

**THE RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND TEACHERS'
JOB SATISFACTION**

BY

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for the degree of**

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at the

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DECLARATION

I, **Zviedo Chibisa** (Student Number **201100895**), declare that this mini-dissertation, which is submitted in partial fulfilment of the requirements of the degree of Master of Education to the University of Zululand, is my own work in design and execution and has not been previously submitted by me for a degree at any university, and that all sources I have used have been indicated and acknowledged by means of a complete reference.

Zviedo Chibisa

July 2016

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I would also like to acknowledge the assistance, support and encouragement of my co-supervisor and HoD Professor M. M. Hlongwane.

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Special mention goes to my husband, Admire Chibisa, for constantly encouraging me to persevere, especially when the chips were down. Our sons Tatenda and Takudzwa deserve special mention for their unequalled moral support.

May all glory be to God.

DEDICATION

This study is dedicated to my husband Admire Chibisa and our two sons Tatenda and Takudzwa for their continued support and encouragement. May this work be a source of inspiration throughout their lives.

ABSTRACT

The purpose of this study was to investigate the relationship between motivational factors and job satisfaction. A descriptive research design was used in the study to investigate what motivates teachers to be committed to their jobs. The sample consisted of 521 teachers, ranging from pre-school up to high school. To meet the objectives, a three part questionnaire was designed, collecting data on teacher motivation, teachers' job satisfaction and demographic variables. The researcher used Statistical Package for the Social Sciences (SPSS) as a statistical analysis tool to describe and present data and provide evidence.

Findings of the study revealed that although teachers were motivated, they were not necessarily satisfied. Motivational factors were ranked and it was found that teachers were mostly motivated by being regarded as role models, the desire to achieve goals, students' success, being competent in the field and good teachers' relations. At the bottom of the list were the least motivating factors which were: progression and promotion, balance of work and family, administration work and income that did not satisfy their needs. Findings also revealed that teachers were satisfied with their relations with inspectors, disciplined learners who were willing to learn, buildings and equipment. Findings showed that poor teachers' relations did not affect their job satisfaction. At the bottom of the ranking were: noise, being penalised, poor salary, marking of work for large classes and teaching large classes. This showed that teachers were least satisfied with these aspects.

Significant relations were found between demographic variables and motivation, as well as job satisfaction. The results revealed that gender had no statistical significant relationship to teachers' motivation and job satisfaction. A teaching qualification had no statistical significant relationship to teachers' motivation, but it was a statistically significant relationship to teachers' job satisfaction. Age, phases and teaching experience showed statistical significant relationship to teachers' motivation and job satisfaction though the correlations were low in all the variables. This has shown that gender and teaching qualification have had no effect on motivation and job

satisfaction. Age, phases and teaching experience all have had effects on teachers' motivation and teachers' job satisfaction.

Based on the findings, discussions and the conclusions drawn, School governors should create an environment where teachers work as a team, use disciplinary measures sparingly, ensure there is an adequate level of educational technology, and strive to create a positive school atmosphere with the full participation of its teachers. The government should also ensure that conditions of service of teachers, and other sectors of the economy, are equitable. Teachers' self-esteem and teachers' social status could be enhanced by providing teachers with effective training, decent working conditions, and enhanced remuneration, and by sensitising all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
CHAPTER ONE	1
1.1 INTRODUCTION	1
1.2 BACKGROUND AND CONTEXT OF THE PROBLEM	1
1.2.1 Teacher motivation	1
1.2.2 Frederick Herzberg's two-factor theory of motivation	4
1.3 PROBLEM STATEMENT	7
1.4. AIMS OF THE STUDY	7
1.5 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE	8
1.6 OPERATIONAL DEFINITION OF TERMS	8
1.6.1 Motivation	8
1.6.2 Job satisfaction	8
1.6.3 Teachers	8
1.6.4 Students	9
1.6.5 Elementary School	9
1.6.6 Biographic/Demographic	9
1.7 RESEARCH HYPOTHESIS	9
1.8 RESEARCH METHODOLOGY	9
1.8.1 Research design	9

1.8.2 Sampling design	10
1.8.3 Research instrument.....	10
1.8.4 Description of procedures.....	12
1.9 ETHICAL CONSIDERATIONS.....	12
1.10 PLAN OF STUDY	13
1.11 CONCLUSION.....	14
CHAPTER TWO.....	15
LITERATURE REVIEW	15
2.1 INTRODUCTION	15
2.2 THEORETICAL FRAMEWORK	15
2.3 THE NATURE OF MOTIVATION AMONG TEACHERS.....	17
2.4 EFFECTS OF MOTIVATION ON TEACHER MORALE AND PERFORMANCE	21
2.5 HOW TEACHERS RANK DIFFERENT MOTIVES FOR REMAINING IN THEIR JOBS	27
2.6 THE RELATIONSHIP BETWEEN MOTIVATION AND TEACHERS' BIOGRAPHICAL DATA	31
2.6.1 Gender.....	31
2.6.2 Age	33
2.7 CONCLUSION	36
2.8 LITERATURE CONTROL	37
CHAPTER 3.....	41
METHODOLOGY.....	41
3.1 INTRODUCTION	41
3.2 RESEARCH DESIGN	41
3.3 EMPIRICAL STUDY AND ETHICAL CONSIDERATIONS.....	42
3.4 RESEARCH INSTRUMENT.....	43

3.4.1 Scoring procedure	44
3.4.2 Validity and reliability	45
3.5 SAMPLING DESIGN.....	45
3.6 DATA ANALYSIS	46
3.7 PILOT STUDY	46
3.8 CONCLUSION.....	47
CHAPTER FOUR.....	48
PRESENTATION AND ANALYSIS OF DATA	48
4.1 INTRODUCTION	48
4.2 SELECTION OF SCHOOLS FOR THE PILOT STUDY	48
4.3 ADMINISTRATION OF THE PILOT RESEARCH INSTRUMENT.....	49
4.4 ESTABLISHMENT OF VALIDITY AND RELIABILITY	50
4.5 FINAL STUDY SAMPLE	51
4.6 RESULTS	52
4.6.1 Presentation of means and standard deviations for the whole sample	52
4.6.2 Reiteration of hypotheses	52
4.6.3 Analysis of data	52
4.7 CONCLUSION	68
CHAPTER FIVE.....	69
DISCUSSION OF FINDINGS.....	69
5.1 INTRODUCTION	69
5.2 SUMMARY OF STUDY.....	69
5.2.1 Aims.....	69
5.2.2 Methodology	69
5.2.3 Results.....	70
5.3 FINDINGS.....	70

5.3.1 Findings with regards to aim number one	70
5.3.2 Findings with regards to aim number two	71
5.3.3 Findings with regards to aim number three.....	71
5.3.4 Findings with regards to aim number four.....	73
5.4 LIMITATIONS	74
5.5 RECOMMENDATIONS.....	75
5.6 AVENUES FOR FUTURE RESEARCH.....	75
5.7 CONCLUSION	76
REFERENCES.....	77
ANNEXURES.....	82
ANNEXURE A: TEACHER QUESTIONNAIRE	82
ANNEXURE B: UNIVERSITY OF ZULULAND CLEARANCE CERTIFICATE	86
ANNEXURE C: DEPARTMENT OF EDUCATION CLEARANCE LETTER	88
ANNEXURE D: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS	89
ANNEXURE E: PERMISSION LETTER FOR SCHOOL PRINCIPALS.....	90
ANNEXURE F: PARTICIPANT CONSENT LETTER	91
ANNEXURE G: DECLARATION BY CANDIDATE	92
ANNEXURE H: DECLARATION BY SUPERVISOR(S)	93
ANNEXURE I: Factor 1 items	94
ANNEXURE J: Factor 2 items.....	95

LIST OF TABLES

Table 1: Literature Control.....	37
Table 2: Distribution of participants in the pilot study (N= 53)	49
Table 3: Reliability of the scale.....	50
Table 4: Distribution of participants in the final study sample (N=521).....	51
Table 5: Nature of difference between teachers' scores on motivation and job satisfaction (N = 521)	53
Table 6: Mean scores ranking of motivational factors from most motivating to the least motivating	54
Table 7: Mean scores ranking of job satisfaction factors from most satisfying to the least satisfying.....	56
Table 8: The relationship between gender and teacher motivation (N=521)	57
Table 9: The relationship between gender and teachers' job satisfaction (N=521) ..	58
Table 10: The relationship between age and teacher motivation (N=521)	59
Table 11: The relationship between age and teachers' job satisfaction (N=521)	60
Table 12: The relationship between phases and teacher motivation (N=521).....	61
Table 13: The relationship between phases and teachers' job satisfaction (N=521) ..	62
Table 14: The relationship between qualifications and teacher motivation (N=521) ..	63
Table 15: The relationship between qualifications and teachers' job satisfaction (N=521)	64
Table 16: The relationship between teaching experience and teacher motivation (N=521)	66
Table 17: The relationship between teaching experience and teachers' job satisfaction (N=521)	67
Table 18: Factor loading.....	96
Table 19: Teachers' responses to 36 items (N = 521).....	98

CHAPTER ONE

1.1 INTRODUCTION

Teachers play an important role in the educational process of any society. Teachers are the very people who implement the intended curriculum to achieve the desired national educational goals. Successful implementation of the curriculum, however, depends, to a large extent, on favourable working conditions which motivate teachers and boost morale, and thereby commit them to remain in the profession.

Teacher motivation becomes an important issue given the teachers' responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive than their counterparts, and can influence students' achievement positively. The study sought to identify factors that motivate teachers. Teachers spend most of their working hours in class, working with learners, hence, it is important that teachers find fulfilment in their work.

