of forces that causes people to engage in one behaviour rather than some alternate behaviour. The reviewed literature indicate that although job performance depends on three factors; namely, motivation, ability and environment; in most settings motivation is the most difficult and complex to manage. Literature on individual motivation is prolific and can be grouped in two main frameworks: need-based theories and process-based theories. The need-based theories describe motivation as arising from unsatisfied human desires or needs attempting to describe the collection of motivational factors in a content perspective. The process-based theories focus instead on the behavioural process that takes place when people try to satisfy their needs; namely, how motivated behaviour occurs and how people choose among alternate behaviours.

The current study was partly informed by need-based theory developed by Abraham Maslow, which postulates a hierarchy of needs consisting of five basic categories of needs (Maslow, 1954). These categories are physiological needs (base salary), security needs (stability), belongingness needs (friends in work groups), esteem needs (respect), and at the top of the pyramid self-actualization needs (achievement, challenging job). The three first set of needs are called deficiency needs, as they must be satisfied for the individual to be comfortable. The top two are called growth needs as they deal with personal growth and development. According to Maslow, (1954) needs at a higher level of the hierarchy will only have an effect on the employee motivation if needs at a lower level are met. If a previously satisfied set of needs becomes deficient again, the individual will return to that level. Literature has, however, revealed several weaknesses in the theory. It is argued that in real life needs structures do not always follow Maslow's model and are more unstable and variable as this theory suggests. However, because the hierarchy of need theory makes a certain

amount of intuitive sense, it is still one of the best-known and popular among practicing managers.

The two-factor theory, or the dual-structure theory, developed by Herzberg, Mausner, and Snyderman,(1959), attempts to identify and explain the factors that employees find satisfying or dissatisfying about their jobs. He considered motivation to be a dual-structured phenomenon, with satisfaction and dissatisfaction as two distinct dimensions somewhat independent of each other. The first set of factors called motivational factors includes job internal factors (achievement, recognition, responsibility). They are presumed to affect satisfaction and increase motivation. The other set of factors called hygiene or maintenance factors (pay, job security, employee benefits, working conditions, and relations with supervisors and co-workers) is external to the job and located in the work environment. The absence of the hygiene factors can lead to dissatisfaction and lower motivation. However, even if the hygiene factors are present and acceptable, the employee may not be dissatisfied, and neither will he necessarily be motivated to perform at his full potential (Gomez-Mejia, Balkin & Cardy, 2001; Moorhead & Griffin, 2004). Herzberg's distinction between intrinsic and extrinsic factors continues to have considerable intuitive appeal. Individuals consistently express preferences for intrinsic job attributes, and individuals' preference patterns may eventually contribute to the understanding of employees' occupational and organizational choices (Ambrose & Kulik, 1999).

In the context of the foregoing theoretical framework, the researcher has observed that post 1994 democratic elections in South Africa teachers had become less motivated to do their daily teaching and learning activities. As literature suggest, lack of motivation results in inefficiency, depression, and burnout among employees. Some may resort to early retirement, change of job, or even resignations from their current employment. Other teachers may resist change by not implementing new policies due to lack of training. Many teachers find the demands of being a professional in today's schools difficult and at times

stressful. When work stress results in teacher burnout, it can have serious consequences for the health and happiness of teachers, and also the learners, professionals, and families they interact with on a daily basis. In reviewing the great progress in education during the past decade of freedom one should not overlook the serious problems which educators are now experiencing.

According to Tayler (1981), and Oplatka and Gurion (2007), teachers in the developing countries are faced with the problem of educating learners in the so-called disadvantaged communities where classrooms are characterized *inter alia* by overcrowding , lack of learning, teaching and support materials. The evaluation of the First Decade of Education for Africa (1997-2006) revealed that most of the goals in the decade plan of action have not yet been achieved as outlined in the Second Decade of Education for Africa (2006-2015) Draft Plan of action.   Due to failure to cope with changes brought about by the new education dispensation, teachers have demonstrated lack of motivation in their job resulting in uncertainty about their future. Mitchelle (1981) outlined sources of uncertainty in teachers and these include change in personal profile, curricular issues, complexity of educational administration, change in focus of power and decision making.

The changes brought about by the new political dispensation in our country have opened employment opportunities of the African youth other than teaching. From this period teaching has stopped becoming everyone's first choice since the government and the private sector offered higher salaries and better prospects for career advancement. As a result, a substantial number of good teachers left the profession since new positions offered power, privileges and better pay, those who left did not go back (Obaya, 1995).

The concern of the researcher is, among other things, on the support services for teachers with difficulties to adapt to change. Change involves the adaptation or abandonment of practices that are familiar and comfortable. Proper motivational

training for teachers may assist them in practicing their profession with satisfaction and self-confidence (Jesus & Conboy, 2001).

Obaya (1995) believes that to rebuild Africa reform of teachers and of teaching is a priority. He further states that there can be no change in educational practices if teachers and teaching remain unrecognized, unexpected, unmotivated and lacking professional and other necessary support they need to do the task of educating the adult-in-the making.

1.3   Problem statement

Post 1994 there have been significant changes in all spheres of governance in South Africa. The education sector has undergone such a change resulting in the teaching personnel being affected. As highlighted above, many teachers seem not to be satisfied with changes which are taking place in the education system. There have been reports of high teaching staff turn-over across all the 9 provinces in the country due to resignations, early retirements and deaths. In the past 20 years of democracy this has resulted in dire shortage of teachers, and the situation seems to be getting worse almost every year instead of improving. The researcher has become interested in investigating, among other things, the factors which contribute to the current situation in the education system, as well as exploring the teachers' views regarding what they perceive the employer should do to improve the conditions. It does appear that most teachers were not ready for these changes and they lacked the necessary skills (Esteve, 2000; Troman & Woods, 2001). This resulted in most teachers suffering from psycho-physiological problems. Accordingly, teacher stress may be seen as the perception of an imbalance between demands at school and the resources teachers have for coping with them.

The present study tried to address the following research questions:

1.3.1 What factors influence levels of teacher motivation at schools in uThungulu district?

1.3.2 How do these factors impact on the teachers' daily teaching and learning activities at schools where they are employed?

1.3.3 What do teachers think the employer should do to improve the conditions of service in the teaching profession?

1.4 Objectives of the study

1.4.1 To determine factors that influence levels of teacher motivation at schools in uThungulu district

1.4.2 To determine the effect which these factors have on the teachers' daily teaching and learning activities at schools where they are employed

1.4.3 To explore teachers' views/opinions with regard to what they think the employer should do to improve their conditions of service as professionals.

1.5 Operational definitions

1.5.1 Motivation

Research evidence (Bursalioglu, 2002; Keskin, 2007) suggests that definitions of motivation may vary but all agree that almost everyone is motivated in one way or another. Because everyone has a different background and personality, different interests and attitudes, expectations,

desires and needs, sources of motivation differ according to the individual. In essence motivation has four functions; namely, initiation, the determination and level, the direction and maintenance of behaviour.

In the context of this study motivation shall be understood to be related to the source of the behaviour, and how that behaviour can be directed or its intensity increased once it is directed.

1.5.2   Morale

Morale is an elusive concept which is difficult to define, but which can exert a strong influence over the atmosphere in an organization. Unsatisfied needs have a potential to affect the morale of employees adversely. Evan's (2000) definition explains the relationship between needs and morale. According to her, morale is a state of mind encompassing all the feelings determined by the individual's anticipation of the extent of satisfaction of those needs which he/she perceives as significantly affecting his/her total work situation.

For purposes of this study, morale shall mean the teachers' attitude towards their profession in general or towards job specific factors such as salaries, job security and supervision.

1.5.3   A teacher

The concept of a teacher can mean different things to different people depending on the context in which it is used. A teacher is often used interchangeably with an educator. In this study a teacher shall mean someone who is qualified and currently involved in the teaching of learners in the general and further education and training bands at school.

1.6 Intended contribution to the body of knowledge

This study was deemed important as it shed light on the sources of teachers' stress and frustrations which they experience when expected to discharge their duties at schools. This would benefit not only the education authorities in uThungulu district of Empangeni, but it would also help the provincial authorities hear the teachers' voices. This may ultimately inform the employer's strategic plans and how to support the teachers' needs. Indeed any restructuring and implementation of new practices often cause stress on employees since it requires them to adopt the new roles. When teachers are motivated they are more likely to participate actively in the processes of educational reform. The researcher believed that teachers who participated in this study benefited in the appropriate ways of improving professional and self-competence.

1.7 Research methodology

1.7.1 Research design

In this study the researcher aimed to establish the factors which influence the level of motivation in teachers through the use of a survey questionnaire. The study was descriptive in nature and a mixed-method approach was used (Durrheim, 1999; McBride, 2010; Coolidge, 2013) with both qualitative and quantitative questions being incorporated into the survey.

1.7.2 Research instrument

A survey questionnaire was used in order to retrieve data from the teachers selected from schools in uThungulu district. The questionnaire was chosen because it allows the respondents the freedom to think before they answer questions. Each respondent is also free to ask for clarification if there are

unclear questions. The questionnaire comprised Section A which covered the demographic characteristics of the respondent. Section B comprised a Likert scale type classification consisting of statements (close-ended questions) relating to the teacher motivation. Section C consisted of closed-ended questions which were aimed at eliciting a more qualitatively rich data from the respondents.

1.7.3 Sampling procedure

For this study at least 15 schools from uThungulu district were selected for inclusion in the sample. The district consisted of well over 100 primary and secondary schools from which the sample was drawn. There were 8 primary schools and 7 high schools. A purposive sampling design was used. This type of sampling design was used to increase the utility of information obtained from smaller samples (McMillan & Schumacher, 2001). However, the power and logic of purposive sampling design was that a few cases studied in-depth yield many insights into the topic. Purposive sampling design was considered relevant because the researcher also planned to conduct focus groups to help elicit rich qualitative data.

1.7.4 Data analysis

Both qualitative and quantitative methods were used to analyze data. Data from close-ended questions were analyzed by means of descriptive statistics. Percentages were calculated and data were spatially represented by means of pie-charts and bar graphs.

Qualitative data were analyzed following Denzin and Lincoln (1994) and Creswell (2003) method of identifying similar themes in the text. Content analysis was applied on identified themes. Findings were discussed in relation to the aims of the study, as well as in reference to the previous

research findings by authors who have shared similar interest in the subject of motivation.

1.8   VALIDITY AND RELIABILITY

It is important that the research methods assess what the research aimed to achieve, otherwise it will not be valid. The researcher, therefore, approached seasoned researchers on campus to assist in checking the construct validity of the questionnaire. Research such as that conducted by Public Agenda (2004) and Guardiano and Fullerton (2010) which was used in the development of the questionnaire, was again used to improve the validity of this research.

Reliability of the instrument addresses the issue of consistency when the instrument is used to the same group of individuals sharing similar characteristics at different times. The pilot study was conducted at one of the schools, which was not used in the main study. It was hoped that this would help to strengthen the reliability of the instrument.

1.9 ETHICAL CONSIDERATIONS

Permission for participation in the research was first obtained from the Department of Education, and then from the respective principals and educators. All participants in this study were given a choice to participate and were given all the necessary information in order for them to make an informed and autonomous decision. Each questionnaire had a covering letter and a consent form attached. The letter explained to the teachers the purpose and nature of the research, and the consent form contained a declaration for the teacher to fill-in agreeing to participate in the study and for the information they would provide to be used for research.

All participants were assured of anonymity and confidentiality (Durrheim & Wassenaar, 1999) as names were not recorded on the questionnaire, and questionnaires were placed into envelopes for collection by the researcher. Issues of confidentiality and anonymity were discussed so that participants would be comfortable with their participation in the research. The results of the study would be made available to the participants should they wish to read them (Allan, 2008).

The research was not intended to harm any individuals as it aimed to cast some light on the factors that influence levels of teacher motivation at schools in uThungulu district.

1.10   RESOURCES

Financial support in this study was provided by Senate Research Committee of the University of Zululand to assist in printing the questionnaire, fund travelling expenses to-and-from data collection sites. Funds were also required for proofreading and editing, as well as duplication of copies of the research report.

1.11   INTELLECTUAL PROPERTY RIGHTS AND INNOVATIONS

There were no major intellectual property rights expected out of this study, except the copyright issues which would be dealt with by the University when the need arises in future.

1.12   HARVESTING THE RESEARCH

From this study a research report in the form of a dissertation was completed and submitted for examination by both internal and external experts. Apart from submitting an academic manuscript, we also planned to harvest at least 2 articles for publication in SAPSE-accredited journals. Besides, the research results will be reported in local and international conferences from 2015 and beyond.

1.13   PLAN OF THE STUDY

Chapter 1

This chapter outlined motivation behind the research and the aims that the researcher wished to achieve. Critical concepts, their contextualized meaning, value of the study, anticipated resource utilization and intellectual property rights were explained in this Chapter.

Chapter 2

Literature review was covered in Chapter 2. The aim was to provide a basis for the research that would be conducted. Previous research findings were critically interrogated so that gaps in the research and areas requiring further research would be identified. The chapter also provided the theoretical framework which underpins or informs the current study.

Chapter 3

The research methodology and design used in the study was discussed in this chapter. The rationale for choosing various methods and techniques, as well as their value to the research was also outlined.

Chapter 4

The results from the data collected were analyzed and interpreted by the researcher. This chapter examined the results from spatial and descriptive statistical representations in relation to various literature reviewed by the researcher.

Chapter 5

The findings were discussed and conclusions drawn in relation to the aims of the study. Recommendations were made for the teachers and provincial education authorities to assist with the provision of better employee working conditions in the education sector.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

For various reasons teacher motivation (and morale) has been the focus of considerable attention amongst researchers throughout the world (Atkins, 2000; Evans, 2000). Several factors have been attributed as underlying poor motivation among staff in the teaching profession. There is consensus, however, that if teacher performance in schools is to be improved it is necessary to pay attention to the kind of work environment that enhances the teachers' sense of professionalism and increases their motivation. The purpose of this Chapter is to review findings of previous studies on teacher motivation, and to present the theoretical framework which underpins the current study.

2.2 REVIEW OF PREVIOUS STUDIES

Research evidence on motivation of teachers reveals that teachers are influenced by both intrinsic and extrinsic factors (Barnabe & Burns, 1994). According to Davis and Wilson (2000), intrinsic motivation (the job content factor) manifests itself when the work itself becomes the driving force behind a person's actions. Extrinsic motivation (the job context factor) occurs when the driving force for a person's actions lies in factors outside the work itself. The findings in these studies indicate that intrinsic factors exercise a greater substantial influence on teacher motivation because it arises from the job itself. Wevers (2000) identified the following intrinsic and extrinsic factors as contributing immensely on teacher motivational levels:

2.2.1 Intrinsic factors

2.2.1.1 Interaction with learners

The most satisfaction and motivation are derived by teachers from their daily interaction with the leaners. Kiziltepe (2008) once argued that the quality of the relationship between teachers and learners can be one of the most rewarding aspects of the teaching profession, but it can also be the source of emotionally draining and discouraging experience. Indeed this is true in view of the fact that both teachers and leaners spend most of their time at school. Teachers are therefore entrusted (on their shoulders) with the responsibility to care for the adults-in-the-making. They are the extension of learners' parents at school. It is in this sense that being a good role model as a teacher becomes fundamentally important to every learner.

2.2.1.2 Accomplishment

According to Wevers (2000), teachers experience greater satisfaction when they are able to help learners achieve positive results. The implication here is that learners may not enjoy what they learn in class and pass their grades if teachers' morale is low. Job satisfaction plays a significant role in determining the extent of learner performance at the end of the term. Atkinson (2000) maintains that teachers' satisfaction with their job can go a long way in improving the standard of education system in a country. They are the driving force in ensuring that education policies are implemented successfully for the benefit of their learners.

2.2.1.3 Recognition and praise

In most situations teachers across the globe are expected to perform under very unfavourable conditions with minimal support from administrators (Wevers, 2000). It is for this reason that teachers long for recognition and praise for their achievements which serve as a positive reinforcement for effectiveness. In South Africa the national Department of Basic Education's (DBE) initiative to honour

teachers who work beyond the call of duty is not sufficient, if such efforts are not recognized and rewarded at the school and district levels. Therefore, recognition and praise of teachers need to be strengthened at the local level so as to motivate them to give more of their best when dealing with formative minds of adults-to-be on a daily basis.

2.2.1.4 Autonomy

The degree of autonomy allowed teachers has an impact on their motivation. They want the freedom to develop and implement their own methods in the classroom without fearing school authorities. Teachers' autonomy allows them to be creative and resourceful to their learners. They are better able to introduce new ways of delivering the lesson content in the classroom. The new methods need to be embraced and in this way allowing teachers to feel accepted and belonging to the education system.