1.2 BACKGROUND AND CONTEXT OF THE PROBLEM

1.2.1 Teacher motivation

Motivation can positively guide teachers' actions and behaviours toward achieving teaching and learning goals. Schools are mostly concerned about learners' progress and achievement. Research has shown that significant differences exist between the scores of students taught by teachers with high job satisfaction, and those taught by teachers with low job satisfaction (Msila, 2013). Teachers are important players as they are the ones who directly affect learners' achievement, mediate learners encounter with content, and control the classroom activities most directly related to learning.

If teachers are highly motivated, then it means their performance will also improve. Teacher motivation thus is a crucial issue facing teachers today. Achievement

motivation is a behaviour connected to performance excellence, and this is what South Africa, and other countries, needs in its educational institutions. The troubling reality is that although teachers are expected to be experts in motivating students, the education sector has spent little time thinking about motivating the teachers (Coggins, 2013). Teachers need to be motivated so as to retain them in the profession, and improve learners' achievement. Teachers also need other sustaining factors, including good working conditions where they are successful and supported, opportunities to work with other teachers in professional communities, differentiated leadership and advancement prospects, and good pay for what they do (Morgan, Ludlow, Kitching, O'Leary, & Clarke, 2010). These aspects would motivate them to do their work and make a difference in the learners' lives.

Teachers are motivated when their students achieve desirable results. Teachers are also excited when students do well, and they understand what was taught. Teachers report that job satisfaction is gained from the nature of day to day classroom activities, such as working with children, seeing students make progress, working with supportive colleagues, and overall school climate (Klassen & Chiu, 2010). When students achieve good results, the teacher is motivated as it reflects well on their teaching. It is important that school administrators know what motivates teachers, so that they can motivate their staff, or at least avoid lack of morale. School administrators need to create school environments that motivate teachers. Klassen and Chiu (2010) observed that teaching may bring personal satisfaction, but it also brings stress, with many demands from administrators, colleagues, students and parents, and this is compounded by work overload, student misbehaviour, and lack of recognition for their accomplishments.

In work and other contexts, motivation is often described as being intrinsic or extrinsic in nature. Intrinsic motivation, derived from within the person, or from the activity itself, positively affects behaviour, performance and well-being. Morgan et al. (2010) stated that there was considerable evidence from the US that teachers entered teaching for reasons to do with the intrinsic nature of the work, including

making a difference, doing work they would enjoy, and enhancing the lives of children.

Extrinsic motivation, on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluation of others. Through the identification and change of environmental contingencies, including extrinsic reinforcements, motivation increases have been realised in work behaviour, including attendance, punctuality, work quality and productivity. Intrinsic motivation is said to exist when behaviour is performed for its sake, rather than to obtain material or social reinforcement. Jugović, Marušić, Pavin Ivanec, and Vizek Vidović (2012) observed that the increasing number of studies on teacher motivation revealed that pre-service teachers mainly chose teaching as a career because of altruistic and intrinsic reasons, such as a desire to work with children, or make a contribution to the community.

In this study, intrinsic and extrinsic motivation of teachers was measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, and career achievement. Extrinsic motivation of teacher was measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duties and extra teaching allowances, advance payments, leave from work, and free medical care. Motivation at work was seen to be further enhanced by psychological rewards, which include meaningful and varied work, task autonomy, participatory decision-making, positive feedback, collaboration, administrative support, reasonable workload, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Dehaloo & Schulze, 2013).

A lot of literature has been reviewed in the industries about motivation but very little has been reviewed about the motivation of teachers. Imberman (2012) pointed out that systematic thinking about ways to motivate workers, to improve their productivity and coordinate their efforts, to produce increasing volumes of standardised products, started in the late 19th century, as US manufacturers evolved from cottage industries,

where owners worked alongside their employees, into longer organisations with differentiated worker forces.

Teachers' job performance is a concern to each and every individual in society as it influences people's way of life. Failure to retain effective teachers is not only costly to the education system, but it also negatively affects students' achievement (Coggins, 2013). The key aspects of teaching involve the use of instructional materials, teaching methods, assessment of learners, preparation for each and every lesson, conducting fieldwork, and participating in sport, conducting assemblies and giving guidance and counselling lessons to learners. From the activities mentioned above it can be deduced that teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students, in and outside the classroom.

1.2.2 Frederick Herzberg's two-factor theory of motivation

The study was informed by Frederick Herzberg's motivation-hygiene theory, first published in 1959. Subsequent researches on the same topic of workplace motivation have produced similar results to date. The theory was derived from the examination of the sequences of events in the work situation, which proved to have marked effects on job attitudes (Herzberg, 1965a). When Frederick Herzberg researched the sources of employee motivation during the 1950s and 1960s, he discovered that the things that make people satisfied and motivated with their jobs are different to the things that make them dissatisfied (Herzberg, 1986).

Understanding job satisfaction requires knowing some of the major debates in the field of industrial psychology. The concept of job satisfaction emerged in this area and Herzberg's duality theory was one of its major postulates (Smerek & Peterson, 2007). Job satisfaction is determined by the feelings that the individual has to the content of his job. Job dissatisfaction is determined by the feelings the individual has to the context, or the environment, in which his or her task is accomplished (Herzberg, 1965a).

According to Herzberg, there are two types of factors in motivation. There are those factors which, if present, would enhance performance and increase motivation, and are called motivating factors. Then there are other factors which, if they are absent, would decrease motivation and have an unfavourable impact on performance, and these are called hygiene factors (Kermally, 2005). The 'dissatisfiers' serve only to prevent job satisfaction and have little effect on the happiness of the worker. Because of their characteristics of being preventive and environmental, they are given the name hygiene factors. The positive factors are called motivators, to call attention to the type of factor which brings about the attitude that is commonly associated with work motivation (Herzberg, 1965b).

Hygiene factors are factors which promote work satisfaction which include a clean and safe environment, working conditions, supervision and money. If working conditions are poor, if a situation is unsafe, or if there is poor supervision, then they will lead to dissatisfaction and poor performance. The hygiene factors relate to work environment (Kermally, 2005). Hygiene factors reflect the context in which the work itself was performed to include working conditions, interpersonal relations, company policies, salary and supervision (Udechukwu, 2009). The idea is that hygiene factors will not motivate, but if they are not there they can lower motivation.

Motivators include task achievement, recognition for achievement, intrinsic interest in the task, increased task responsibility, advancement or occupational growth and possibility of occupational growth (Herzberg, 1974). Motivators deal with aspects of the work, and include work, promotion, achievement, responsibility and recognition (Udechukwu, 2009). Motivating factors act as forces of job satisfaction. They create positive and a longer lasting effect on employee's performance and are related to work.

The satisfier factors are known as motivators because if they are present in appropriate amounts in any organisation, they bring about work motivation as a corollary to their creating positive attitudes of job satisfaction (Herzberg, 1974). The motivation-hygiene theory suggests that work should be enriched to bring about

effective utilisation of personnel (Herzberg, 1986). Herzberg's theory means that if one gives someone more pay, or a new title (hygiene factors), without extra responsibilities, it would stop them from complaining about the job, but it would not motivate them to do more work (Smerek & Peterson, 2007).

Herzberg (1965a) stated that motivators were task achievement, recognition of achievement, intrinsic interest in the task, increased task responsibility, advancement or occupational growth and the possibility of occupational growth. The hygiene factors were listed as company policy and administration, supervision, working conditions, salary, personal life, status, interpersonal relationships with subordinates, interpersonal relationships with superior, and job security.

Herzberg (1974) defined motivators as achievement, recognition for achievement, work itself, responsibility, advancement, and growth. The hygiene factors were stated as company policy and administration, supervision, interpersonal relations, working conditions, salary, status, and security. Salary had moved from the fourth position to fifth position. Herzberg (1987) stated that the motivators and the hygiene factors remained the same in the same positions. In 2003, Herzberg still gave the same motivators and hygiene factors in the same order as they were in 1987. Salary would still be at position five of hygiene factors. Herzberg (1974) pointed out that, because of its ubiquitous nature, salary commonly shows up as a motivator, as well as hygiene factor. Although primarily a hygiene factor, it also often takes on some of the properties of a motivator, with dynamics similar to recognition for achievement.

The South African education system is suffering from poor quality education, and this is mainly because of shortage of good effective teachers. This is a cause for concern because education is looked upon as key to affecting an economic, social, moral, political, and value reconstruction of society. An education system can only be as good as its teacher. Lan, Okechuku, Zhang, and Cao (2013) observed that employees who are satisfied with their jobs tend to perform better than those who are not.

The aspect of remuneration also plays an important role in motivation. According to Chaudry, Sabir, Rafi, and Kalyar (2011), wage, salary or pay is considered a significant reward to motivate workers, and their behaviour towards the goals of employer. All other social factors are important for enhancing job satisfaction for employees, but satisfaction with pay is a must. The present study examined the relationship between teacher motivation and job satisfaction among teachers. In view of the above situation, a study to examine the effects of motivation on performance of teachers was seen as necessary by the researcher.

1.3 PROBLEM STATEMENT

Literature exists in abundance concerning the motives and motivation of workers in various fields. Little, if anything, is mentioned about teachers' motives and motivational levels. The present study was conducted to establish what motivates teachers in doing their job well.

The statement of the problem is elucidated through the use of the following research questions:

- 1.3.1 What is the nature of teachers' motivation?
- 1.3.2 To what extent does motivation affect the moral and performance of teachers?
- 1.3.3 How do teachers rank different motives for remaining in their job?
- 1.3.4 Is there any relationship between motivation and teachers' biographical data?

1.4. AIMS OF THE STUDY

- 1.4.1 To find out the nature of motivation among teachers.
- 1.4.2 To find out the effects of motivation on teacher morale and performance.
- 1.4.3 To find out how teachers rank different motives for remaining in their jobs.
- 1.4.4 To find out the relationship between motivation and teachers' biographical data.

1.5 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

The study is of importance, especially in South Africa, where there is need for highly motivated teachers, who can cope up with the often changing curriculum in the country. There is need for possible strategies for improving school management and administration.