2.2.2 Extrinsic factors

2.2.2.1 Salaries

A study conducted by Ololube (2005) discovered that in Nigeria the government accused teachers of negligence, laziness, purposeful lethargy and lack of dedication and zeal to work. Nigerian government felt that teachers' level of efficiency and effectiveness did not necessitate the constant request for salary increase, incentives and better working conditions. While teachers on their part argued that the existing salary structure, benefits and working conditions did not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. Teachers felt the country's economy was not properly balanced and hence their demands.

According to Ubom and Joshua (2004), the foregoing scenario can best be addressed by Adams' (1963) equity theory of motivation. Adams'(1963) Equity

Theory calls for a fair balance to be struck between employees' inputs (e.g. hard work, skill levels, tolerance, and enthusiasm and employees' outputs (e.g. salary, benefits and intangibles such as recognition). Equity theory states that a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied and motivated employees. The theory is built-on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Teachers can be expected to respond to this in different ways including demotivation (generally to the extent they perceive the disparity between the inputs and the outputs), reduced effort, becoming disgruntled or perhaps even disruptive.

2.2.2.2 Promotion and fair treatment

Most teachers in Wevers' (2000) study indicated that promotion to the higher post level was one of their goals. They also wanted senior authorities to treat them fairly. Any discriminatory actions against them were perceived negatively, reducing their effectiveness and motivation.

2.2.2.3 Job security

Campbell (1999), Department of Education (DoE) (1999) and Wevers (2000) maintain that teachers who are facing the possibility of retrenchment or unwanted redeployment, or teachers who are confronted with major changes in the curriculum, will experience job-insecurity and will not be as effective and motivated as teachers in a secure working environment. The vulnerability of innocent learners and teachers in schools to crimes such as trespassing, vandalism, carrying and using weapons, drug-dealing, rape and other forms of physical violence, is another powerful factor for the low levels of motivation.

2.2.2.4 Respect and relationship with colleagues

Previous studies (Davis & Wilson, 2000) indicate that teachers put a high premium on positive staff relationships. This was considered significant in that positive relational climate breeds positive work relationship, and thus results in greater motivational levels.

Some teachers also put more emphasis on the respect factor. They held the view that they did not get the professional respect they deserve. Indeed any profession which does not receive full recognition and appreciation from its counterparts may suffer from inferiority complex. The results may be counter-productive and demotivating to those who hold it in high esteem.

2.2.2.5 Lack of services and resources

The lack of support services makes teachers feel inadequate, vulnerable and frustrated (McKenna, 2000). Teachers may also experience more subtle forms of demoralization if they are not professionally equipped or resourced to cope with the new demands being made of them. Moorhead and Griffin (2004) state that in-service training or induction courses are important in assisting teachers keep abreast of knowledge in their subjects. In this way they remain reliable resources of information to their learners, and this keeps high their levels of motivation.

2.2.2.6 Unreasonable working hours

Studies conducted by Kloep and Tarifa (1994), and Campbell (1999) revealed that teachers felt their working hours were unrealistic and unpractical. They also complained about extra-hours without receiving any extra-compensation or even appreciation for their efforts. The situation becomes worse where there is imbalance between the student-teacher ratios like is the case in many South African public schools. The teachers' levels of motivation become affected negatively under these conditions.

2.2.2.7 Disciplinary problems

Disciplinary problems at schools go beyond the learner-level. They include principals and teachers who pose a potential risk for learners' failure and improper implementation of policies at the school level. Wevers (2000) argue that indiscipline of principals, teachers and learners was cited in his study as one of the sources of demoralization among committed teachers. Disciplinary problems there comprise one of the most powerful causes of demotivation at classroom level.

2.2.2.8 Lack of parental commitment

A lack of parental commitment to children's education remains a great concern to teachers (DoE, 1999). It puts more pressure on the already overloaded teachers who have to do their job and in many cases take over the responsibilities of the parents. The situation is even worse in deep rural schools where the rate of illiteracy remains high. Learners depend entirely upon teachers to assist them with schoolwork since parents themselves may need exposure to elementary education. In such situations it becomes virtually impossible for learners to do home-works with the support of parents.

2.3 THEORETICAL FRAMEWORK FOR THE STUDY

The current study is underpinned by theories of motivation in an attempt to explain and understand the behaviour and attitudes of teachers. These theories can be divided into two categories; namely, content theories and cognitive or process theories (Wevers, 2000; McKenna, 2000).

2.3.1 Content theories

According to McKenna (2000), content theories attempt to identify factors within individuals and their environments that energize and sustain behaviour. These

theories include *inter alia* Maslow's (1954) Hierarchy of Needs theory and Herzberg's (1959) two-factor theory.

2.3.1.1 Maslow's hierarchy of needs theory

Maslow (1954) distinguished a number of needs ranging from lower order to higher order needs. The principle behind the hierarchy is that needs at each level have to be satisfied to some extent before needs on the next higher level can be satisfied. The lower four needs are called deficiency needs because they motivate people to meet them and until they are met, people find it difficult to respond to higher-order or so-called growth needs. Maslow distinguished the following needs:

a) Physiological needs

The lowest order of human needs consists of the basic physiological necessities such as water, food and shelter. These can be acquired if money and employment are there. This implies that teachers are likely to be highly motivated if they receive reasonable salaries which compare favourably with the job they execute in the classroom on a daily basis (Maslow 1954).

b) Security and safety needs

According to Maslow (1954), if the needs on the previous level are satisfied, a new needs level automatically emerges representing a higher step in the needs hierarchy. Indeed people want to be assured that their survival is not in jeopardy. Their work should give them this kind of security. Therefore this level represents stability including financial security and freedom from physical threats and dangers. It is in this context that many teachers have entered the education system because the sector can provide a secure and stable job.

c) Belonging needs

According to Maslow (1954) belonging needs include affective relationships and the need to belong to a group, family and so on. Feedback from group members which confirms one's sense of belonging is necessary. The relationship between a teacher and his/her colleagues, as an important extrinsic factor, becomes important since it strengthens this sense of belongingness to a group.

d) Status and self-esteem needs

Maslow (1954) argues that self-esteem needs refer to the need to feel valued and respected by the self and significant others. This implies that teachers who do not feel that their status and self-esteem needs are being met through the job may become demotivated. They want to be recognized for their accomplishments. The need for such recognition is partly met by medals, promotions, and so on. Satisfaction of these needs leads to self-confidence and a sense of gratification.

e) Self-actualization needs

This category refers to the needs to fulfil one's potential and to develop one's capacity. It is for this reason that teachers feel they need a sense of autonomy in order to become creative and productive in their profession. Excessive authority by administrators and managers may hinder this creative element among the dedicated personnel.

2.3.1.2 Herzberg's two-factor model

Herzberg's (1959) two-factor theory distinguishes between two sets of work factors (McKenna, 2000). One set relates to the *actual execution of the work* and these factors are called *motivators* or *satisfiers*. The other set of factors relates to the *work environment* and are known as *hygiene factors* or *dis-satisfiers*.

Herzberg's (1959) two-factor theory posits that employees (in this case teachers) are not motivated by extrinsic factors such as salary, work conditions and job security, but by intrinsic factors such as achievement, recognition and responsibility. This implies that if appropriate hygiene factors are provided, teachers will not be dissatisfied with their work, but neither will they be motivated to perform at their full potential. Therefore motivators produce real motivation and when they are inadequate, there is no motivation. Although hygiene factors are not motivating, they are a prerequisite for motivation. More than three decades ago, Low and Marican (1993) distinguished between teachers as motivation seekers and hygiene seekers, and found that motivation seekers showed greater commitment and responsibility to teaching than hygiene seekers.

Owens (1995) draws the following conclusions from the two-factor theory for educational practice:

- The things that make people happy at work are not simply the opposites of things which make them unhappy. The two sets of things are different in kind. One cannot simply satisfy people by removing the causes of dissatisfaction, for example by giving staff a higher housing subsidy. Therefore the opposite of *dissatisfaction* according to this theory is not *satisfaction* as one might expect, but rather *no dissatisfaction*. For instance salary, working condition, type of appraisal, climate of the school and attitudes of management can be sources of dissatisfaction. However, to improve salary and working conditions and develop a more humane, concerned management, one can expect to reduce dissatisfaction, but one cannot expect to motivate staff members by such means.

- The theory suggests that it is not possible to motivate people through maintenance factors. Reducing the class size, developing a more amiable atmosphere and improving the working conditions may do two things:
    - Reduce or eliminate the dissatisfaction among teachers, and

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- Create conditions in which they may be motivated.

It does not mean that maintenance factors are not important: minimum levels need to be maintained to avoid so much dissatisfaction that motivators will not have their expected effect. For instance threats to job security can generate so much dissatisfaction that teachers cannot respond to professional growth, recognition or achievement.

- Education managers should be concerned with ensuring both that the causes of dissatisfaction are removed and that the opportunities for satisfaction are increased.

2.3.2 Process theories

Cognitive or process theories attempt to explain how the environmental factors are moderated by personality factors and psychological states to energize and sustain behaviour and how they stop behaviour (McKenna, 2000). Process theories include operant learning theory, equity theory and expectancy theory.

2.3.2.1 Operant learning theory

This theory proposes that a person engages in a specific behaviour because that behaviour has been enforced by a specific outcome (Wagner & Hollenbeck, 1998). Positive reinforcement such as receiving a financial bonus for good performance is one way to increase the desired behaviour of employees. Drafke and Kossen (1998) state that in extinction, which is the second form of reinforcement, a response is weakened because it is no longer paired with some positive reinforce. For instance in attempting to attain a higher pass rate in Grade 12, a teacher may recommend learners to take a subject on a lower/standard grade and thereby sacrifice the academic standard of learners.

Negative reinforcement and punishment are two other forms of punishment. In negative reinforcement the likelihood that a person will engage in a particular behaviour is increased because the behaviour is followed by the removal of something the person dislikes. For instance the teacher will teach extra Mathematics lessons to avoid involvement in sports coaching. This is the opposite of punishment wherein the likelihood of a given behaviour is decreased because it is followed by something that the person dislikes.

2.3.2.2 Equity theory

Adam's equity theory focuses on the concept of *fairness*. According to Gordon (1999), the equity theory evolved from the social comparison theory, which examines the tendency for staff members to compare the fairness of what the work requires them to do (inputs) with what they receive in exchange with their efforts (outputs). It also suggests that staff members compare their own job situation with that of another person. If they do not experience equity, people will take actions designed to bring them a state of equity between what they put into their work and what they receive in return. According to equity theory, therefore, perceptions and not facts influence motivation.

2.3.2.3 Expectancy theory

The *expectancy theory,* developed by Victor Vroom and later extended by Porter and Lawler, attempts to explain the determinants of workplace attitudes and behaviours. According to Mosley, Megginson and Pietri (1993), the three major concepts underlying the theory are those of *valence*, *instrumentality* and *expectancy.* The proponents of the expectancy theory hold the view that motivation is determined by individuals' beliefs in their own efforts, the resulting job performance, and finally the outcomes or rewards and incentives offered for the job performance. The performance-outcomes process occurs again and again where actual events provide further information to support a person's

belief, and beliefs affect future motivation. The theory posits that there are three determinants of motivation:

- *The expectancy that effort will result in performance*. This implies that teachers will be motivated to work only to the extent that they expect high levels of effort to be reflected in high levels of performance.
- *The expectancy that will result in reward*. Teachers will be motivated by the belief that their performance will lead to outcomes (rewards) for them. Failure to believe that performance will be rewarded, will negatively affect motivation.
- *The valence of outcome (reward)*. Valence refers to the personal value teachers place on the outcomes that they believe they will receive for their performance. Outcomes (positive or negative) may result either from the environment (e.g. superiors, colleagues or the reward system of the organization), or from performance of a task itself (e.g. feelings of accomplishments, personal worth or achievement). This implies that high valence of outcomes leads to high motivation.

Theorists such as George and Jones (1996) agree that the three factors of motivation in the expectancy theory collectively determine the overall level of motivation. If one of these factors is zero, motivation will be zero. The implication is that all three factors must be high for an individual to be highly motivated.

2.4 SUMMARY

This chapter began by highlighting the importance of needs and motivation, and their relationship to morale was also described. It was indicated that an understanding of human needs is very important to managers who have the responsibility to establish an environment that not only motivates teachers but also helps to maintain their morale in a positive way. The chapter has sought to identify some factors which impact the motivation of employees in general, and

those of teachers in particular, by focusing on research findings on motivation as well as some popular theories of motivation. In this chapter it was indicated that addressing individuals' needs (and so teachers') is complex, but it is essential to improving the quality of the education system.

The next chapter will provide details on the research methodology and design, methods used to collect and analyze data, validity and reliability of the data gathering instrument, as well as ethical issues which were considered in the execution of the study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter outlines the methodology and design which was followed from conception to the execution of the study. According to Mouton (2001), there is a distinction between research design and research methodology. Research design focuses on the kind of study being planned (that is the end product), whilst research methodology is concerned with the tools and procedures that the researcher utilizes in the knowledge generation exercise (that is the process).

The current chapter aims to help the reader understand in broadest possible terms the process of scientific inquiry. It will give the reader an idea of how the researcher conducted the study with the research questions and aims in mind. The chapter will elaborate on aspects which were first mentioned in chapter one, which include the research methodology and design, participants and sampling procedures, collection of data, data analysis methods, validity and reliability, as well as ethical issues.

3.2 RESEARCH DESIGN

According to Borg and Gall (1989), research design is a process of creating an empirical test to support or refute a knowledge claim. The design for this study was motivated by the researcher's interest in exploring factors which influence levels of teacher motivated in the designated primary and high schools. The researcher intended to collect quantitative and qualitative data using the

questionnaire. Data were analyzed by means of descriptive statistics, and content analysis method was used to analyze qualitative data. The research design for this study may therefore be described as a descriptive survey design.

Creswell (2003) states that there are many applications of surveys today, but there are still only two basic types of research surveys; namely, cross-sectional and longitudinal, which are both descriptive in nature. For purposes of this study the researcher decided to use the concurrent nested mixed methods strategy, which entails collecting predominantly quantitative data (close-ended questions) concurrently with qualitative data (open-ended questions) on the research instrument (the questionnaire). Ary, Jacobs and Razavieh (1990) argue that descriptive research studies are designed to obtain information concerning the current status of phenomena. Creswell (2003) extends the definition to include gaining insight into not only the phenomena but also a situation, person and community. Descriptive research is directed towards determining the nature of a phenomenon, situation, person and community as it exists at the time of the study. This implies that the researcher does not manipulate any of the variables involved in the study. Mertens and McLaughlin (2004) point out that descriptive research questions are designed to produce information about what is happening in relation to the target of the research.

A descriptive research design was considered appropriate for the current study because it was able to determine factors influencing levels of teacher motivation as well as establish teachers' views regarding what the employer should do to improve the working conditions as they currently exist in the teaching profession. The descriptive research design has been used in almost similar studies in the past by Desai (1995); Avramidis, Bayliss and Burden (2000); Gravett and Swart (2001); Opdal, Wormnaes and Habayeb (2001); Avissar, Reiter and Leyser (2003); Naidoo (2004); Bhengu (2006); and Zoniou-Sideri and Vlachou (2006).

3.3 PARTICIPANTS AND SAMPLING PROCEDURE

3.3.1 Sampling

One very important aspect of research design especially in descriptive surveys is the determination of appropriate sample. In educational research the researcher is usually interested in groups that are much too large to include in a single study. When researchers select a sample from a population, certain factors may limit a survey researcher's ability to draw valid inference from the sample to the population. Salant and Dillman (1994, p.61) identify several factors in good survey research that may compromise drawing these inferences, and advise that:

- To reduce error, have a good sampling frame from which to select individuals
- To reduce sampling error, select as large a sample from the population as possible
- To reduce measurement error, use a good instrument with clear, unambiguous questions and response options.
- To reduce non-response error, use rigorous administration procedures to achieve as large a return as possible

Slavin (1984) and Cohen and Manion (1995) argue that there are two methods of sampling. One yields probability samples in which, as the term implies, the probability of selection of each respondent is known. The other yields non-probability samples in which the probability of the selection is unknown. Although probability sampling is necessary to obtain a general opinion of the whole population, there are occasions when researchers do not need to go through the trouble and expense of obtaining such sampling. This includes a case where the researcher may have a specific group of people in mind.

In the current study the researcher used convenient and purposive sampling techniques both of which are considered non-probability sampling methods. Cohen, Manion and Morrison (2007, p.114) define convenient sampling as one

where the researcher simply chooses the sample from those to whom she/he has easy access. In this study the researcher simply chose to use schools under the jurisdiction of uThungulu district largely because of their convenience in terms of accessibility.

In purposive sampling the researcher handpicks the cases to be included in the sample on the basis of ther judgment of their typicality. In this way she builds up a sample that is satisfactory to her specific needs. The choice of purposive sampling was dictated by the fact that the researcher wanted to establish factors that influence levels of motivation from primary and secondary schools in uThungulu district. It was deemed necessary to get a sample that will represent all the three phases of basic education; namely, the Foundation phase, Intermediate phase, and Senior and Further Education and Training phase. As a result a total of 120 teachers drawn from 15 schools under uThungulu district formed a sample. The education district is made up of 5 management circuits and only 3 schools were identified from each circuit. The selected schools per circuit would comprise primary and secondary schools. As a consequence there were altogether 8 primary and 7 high schools which participated in the study.

3.4 RESEARCH INSTRUMENT

3.4.1 Questionnaire

According to Cohen and Manion (1995), an ideal questionnaire possesses the same properties as a good law; that is, it is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents and coders. With the foregoing qualities in mind, the researcher decided on a self-administered, structured questionnaire (**Annexure A**), because it was assumed that this form of measuring instrument would be more likely to yield the type of rich data that was sought.

3.4.2 Construction of the questionnaire

The researcher used a questionnaire as an instrument to collect data from the participants. The instrument took the form of a Likert-type scale where a set of statements is presented to each of which the subject has to respond in terms of the following categories: *Strongly agree*, *agree*, *uncertain*, *disagree*, *strongly disagree*. Each of the categories was allotted weightings of 5, 4, 3, 2, 1 respectively.

The questionnaire was developed by the researcher, and it was divided into three parts. The first part focused on the biographical data of the respondent such as age, gender, experience and educational qualifications. The second part focused on close-ended (shooting) questions from which the responded had to make his/her choice on the basis of the above categories. The third part focused on open-ended (fishing) questions which aimed to elicit more rich qualitative data from the respondents.

Mouton (2001, p.103) warns against fictitious constructs which usually occur when researchers measure constructs or attitudes that do not exist, for instance asking people about matters of which they have no knowledge. In the present study the researcher was confident that the questionnaire under discussion adhered to every prerequisite as identified by experts in this field.

Questionnaires may be classified in two ways; namely, according to the kind of questions set and according to who answers the questions about whom. The questions may be asked in a closed or an open ended form or both in combination. The closed questions require the respondents to make a tick, make a mark or draw a line alongside one of several possible answers. The open form of a question enables the respondent to reply as he likes and does not confine him/her to a single alternative. The closed form of questionnaire facilitates answering and makes it easier for the researcher to code and classify responses. This was particularly useful since details from a large number of questionnaire s had to be dealt with necessitating the use of either mechanically sorted or

computer input punched cards. Close-ended questions are ideal for collecting straightforward factual information such as particulars of the sex, age or the marital status of the respondent.

The researcher was well aware of some limitations in each method used, but at the same time there are many benefits. In line with Creswell's (2003) caution, the researcher opted for a self-administered questionnaire because:

- It produced undisguised descriptive information
- The respondents remained anonymous
- The researcher could collect information from a fairly large number of people
- It was inexpensive to collect data, the researcher drove to the schools personally to drop-off and collect the questionnaires
- All respondents were presented with the same (standardized) questions
- The researcher needed to take time to think about the purpose of the questionnaire and drafting of questions and piloting, and
- The researcher needed to be careful to make questions clear and even tried to ensure that the responses were not superficial by balancing items.

3.4.3 Validity and reliability of the measuring instrument

Paying particular attention to the quality of the questions was one of the main priorities when the researcher selected the instrument. According to Tait and Purdie (2000), validity of an instrument addresses the question of whether the tool measures that which it was intended to measure. In other words it implies that establishing the content or face validity of a scale involves a systematic but subjective assessment of a scale's ability to measure what it is supposed to measure. Hair, Babin, Money and Samouel (2003) maintain that this validation process requires consulting a small sample of typical respondents and/or experts to pass judgment on the suitability of the items chosen to represent the construct. To achieve this, the researcher decided to approach seasoned researchers

working in various environments on campuses of tertiary institutions in the KwaZulu-Natal Province to assess the construct as well as the face validity of the questionnaire.

The questionnaire was presented to these assessors and they suggested various refinements to the questionnaire. These suggestions included modifying statements on both the scales which were double-barreled and reformulating statements which they perceived as leading or suggestive. Lastly, the assessors requested that each study aim should be accompanied by at least one open-ended question. The revised questionnaire was subsequently presented to the same assessors and they confirmed the face validity of the instrument, and they also agreed that the vocabulary utilized on the questionnaire was appropriate for use with the teachers. This method has been employed by several researchers in the past (Bishop & Jones, 2000; Bothma, Gravett & Swart, 2000; Mukherjee, Lightfoot & Sloper, 2000; Hay, Smit & Paulsen, 2001; Engelbrecht et al. 2003; Fielding-Barnsley, 2005).

As indicated in Chapter One, reliability of the instrument addresses the issue of consistency when the instrument is used to the same group of individuals sharing similar characteristics at different times. For this purpose, a pilot study was conducted with a group of 18 teachers from one of the schools in uThungulu district. This school was not used in the main study. Conducting a pilot study helped to ensure that:

- The questions were clear, and there were no vague or imprecise words.
- There were no multiple questions (so-called double- or triple-barreled questions), and when discovered these were reduced to a single question.
- The questions were not wordy (i.e. the unnecessary words were deleted to simplify and shorten the questions.
- Familiar words were used to avoid unfamiliar ones.
- The language used in the questionnaire was kept as simple as possible.

- Mismatches between the questions and answers were avoided.

- All questions were applicable to all participants.

- Overlapping responses were avoided.

- The researcher decided on single response options to avoid unbalanced response options (Creswell, 2003).

Cohen, Manion and Morrison (2007, p.146) define reliability as "… a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents". This implies that it is concerned with precision and accuracy. For research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, then similar results would be obtained. To increase the trustworthiness of the qualitative data, the researcher requested respondents to write legibly so that their responses could be adequately captured and analyzed. In addition the researcher left ample space after each of the three open-ended questions posed on the questionnaire so that respondents could adequately respond to the question posed.

3.5 PROCEDURE FOR ADMINISTRATION OF THE QUESTIONNAIRE

Guardiano and Fullerton (2010) maintain that the success of any research project depends on the manner in which the instrument to collect data was conducted. In order to ensure that the majority of the questionnaires were completed and returned, the following administrative procedures were put in place:

The researcher obtained ethical clearance from the Research Ethics and Higher degrees Committee of the University of Zululand (**Annexure B**). Then an application form requesting the Provincial Department of Basic education to grant the researcher permission to conduct research at uThungulu district schools was completed (**Annexure C**). The list of the selected schools together with the ethical clearance certificate was attached to this application. As a result permission was granted and, with all the permission letters from authorities, the

researcher then approached the district director of education as well as the principals of the selected schools. In all these cases no major challenges were encountered.

There were altogether three (3) trips which were made to visit each school. First was an introductory visit wherein the researcher introduced herself to the principal of the participating school. She then explained the purpose of visit and how the study intended to benefit the employer and the employees. The initial visit helped to get a "buy in" for the project. After each interview the researcher would request the principal of the school to inform his/her respective members of staff in advance that a survey would be conducted and that their participation was of utmost importance. It was also in this visit that the date for the next visit would be negotiated. The second and third visits were arranged for the delivery and collection of the completed questionnaires, respectively.

A special time in the afternoons was arranged by each school wherein the researcher would explain the purpose of the study and personally handed out the questionnaire. Since many of the schools selected reported an assortment of transport problems, teachers were allowed about a week-period to complete the questionnaire (after completion of Participant Informed Consent Form – See **Annexure D**) and the collection date was also announced. The principals of each school requested the HODs to coordinate the process of questionnaire collection from staff so that the researcher would get the questionnaires from them when she comes next time. This arrangement bore fruit because of 157 questionnaires which were distributed, 120 were returned.

In this study the instrument (self-administered questionnaire) that was used had advantages and disadvantages. Some of the advantages were:
- It was fairly cheap to collect the data
- It allowed the participants to remain anonymous

- The researcher could reflect information from a large number of people at any given time

- Unlike the low return rate of mail questionnaire, the self-administered questionnaires had a reasonably high return rate

- All respondents were provided with the same questions

- It was good at producing undisguised descriptive information.

A few limitations of this method were also noted:

- Great caution was needed to make questions clear and even if it was clear the responses could be superficial

- Bias was still possible arising from the respondents misunderstanding of questions, resentment of interference in their personal time or falsification for reasons associated with the subject of the survey, and

- A fair amount of time was needed to think about the purpose of the questionnaire, drafting questions and piloting.

According to Cohen and Manion (1995), two important processes need to be done before data analysis can take place; namely, editing and coding. Editing self-administered questionnaire is intended to identify and eliminate errors made by respondents. Coolidge (2013, p.87) points to three central tasks in editing:

- *Completeness* – a check is made that there is an answer to every question

- *Accuracy* – as far as is possible a check is made that all questions are answered accurately

- *Uniformity* – a check is made that interviewees have interpreted instructions and questions uniformly.

Coding refers to the reduction of data to a suitable format for analysis and entails assigning a code number to each answer of a question item. In this research coding was developed after the questionnaire had been administered and answered by the respondents, and therefore it is called post-coded answers.

Coding was done with the assistance of the SPSS package in line with the research aims. The measuring instrument used in this study confirmed or validated the data gained through the literature review.

3.6 SCORING OF THE RESEARCH INSTRUMENT

The instrument (questionnaire) consisted of question items that elicited both quantitative and qualitative data from the respondents. The researcher feels it is important to note that: (a) in quantitative research approach, the data analysis consists of statistical analysis, (b) data analysis involves describing trends, comparing group differences or relating variables, and (c) interpretation consists of comparing results with prior predictions and past research.

A quantitative approach is one where the analysis consists of breaking down the data into parts to answer the research questions. Statistical procedures such as comparing groups or relating scores for individuals provide information to address the research questions. The results of the analysis should then be interpreted in the light of initial predictions or prior studies. This interpretation is an explanation as to why the results turned out the way they did and the researcher explains how the results either support or refute the expected predictions in the study (Creswell, 2003).

The study's quantitative data (from close-ended questions) was expressed in the form of ordinal scale variables and presented in tables. The researcher used descriptive statistical techniques to summarize characteristics of sample data. This means that the researcher wanted to make sense of data collected. The current study attempted to make generalizations from a smaller group (sample) to a larger population of teachers in the district. The data were analyzed by means of a computer statistical package called the Statistical Package for the Social Sciences (SPSS). Through this package it would be possible for the researcher to work out measures of central tendency (i.e. the mean, mode and

median). It would also be possible to work out measures of variability as well as measures of relationship.

For open-ended questions, information gained from data collection was categorized by coding, so themes and patterns could be identified. This was done using content analysis so the content of what each participant provided was compared with that from every other one (Merriam, 1998, p.159). The content compared in this research was the communication of meanings, as given by the participants. According to Bogdan and Bilkin (1998, p.183), "codes categorize information at different levels," and major codes remain more general, incorporating a broad range of attitudes, activities and behaviours. In this study codes were then broken down into sub-codes or subthemes and smaller categories to indicate patterns in the views and experiences of participants. Once themes were established, each data item needed to be carefully scrutinized and assigned to a themed category. This involved making decisions concerning when one unit of data ends and another begins (Bogdan & Bilkin, 1998).

3.7 ETHICAL CONSIDERATIONS

The dominant issues of ethics in research focus on establishing safeguards that protect the rights of participants (Lodico, Spaulding & Voegtle, 2010). These rights include, among other things, obtaining the participants informed consent, protecting them from harm and ensuring confidentiality. Similarly, Rubin and Rubin (1995) maintain that research ethics concern the acquisition and dissemination of trustworthy information in ways that will cause no harm to those participating in a study.

As research often invades a person's privacy, the researcher was well aware that respondents (the teachers) could not divulge certain information about themselves. This right to privacy demands that direct consent for participation be obtained from adults, in the case of children, from their parents or guardians.

This consent must be informed and the participant must be aware of the positive and negative aspects of participation. Informed consent was obtained in writing from the teachers who participated in the study before proceeding with the data collection process (**Annexure D**). Participants were informed that their participation was entirely voluntary, and that they were free to withdraw at any stage.

In this study the researcher also observed the principle of confidentiality. Participants were informed that every piece of information they provided would be treated in strictest confidence, and that their identity would remain anonymous (Mouton, 2001). Therefore, care was taken to ensure that the contents of each completed questionnaire remained confidential. The researcher assured the participants that the purpose of the study was not to make judgment about their behaviour, but to improve knowledge and to help administrators identify possible shortcomings in the education system and to plan for appropriate intervention strategies.

3.8 SUMMARY

This chapter focused on the research methodology and design. The methods of sampling and procedures were discussed by the researcher. A detailed discussion of the data collection instrument (the questionnaire) and its construction was provided including information on how the items were evaluated using the pilot study.

The researcher also outlined the procedures for the administration of the research instrument and provided information on how the confounding variables were controlled. The latter part of this chapter dealt with the discussion on editing and coding of research data. Finally, the researcher took a closer look at the ethical principles which guided the research activity and the interaction between the study leader and the participants.

In the next chapter the presentation and detailed analysis of the data collected is undertaken, illustrating the contribution the findings made towards significant conclusions in the study.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The focus of this chapter will be on data presentation, analysis and interpretation. As indicated in the previous chapter, data was collected by means of a questionnaire which consisted of 54 close-ended and three open-ended questions. The questionnaire was distributed to 15 primary and secondary schools altogether, and teachers (120) from these schools were used as a sample (participants) for the study. Descriptive statistics was used to analyze quantitative data, whereas content analysis was used to analyze qualitative data in accordance with the research aims, as described in Chapter One.

4.2 BIOGRAPHICAL DATA OF RESPONDENTS
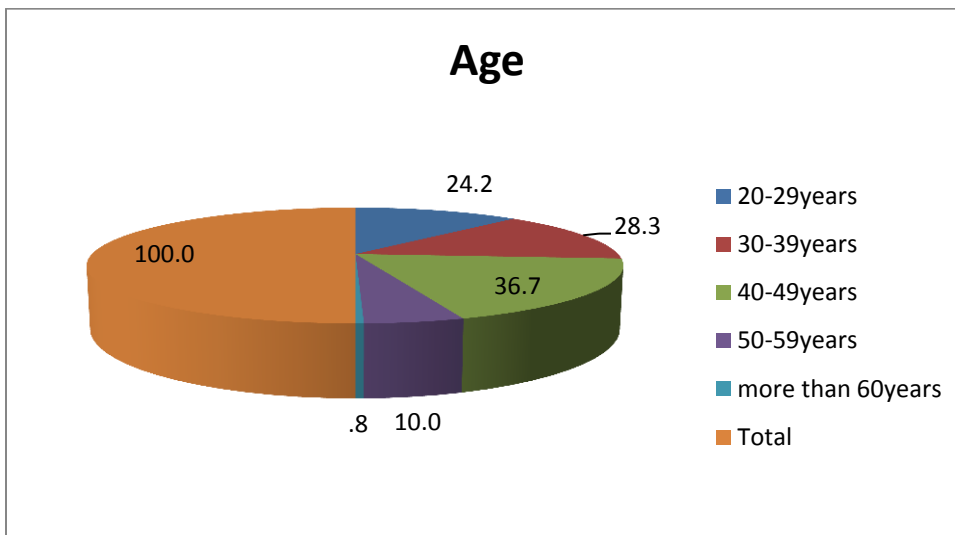
Fig .1: Age of respondents

Fig .1 above indicates that the majority of respondents (36.7%) fell within the range of 40 – 49 years of age, whereas 28.3 percent had an age falling within 30 – 39 years. Of significant importance is that there is a small percentage of young teachers (only 24.2%) who participated in the study. This indicates that there are more teachers who are nearing the age of retirement than those who are entering the profession. This may have implications for Government to recruit more young people to consider teaching as a profession of choice.
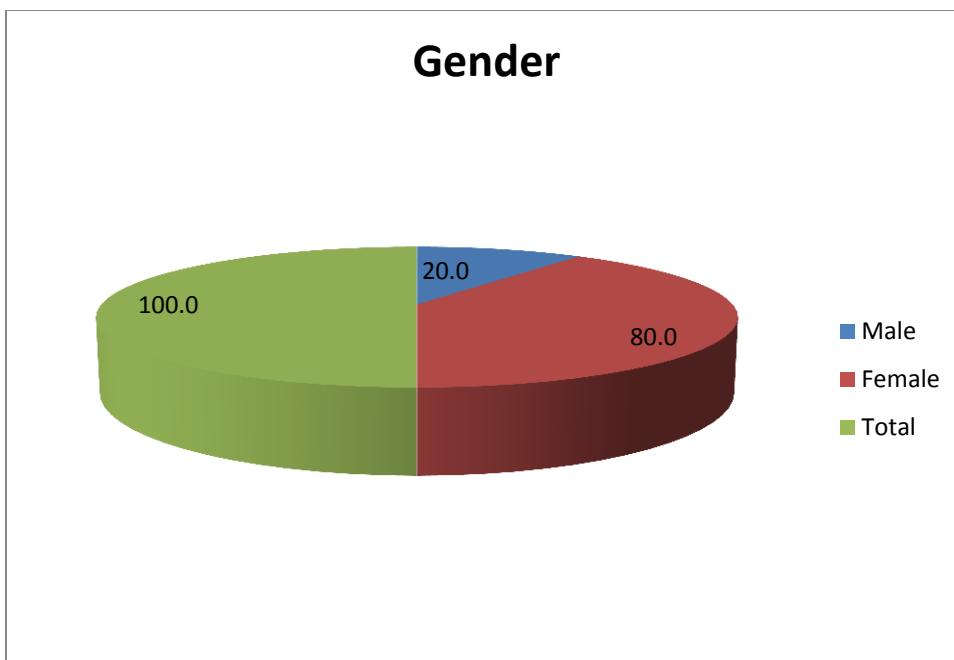
Fig .2: Gender of respondents

The above chart indicates that the majority of respondents were females (80%), whilst male respondents formed only 20 percent of the sample. Such sample demographics reflections national population statistics in South Africa shows that there are more females than males in almost all the school and other employment sectors. For instance in the classrooms, the teaching staff, and many more departments in the public sector consist of more females than males.