The policy makers and school administrators need strategies to modify the behaviour of teachers towards their jobs, hence the importance of the study. The study would identify strategies that would improve teacher morale, and in turn their performance.

The study is being undertaken in partial fulfilment of a Masters' degree.

1.6 OPERATIONAL DEFINITION OF TERMS

1.6.1 Motivation

Motivation, according to this study, is defined as a positive behaviour connected to performance excellence. It is the process or act of executing one's duties with satisfaction.

1.6.2 Job satisfaction

Job satisfaction in this study means the process of teachers doing their job with enthusiasm, and being happy to perform their duties.

1.6.3 Teachers

Teachers in this study refers to educators

1.6.4 Students

Students in this study refers to learners

1.6.5 Elementary School

Elementary school in the study refers to primary school.

1.6.6 Biographic/Demographic

In this study biographic and demographic are terms used interchangeably to refer to gender, age, qualifications, experience.

1.7 RESEARCH HYPOTHESIS

The natures of motivation, biographical data and working environment have positive effects on teachers' satisfaction with their job.

1.8 RESEARCH METHODOLOGY

1.8.1 Research design

According to Gerring (2011), the purpose of a research design is to test a hypothesis. A descriptive research design was used in the study to find out what motivates teachers to be committed to their jobs, and become more effective. McMillan and Schumacher (2010) stated that a descriptive design was to assess the nature of existing conditions. Descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and teachers (Mbwiria, 2010). The researcher used Statistical Package for the Social Sciences (SPSS) as a statistical analysis tool to describe and present data and provide evidence. Bertram and Christiansen (2014) referred to statistics as

procedures and rules for reducing large masses of data to manageable proportions, and allowing the drawing of conclusions from those data.

1.8.2 Sampling design

The research was carried out in schools in the KwaZulu-Natal (KZN) province, in South Africa. There are eleven districts in the KZN province, and uThungulu district was selected for research. The cluster sampling method was used. According to McMillan and Schumacher (2010), in cluster sampling, the researcher identifies convenient, naturally occurring groups, such as neighbourhoods, schools, districts and regions.

Out of the five circuit management units in uThungulu district, uMhlathuze was selected using the cluster sampling method as well. uMhlathuze Circuit Management has five circuits of which Ngwelezane was selected using the cluster sampling too. Bertram and Christiansen (2014) stated that if the data were quantitative, and the researcher intended to use some form of statistical analysis on the data, then a sample size of 30 was the minimum number of cases that could be used. In the research, all of the forty schools in the Ngwelezane Circuit were used. All teachers in Ngwelezane Circuit were intended participants. Wienclaw (2014) advised that cluster sampling would make data more convenient to obtain, as the areas from which the data would be collected were restricted. This would also tend to make the data less expensive to obtain as it reduces travelling costs.

1.8.3 Research instrument

A teacher questionnaire was used to collect data from teachers. Questionnaires are mostly used in conducting quantitative research, where the researcher wants to profile the sample in terms of numbers, or to count the frequency of occurrence of opinions, attitudes, experiences, processes, behaviours, or predictions (Rowley, 2014). A questionnaire allowed the researcher to control the amount of information that respondents supplied, thereby making it easier for the researcher to quantify data. Kumar (2014) maintained that the use of a questionnaire was comparatively

convenient and inexpensive, especially when it was administered collectively to a study population.

Questionnaires can be administered to a large number of people at the same time (Bertram & Christiansen, 2014). Questionnaires tap into attitudes that respondents are not completely aware of, and a well-constructed questionnaire can reduce the bias of interviewer effects, and thus increase the consistency and reliability of the results (Gray, 2013). In light of these merits, the researcher collected data using a teacher questionnaire.

1.8.3.1 Its nature

A highly structured questionnaire, which has closed questions, makes it possible to count how many answers are given in each category (Bertram & Christiansen, 2014). The researcher used a structured questionnaire with closed questions which made it possible to analyse data statistically. Dörnyei and Taguchi (2010) advised that a questionnaire should take not more than thirty minutes for participants to complete, and should not be more than four pages long. Given that the researcher was working with teachers who are generally busy throughout the day, the questionnaire was constructed in such a way that it could be completed in a reasonable time limit.

1.8.3.2 Scoring

The researcher used a Likert scale that ranged from highly motivated to highly demotivating or very satisfied to very dissatisfied, with scores ranging from 1 to 5. The Likert scale gives a researcher a wider range of possible scores, and increases the statistical analyses that are available (Pallant, 2010). Respondents were asked to rate their behaviour and attitudes on a five-point scale (ranging from highly motivated to highly demotivating or very satisfied to very dissatisfied) as given in the questionnaire.

1.8.3.3 Data analysis

The data collected through the questionnaire were coded and grouped into appropriate variables. Statistical analysis of data was conducted using descriptive statistics, as dictated by the descriptive research design. SPSS was used to analyse the data. Comparisons to determine differences in teachers' satisfaction levels, in relation to demographic variables such as age, gender, experience and level of qualification were also done.

1.8.4 Description of procedures

The researcher obtained permission in the form of a clearance letter from the KZN Department of Education to use teachers in Ngwelezane Circuit as participants (See Annexure C). The Head of Department for Education in KZN, the District Education Officer and the Circuit Manager for Ngwelezane Circuit were informed of the study. The researcher also obtained an introductory letter from the University of Zululand. (See Annexure B). After this, the researcher booked appointments with the sample schools, through the principals, to administer questionnaires. The principal and teachers who consented to the research were given instructions on how to respond to the questionnaire, and assured of confidentiality, after which they were given enough time to respond to the questionnaire. The researcher collected the completed questionnaires in preparation for analysis.

1.9 ETHICAL CONSIDERATIONS

The researcher planned and conducted research in a manner consistent with the law, and internationally and nationally acceptable standards governing research with human participants. The researcher submitted a research proposal for approval by the University Research Committee, of which a written approval was issued (See Annexure B). The researcher entered into an agreement with participants that clarified the nature of the research and responsibilities of each party.

A consent letter explaining the purpose of the research, expected duration of the participants' participation, procedures used in the research, participants' right to

decline to participate, and withdraw participation at any time, and the consequences of withdrawal was given to participants (See Annexure F). The participants were also made aware of the benefits of the research, and the confidentiality of the data collected. The researcher reported data accurately and corrected errors where they were discovered, and did not fabricate data or falsify results. Proper citation of others' ideas and work when reporting research was done to avoid plagiarism.

1.10 PLAN OF STUDY

Chapter one

The chapter consisted of an introduction, the statement of the problem, aims of the study, the operational definition of terms and plan for the organisation of the whole study.

Chapter two

The chapter focused on the review of related literature. It discussed the effects of all relevant variables behind teachers' motivation and job satisfaction.

Chapter three

The chapter discussed the research design, methods of investigation, instruments used to collect data, and procedures for administration of questionnaires.

Chapter four

The chapter consisted of the presentation of data and interpretation.

Chapter five

This chapter discussed findings and conclusions, by making a summary and recommendations.

1.11 CONCLUSION

Motivation of the study was outlined in this chapter together with Herzberg's theory on which this study was based. The problem statement together with the aims of the study were also outlined in this chapter. Also discussed in this chapter was the intended contribution of this research to the body of knowledge. Operational terms were defined within the context of the study, research hypothesis was stated, the research method adopted was explained, and ethical issues to the study were also outlined. Lastly the plan of the study was laid down.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Education plays a pivotal role in any nation's economic and social development. The education system is driven by teachers who are at the centre stage of imparting knowledge, and moulding learners according to the curriculum of the day. They are agents of change who have a great influence in the teaching and learning process. This implies that teachers play a significant role in nation building. Much work on motivation of employees in other fields has been done, but to a limited extent in the field of education, especially in the Republic of South Africa, where there has been a critical shortage and loss of teachers in recent years. Naturally, authorities would want to retain all teachers in their posts over and above attracting more into the profession, and it is disturbing to note that teachers are not satisfied with their jobs. It is therefore crucial to determine the motivational factors that lead to teachers' job satisfaction.

It is believed that teachers who are satisfied with their jobs are more likely to stay in their profession and enjoy doing their work. According to research, many countries are experiencing problems with teacher recruitment and retention. The number of people being attracted into teaching is declining, while the number of those resigning is increasing. Teacher motivation becomes an important issue given that teachers spend most of their working hours in class, working with learners, hence it is important that teachers find fulfilment in their job.

2.2 THEORETICAL FRAMEWORK

The study was informed by Fredrick Herzberg's motivation-hygiene theory, first published in 1959. The theory was derived from the examination of the sequences of events in the work situation of engineers and accountants, which proved to have

marked effects on job attitudes (Herzberg, 1965a). The theory was validated for a wide range of occupations at many levels and for diverse organisations. There are two types of factors in motivation (Herzberg, 1965b). These are motivation factors and hygiene factors. Motivation factors are those factors which, if present, will enhance performance and increase motivation. Then there are other factors which if they are absent will decrease motivation and have an unfavourable impact on performance and these are called hygiene factors.

Job satisfaction is determined by the feeling that the individual has for the content of his or her job, and these include task achievement, recognition for achievement, intrinsic interest in task, increased task responsibility, advancement or occupational growth, and the possibility of occupational growth (Herzberg, 1986). Job dissatisfaction on the other hand, is determined by the feeling the individual has to the context, or the environment, in which his task is accomplished (Herzberg, 1974). Ten separate factors have been found to describe the job environment, and they are company policy and administration, supervision, working conditions, salary, personal life, status, interpersonal relationships with subordinates, interpersonal relationships with peers, interpersonal relationships with superiors and job security (Herzberg, 1965a).