Therefore one can deduce that the study sample manifested a true reflection of population characteristics with regard to the variable of gender.
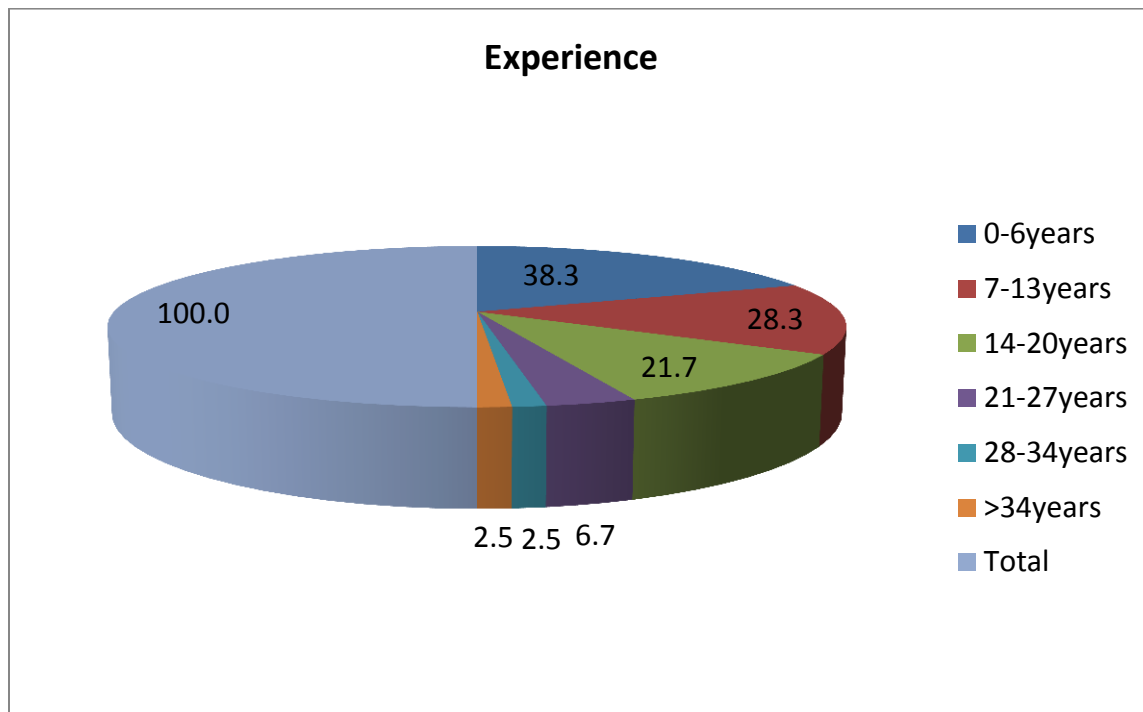
Fig 3: Teaching experience of respondents

Fig 3 above shows that 38.3 percent of the respondents (the biggest percentage in the chart) had a teaching experience falling within the range of 0 – 6 years, that is followed by 28.3 percent which falls with the range of 7- 13 years. This implies that the majority of teachers is mainly at the entry point of its career and thus has little experience, which is a great challenge to the employer. Young and inexperienced employees need coaching and close monitoring so that they become assets rather than liabilities to their employer.

Those employees who have served government from 20 years and above (represented by 11.7% in the chart) are leaving the profession through resignations, retirement, or death. Therefore insufficient coaching and experience has impact on the quality of students or learners produced by schools, who later become the future intake of the institutions of higher learning.
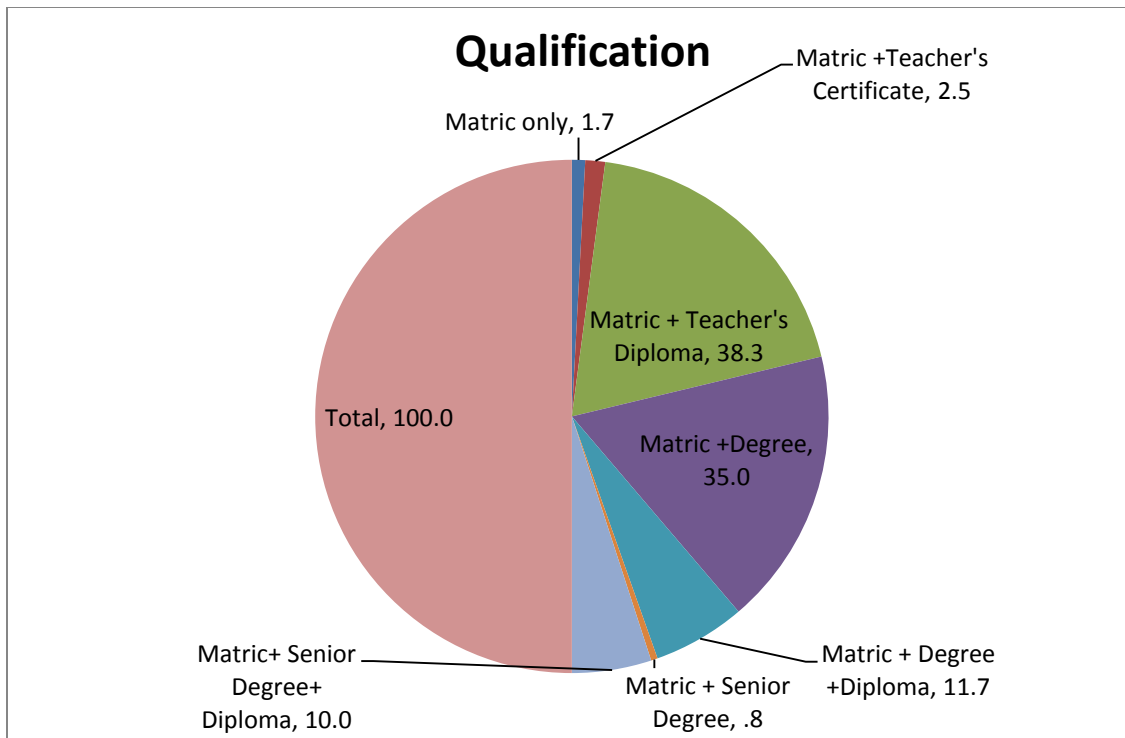
Fig 4; Teaching qualifications of respondents

The above statistics (Fig 4) shows that 38.3 percent of respondents had a matric and a diploma which used to be known as M+3 (i.e. matric plus 3 years of training) in the past, whilst those with matric and a degree constituted 35 percent. It is important to mention that the latter group is underqualified. Research evidence (Hay, et al. 2001) suggests that this is the group which may not have intended to become teachers but find itself in front of the learners since they cannot find jobs after graduating. These authors argue that many of such individuals are not as motivated as those who prioritized teaching as their career of choice. It is also interesting to note that there are still teachers who teach with a matric certificate only (1.7%), besides government efforts to introduce learnership programmes to assist such unqualified personnel to upgrade their qualifications. To a certain extent the picture presented in this study may be a reflection of what holds true concerning basic education system in South Africa.

4.3 ANALYSIS OF CLOSE-ENDED QUESTIONS (B1 – B40)

For purposes of analyzing data in this section, the researcher grouped together (into a summary) statements which depicted similar themes around which items were formulated based on previous research findings, and on the current study aims. Each statement was coded for ease of analysis from B1 – B40 (See Annexure A).

There were altogether 40 statements in this section which were derived mainly from twelve (12) themes as follows: Teacher workload (B6); Overcrowded classrooms (B3, B4, B5); Salaries (B7, B8, B9, B10, B21); Lack of recognition and prestige (B11, B12, B13, B17, B18, B19, B26, B27); Lack of security and learner discipline (B14, B31) Poverty and HIV and AIDS (B34); Lack of resources (B20, B23, B32); Politics, corruption, and unclear policies (B15, B22, B24, B35, B37); Passion for teaching (B1, B2, B16, B25, B29); Parental involvement (B28, B30, B33); Language of instruction (B6, B38); and Lack of support from authorities (B39, B40). The results turned out to be as shown on the next page.

Items B41, B42, and B43 formed Part II of this Section and were analyzed separately because they required respondents to state their answers differently, and the type of information elicited was also different.

A Table was used to summarize responses to Part III of Section B. Data was then converted into percentages to determine the degree of agreeableness of the respondents to the question asked. The items from this Part were coded as C1 – C11 since there were eleven statements in all, and the results are also presented in the subsequent pages.
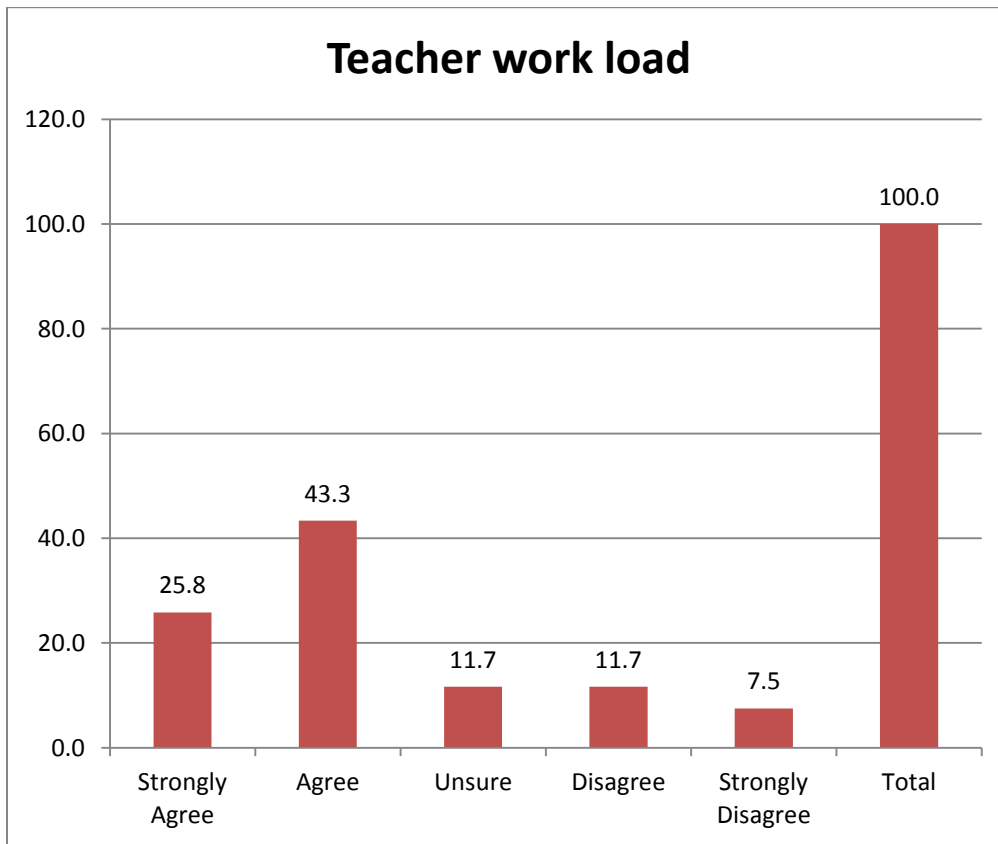
Fig 5: Teacher workload

Fig 5 above indicates that 43.3 percent of respondents agree that teacher workload at schools is problematic. Owing to the changes in education policies post 1994 in South Africa as discussed in Chapter 5, teachers find themselves having to perform some administrative duties which were previously performed by clerical staff. When adding those who strongly agree to incapacitating workloads, the percentage rises to 69.1 percent which is significant in terms of destabilizing teacher-effectiveness in carrying out their teaching and learning duties on a daily basis at school. This implies that there is a need for government to enforce the policy of the recommended teacher-pupil ratio of 1:35 in public schools.
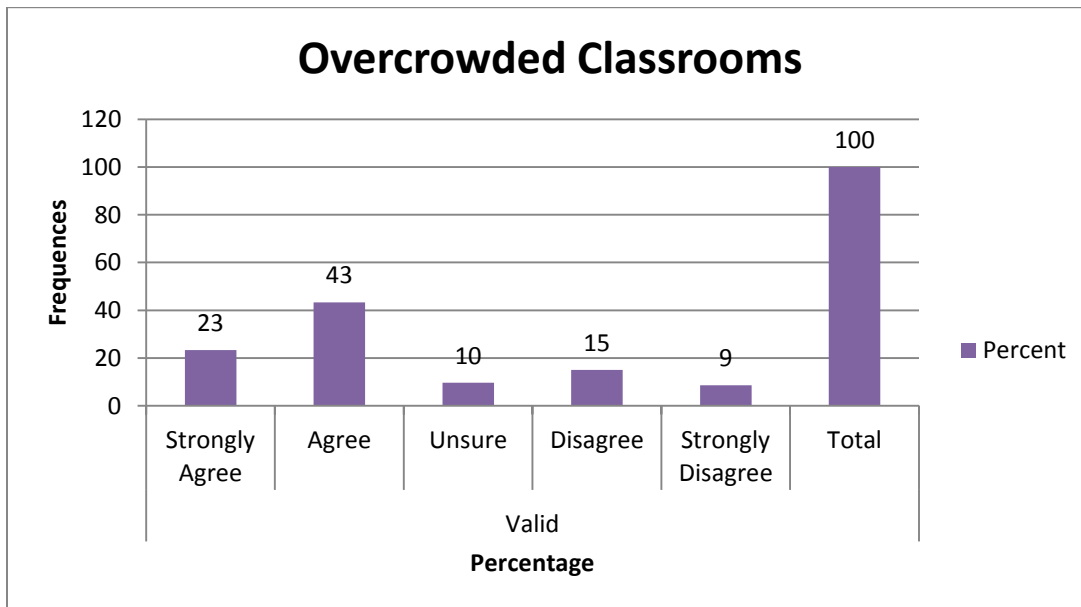
Fig 6: Overcrowded classrooms