Satisfiers serve to provide for the human need to exercise one's capabilities, or the surplus potentiality of the human brain as instrumental for psychological growth. The experience of growth can only arise when there is the opportunity to achieve success in the performance of a task (Herzberg, 1965a). The positive factors are called the motivators to call attention to the type of factor which brings about the attitude that is commonly associated with work motivation (Herzberg, 1965b). Dissatisfiers serve to provide for the animal side of man's nature, which needs to avoid unpleasant environments. The dissatisfiers are called hygiene factors because primarily they serve to prevent dissatisfaction, and they relate to the environment (Herzberg, 1965a). Hygiene factors are given the name because of their characteristics of being preventive and environmental (Herzberg, 1965b). Herzberg's theory of motivation provides a framework for understanding the relationship between motivation for work

and satisfaction with work (Convey, 2010). The motivation-hygiene theory suggests that work should be enriched to bring about effective utilisation of personnel (Herzberg, 1987).

2.3 THE NATURE OF MOTIVATION AMONG TEACHERS

There are several factors that motivate teachers in doing their job that may in turn affect job satisfaction. The nature of motivation among teachers is therefore essential in establishing the factors that motivate them in doing their job. According to the motivation-hygiene theory by Herzberg, hygiene factors are intrinsic and do not give positive satisfaction, though their absence leads to dissatisfaction, and on the contrary, their presence, in favour of employees, leads to no dissatisfaction.

Islam and Ali (2013) examined the motivation-hygiene theory and its applicability on teachers. A job satisfaction questionnaire was used to collect data from private sector, university teachers. An overall response to hygiene factors demonstrated that their satisfaction level was higher than their dissatisfaction level. This means that hygiene factors may cause satisfaction in employees at the workplace. The results showed that hygiene factors may also contribute to teachers' job satisfaction. It was established that job satisfaction of teachers is the outcome of motivation factors, and their role in dissatisfaction is minor. Most teachers in the sample showed satisfaction with achievement and work itself, as compared to other motivators.

The majority of teachers in their overall response to hygiene variables realised their satisfaction with the hygiene factors of their jobs. Their feeling of satisfaction with hygiene factors disproves the motivation-hygiene theory in respect to hygiene factors, because Herzberg's theory regarded satisfaction at workplace as the outcome of motivators, not of hygiene factors. On the other hand, teachers in their overall response to motivation factors, demonstrated their perception to be satisfied. Most of the respondents were satisfied with motivators. In this case, motivation-

hygiene theory validated the fundamental notion explained in respect of motivation factors in this study.

The study was only confined to universities. It seemed to provide a better understanding of job satisfaction of teachers in universities. There was a need to include various types of institutions, and a population comprising of different levels of social sectors, different races, and of different cultures, hence the current research focused on teachers from pre-school up to high school, from different social sectors.

A research on motivation and job satisfaction of Catholic school teachers carried out by Convey (2010) using a questionnaire. The sample included Catholic school teachers and non-Catholic school teachers. Findings showed that the internal satisfaction scores of both Catholic and non-Catholic teachers were strongly influenced by the teachers' motivation to teach in the school because of its academic philosophy. Religious factors were important motivators for teaching in a Catholic school for the teachers in this study. However, it was also observed that Catholic teachers did not differ at all from their non-Catholic colleagues in terms of their satisfaction with their ability to help their students academically, how they related to the students, their interest in their work, amount of responsibility that they had, and their sense of accomplishment. The results revealed that Catholic teachers had higher satisfaction with their ability to help their students spiritually, and the recognition of their ministry. While many Catholic teachers were motivated by religious reasons, teachers would not be happy in a school or remain there if they were not happy with their teaching, and the school's academic philosophy and its environment.

Teachers' motivation is directly linked to teacher performance. When teachers are motivated and satisfied with their work, they are likely to perform better. Motivation leads to satisfaction, which ultimately leads to enhanced performance. (Popescu & Tudorache, 2013a) explored motivation as a key element of teachers' performance. Direct observations and a questionnaire were used to collect data. The sample showed dissatisfaction with salary equity compared to the effort, considering it extremely small in comparison to work with a large number of tasks and working with

large classes. The teachers included in the survey sample showed dissatisfaction with salary received, with many considering it derogatory, even humiliating. Although most of the teachers were dissatisfied with the situation in the educational system, they were not going to change their profession because many of them identified with this profession. Teachers' image and position in society showed a continuous degradation in recent years. Teachers in the study felt that they were considered, in most cases, the only culprits for the problems and unpleasant situations in the education system.

Most teachers in (Popescu & Tudorache, 2013a) research expressed that the balance between personal and professional life was often affected by the too many responsibilities, or non-teaching activities, that hindered the educational process. Respondents appreciated the long-term safety of the work place as essential in order to maintain appropriate professional standards. Teachers included in the survey sample considered that their motivation at work could be influenced positively by providing suitable working conditions and adequate classrooms. Teachers felt that positive interpersonal relationships, respect and collaboration in the work place may have required a positive trend on their motivation. The professional motivation of teachers was found in the positive influence on students' appropriate behaviour and interest.

Motivated teachers work far more consistently than required by the nature of the job. Teacher motivation and teacher performance are inseparable. Emphasis is on the importance of teachers' motivation and job satisfaction as they impact on the individual success of students, and the educational system at large. The relationship between teachers' motivation and students' academic performance deserves special attention. Tin, Hean, and Leng (1996) carried out an investigation on what motivates teachers. They conducted face to face interviews with teachers. The data gathered in that study revealed that students' academic progress or achievement was the prime motivator. The teachers felt very satisfied, and were encouraged to give more to their students when they saw progress in their work. Findings showed that when teachers saw their students achieving the targets that they had set for them, they

were enthused and this could have been because their esteem needs were met. This showed that students' performance and achievement could positively affect teachers' motivation. Their attitudes towards work and their work environment may have affected students' achievement. The study supported the assertion that a positive link exists between teachers' motivation and students' academic performance.

Teachers in Tin et al. (1996) study expressed that recognition and appreciation for work well done was a powerful motivator. They were motivated because the principals trusted them and gave them considerable autonomy. When administrators recognised the work they had done, or when they were supportive, encouraging and understanding, teachers were motivated to do their job. By identifying themselves with their work and being involved in it, teachers obtained satisfaction and intrinsic reward. The respondents felt that teaching offered them not only a chance to express themselves, but it also allowed them to grow and to learn with and from the students.

The research by Tin et al. (1996) excluded school climate as a significant factor affecting teacher motivation. Demographic data was also not considered as a factor of teacher motivation and job satisfaction. The current study took into consideration the school climate, and the demographic data as factors affecting teacher motivation and job satisfaction.

In the final analysis, the nature of motivation became a very serious aspect of determining the level of teacher motivation and job satisfaction. The most demotivating factors were financial aspects, such as salaries and bonuses. The most motivating factors included long term safety in the workplace, clean and well-ordered classrooms, harmonious interpersonal relationships and good cooperation, and disciplined students who were willing to learn. Motivated teachers wanted the success of their students and would give maximum effort, regardless of the task they had to fulfil. They identified with the employing school unit, and students' success or failure became their own success or failure.

2.4 EFFECTS OF MOTIVATION ON TEACHER MORALE AND PERFORMANCE

When teachers are motivated and satisfied with their work they are more likely to perform better. Motivation leads to satisfaction, which ultimately leads to enhanced performance. However, if teachers are dissatisfied, their performance is negatively affected, which in turn affects the teaching and learning process. South Africa continues to experience a situation where teachers are resigning from the profession in large numbers. Mampane (2012) examined the crisis of teacher turn over in South Africa by providing a brief overview of the available literature on the subject, and outlining causal factors leading to the problem. He found that a great educator workload is one of the main challenges facing the teaching fraternity today.

The introduction of the new curricula of education, namely the Outcomes Based Education (OBE), the National Curriculum Statement (NSC), and the Curriculum and Assessment Policy Statement (CAPS), took up a lot of instructional time for teachers. Teachers have now been burdened with additional administrative responsibilities such as workshops, seminars, conferences, additional preparation and marking, which take away a good deal of teaching time. In addition to these burdens, the goal of universal education for all young people is being pursued at the expense of teachers, whose labour is being exploited with little regard to their well-being. Teachers do not receive the respect they deserve from society. The teaching profession has lost its prestige, which is also a reason why there is mass exodus from the profession.

Learners at schools are generally disobedient, ill-disciplined and have no regard for authority (Mampane, 2012). The article stated that bullying is largely considered a minor offence, even though its effect has contributed to lady teachers fearing for their safety at school. Non-existent security in schools has left teachers vulnerable to gun-toting learners, and their friends in surrounding communities, who are able to enter school yards at will and terrorise teachers. The article pointed out instances of learners physically attacking teachers. This has been so widely reported in the media that the stories are no longer deemed newsworthy. The South African Police service

conducts regular searches at schools and drugs and illegal weapons, ranging from guns, knives, have been found on learners. All these factors lead to the understandably low morale of the teachers, and this hence negatively affects their performance.

Job satisfaction is an important area of research because it is correlated to enhanced job performance, positive work values, high levels of employee motivation and lower levels of absenteeism, turnover and burnout. The trifling remuneration received by teachers in the public sector has seriously compromised organisational performance. According to Mampane (2012), recruitment agencies report that they receive up to 250 calls a month from teachers interested 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. The Department of Basic Education is now recruiting educators from other countries, particularly in Mathematics, Science and Technology. Results for the National Senior Certificate in South Africa have been progressively declining in quality over the years, coupled with the poor performance of learners in maths and science, and in international literacy assessments compared with their international peers. This is indicative of the general discontent of educators with their condition of service.

One fundamental reason behind the massive migration of teachers from the profession is poor remuneration demonstrated by the high number of job actions. Widespread demonstrations, picketing and strikes have become commonplace in South Africa. Almost every year, teachers in the public service engage in organised and sometimes violent strikes over working conditions. More often than not, the strikes end not because teachers are happy with the outcomes of salary negotiations, but rather because they feel the pressure of a 'no work, no pay' principle.

Teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration. Teachers even continue to strike even when the practice causes pain because they are not satisfied with their jobs. Factors

that motivate teachers and make them satisfied with their jobs need to be identified, so as to improve the standard of teaching and learning in the whole system. A study by Mampane (2012) is reliant mainly on literature review and document analysis as a research methodology. Empirical evidence would be ideal in this field. However, for current situations in the field of teaching, there is a need for data collection from the teachers who are currently teaching. The field of teaching is very dynamic; hence there is a need for current information on what motivate teachers, and also the level of satisfaction they get from doing their job.

Teachers' job satisfaction and sources of dissatisfaction are important because not only do they influence teachers' motivation and job commitment, but they influence the employment intentions of current teachers. Klassen and Anderson (2009) compared the levels of job satisfaction and sources of job dissatisfaction for teachers for the years 1962 and 2007. Focus groups and questionnaire were used to collect data. Teachers in secondary schools in 2007 reported less satisfaction from their jobs than secondary school teachers in 1962. It may be true that increased administration and expectations placed on teachers, plus the challenge from teaching large classes, have taken a toll on teachers' job satisfaction. The results of the study highlighted three notable changes in teachers' beliefs about their jobs. Firstly, job satisfaction was lower for secondary school teachers in 2007, than it was in 1962. Secondly, the sources of job dissatisfaction have undergone a considerable shift. Thirdly, there have been studies of joint gender views, and there is hence a need for separate male and female teachers' views of dissatisfaction.

In the early 1960s, male and female teachers differed when rating the sources of dissatisfaction, with males rating salary and females rating large classes as their top sources of job dissatisfaction. In 2007, male and female teachers were unanimous about what brings dissatisfaction, time constraints, learners' behaviour and learners' attitudes. In contrast, time constraints barely made the top ten sources of dissatisfaction for male teachers in 1962 and ranked fifth for female teachers. Learners' behaviour and attitudes were far down the list in 1962, with concerns over

learners' behaviour rated 14th for male teachers and in the last place for female teachers.

The balance of female and male secondary school teachers is gradually changing, and the differences in the 1962 and 2007 samples accurately reflect the change in gender ratios over time. In 1962, females constituted 42%, and this figure rose to 63% in 2007. As more females enter full time work, gender differences regarding attitudes about work tend to disappear. Societal expectations regarding gender roles pertaining to work are changing in many parts of the world, and as women spend more of their lives in employment than previous generations, gender differences as the reason for working, work commitment and job satisfaction are reduced. The findings from the study underline the decline of gender differences in teachers' source of work dissatisfaction, with less focus on external factors like salaries, human relations and the conditions of buildings and greater emphasis on work-related factors.

When teachers were asked for suggestions that would enhance their job satisfaction, teachers responded with requests for additional time during the school day, greater resources, and more consistent support for learners' discipline (Klassen & Anderson, 2009). The most significant changes in teachers' job satisfaction centred on increased time pressure as they were often asked to do too much, with too little time. There is a general agreement that teachers' workloads and administrative demands are increasing, and the results point to the time pressures felt by teachers as a result of these increasing demands. Learners' behaviour has changed since 1962, with learners' behaviour and attitude significantly more of a concern for teachers now than in 1962. The quality of teacher-learner relationship, and the degree of teacher-learner conflict, not only influences teachers' job satisfaction, but is also related to learner's school adaptation and academic outcomes.

The results from the study reveal that learners' behaviour, attitudes and time constraints played a strong role in influencing teachers' job satisfaction and dissatisfaction. The results suggested that teachers' greatest concerns about

teaching had changed and were no longer directed at external sources of dissatisfaction. Instead, teachers' concerns are now related to the nature of teaching itself, a pattern that may result in teachers leaving their work, or that they may discourage prospective teachers from entering the profession.

There are several sources of motivation that affect teachers' motivational levels. Kocabas (2009) investigated the effects of sources of motivation on teachers' motivational levels. Data were collected using a questionnaire. Findings indicated that safety requirements were an important factor in teachers' motivation. The importance of the effect of students' success on the teachers' motivation was pointed out, as well as the effect teachers enjoying their job had on motivation. The results suggested that teachers' command of respect in society affected their motivation to a great extent.

Meeting people's needs plays a very important role in teacher motivation. Meeting their needs is not the only factor that motivates teachers. Human beings are social and psychological beings. Everyone's behaviours, desires, needs, expectations, attitude and values are different, therefore, they are motivated by different motivation sources. It is impossible to state that certain motivation sources motivate all people to a certain level. Factors such as demographic data, supervision, and the school environment play an important role in teacher motivation. This created the need for the current study to explore these areas, so as to gain an in depth understanding of the factors of motivation for different teachers.

Herzberg's two factor theory, derived from the examination of the sequences of events in the work situation of engineers and accountants, proved to have marked effects on job attitudes. Nias (1981) revisited Herzberg's two factor hypothesis on satisfaction and dissatisfaction of teachers. Interviews were used to collect data from primary school teachers. Overwhelmingly, these primary school teachers liked children. The happy atmosphere in the classroom was a source of satisfaction. Some teachers were also quite open about the way in which teaching met the need to love and be loved. Teaching also met other personal needs like being praised or appreciated by colleagues or superiors. Teaching also seemed to meet, for many

people, a need to feel personally competent. Many of the things that these teachers disliked were not in Herzberg's terms, like extrinsic factors, but related to their actual work with learners.

Teachers were dissatisfied when they felt they were not teaching well, particularly when their learners were unresponsive or failed to make progress, or when class sizes prevented them from giving adequate attention to every child. Some found unresponsive parents a similar source of job dissatisfaction. Some conditions in the schools made it difficult for the teachers to teach well. Some of these conditions, for example, were insufficient administration, poor communication, lack of coordination or commitment to the work among their colleagues, absence of clear goals or the structure necessary to attain them.

All the hygiene factors which Herzberg listed as dissatisfiers (i.e. policy and administration, supervision, interpersonal relations, working conditions, and salary) were found among teachers' replies. They discussed these dissatisfiers in terms of the expectations of job satisfaction which they had brought with into teaching, and were not being fulfilled because of contextual factors, rather than in terms of what they did not like about their jobs. Indeed, some felt so strongly about their need for job satisfaction, that they were prepared to leave teaching if they felt that their expectations were not ever going to be met. It may even be that the great stress reported by these teachers was due to the conflict between their job commitment, and the inadequacies of their schools as organisations, rather than to the nature of the job itself. Primary school teachers wanted both to teach and to grow as individuals.

The success of the teaching and learning process in a school is based on many different factors. Ololube (2006) assessed the success of schools, based on teacher job satisfaction and motivation. A questionnaire was used to collect data from teachers. The researches revealed that teachers were most motivated by both the job context and content that was job security and working conditions, work itself, reaching one's potential and personal growth. Teachers tended to be satisfied if

these factors were present in their teaching jobs and believed that they would positively impact their job performance. Opportunities for advancement, achievement and standards for excellence, recognition by others and authority and independence, were ranked next in meeting their job satisfaction needs. The study revealed that both hygiene factors and motivators were important, in different ways, in predicting teachers' job satisfaction.

All factors considered teaching-related sources of job satisfaction seemed to have a greater impact on job performance. The results of the analysis indicated that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs were significant predictors of the job performance. When teachers' needs were satisfied, it promoted their psychological well-being and enabled optimal functioning and performance. Teachers felt that they were cheated, underpaid and made to work in insecure conditions, where government paid little attention to their dignity and self-esteem. Failures to satisfy the teachers' needs led to frustration, thereby developing a negative attitude towards work and leading to protest. The aspects of environment and culture played an important role in teacher motivation and job satisfaction of which this study considered.

2.5 HOW TEACHERS RANK DIFFERENT MOTIVES FOR REMAINING IN THEIR JOBS

Currently, success of institutions at every stage is dependent upon the levels of motivation of the employees working at the institution. This also applies to schools. Motivated and satisfied teachers are important components of a school and its effectiveness. It is therefore critical to know how teachers rank different motives for remaining in their jobs. (Seniwoliba, 2013) conducted a research on teacher motivation and job satisfaction in senior high schools. Respondents were asked to rank given variables in order of priority. The results suggested that the first four most important factors were salary, working conditions, future pension benefits and incentives, respectively. Medical allowance was in the fifth position. It was observed that achievements, opportunities for growth and recognition of work performance

were ranked sixth, eighth and ninth respectively. Interestingly, there was evidence from the data that a person must have obtained certain basic needs, before thinking of being secure. In the seventh position was a relationship with fellow teachers, and the tenth was a relationship with the school principal. The findings showed that physiological needs came first, followed by safety, to esteem, then jumped to self-actualisation, and fell back again to physiological needs.

Among the ten factors of motivation examined by (Seniwoliba, 2013), salary, working conditions, security and incentives fell under Herzberg's Hygiene factors. These factors were seen as necessary conditions for the fulfilment of internal motivation, and their absence would bring about dissatisfaction. According to Herzberg's theory of motivators, recognition, achievement and opportunity for growth evidently showed their importance in job satisfaction. However, the results showed that teachers, in the sample, preferred extrinsic motivation to intrinsic motivation. The possible reason for these results could be that while the advanced countries were able to limit, to a greater extent, the discomfort associated with the hygiene factors, developing countries were only able to satisfy these to a very limited extent at the work place. The results contradicted Herzberg's assertion that a lack of hygiene factors caused dissatisfaction. The possible reason from this outcome could be that, both extrinsic and intrinsic factors could cause both satisfaction and dissatisfaction simultaneously.

Teachers seem be dissatisfied with work conditions which could have serious consequences to the educational sector. From the findings, it is evident that teacher career intentions in the individual schools might differ, since their job satisfaction levels differ.