Fig 6 above shows that forty-three percent (43%) of respondents indicated that their level of motivation is affected by overcrowded classrooms. Indeed this is true considering that the population of school-going children is increasing almost every year, whilst the teacher recruitment rate is decreasing. Moreover, there are indications of the shortage of space at schools which results in teachers having to teach more than 60 learners in one class, which is against the recommended ratio of 1:35 in public basic education dispensation in South Africa. Overcrowded classrooms cripple the teacher's ability to cater for the needs of all individual learners entrusted under his care. The results very often affect the innocent learners who may end up dropping out from school due to lack of individualized attention. The results in the Table also reveal that 23 percent of the respondents agreed strongly that the way their classes were overcrowded badly affected their level of motivation. This figure amounts to **66 percent** when added together with those who agreed, and this is a significant percentage to warrant authorities to alleviate the situation.
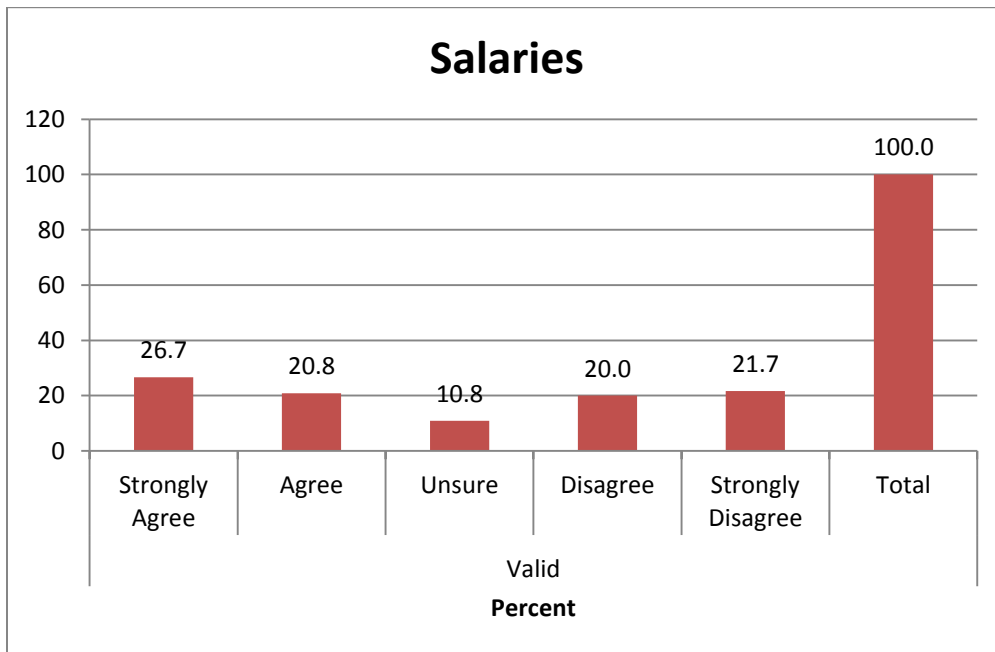
Fig 7: Teacher salaries

Fig 7 above indicates that 20.8 percent and 26.7 percent of respondents agreed and others strongly agreed, respectively with that the salaries teachers earn were not satisfactory. When added together the figures amount to **47.5 percent** of respondents who were dissatisfied. The salary issue has become a thorny issue in the teaching profession, resulting in teacher strikes which have taken place almost every year during the post-apartheid South Africa. It is interesting to note from the Table that there was no significant difference between teachers who agreed and those who disagreed (41.7%) with the notion of meagre salaries as affecting teachers' motivational levels. Moreover, the difference between the two percentages (41.7% and 47.5%) is small. This implies that there is no significant difference between teachers who believe that salaries play a major role in increasing their motivation to perform and those who do not. Perhaps it is on these grounds that Herzberg's two-factor theory (discussed in Chapter 2) postulates that people are not necessarily motivated by extrinsic rewards such as salaries, work conditions and job security, but by intrinsic factors such as achievement, recognition and responsibility.

Increasing Salaries not affecting level of motivation
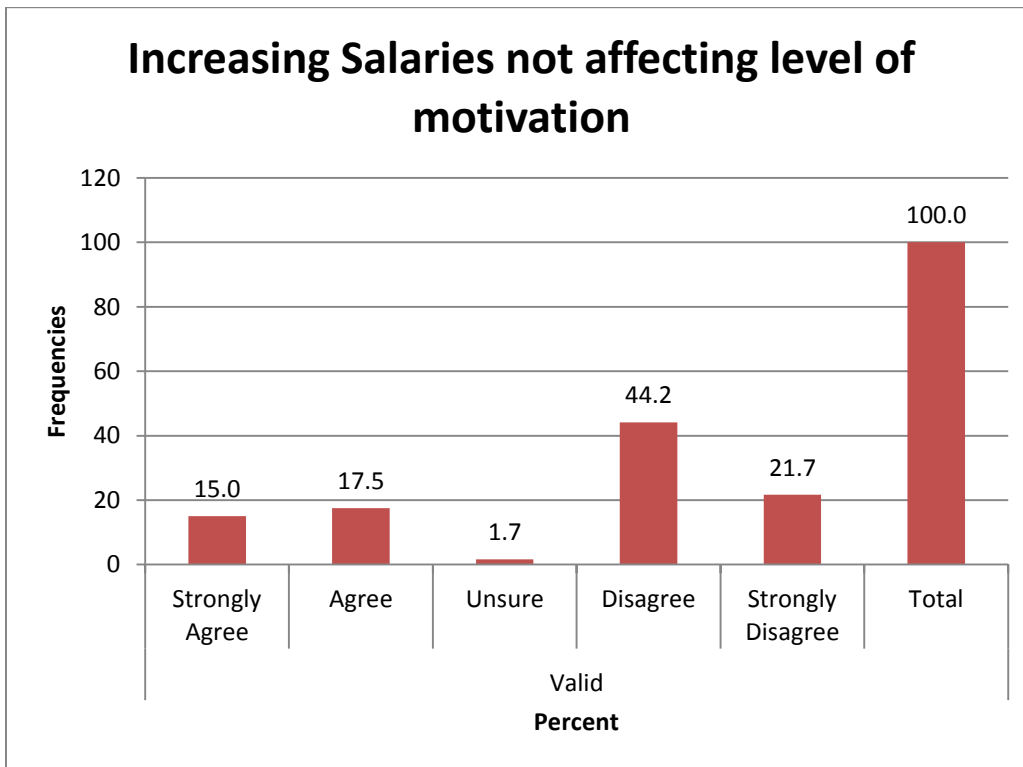
Fig 7.1: Difference between salary increment and motivational level

The above Figure indicates that 44.2 percent of respondents did not believe that by increasing salaries that will automatically increase the level of motivation. Approximately twenty-two percent (21.7%) of the respondents also strongly disagreed. Therefore 65.9 percent is a significant statistics, and these results tend to confirm Herzberg's two-factor theory which was discussed in detail in the preceding sections. It seems clear that even though the issue of incentives or rewards (salaries) is important, there is a significant number of employees whose motivation is intrinsically driven. Factors such as recognition for every job well done and covert satisfaction arising from achieving once goal seem to go a long way with intrinsically motivated employees.
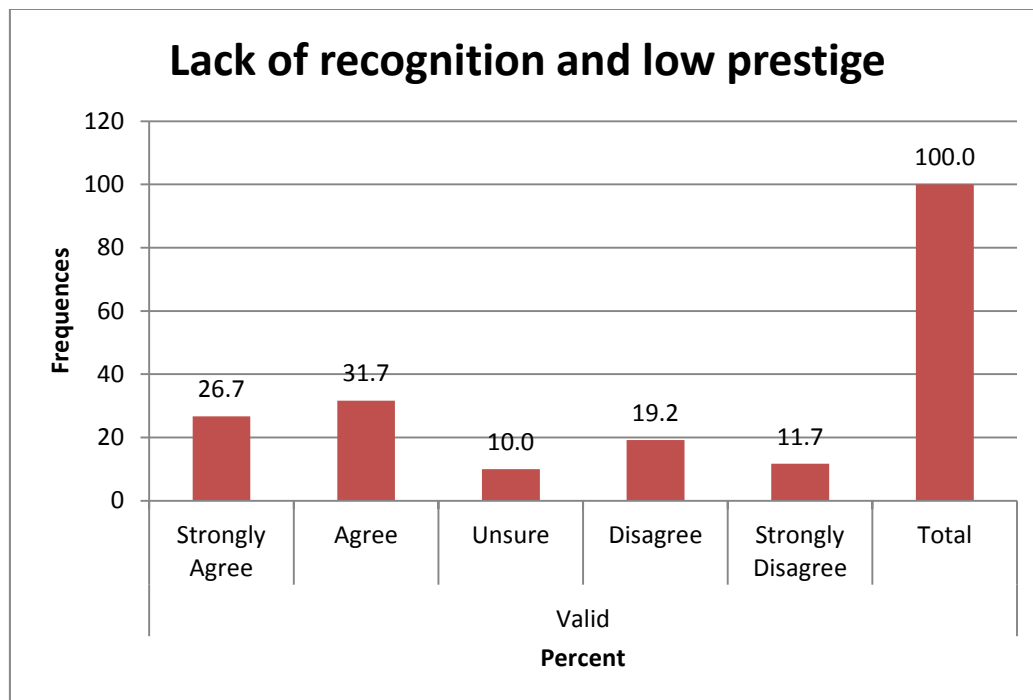
Fig 8: Lack of recognition

Fig 8 above indicates that 31.7 percent of respondents believe that low morale in teachers is due to lack of recognition. They also confirm that teaching as a profession is looked down-upon by other professionals as well as the general public. Approximately twenty-seven percent (26.7%) of the respondents also held similar views concerning lack of recognition and low prestige of the teaching profession. Literature survey has also confirmed that across many countries teaching is no longer a noble profession as it used to be. Nowadays focus has been placed on careers such as medicine, engineering, and commerce and industry. Teachers feel they are less important and yet they are the ones who produce candidates for various professions. However, it is interesting to note that 19.2 percent of the respondents disagreed with the notion that teaching is no longer appealing as a profession. Indeed this could be true in view of the fact that others believe there are some teachers who are not conducting themselves well, and thus denting the integrity of the profession. A detailed discussion concerning lack of recognition and low prestige follows in Chapter 5 of this manuscript.
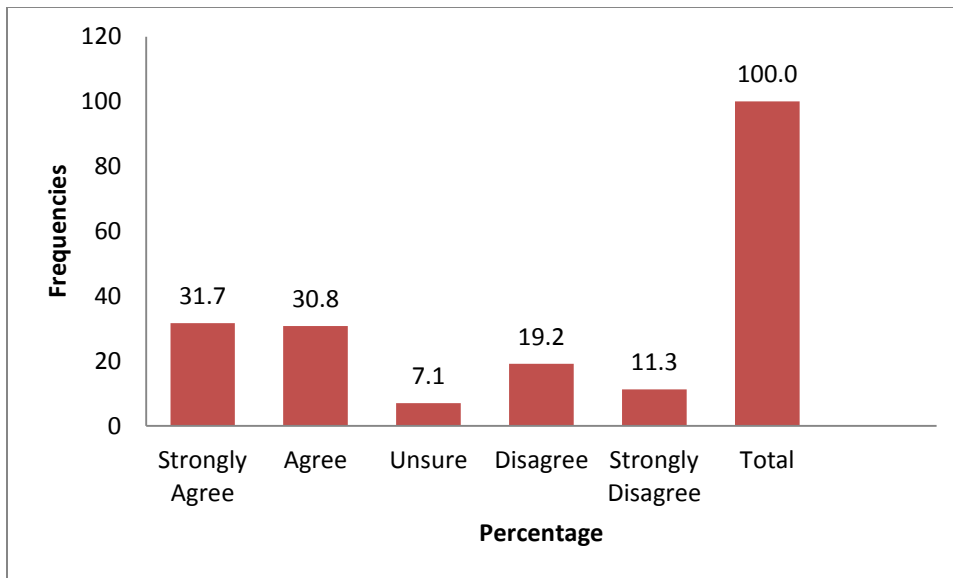
Fig 9: Lack of security and learner discipline

Fig 9 above shows that 30.8 percent of the respondents agreed, whilst 31.7 percent strongly agreed, that security and learner discipline is a huge problem at some of the schools. The overall percentage of **62.5 percent** is significant. It indicates the high level of demoralization teachers experience as a result of non-conducive environment in which they find themselves. Some teachers complained about unlimited rights of children which results in unruly behaviour at school. Learners carry weapons to school, abuse substances and bully others, and teachers are afraid to discipline them for fear of being charged for child-abuse. The above statistics (62.5%) comes as no surprise since the new education dispensation even allows learners to come to school when they are pregnant. Research evidence has shown that teachers have complained about this as they often find themselves having to care for the pregnant learners up to a point when the latter is about to deliver. Some teenagers almost deliver in class since they report feeling labour pains to the teachers. There is, however, no doubt that situations like these put not only the teachers' lives at risk but also those of the other learners as well.
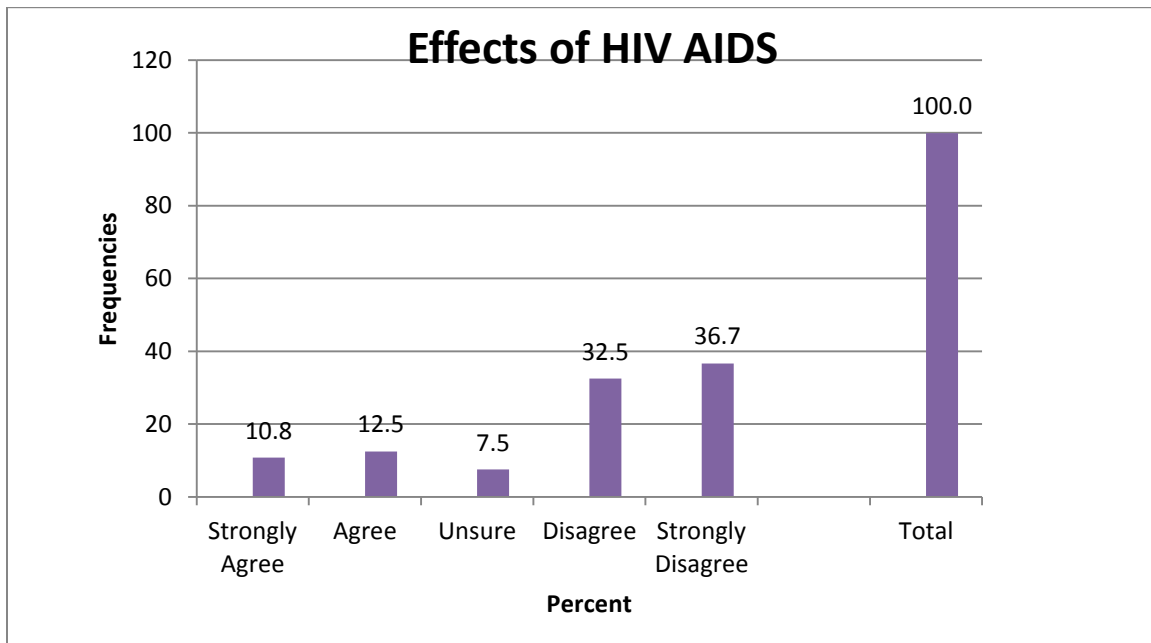
Fig 10: Effects of HIV and AIDS

Fig 10 above displays spatial representation of data which addresses the effects of teaching HIV and AIDS infected and affected children on teachers' motivational levels. The results reflect the pattern of responses to Item B34 in the questionnaire. It is interesting to note that 32.5 percent disagree and 36.7 percent of teachers strongly disagree that teaching infected and affected children has any effect on the level of their motivation. The percentage is altogether **69.2 percent** which is significant, and which implies that teachers accept affected learners unconditionally. This shows the level of maturity in understanding the nature of the pandemic and the need to embrace all those who are affected. Moreover, poverty seems not to be an issue to prevent teachers from discharging their duties. This being the case since many of the schools are located in deep rural areas where poverty and unemployment are common. The results also indicate that a small percentage (12.5%) seems to be affected psychologically when they have to face the challenge of teaching poverty stricken learners, who may be victims of HIV and AIDS.
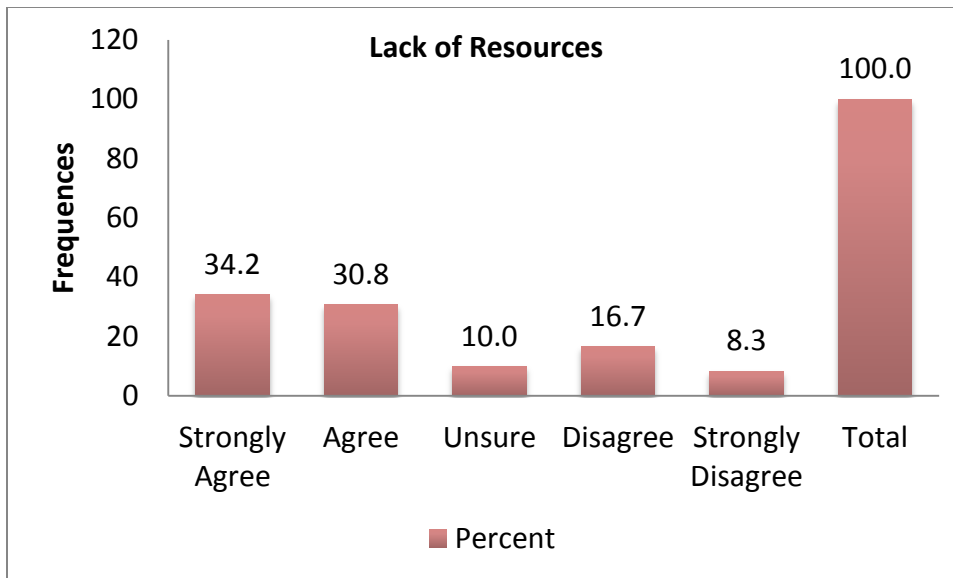
Fig 11: Lack of teaching and learning resources