Ikenyiri and Ihua-Maduenyi (2012) assessed needs satisfiers as motivation for teachers' effectiveness. A questionnaire was used to collect data for the study. Findings showed that teachers' physiological needs in descending order were prompt payment of salaries to enable them to provide food and clothing for their families. This was followed by enhanced rent allowance, provision of medical and entertainment allowance, and enhanced transport allowance. Teachers expressed

that these physiological satisfiers motivated their effectiveness in doing their job. Teachers in the sample indicated that for security needs, in descending order, they would need protection against dismissal and undue transfer, protection against the threat from learners and parents, safety in the classroom and school environment, and fair treatment by school authorities. Every teacher desired job security, and that once he or she was sure of protection in the place of work, he or she may be very effective.

The social needs satisfiers were given in the following descending order: need to be respected by learners and parents; need to be appreciated by school authorities; need to be loved by learners and parents, and need to be accepted in social club formations. Teachers, like any other employee, needed love, respect, appreciation and affiliation. The self-esteem needs were: regular promotion; to be allowed to extend authority when dealing with learners; to be consulted by school authorities in decision making, and the need for a teaching environment that was conducive. Workers would be happy when their importance and status were recognised, but rebel when they were treated with contempt. For self-actualisation, teachers indicated the need for enhanced pension and gratuity on retirement, long service awards, regular in-service training, and regular workshops and conferences. Teachers had anxiety when they approached retirement because of poor and delayed pension pay-outs and gratuity. But if these were improved, they would approach retirement in positively.

People choose teaching as a profession for different reasons. DÜNdar (2014) carried out a study with elementary school teacher candidates to find out their reasons for choosing teaching as a profession. A performance test was used. The findings suggested that elementary school teacher candidates preferred the teaching profession for many reasons, and they did not choose teaching as a last resort career. They tended to think that teaching was a career that was not valued or respected by society. Both female and male teachers shared similar thoughts that teaching required expertise, was not that high in social status, and not a well-paid profession. Findings of this study revealed that elementary school teacher

candidates wanted to become teachers for many reasons. With multiple motivations, one motivation may take the place of another, giving teachers an opportunity to meet at least one of the motivations that made them want to be teachers. Teachers mainly choose a teaching career due to their desire to enhance social equity, to shape the future of children, and to make a social contribution.

The difficulties inherent in the teaching profession such as paperwork, disciplinary problems in classrooms, bureaucracy, may not be eliminated entirely. There is a need for further research involving different samples of teachers. Given changes in policies, people's beliefs and technology over time, similar studies need to be carried out repeatedly to gain a clear understanding of teachers' perceptions of the teaching profession.

Teachers who choose teaching as a last resort career may not be as motivated as their fellows who choose teaching as a first choice career. König and Rothland (2012) investigated the motivations for choosing teaching as a career. They used a questionnaire to collect data. Working with children, intrinsic value, and shaping children's futures were clearly the first three motivational factors for teachers choosing teaching as a career. These were followed by teachers' perceived teaching abilities, and their wish to make a social contribution. In the middle were typical extrinsic motivations such as job security and time for family. Teachers agreed on teaching as a highly demanding job, and an expert career, while the status was less endorsed.

Teachers needed to be given what was deemed important to them in their different workplaces. Schools differed in many ways, including the teachers' job satisfaction levels. Teachers expressed that physiological needs motivated their effectiveness in doing their jobs the best they could. It was also revealed that teachers mainly chose a teaching career due to the desire to enhance social equity, to shape future children and to make a social contribution.

2.6 THE RELATIONSHIP BETWEEN MOTIVATION AND TEACHERS' BIOGRAPHICAL DATA

Job satisfaction depends not only on the context and the environment, but also teachers' personal attributions. The level of teacher job satisfaction may differ depending on their gender, age, education, work experience, qualification and position.

2.6.1 Gender

Motivation and job satisfaction may have different levels for workers of different gender. Bishay (1996) conducted a study on teacher motivation and job satisfaction using a questionnaire as an instrument for data collection. Responses of men and women indicated that women were significantly less satisfied with their incomes than men. Although both males and females agreed that marking papers was a burden, and they would be more satisfied with less paperwork, women agreed more strongly. Women reported lower overall levels of satisfaction. Paperwork could have played a role, as women rated the burden of this activity as considerably greater than men did. If women had greater responsibility in the home, this might also have contributed to the decreased levels of job satisfaction for women, who often bore the dual pressures of home and work. Women in the study placed greater value on socialising.

Different motivational factors may have different effects on men and women. Xingkun and Weijie (2013) explored the determinants of job satisfaction using a questionnaire as a data collection instrument. The results indicated that the relationship between salary and job satisfaction was moderated by gender and marital status. Salary produced different effects on job satisfaction for workers of different genders and marital status. When salary was low, male civil servants were more dissatisfied with their jobs than their female counterparts.

Personal attributes may impact commitment level of teachers. Khan, Shah, Faqir Sajjad ul, Khan, and Khan (2013), in their investigation of the impact of personal attributes over commitment level of teachers, observed that male teachers were more committed compared to their female counterparts. It was mostly the males who were the main breadwinners for their families, making them more committed compared to their female counterparts. Married teachers were more committed compared to their unmarried colleagues. Married people were more recognizant to the responsibilities of their families, eventually making them more committed to the organisation.

Islahi and Nasreen (2011) evaluated the influences of gender on teacher effectiveness using a questionnaire as a data collection instrument. Findings showed that there was no significant difference in the success of male and female teachers in secondary schools. Location had no influence of success of male and female teachers. It was also observed that marital status had significant influence on the effectiveness of male and female teachers. In general, the success of male and female married teachers was significantly lower than their respective unmarried counterparts. It may be concluded that if different demographic factors were not given individual consideration, then the gender did not seem to influence the success of teachers. Marital status and training appeared to affect the teaching effectiveness of male and female teachers, marriage showing a negative impact, while training showed a positive impact on teaching success, irrespective of gender.

Both males and females agreed that marking was a burden, and would be more satisfied with less paper work. However, the females were less satisfied than males. This was attributed to women's greater responsibilities in the home. Males were less satisfied mostly by salaries. This could be mainly because they are main salary earners in their families.

2.6.2 Age

Different age groups in the teaching profession may not have the same motivation factors and job satisfaction levels. Juozaitiene and Simonaitiene (2011) investigated the motivators for teacher job satisfaction using a questionnaire to collect data. Findings indicated that young teachers were willing to do more complex, interesting work, which requires more responsibility and is rich in content. The young teachers evaluated good working conditions, relationships with co-workers, or salary as less significant. On the contrary, Bishay (1996) observed that job satisfaction seemed to increase with age and years of service. This was supported by Griffin (2010), who carried out a survey on teachers' level of motivation and job satisfaction, who also observed that when looking at teachers over the age of 46, they reported higher levels of job satisfaction than those under the age of 46. It is possible that teachers in different locations of the countries might respond differently.

In a study on age and job satisfaction, Ghazzawi (2011) concluded that age does show a weak linkage to job satisfaction. The age group of 46-55 year olds showed relatively higher satisfaction levels in intrinsic categories related to the chance to work alone, and do different things from time to time. On the other hand, the age group of over 55 was the most satisfied with their pay, and with the way the boss handled workers. Finally, the age group of 26-35 year olds had the highest satisfaction on the factor related to the ability to keep busy all the time. That age group was also the most dissatisfied with the chance for advancement. A finding worth mentioning was that individuals who were in the age group 36-45 were the most dissatisfied with company policy. The same age group was also the most dissatisfied with their pay.

The existing differences based on age, with relation to job satisfaction, should be treated with caution. While the study showed that teachers, regardless of their age, were generally satisfied in their jobs, age may play a role on some motivation factors. Other moderations must be investigated to determine their contribution to job satisfaction. The study was limited to the information technology profession. It is understood that caution must be taken when generalising results to other

professions. There is a need for research among various professions, and in this case, the teaching profession.

Briones, Tabernero, and Arenas (2010), in their research on the effects of demographic factors on job satisfaction of secondary school teachers, found that age had a significant effect on the use of humour as a coping strategy, as well as the perception of support received from colleagues. Age seemed to have a weak linkage to job satisfaction, hence the need to investigate other moderators.

2.6.3 Qualifications

Qualifications may have an impact on the level of job satisfaction of teachers. (Popescu & Tudorache, 2013b) carried out a research on teacher motivation using a questionnaire to collect data. From the perspective of their studies, teachers with doctoral and post-doctoral studies were the most discontent with salaries compared to other teachers. From that study, it seemed the more qualified the teacher was, the less satisfied they were if their qualifications were not recognised.

After acquiring a higher qualification, teachers expected to be recognised and acknowledged for the achievement. Guzel (2011) investigated demographic properties and motivation factors using a questionnaire as an instrument for data collection. Findings showed that the group of teachers without master's degrees found the indoor environment of school more motivating than the group with master's degrees. On the other hand, the group with master's degree found personality factors more motivating than the group without master's degrees. The different qualifications could bring about different factors of motivation. The different levels of education create different expectations from teachers, hence the different levels of job satisfaction.

Paul (2012) investigated the impact of age and education on levels of satisfaction and motivation using a questionnaire as data collection instrument. Findings showed that employees who have only matriculated were more enthused about work and

taking on extra work. They were followed by employees having only higher secondary education. Further it was seen that the most qualified employees of the organisation were the most unwilling to take extra work, in comparison to the less educated ones. It can be concluded that the level of motivation varies with educational qualification of the employees. The level of satisfaction with respect to the general working conditions, pay and promotion potential, superior-subordinate relationships, skills and abilities were equally predominant in measuring job satisfaction.