Fig 11 above indicates that 30.8 percent agreed, and 34.2 percent strongly agreed, that there is a shortage of teaching and learning resources at schools. The situation was reported to be even worse in rural areas where many of the schools do not have basic teaching and learning support materials such as library books and science laboratories. The overall percentage of **65 percent** is significant in view of the fact that in every financial year government has always given education the biggest share in its budget. Other respondents (16.7%) disagreed with the notion that teachers become demotivated as a result of lack of teaching resources. This could suggest that some schools have excellect resources but learners are not performing as expected. In such circumstances one could blame the multiplicity of challenges that are faced by school administrators which include shortage of appropriately qualified teachers, those qulified teachers who are underperforming, and theft of school property by community members. In some areas, rural and urban, communities have not developed a sense of ownership of the school in their surrounding. As a result the school property is vandalized and learners become victims of circumstances.
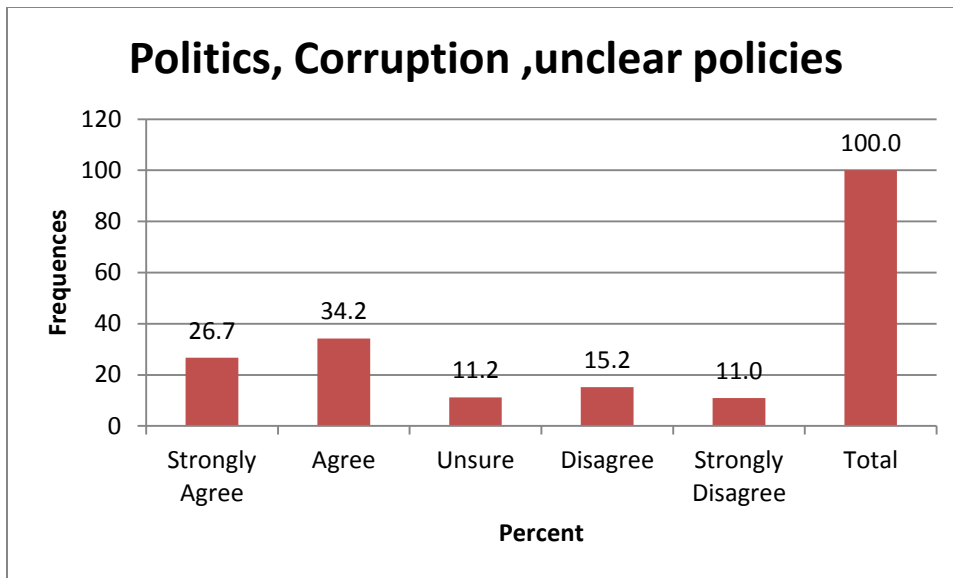
Fig 12: Influence of politics, corruption and unclear policies

From Fig 12 above, 34.2 percent of the respondents agree that politics, corruption and sometimes policies which are not well explained tend to result in low morale in teachers. Of the 120 respondents 26.7 percent strongly agreed, which altogether makes **60.9 percent** of respondents who confirmed the immense influence of corruption, politics and confusing policies in the education system. This percentage (60.9%) is significant considering that there have been reports of nepotism and bribery in the media committed by some officials for teachers to get senior positions such as Head of Department as well as principalship. As a result deserving candidates do not get promoted due to corruption and other illigitimate practices in the system. Moreover, incessant changes in the education policies has impacted negatively on the teachers' level of motivation. For instance in 1996 the new education dispensation introduced the Outcomes Based Education (OBE) which was later replaced by the National Curricullum Statements (NCS). The latter has also been replaced by the Curriculum and Assessment Policy Statement (CAPS). All these changes have a significant impact on the teachers' morale in the classroom in particular, as well as in the entire teaching profession in general.
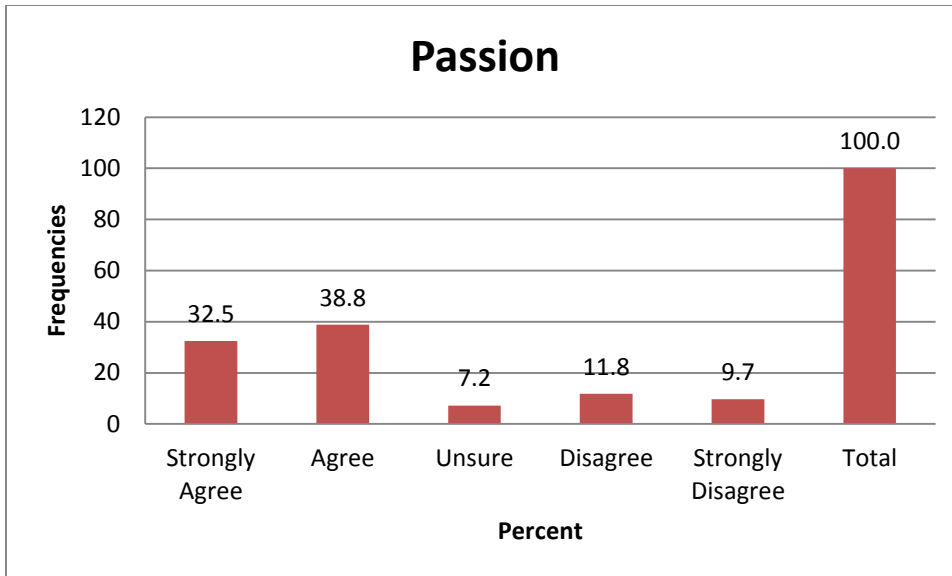
Fig 13: Teachers' passion and motivational level

According to Fig 4.13 above, 38.8 percent of the respondents agreed that they chose teaching because they had passion for the career, and 32.5 percent strongly agreed. The overall percentage of respondents who manifested passion for choosing teaching as their profession is **71.3 percent.** There are a number of factors which drive some individuals to choose teaching as their profession. Research evidence suggests that many people would prefer teaching as a career of choice because of pleasure they derive out of their students' success. For instance some would confess that to them it brings a sense of fulfilment when they see their matrics pass with distinctions in their subjects. They gauge their performance by looking at the quality of product they produce at the end of the term. These are teachers who work beyong the call of duty by, for example, conducting afternoon and holiday classes with their learners. Others opt for teaching as a career because of flexible working hours. It is interesting to note that 11.8 percent of respondents disagreed and 9.7 percent strongly disagreed that they are passionate about teaching. It implies that there are altogether 21.5 percent of teachers in the system who may be described as lacking motivation employer.
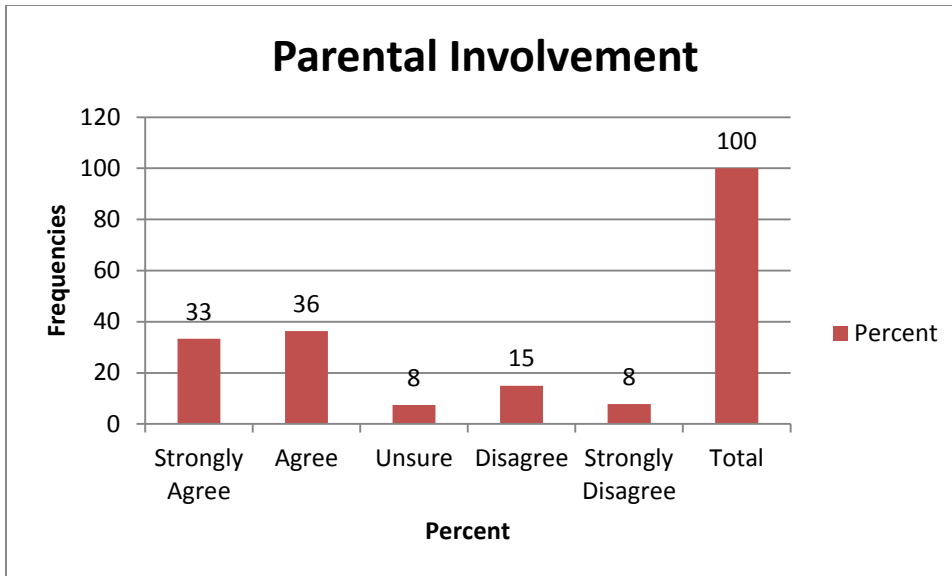
Fig 14: Effects of parental involvement

Parental involvement remains one of the serious challenges and a major drawback faced by teachers in schools, which prevents them from helping some of the learners in an effective and efficient manner. Fig 4.14 above indicates that 36 percent of respondents agreed, whilst 33 percent strongly agreed, that involvement of some of the parents in their children's education was minimal if at all exists. The overall percentage of **69 percent** is significant especially in view of the fact that many of the schools in uThungulu district are situated in rural areas. The Department of Basic Education (DBE) has placed such schools in the 'no-fee schools' category because the vast majority of parents in these areas cannot afford to pay school fees due to poverty and high rate of unemployment. Homework supervision becomes a problem. Parents and guardians cannot help because of illiteracy. Some schools attempt to involve parents by calling parents' meetings. However, attendance by parents to these meetings becomes very poor. Lack of cooperation between teachers and parents results in children not benefitting maximally in their education. Some children get demotivated and even drop-out due to lack of support and encouragement from parents. Therefore the above statistics reflects the reality faced by teachers at many of the schools within and outside uThungulu district of KwaZulu-Natal.
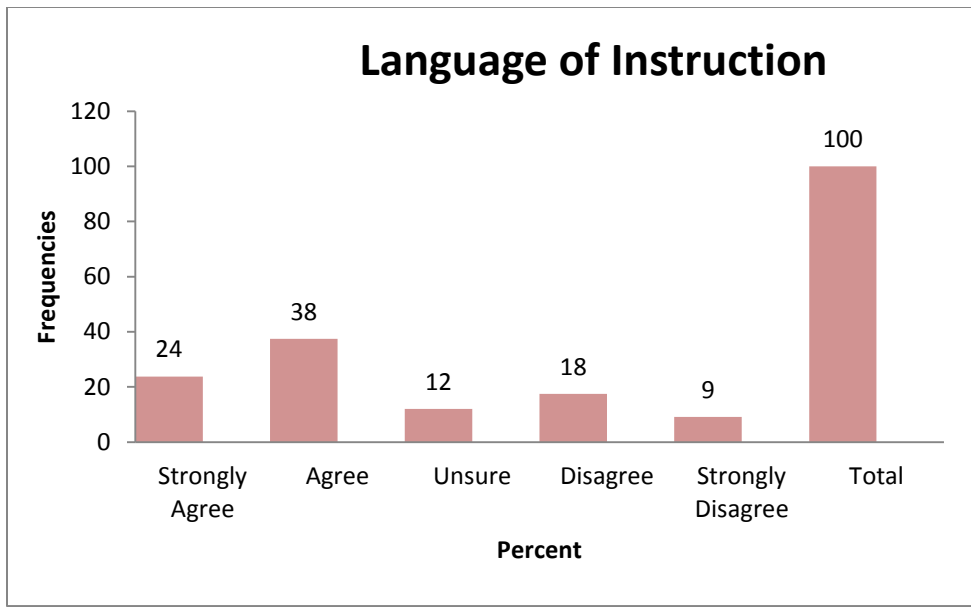
Fig 15: Language of instruction

Fig 15 above represents the effect of language of instruction on the teachers' level of motivation. Of the 120 respondents 38 percent agreed, and 24 percent strongly agreed, that they became frustrated to witness some of the teachers explaining the subject content to learners in the vernacular. The medium of instruction at most schools is English, except in the Foundation Phase. The situation becomes worse if this happens to the matriculants who are expected to write their final examinations in English. A figure of 62 percent is significant enough to suggest that it is important for teachers to expose learners to the language of instruction at an early stage. The practice will benefit learners so that by the time they reach matriculation level they are familiar with the English language rules. Research evidence suggests that some learners fail matric not because they do not know, but the problem lies with their inability to interpret the questions asked. Failure to adhere to the language policy as stipulated by the Department of Basic Education serves as a disservice to the learners who need more exposure to the second languge before they get to senior classes.
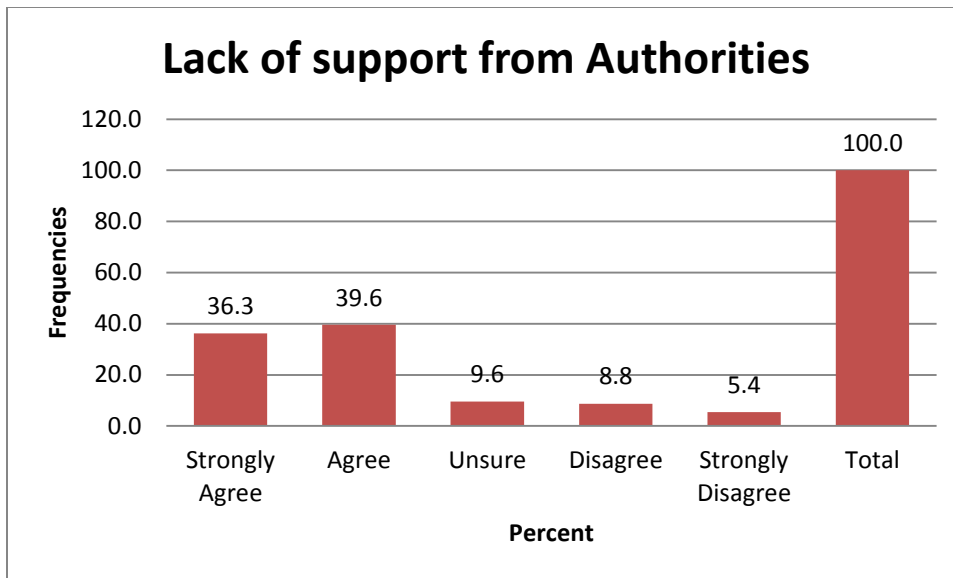
Fig 16: Lack of support from authorities

As shown in Fig 16 above many of the respondents (39.6%) agreed, and 36.3 percent strongly agreed, that they do not get enough support from their authorities such as Phase HODs and district Subject Advisors. Indeed a percentage of **75.9** percent (when both of them are added together) is significant and this has serious implications on the interpretation and implentation of departmental policies. The situation is compounded by the influence of politics and corruption in the system where inappropriate candidates, either due to lack of experience or relevant qualifications, are employed to senior positions. The reality is that teachers rely on those on positions of authority to give them guidance and support. If teachers lack direction as regards what is expected of them, they become overwhelmed and that has a potential for burnout and distress which may result in some of them opting for resignation and early retirement.

The analysis in the following Tables was based on three questions (B41 - B43) in the questionnaire, which sought to elicit information regarding the effectiveness of inservice training in preparing teachers to: (1) teach the curriculum using the appropriate teaching strategies, (2) assess learning outcomes of their learners, and (3) address strategies for managing certain hardships such as large classes. The responses were measured on a 5-point scale: Very poorly, poorly, merely satisfactory, well, and very well. The results turned out to be as follows:

Table 1: In-service training and appropriate teaching strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poorly	7	5.8	5.8	5.8
	Poorly	16	13.3	13.3	19.2
	Merely Satisfactory	29	24.2	24.2	43.3
	Well	39	32.5	32.5	75.8
	Very Well	29	24.2	24.2	100.0
	Total	120	100.0	100.0	

Table 1 above shows that 32.5 percent of the respondents indicated that in-service training was preparing them well, whilst 24.2 percent indicated very well, to teach the curriculum using appropriate teaching strategies. These results show that at least education authorities are trying everything possible to support teachers to keep abreast of content knowledge of their subject specializations through in-service training. This has been necessary considering that some teachers have complained about ever changing policies which cause instability in their practice. In-service training should help to alleviate tension which may lead to distress if such training was not provided. Moreover, such training should help to sustain the levels of teachers' motivation to continue rendering the service to the desperate learners.

Table 2: In-service training and assessment of learning outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poorly	8	6.7	6.7	6.7
	Poorly	10	8.3	8.3	15.0
	Merely Satisfactory	29	24.2	24.2	39.2
	Well	48	40.0	40.0	79.2
	Very Well	25	20.8	20.8	100.0
	Total	120	100.0	100.0	

The results in Table 2 above show that 40 percent of the respondents indicated that inservice training adequately equips them well with skills to assess the learning outcomes of their learners, whilst 20.8 percent felt inservice training prepares them very well for the assessment of the learning outcomes. The picture presented in this Table shows that generally teachers are happy with the manner in which inservice training is conducted since it equips them with skills which are relevant to their classroom practice. The overall percentage of 85 percent when including those respondents who indicated they were satisfied with inservice training is a positive one. Therefore inservice training at least helps to boost teachers' level of motivation.