Different work place conditions may have an effect on the level of job satisfaction among teachers. Abu-Taleb (2013) investigated effects of workplace conditions and demographic characteristics on job satisfaction using a questionnaire. The results revealed that this sample's satisfaction level varied according to level of education. The group of teachers most satisfied with their job were those with bachelor's degree, followed by diploma holders, and then teachers with master's degrees respectively. Teachers with higher degrees were more likely to leave their job due to lower levels of satisfaction. As for teachers with community college degrees, their levels of satisfaction may be attributed to insufficient training. The level of teacher job satisfaction influenced children's educational outcomes.

Teachers with doctoral and post-doctoral studies were the most discontent with salaries compared to other teachers. Further, it was seen that the most qualified employees of the organisation were the most unwilling to take on extra work, in comparison to the less educated ones. Satisfaction level varied according to level of education.

2.6.4 Experience

Experience plays a significant role in job satisfaction. Bishay (1996) found that increased length of service correlated with increased satisfaction with salary, higher levels of self-esteem, higher levels of respect for the teaching profession, and decreased levels of stress. The findings regarding the high satisfaction levels of teachers, who had been working for longer, may be related to higher salaries. Entry level salaries were about half the maximum salary. One possible explanation may be

that teachers have enough freedom to vary their work, and alter the level of challenge, because of experience.

(Popescu & Tudorache, 2013a) observed that teachers with 25-30 years of work experience were discontent, while teachers from the 15-20 years group were less discontent. Teachers with longer working experience, with higher qualifications and more studies, were generally less content with the physical and financial work conditions, with many of them saying that they were no longer motivated to work, unlike the moment when they became teachers.

The high satisfaction levels of teachers who have been working for longer may be related to higher salaries. Teachers have enough freedom to vary their work and alter the level of challenge because of the experience they would have gained over the years. Teachers with longer working experience, with higher qualifications, and more studies, are generally less content with the physical and financial work conditions.

2.7 CONCLUSION

Meeting teachers' needs plays a very important role in their motivation. Although satisfaction seemed to be more associated with personal factors, the influence of environmental factors cannot be ruled out. Teacher job satisfaction is determined by satisfaction of physiological, self-actualisation and safety needs. Teachers have a vast influence on the lives of others, and the role that teachers play in the lives of children is immeasurable. Schools must be places that are satisfying not only to learners, but to the staff, teachers, parents, and the community at large. The classroom should provide an inviting environment and be structured in such a way that everyone can experience success. In view of the findings that motivated teachers find their work interesting and satisfying, the present study examined the relationship between teacher motivation and job satisfaction among teachers.

2.8 LITERATURE CONTROL

The literature control table shows the sources of literature according to the stated aims of the study. The journal titles and their relationship to the study are also indicated.

Table 1: Literature Control

Aim number	Journal article addressing the aim	Relationship to study
1. The nature of motivation among teachers.	1. Motivation-Key Elements of Teachers' Performance in the National Colleges in Dambovita (Popescu & Tudorache, 2013a). 2. Motivation and Job Satisfaction of Catholic School Teachers (Convey, 2010). 3. Motivation-Hygiene Theory: Applicability on Teachers (Islam & Ali, 2013). 4. What Motivates Teachers? (Tin et al., 1996).	1. Motivation of teachers. 2. Teachers' motivation and job satisfaction. 3. Teachers' motivation and satisfaction. 4. Teachers' motivation.
2. Effects of motivation on teacher morale and performance	1. Teacher Satisfaction and Dissatisfaction: Herzberg's Two Factor Hypothesis Revisited (Nias, 1981). 2. The Teacher Turnover Crisis: Evidence from South Africa (Mampane, 2012). 3. Teachers' Job Satisfaction and Motivation for School Effectiveness. An Assessment (Ololube, 2006). 4. The effects of Sources of Motivation on Teachers' Motivation Levels (Kocabas, 2009).	1. Teachers' job satisfaction and dissatisfaction. 2. Teacher morale and performance. 3. Teachers' job satisfaction and motivation. 4. Effects of sources of motivation on teachers' motivation levels.

	5. How Times Change: Secondary School Teachers' Job Satisfaction and Dissatisfaction in 1962 and 2007 (Klassen & Anderson, 2009).	5. Teachers' job satisfaction and dissatisfaction.
3 How teacher rank different motives for remaining in their jobs.	<p>1. Teacher and Job Satisfaction in Senior High Schools in the Tamale Metropolis of Ghana (Seniwoliba, 2013).</p> <p>2. Teachers' Assessment of Needs Satisfiers as Motivation for Teachers Effectiveness in Rivers State Primary School in Nigeria (Ikenyiri & Ihua-Maduenyi, 2012).</p> <p>3. Reasons for Choosing the Teaching Profession and Beliefs about Teaching: A Study with Elementary School Teacher Candidates (DÜNdar, 2014).</p> <p>4. Motivation for Choosing Teaching as a Career: Effects on General Pedagogical Knowledge during Initial Teacher Education (König & Rothland, 2012).</p>	<p>1. Teachers' job satisfaction.</p> <p>2. Ranking of teachers' needs.</p> <p>3. Ranking of teachers' motives for choosing the profession.</p> <p>4. Teachers' motives for choosing teaching as a career.</p>
4 The relationship between motivation and biographical data	<p>1. Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method (Bishay, 1996).</p> <p>2. Exploring the Determinants of Job Satisfaction of Civil Servants in Beijing, China (Xingkun & Weijie, 2013).</p> <p>3. Impact of Personal Attributions over</p>	<p>1. Teacher motivation and job satisfaction in relation to gender and experience.</p> <p>2. Determinants of job satisfaction based on gender.</p> <p>3. Impact of gender</p>

	<p>Commitment Level of Teachers: A Context of Higher Education Institutions of Pakistan (Khan et al., 2013).</p> <p>4. Evaluation of Gender Influences on Teacher Effectiveness of Secondary School Teachers. (Islahi & Nasreen, 2011).</p> <p>5. Motivators of Teacher Job Satisfaction (Juozaityene & Simonaitiene, 2011).</p> <p>6. A Survey of Bahamian and Jamaican Teachers' Level of Motivation and Job Satisfaction (Griffin, 2010).</p> <p>7. Does Age matter in Job Satisfaction? The Case of U.S. Information Technology Professionals (Ghazzawi, 2011).</p> <p>8. Job Satisfaction of Secondary School Teachers: Effects of Demographic on Job Satisfaction of Secondary School Teachers (Briones et al., 2010).</p> <p>9. Investigation of Demographic Properties and Motivation Factors of Physics Teachers (Guzel, 2011).</p> <p>10. The impact of Age and Education on Level of Satisfaction and Motivation among employees (Paul, 2012).</p> <p>11. Job Satisfaction Among Jordan's</p>	<p>over commitment level of teachers.</p> <p>4. Gender influences on teacher effectiveness.</p> <p>5. Motivators of teacher job satisfaction in relation to age.</p> <p>6. Teachers' level of motivation in relation to age.</p> <p>7. Age and job satisfaction.</p> <p>8. Effects of demographic on job satisfaction.</p> <p>9. Qualifications and Experience and motivation factors.</p> <p>10. Impact of qualifications on level of satisfaction and motivation.</p> <p>11. Effects of</p>
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	<p>Kindergarten Teachers: Effects of Workplace Conditions and Demographic Characteristic (Abu-Taleb, 2013).</p> <p>12. Teachers' Motivation-A Major Challenge for School Managers (Popescu & Tudorache, 2013b)</p>	<p>demographic characteristics on job satisfaction.</p> <p>12. Impact of qualifications on motivation.</p>
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CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on how the research was conducted. The research study investigated the relationship between motivational factors and teachers' job satisfaction. The chapter therefore lays out the research design, research method, research instrument, its nature and the relation of items to the aims of study, its scoring procedure, its validity and reliability, pilot run, sampling design, description of procedures for the administration of the instrument, and control of confounding variables, as well as ethical considerations.

3.2 RESEARCH DESIGN

There are many research designs in empirical research, and these have subsequently populated increasing number of research methodologies in the social sciences. A research design is the map that a researcher decides to follow during the research journey to find answers to research questions as validly, objectively, accurately and economically as possible (Kumar, 2014). The present study adopted a descriptive research design. Descriptive study describes the present status of events where an independent variable cannot be manipulated. McMillan and Schumacher (2010) pointed out that descriptive research design assesses the nature of existing conditions.

In cases where the study is descriptive, the adopted research design must too provide descriptive evidence, as those factors being investigated should be able to explain and describe the status of events, or the research problem being investigated (Merriam, 1998). The contextual description of the current levels of motivation and job satisfaction among educators' schools requires an explanation

regime of important contextual thoughts on questions addressed in the research tool. The current status of motivation levels and job satisfaction was found wanting, and an empirical assessment could best be understood through rigorous explanations and descriptions of the factors.

There are many other studies that have used descriptive designs in determining motivation levels and job satisfaction among teachers. Among those who used, non-experimental research descriptive strategies to investigate the motivational levels and job satisfaction among teachers are: Seniwoliba Seniwoliba (2013), Convey (2010), Kocabas (2009) and Griffin (2010). Similarly, Klassen and Anderson (2009) used the descriptive design on secondary school educators to compare the changes in job satisfaction levels between 1962 and 2007. Furthermore, Islam and Ali (2013) also used descriptive design to explore the motivation-hygiene theory, and its applicability to teachers.

3.3 EMPIRICAL STUDY AND ETHICAL CONSIDERATIONS

The researcher obtained permission in the form of a clearance letter from the KZN Department of Education to use teachers in Ngwelezane Circuit as participants (See Annexure C). The HoD for Education in KZN, District Education Officer, and the Circuit Manager for Ngwelezane Circuit, were informed of the study. The researcher also obtained an introductory letter from the University of Zululand (See Annexure B). Appointments were made with the sample schools, through the principals, to administer questionnaires. The principal and teachers who consented to the research were given instructions on how to respond to the questionnaire, and assured of confidentiality, after which they were given enough time to respond to the questionnaire. The researcher collected the completed questionnaires in preparation for analysis.