Table 3: In-service training and management of classroom challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poorly	24	20.0	20.0	20.0
	Poorly	38	31.7	31.7	51.7
	Merely Satisfactory	17	14.2	14.2	65.8
	Well	22	18.3	18.3	84.2
	Very Well	19	15.8	15.8	100.0
	Total	120	100.0	100.0	

Table 3 above shows that 31.7 percent of the respondents indicated that inservice training was not preparing them to deal with challenges such as managing big classes, and 20 percent reported very poorly in this aspect. A

percentage of 51.7 percent is significant and shows that teachers are not equiped with skills to deal with large classes that they have to teach on a daily basis. Indeed this aspect may add on the level of ditress teachers experience when trying to cope with large classes at their schools.

Table 4: Summary of variables affecting teachers' levels of motivation

	Variables	**Frequency :Yes**	**Percent: Yes**	**Frequency :No**	**Percent: No**
C1	Transparency and fairness in recruitment and promotion processes	28	23.3	92.0	76.7
C2	Political Interference in recruitment and promotion of teachers	99	82.5	21.0	17.5
C3	Unclear and changing policies	87	72.5	33.0	27.5
C4	Principals' training in management and leadership courses	41	34.2	78.0	65.0
C5	Relationships among teachers	64	53.3	56.0	46.7
C6	Knowlegde of the code of conduct for teachers	100	83.3	20.0	16.7
C7	Are teachers in possession of code of conduct documents?	82	68.3	38.0	31.7
C8	Teacher voices: Are they listened to?	32	26.7	88.0	73.3
C9	Availability of teaching and learning materials	40	33.3	80.0	66.7
C10	Availability of facilities and adequate physical Infrastructure	31	25.8	89.0	74.2
C11	Opportunity for unqualified teachers to upgrade their qualifications whilst working as full time employees.	76	63.3	44.0	36.7

Table 4 above give a summary of variables to which respondents had to indicate the extent to which they affect them. It is worth to mention that many respondents (82.5%) view politics as interfering significantly in recruitment and promotion processes in the education system. This has impacted negatively on the type of leadership found at many of the schools. In this study this view was supported by 65 percent of the respondents. Other respondents (72.5%) were also unhappy about unclear and ever-changing policies in education. Another interesting observation was that although teachers were aware of the existence of the code of conduct for teachers (83.3%), only 68.3 percent were in possession of the

hard copies, or had access to the contents of the code. It implies that education authorities need to do more to ensure that every teacher has his/her own copy of the code of conduct. This is important considering that there have been many media reports about teachers who were alleged to have committed offenses which could have been avoided if the accused were fully conversant with the contents of the code of conduct. Such offenses include applying corporal punishment when it was abolished, sexual molestation resulting in learner pregnancy by teachers, as well as portraying generally bad behaviour that dents the integrity of the teaching profession. Moreover, teachers felt that they were never listened to (73.3%) when they voiced their concerns to authorities which added more on their levels of distress. Inadequate teaching and learning resources reported by 66.7 percent, as well as physical infrastructure such as science laboratories and libraries (by 74.2%) remain a biggest challenge to the teachers especially those in rural schools where learners and communities need maximum support.

4.4 ANALYSIS OF OPEN-ENDED QUESTIONS

This section encapsulates data elicited from the respondents where they had to provide qualitative responses. It is represented as Section C in the questionnaire. A number of themes emerged from this section and these include teacher workloads, overcrowded classrooms, teacher salaries, lack of recognition and prestige, lack of security and problems related to learner discipline at schools, effects of poverty and HIV and AIDS; political interference, corruption and unclear policies, lack of teaching and learning resources, poor parental involvement in children's education, and lack of support from authorities. Further details about the salient themes which tended to be common in almost all the questionnaires are discussed and extracts of protocols are provided in Chapter 5.

4.5 SUMMARY

The purpose of this Chapter was to present and analyze data obtained from the respondents after the administration of the survey questionnaires. It started by providing spatial representation of data related to the biographical details of the sample, which formed Section A of the questionnaire. It then provided the results of Section B (close-ended questions) by means of bar charts whereby percentages of responses for each of the 5 categories of the Likert scale type of questions were expressed. A detailed discussion of Section C (open-ended questions) of the questionnaire will form part of Chapter 5, which is the concluding Chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS, LIMITATIONS OF THE STUDY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In this Chapter the findings of the study are discussed. These findings are discussed in relation to the aims of the study stated in Chapter one. Limitations of the study are highlighted, and recommendations are made based on the general findings of the study.

5.2 DISCUSSION OF THE STUDY FINDINGS

5.2.1 Aim One: To determine factors that influence levels of teacher motivation in uThungulu district schools

Participants in the study highlighted the following salient factors (which are grouped as themes) as impacting on their efficient execution of duties in the classroom:

- **Theme 1: Teacher workloads**
  There was general agreement among teachers (69.1%) that the workload that they are expected to carry on a daily basis interferes significantly with their ability to discharge teaching duties in a professional and responsible manner. This finding seems to support the finding by Chisholm, et al. (2005) who discovered that the advent of the new curriculum of education so-called the Outcomes Based Education (OBE) and the National

Curriculum Statement (NCS) in South Africa has meant the erosion of instructional quality time into the school programmes. Teachers felt they were overburdened with additional administrative responsibilities which in the past were carried out by clerks employed by schools. These duties included among others participation in a number of committees within the school, the capturing of learner marks, filing of learner portfolios when there is no provision of office space, compilation of data on learners' progress on a quarterly basis which formed the basis of the progress reports, preparation of reports on learners' social and family background, professional duties such as attending meetings, seminars, workshops, and countless other responsibilities.

> *"I feel demotivated because apart from teaching my subjects, I am expected to compile the mark schedules, school progress reports, mark class register……"*

According to Mampane (2012), the amount of time that teachers spend on planning for lessons is disproportionate to the actual period that they should have in presenting lessons in class. Heads of departments occasionally check teachers' files with the main focus being whether the teachers have daily, weekly and quarterly lesson preparation forms in the subjects that they teach. As a result, most teachers end up being stressed because of their inability to cope with the workload.

A study conducted by Milner and Khoza (2008) reveal that a significant number of teachers are absent from work due to psychological factors, physical illness necessitated by being overworked, and general fatigue. These authors argue further that teachers' stress levels in South Africa are extremely high and little appears to be done in the education sector to combat this situation. This coupled with the fact that there is a significant number of vacant posts in the profession which clearly points to the need

for hiring of more teachers means the problem of heavy workload will continue unabated in the foreseeable future. It is within this context that a lot of teachers are resigning from the profession for other perceived greener pastures.

- **Theme 2: Overcrowded classrooms**

  Results of the study also revealed that teachers in uThungulu district were concerned about inappropriate teacher-pupil ratios in basic education. Some teachers (66%) reported to be teaching up to 60 learners in their classrooms. One of the respondents commented as follows:

  > "*Because of overcrowding classes, the teacher is unable to deliver well ......organized presentation to learners. Learner involvement is not good because teacher must create more work for all groups.... ....directed time is not enough because each class may have 6-8 groups. All these groups are monitored by one educator. It will be best ......good education if the ratio will be 1:35 per class*"

  Apparently the situation in the KZN Province has not changed in the majority of the schools in that at one stage it was reported that the Province had the highest teacher-pupil ratio at 38:1 (Jarvis, 1999). International comparative studies (Huebler, 2008, p.1) reveal that the trend in some countries like the UK is 18:1 with countries in North Africa standing at an average of 19:1. School Governing Bodies (SGB's) at historically advantaged schools, which form the minority in uThungulu district, are able to use their huge budgets to employ additional teachers to alleviate the problem of teacher-pupil ratios. Unfortunately, the same privilege cannot be enjoyed by schools in historically disadvantaged areas owing to limited resources.

The goal of universal education for all is regrettably being pursued at the expense of teachers whose labour is being exploited with little regard to their well-being. This results in teachers being unable to provide individual attention to slow learners. Consequently, this adversely affects the provision of quality education which is needed in order for students to be competitive players in the global world of commerce, technology, international politics and world economy in general.

- **Theme 3: Teacher salaries**

Teacher salaries were reported by 47.5 percent of teachers to be generally low, and this being the case with Grade R teachers:

> "*Some teachers especially those who are teaching Grade R are not taken seriously……..they do not get decent salaries*".

Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfilment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities which can undermine their motivation to perform in their primary job and lead to increased absenteeism.

> "……*cost of living is too high. I cannot survive on the monthly salary I'm getting from government. ……I am teaching the adult learners after working hours to supplement my income*".

Surely secondary appointment such as private tutoring is detrimental to learner achievement or at least the distribution of learner achievement when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school.

Research evidence (Beardwell & Holden, 2001, p.514) revealed that the salary of a particular job reflected beliefs about the worth of jobs based on scope, level of responsibility, skill requirement, objectionableness of duties, commercial worth and strategic relevance. Bernstein (2010) postulates that job satisfaction is an important area of research because it is correlated with enhanced job performance, positive work values, high levels of employee motivation and lower levels of absenteeism, turnover and burnout. The poor remuneration enjoyed by teachers in the public sector has resulted in organizational performance being seriously compromised. Obviously this goes against the provisions of the *White Paper on Transformation of Public Service Delivery* (Batho Pele) (1997), in particular section 3(8) value for money which requires public servants to provide services economically, effectively and efficiently. It is unlikely that this principle can be achieved given the nature of salaries teachers receive.

The results of unsatisfactory teacher salaries are disquieting. For instance a significant number of experienced teachers are poached by overseas countries with promises of better conditions of service and in particular better salaries. It is concerning that not only the KwaZulu-Natal Province, but South Africa as a country is losing the best teachers in scarce skills areas like mathematics, science, technology and languages. In this regard the recruitment agencies reported that they received up to 250 calls a month from teachers who indicated interest in being placed on their waiting list for possible opportunities to teach abroad where they are likely to receive up to three times the salary they receive in South Africa (Footsprint Recruiting, 2009). The Department of Basic Education (DBE) has attempted to recruit teachers from countries such as Zimbabwe, Cuba and Mozambique in areas like mathematics, science and technology. This practice seems to defeat the country's skills development agenda given the fact that after the contracted period of work the expatriated teachers

leave for their countries without having transferred the requisite skills to local teachers. Another attempt to address the remuneration challenge by the DBE was the introduction of a performance-based reward system called the Integrated Quality Management System (IQMS). The public was informed that IQMS signaled a new approach to performance evaluation in the South African school system (Report on the IQMS, 2006). Teachers were to be remunerated in accordance with their performance in and outside the classroom. However, for teachers to be adequately rewarded for their performance - there is a need for evaluation process to be conducted by properly trained managers.

- **Theme 4: Lack of recognition and prestige**

Fifty-eight point four percent (58.4%) of participants in this study felt that the respect for their profession was decreasing – in the eyes of the learners, parents, government and the larger society.

> *"……my principal discourages me by the way he approaches me. He does not consider/recognize my good points. He rather sticks to my weaknesses even if I try to give all my best".*

Indeed the above scenario is true with many of the primary and high schools. The result is that some parents do not encourage their children to consider teaching as their career of choice. In an effort to make teaching profession attractive so that students enroll for the teaching programmes at tertiary institutions, the DBE has introduced Funza Lushaka Bursary Scheme. On completion of the degree programme, the department places new teachers at the public schools to teach for the same number of years that they received the bursary (DBE, 2008). The reality of the situation is that many students apply for this bursary not because they are passionate about the teaching profession but rather as a result of broader socio-economic challenges in the country.

- **Theme 5: Lack of security and learner discipline**

Some respondents (62.5%) in the study raised a concern about lack of security at the schools where they are teaching. They felt that to a large extent this was complicated by certain learners who were generally disobedient, ill-disciplined and have no regard for authority.

> *"Some of the learners in my school are not serious. ….they come to school drunk and others carry weapons and intimidate other learners. We are not safe ….."*

In terms of the Code of Conduct for Learners (2007, p.16) drafted by the DBE, bullying is only regarded as a Grade 2 offence. This means that unlike Grade 4 offences which can be reported to the SAPS, bullying is largely considered a minor offence even though its effects are devastating to both innocent learners and teachers.

The promulgation of legislation which disbanded corporal punishment has left teachers powerless to deal authoritatively with growing acts of intimidations associated with bullying at schools. In the same vein Mampane (2012, p.297) states that the principle of *in loco parentis* is no longer the corner stone of teacher-learner relations in schools owing to that learners have all the rights and powers to determine the school agenda as they deem it fit.

The nonexistent security in some of the schools has left teachers vulnerable to gun toting learners and their friends in the surrounding communities who are able to enter school premises as they wish and terrorize teachers. Instances of learners physically attacking teachers (like the recent incident in the Gauteng Province) have been widely reported in the media. In some schools in the KZN province there have also been

reports that the South African Police Service conducts regular searches and illegal weapons such as guns, knives, dagga, and other drugs were confiscated from learners.

- **Theme 6: Poverty and HIV/AIDS**

  The majority of primary and secondary schools in uThungulu district are located in deep rural areas. Participants (69.2%) reported that in these areas many learners come from poverty-stricken family backgrounds. The rate of illiteracy and unemployment is high, and learners come to school in empty stomachs. The only place where learners can get a healthy diet is at school through the government feeding scheme. However, the reality is that some of the children are bread-winners in their families. They have to look after their siblings after the death of parents mainly through the HIV and AIDS pandemic. Their appearance at school makes them feel they are different because of old and torn-off uniforms that they wear. Again, this becomes a devastating factor to teachers in these areas. One respondent reported that she had to take out from her meagre income to buy shoes and a school uniform for one of the Grade 5 learners.

  > "*In my school learners are very poor. They come to school in old uniforms and shoes. Others do not have those uniforms. At one stage I felt pity for the poor child and bought her some shoes as he used to come to school wearing shoes with protruding toes*".

  Many symptoms of poverty were presented by learners at primary schools. The situation obliges teachers to portray the role of social workers, which adds more responsibility on their shoulders.

  Teachers especially those at high schools were concerned about an alarming rate of teenage pregnancy at their schools. Teenagers seemed not to be taking heed of the dangers of unprotected sexual encounters.

The current legislation allows them to attend school during pregnancy to an extent that others report labour pains when they are in class in the ninth month. Comments such as below show that teachers are facing some serious challenges related to teen pregnancy:

> *"We face a lot of challenges concerning teenage pregnancy at our school. We do not know what to do because we are not trained in midwifery. Some teenagers stay at school until time for delivery, and others simply disappear once they discover that they are pregnant".*

This is demotivating and put the lives of both pregnant teenagers and disillusioned teachers at risk. Some teachers believe that the trend appears to be deliberate in view of the fact that teenagers receive child care grant from government for every baby that they deliver. In many Instances the grant does not help the child but the teenager herself to improve her outside look. After delivery teenagers go back to school, leaving children with the grannies who themselves are recipients of old age pension.

- **Theme 7: Lack of fairness in recruitment and promotions**
  Sixty point nine percent (60.9%) of respondents were concerned about lack of fairness when it comes to promotions. It was reported that it was common to find some members of the profession being promoted to senior positions when they were not appropriately qualified for the job in terms of qualifications and experience.

> *"Recruitment of teachers is not fair in schools. The circuit managers and the principals recruit according to the unions they are in".*

Mampane (2012, p.299) alludes to what he calls cadre-deployment, where teachers who are members of the ruling party get preference over promotional posts. He states further that while other teachers with the requisite skills, experience and qualifications may spend their entire career as Post Level 1 (entry level), the ruling party affiliates get preferential treatment when it comes to promotional posts in the public sector. Indeed the practice has resulted in committed teachers being demoralized and demotivated, leading to some tendering resignation and others taking severance packages.

5.2.2 Aim Two: To determine the effects of these factors on teachers'

motivational levels

Teachers are one of the government pillars upon which it depends when it comes to the implementation of education policies. The findings of the current study seem to suggest that the many factors mentioned in the preceding sections depict a generally non-conducive situation in the teaching environment.

- For instance overcrowded classrooms, lack of resources, low salaries, lack of recognition, frequent changes in basic education policies, unfair treatment when it comes to promotions appear to be some of the factors prompting experienced teachers to quit the profession
- Teachers have become targets of micro-lenders (so called loan-sharks) due to low salaries that they earn
- Disgruntled teachers resort to labour union strikes as a way of communicating their dissatisfaction with the conditions of service
- Some teachers develop low self-esteem and never wish the public to know that they are teachers.

5.2.3 Aim Three: To explore teachers view in respect of what they think the

employer should do to improve the conditions of service

Participants in the study reported the following things which they thought were paramount for the employer to consider in an effort to improve their plight:

- They suggested that the employer needs to ensure that schools adhere to the policy which stipulates the teacher-pupil ratio of 1:36 across all phases of education. Currently teachers teach as many as 60 learners in one class, which impacts on the level of motivation

- Teachers felt that the employer needs to pay them salaries which are benchmarked against the inflation rate. There was a general feeling that many teachers are not coping with the cost of living due to salaries which are not competitive. As a result they unwillingly become regular clients and popular victims of the money-lending schemes (loan-sharks)

- There is also a feeling among teachers that government needs to treat them with dignity and respect by listening to their voices. Perhaps the labour unions should play an active role to represent the interests of their constituency/membership.

- Provide an opportunity in the form of a study leave for teachers to upgrade their qualifications within the education system. Some teachers would like to be full-time in their studies since studying part-time poses many challenges.

- Prioritize the provision of adequate textbooks and other teaching and learning facilities to increase job satisfaction among teachers

5.3   LIMITATIONS OF THE STUDY

Although the aims of the study were achieved, the researcher encountered the following challenges:

- The population of schools in uThungulu district is huge. There are altogether 693 primary and secondary schools which are scattered across 5 management districts. Therefore the researcher felt that a sample of 120 teachers from 15 schools of which 3 were purposefully drawn from each district was small.

- Road conditions to-and-from some of the schools selected was poor. After the first and second visits, the researcher had to rely on the heads of departments through the principals of these schools to collect the completed questionnaires.

- Some of the participants remained unsure of the security of their job after participating in the study, besides the fact that the contents of Participants' Informed Consent form were explained and then signed, agreeing to participate.

5.4   RECOMMENDATIONS

This section lists some recommendations which the researcher beliefs that if they are considered they can contribute immensely towards improving the conditions of service in the teaching profession. However, it is important to note that empirical evidence and expert opinion from literature that was reviewed suggest that while extrinsic factors such as pay are imperative, they are only the foundation from which teachers derive much greater motivation through intrinsic factors. Instead many sources recommend merit rewards and creative non-monetary incentives such as increased opportunities for professional development, enhanced resources and physical conditions of the school, and symbolic rewards. Based on the findings of this study, the researcher would like to make the following recommendations:

- The employer needs to provide training on large class management, active learning, and learner assessment. Perhaps the focus should be slowly shifting more towards introducing technological media in all

schools and at all phases than the conventional 'chalkboard' methodology.

- It could help to provide bonuses; for instance for improved lesson preparation, classroom instruction, effort, attendance as well as producing excellent results. Research evidence (Bernstein, 2010) suggests that monetary rewards are the strongest incentive for teachers especially salary increases or performance-based awards.

- Government needs to promote increased community and civil society involvement in education of the younger generation. Concerns about lack of parental involvement especially in rural areas, where the rate of illiteracy and poverty is high may be eliminated

- A fair and transparent process should be ensured on issues pertaining to promotions. This may include inviting external people who will be considered neutral to handle the entire process of applications for promotions. Currently there is a perception that offers for promotional positions are awarded to candidates who are affiliates of political parties depending on the composition of the panel.

- Teaching and learning resources such as textbooks and other stationery in general should be delivered to schools timeously. This will help teachers and learners to start the syllabus on time and hopefully exhaust it before the end of the school calendar year.

- Principals of primary and high schools should receive high quality training in school management and leadership. Some participants in this study complained that certain schools are chaotic and in most cases the cause of the problem leading to untenable situation is poor leadership skills.

5.5 CONCLUSION

In this research the researcher was interested in determining, among other things factors which impact on teachers' motivational levels both at primary and high schools. What became evident from the findings was that employee motivation is vital to all successful organizations. The latter will strive to motivate their employees to perform at high levels. This implies that understanding the nature of individual motivation requires understanding a complex array of individual differences.

The findings of the study indicate that factors such as teacher workloads (which is compounded by administrative duties previously performed by clerks), large class sizes, low salaries, lack of security at schools, lack of teaching and learning materials, unruly behaviour of learners, political influence in the education system, lack of fairness and transparency in promotions, and often changing education policies are some of the main sources of distress for teachers. The resultant effect has been high staff turnover –through resignation, retirement and so on.

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ANNEXURE A: QUESTIONNAIRE FOR PARTICIPANTS

SECTION A: BIOGRAPHICAL DATA

Mark with a cross **(X)** in the appropriate space provided below which applies to your case.

1. **Age:**

20-29 years	30-39 years	40-49 years	50-59 years	More than 60 years

2. **Gender:**

Male	Female

3. **Experience:**

0-6 years	7-13 years	14-20 years	21-27 years	28-34 years	More than 34 years

4. **Qualifications:**

Matric only	
Matric + Teacher's Certificate	
Matric + Teacher's Diploma	
Matric + Degree	
Matric + Degree + Diploma	
Matric + Senior Degree	
Matric + Senior Degree + Diploma	

SECTION B: CLOSE-ENDED QUESTIONS

I. SHOOTING QUESTIONS:

In this section there are statements concerning your personal experience as a teacher in relation to the motivational level as well as the conditions under which you serve. Please respond to each statement by making a cross (**X**) on the option of your choice. The meaning of the letters is as follows:

SA   = Strongly Agree
A   = Agree
U   = Unsure
D   = Disagree
SD   = Strongly Disagree

NO	STATEMENT	OPTIONS				
B1	I was motivated to become a teacher one day from my very early school days.	SA	A	U	D	SD
B2	It motivates me to see my learners engage in some debates based on the lesson topic for the day.	SA	A	U	D	SD
B3	I remain motivated regardless of the class size that I teach.	SA	A	U	D	SD
B4	I still feel motivated even when some learners in my class report problems trying to keep pace with me when I teach.	SA	A	U	D	SD
B5	The admission policy at our school is what demotivates me because it allows big numbers to be admitted in each class.	SA	A	U	D	SD
B6	Producing beyond expectations even under very trying circumstances is what motivates me in the teaching profession.	SA	A	U	D	SD
B7	Earning a good income is what motivates me to remain in the teaching profession.	SA	A	U	D	SD
B8	Increasing teacher salaries will not affect my level of motivation.	SA	A	U	D	SD
B9	Demotivating teacher salaries is what makes many of them decide to leave the profession.	SA	A	U	D	SD
B10	I am motivated because my salary is linked to the class-sizes that I teach and the level of dedication that I show at school.	SA	A	U	D	SD
B11	The manner in which teaching as a profession is looked down upon nowadays reduces my motivation.	SA	A	U	D	SD

B12	Positive relationships among teachers at my school increase my motivation.	SA	A	U	D	SD
B13	Negative comments by other professionals about teaching as a profession reduce my motivation.	SA	A	U	D	SD
B14	Unruly behaviour of learners has reduced my motivation and I am now considering to leave the profession.	SA	A	U	D	SD
B15	Professional misconduct by some teachers has reduced my motivation.	SA	A	U	D	SD
B16	That I ended-up in teaching even though it was not my first choice career motivates me.	SA	A	U	D	SD
B17	My qualifications have a great bearing on my motivation and success as a teacher.	SA	A	U	D	SD
B18	Professional jealousy among colleagues due to my qualifications reduces my motivation.	SA	A	U	D	SD
B19	Being covered for eventualities such as retirement, accident, illness, etc. motivates me.	SA	A	U	D	SD
B20	Lack of technological resources for accessing information at school reduces my motivation.	SA	A	U	D	SD
B21	Inconsistency between what I do and my earnings reduces my motivation.	SA	A	U	D	SD
B22	New government policies on education, which empower teachers in a number of ways, increase my motivation.	SA	A	U	D	SD
B23	I feel demotivated when I have to think that I may be deployed to a remote school which may not have adequate teaching and learning resources.	SA	A	U	D	SD
B24	Too many confusing policy changes in education system in South Africa reduce my motivation.	SA	A	U	D	SD
B25	Convenient working hours for teachers motivate me to stay in the teaching profession.	SA	A	U	D	SD
B26	My successes being recognized by education authorities increase my motivation.	SA	A	U	D	SD
B27	Being part of the decision making process at all levels of education management motivates me.	SA	A	U	D	SD
B28	Lack of support from the surrounding community where our school is located reduces my motivation.	SA	A	U	D	SD
B29	Emotional and psychological support of my family, relatives and friends increases my motivation.	SA	A	U	D	SD

B30	Parental support to children at the school where I teach really motivates me.	SA	A	U	D	SD
B31	More rights which learners seem to enjoy in the present education dispensation in South Africa reduce my motivation.	SA	A	U	D	SD
B32	I feel demotivated when I look at the quality of learning materials provided for the learners as it does not prepare them for the future.	SA	A	U	D	SD
B33	A number of learners in my school perform poorly because of lack of parental supervision.	SA	A	U	D	SD
B34	It reduces my motivation to teach a learner whose parent(s) have passed on through HIV and AIDS.	SA	A	U	D	SD
B35	Lack of transparency and fairness in promotion and progression of teachers reduces my motivation.	SA	A	U	D	SD
B36	Seeing learners speaking and writing the language of instruction (English) even though it is not their vernacular motivates me.	SA	A	U	D	SD
B37	Unclear rules and procedures by a school manager or principal and his/her management team reduce my motivation.	SA	A	U	D	SD
B38	It reduces my motivation when I consider that the majority of teachers prefer to teach in the vernacular because English is not an easy medium even for them.	SA	A	U	D	SD
B39	It reduces my motivation to note that some Subject Advisors are often not helpful as they themselves seem to not understand the ever-changing policy requirements for teachers.	SA	A	U	D	SD
B40	Being penalized for no apparent reason reduces my motivation.	SA	A	U	D	SD

II.   ANSWER THE FOLLOWING QUESTIONS AS:

- Very poorly
- Poorly
- Merely satisfactory
- Well
- Very well.

B41. How well does in-service training adequately prepare teachers to teach the curriculum using the appropriate teaching strategies?

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B42. How well does in-service training adequately prepare teachers to assess learning outcomes of their learners?

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B43. How well does in-service training address strategies for managing certain hardships such as large classes?

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III.   **ANSWER THE FOLLOWING QUESTIONS AS YES Or NO:**

No	STATEMENT	OPTIONS	
C1	Is the recruitment and promotion of teachers generally transparent and fair?	Yes	No
C2	Does politics play a major role in the recruitment and promotion of teachers?	Yes	No
C3	Are the policies teachers face unclear or frequently changing?	Yes	No
C4	Are principals well trained and prepared to take leadership and motivate teachers under difficult conditions?	Yes	No
C5	Do teachers generally have good relations with other teachers?	Yes	No
C6	Are teachers in your school aware of the code of conduct for teachers?	Yes	No
C7	Do teachers in your school have copies of the code of conduct?	Yes	No
C8	Do teachers generally feel that their voices are heard?	Yes	No
C9	Do teachers generally have the teaching and learning material necessary to do their job?	Yes	No
C10	Do teachers generally teach in a school environment with adequate physical infrastructure and facilities?	Yes	No
C11	Do unqualified teachers generally have the opportunity to receive qualifications as full time teachers?	Yes	No

SECTION C: OPEN-ENDED QUESTIONS

1. In your view, what sort of challenges or factors that contribute to low levels of teacher motivation at your school? **You can list as many as you like**.

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2. Explain in detail how the challenges or factors you mentioned in 1) above impact on your daily teaching and learning activities in the classroom.

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3. What do you think the employer should do to improve the conditions of service in the teaching profession?

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THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY

ANNEXURE B: ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-30- RA Level 01)

RESEARCH & INNOVATION
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Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030-RA Level 01 PGM 2014/108					
Project Title	Factors influencing levels of teacher motivation at schools in uThungulu District					
Principal Researcher/ Investigator	NN Mbatha					
Supervisor and Co-supervisor	Prof DR Nzima					
Department	Educational Psychology and Special Education					
Nature of Project	Honours/4th Year		Master's	x	Doctoral		Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions: (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
(2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

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Classification:

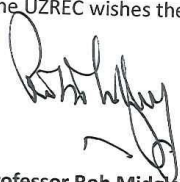| Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			
Health Research Ethics Committee recommendation			X
Ethical clearance application form			X
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian	X		
Permission for access to sites/information/participants			X
Permission to use documents/copyright clearance	X		
Data collection/survey instrument/questionnaire			X
Data collection instrument in appropriate language	X		
Other data collection instruments (Focus group interview schedule)		Only if necessary	
	X		

The UZREC retains the right to

- Withdraw or amend this Certificate if
    - Any unethical principles or practices are revealed or suspected
    - Relevant information has been withheld or misrepresented
    - Regulatory changes of whatsoever nature so require
    - The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

Professor Rob Midgley
Deputy Vice-Chancellor, Research and Innovation
Chairperson: University Research Ethics Committee
20 August 2014

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

2 0 -08- 2014

RESEARCH & INNOVATION OFFICE

ANNEXURE C: Letter from Provincial DOE

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Mrs N N Mbatha
University of Zululand
Private Bag X1001
KWADLANGEZWA
3886

Dear Mrs Mbatha

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "FACTORS INFLUENCING LEVELS OF TEACHER MOTIVATION AT SCHOOLS IN UTHUNGULU DISTRICT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1.   The researcher will make all the arrangements concerning the research and interviews.
2.   The researcher must ensure that Educator and learning programmes are not interrupted.
3.   Interviews are not conducted during the time of writing examinations in schools.
4.   Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5.   A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6.   The period of investigation is limited to the period from 30 October 2014 to 30 June 2015.
7.   Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8.   Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9.   Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10.   Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (uThungulu District).

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 05 November 2014

ANNEXURE D: INFORMED CONSENT

INFORMED CONSENT DECLARATION
(Participant)

Project Title: **Factors Influencing Levels of Teacher Motivation at Schools in uThungulu District**

Mrs NN Mbhatha (name of researcher/person administering the research instrument) from the Department of **Educational Psychology**, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to **determine factors which influence the level of teacher motivation at schools falling under my district (uThungulu).**

2. By participating in this research project I will be contributing towards **helping the employer, and other interested parties, to understand the sources of teachers' frustrations which they experience in their daily execution of duties. The effect among others has been the highest staff turn-over at all the phases of education.**

3. I will participate in the project by **answering the questions in the questionnaire/completing the questionnaire and asking questions where I do not understand.**

4. My participation is **entirely voluntary** and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

5. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

6. I am aware that the researcher intends publishing the research results in the form of **articles in Journals**. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

7. I will have access to any information including the results, which I may need during and/or after this process has been completed.

8. Any further questions that I might have concerning the research or my participation will be answered by **Mrs NN Mbatha.**

9. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

10. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, …………………………………………………………………………….. have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

…………………………………….   …………………………………….
Participant's signature   **Date**

ANNEXURE E: LETTER TO SCHOOL PRINCIPAL

Mrs NN Mbatha
PO Box 238
KwaDlngezwa
3886

The Principal

…………………………….

…………………

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of **Educational Psychology and Special Education** at the University of Zululand. My supervisor is **Prof D R Nzima.**

The proposed topic of my research is: **Factors influencing levels of teacher motivation at schools in uThungulu district.** The objectives of the study are:

(a)   To establish factors which influence levels of teacher motivation to discharge their duties at school

(b)   To determine the effect which these factors have on the teachers' daily activities where they are employed

(c)   To explore teachers' opinions with regard to what they think the employer should do to improve their conditions of service.

I am hereby seeking your consent to conduct this study at your school. To assist you in reaching a decision, I have attached to this letter:

(a)   A copy of an ethical clearance certificate issued by the University

(b)   A copy of the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor at the details provided in this letter.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

_____   _____

Mrs NN Mbatha (Researcher)   **Prof D R Nzima (Supervisor)**
MbathaN@unizulu.ac.za   **NzimaD@unizulu.ac.za**
035-902 6753   **035-902 6240**

ANNEXURE F: Letter to District Manager

Mrs NN Mbatha
PO Box 238
KwaDlngezwa
3886

The Manager
uThungulu District of Education
Empangeni

Dear Ms/Mr …..

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of **Educational Psychology and Special Education** at the University of Zululand. My supervisor is **Prof D R Nzima.**

The proposed topic of my research is: **Factors influencing levels of teacher motivation at schools in uThungulu district.** The objectives of the study are:

(d)   To establish factors which influence levels of teacher motivation to discharge their duties at school
(e)   To determine the effect which these factors have on the teachers' daily activities where they are employed
(f)   To explore teachers' opinions with regard to what they think the employer should do to improve their conditions of service.

I am hereby seeking your consent to conduct this study at schools falling under your jurisdiction. To assist you in reaching a decision, I have attached to this letter:

(c)   A copy of an ethical clearance certificate issued by the University
(d)   A copy of the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor at the details provided in this letter.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

_____   _____
Mrs NN Mbatha (Researcher)   **Prof D R Nzima (Supervisor)**
MbathaN@unizulu.ac.za   NzimaD@unizulu.ac.za
035-902 6753   **035-902 6240**