The researcher planned and conducted research in a manner consistent with the law, and the internationally and nationally acceptable standards governing research

with human participants. The researcher submitted a research proposal for approval by the University Research Committee, of which a written approval was issued. The researcher entered into an agreement with participants that clarified the nature of the research and responsibilities of each party.

A consent letter explaining the purpose of the research, expected duration of the participants' participation, procedures used in the research, participants' right to decline to participate, and withdraw participation at any time, and the consequences of withdrawal, was given to participants (Annexure F). The participants were also made aware of the benefits of the research and the confidentiality of the data collected.

3.4 RESEARCH INSTRUMENT

In order to remain consistent with previous research, a measurement instrument was constructed using referent studies on teacher motivation and job satisfaction. A teacher questionnaire was used to collect data from teachers (Annexure A). Questionnaires are mostly used in conducting quantitative research, where the researcher wants to profile the sample in terms of numbers, or to count the frequency of occurrence of opinions, attitudes, experiences, processes, behaviours or predictions (Rowley, 2014).

A highly structured questionnaire which has closed questions makes it possible to count how many answers are given in each category (Bertram & Christiansen, 2014). In this study, the researcher used a structured questionnaire with closed questions, which made it possible to analyse data statistically (See Annexure A).

The questionnaire comprised of three sections. The first section had items on demographic features of participants, such as gender, age, qualifications, phase level taught, and years of experience. The second section consisted of items on

motivational factors, and the third section contained items on job satisfaction. Teachers were asked to rate possible sources of job satisfaction.

The questionnaire solicited information on respondents' gender (male, female), age, phase level taught, qualifications, and teaching experience. Several narrow categories were created for age, ranging from 20–60 years and above in the following order: 20–29, 30–39, 40–49, 50–59, and over 60. Teachers indicated the phase level they were teaching from the categories: Foundation phase, Intermediate phase, Senior phase and Further Education and Training (FET) phase. The level of qualifications ranged from Diploma in Education to PhD, with categories: Diploma in Education, Bachelor of Arts/Bachelor of Science with Post Graduate Certificate in Education, Bachelor of Education, Bachelor of Education Honours, Masters, and PhD. The teaching experience ranged from 1–10 years and above, with categories: 1–3, 4–6, 7–9 and 10 or more years. These items were in relation with the aim on finding out the relationship between motivation and teachers' biographical data. Section B of the questionnaire had items for teachers to rate their motivational levels and section C had items for teachers to rate their job satisfaction levels.

3.4.1 Scoring procedure

In Section A of the questionnaire, teachers chose the relevant category for the biographical data. Teachers rated their motivational level on Section B of the questionnaire on a 5 point scale, ranging from highly motivated to highly demotivating, with 1 = highly demotivating, 2 = demotivating, 3 = neutral, 4 = motivating and 5 = highly motivating, for positive items. For the negative items, the scale reversed to 1 = highly motivating, 2 = motivating, 3 = neutral, 4 = demotivating and 5 = highly demotivating. On Section C of the questionnaire, teachers rated their job satisfaction levels on a 5 point scale, ranging from very satisfied to very dissatisfied, with 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied and 5 = very satisfied, for positive items. For the negative items, the scale reversed 1 = very satisfied, 2 = satisfied, 3 = neutral, 4 = dissatisfied and 5 = very dissatisfied.

3.4.2 Validity and reliability

Several stages were implemented during the construction phase of the study's questionnaire to determine validity and reliability. Factor loading was used to determine the validity of the instrument, whereas Cronbach's alpha was used to determine reliability (Tables 18 and 19). Relevant items were drawn from relevant literature. Expert advice was sought and modifications were made according to feedback. Before approaching schools, the questionnaire was pilot tested for wording and presentation.

3.5 SAMPLING DESIGN

The target population in the present study were school educators. The sample was drawn from school educators in uThungulu District. Bertram and Christiansen (2014) stated that sampling involves making a decision about which people, settings, events or behaviours to include in the study. Out of four circuits, one circuit under uMhlathuze Circuit Management was selected through cluster sampling. In cluster sampling, the researcher identifies convenient, naturally occurring groups, such as neighbourhoods, schools, districts and regions (McMillan & Schumacher, 2010). Clusters can be formed on the basis of geographical proximity, or a common characteristic, that has a correlation with the variable of the study (Kumar, 2014). Each cluster is identical to the next cluster as there are pre-primary schools, primary schools and secondary schools in each one of them; hence the researcher used the cluster sampling method.

In the sampling procedure, the selection of an appropriate sample size should ensure that the population is efficiently and successfully represented in order to allow inferences. Costs factors, time constraints, and statistical power are considered to determine the sample size, although larger sample sizes have a higher degree of representation of the characteristics of the population being surveyed. Bertram and Christiansen (2014) stated that if the data are quantitative, and the researcher is intending to use some form of statistical analysis on the data, then a sample size of

thirty is the minimum number of cases. The researcher used all thirty seven schools in Ngwelezane Circuit, and all teachers in the Circuit were selected as participants.

The researcher visited the principals from the selected schools where a meeting with all the educators was conducted. The purpose of the study was then explained and educators were asked to voluntarily take part in the survey.

3.6 DATA ANALYSIS

The data collected through the questionnaire were coded and grouped into appropriate variables. Statistical analysis of data was conducted using descriptive statistics, as dictated by the descriptive research design. SPSS was used to analyse the data. Comparisons to determine differences in teachers' satisfaction levels, in relation to demographic variables such as age, gender, experience and level of qualification were also done.

Responses to items were coded on a 5 – point scale: 1 = low and 5 = high. The highest score that could be obtained for the 18 motivation items was 90. The same was implied of the 18 job satisfaction items. The decision levels were reached by finding the minimum possible score which was 18 and the maximum possible score which was 90, and then found the midpoint between 18 and 90. The midpoint was found to be 54. All the scores that were 54 and greater were taken as motivated or satisfied. All the scores less than 54 were taken as demotivated or dissatisfied.

3.7 PILOT STUDY

All the 37 schools were listed and allocated numbers. A random number table was then used to choose schools. The following four schools were selected: Grantham Park Primary School, Thanduyise High School, Amangwe Secondary School, and Empangeni Christian School.

Table 18 for factor loading contains correlation coefficients between factors and items. These coefficients represent factor loadings of the items on the factors, i.e. the degree to which an item is associated with a certain factor. The list of items for factor 1 and 2 are shown in annexure I and J respectively. To test for reliability of the 36 items used in the pilot study, the SPSS Version 23 programme was used.

3.8 CONCLUSION

This chapter discussed the research methodology used in the study. The design suited the nature of the study in terms of setting, sampling, fieldwork, and data collection procedures. Ethical considerations were also discussed at length in this chapter.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

Chapter four details fieldwork procedures for the pilot study and final study. On both occasions the researcher administered the instrument personally. The pilot study was conducted to validate 18 motivational items, and 18 job satisfaction items. The chapter also contains the presentation, analysis and interpretation of data. The hypotheses formulated in chapter three are tested in this chapter.

4.2 SELECTION OF SCHOOLS FOR THE PILOT STUDY

The sampling design was discussed in chapter three. For the pilot study, four schools were selected in accordance with procedures outlined in the previous chapter. There are 37 schools in Ngwelezane Circuit. The schools for the pilot study were selected randomly. All the 37 schools were listed and allocated numbers. A random number table was then used to choose schools. The following four schools were selected: Grantham Park Primary School, Thanduyise High School, Amangwe Secondary School, and Empangeni Christian School. Grantham Park Primary School has classes from Grade R to Grade 7, Amangwe Secondary School starts from Grade 8 to Grade 12, Empangeni Christian School starts from Grade RR to Grade 7, and Thanduyise High School is from Grade 8 to Grade 12. All the 78 teachers in the chosen schools were given the questionnaire to complete, and 53 questionnaires were returned.

4.3 ADMINISTRATION OF THE PILOT RESEARCH INSTRUMENT

The target population of this pilot study comprised of all 78 teachers in the four schools which were visited by the researcher. There were 53 educators who completed the questionnaire. The distributions of participants in the pilot study are shown in table 2.

Table 2: Distribution of participants in the pilot study (N= 53)

Demographic variables					
Gender	Male 24	Female 29			
Teaching Phase	Foundation 10	Intermediate 6	Senior 15	FET 22	
Teaching Experience	1-3 Yrs 9	4-6 Yrs 8	7-9 Yrs 10	10+ Yrs 26	
Teaching Qualification	Diploma 14	BA/BSc with PGCE 5	B.Ed. 27	B.Ed. (hons) 6	Masters 1
Age	20-29 7	30-39 17	40-49 20	50-59 8	60+ 1

Upon arrival at each school, the researcher explained the purpose of the investigation. The principal was also given a copy of the letter of approval from the Department of Education, as well as the letter from the university. The response from the principal and staff members was positive. The administration of the questionnaire took place without any disruption of the normal school routine. Questionnaires were left with the principals, and arrangements were made for dates of collection. The researcher collected the completed questionnaires as per arrangement. The response was overwhelmingly positive.

4.4 ESTABLISHMENT OF VALIDITY AND RELIABILITY

Table 18 for factor loading contains correlation coefficients between factors and items. These coefficients represent factor loadings of the items on the factors, i.e. the degree to which an item is associated with a certain factor. The first column contains the item's number. The second column is the list of items. The third column contains loadings between factor 1 and each item. The fourth column contains loadings between factor 2 and each item. The table reveals that items 1 – 25 have relatively the highest loading on the first factor which is the motivation factor. Item numbers 26 – 36 have relatively the highest loading on the second factor which is the job satisfaction factor. Loadings in excess of 0.33 were eligible for interpretation, whereas lower ones were not, and were not included in the final scale. All the items in table 18 indicated a loading that is above 0.33, which shows that they were eligible for interpretation. The list of items for factor 1 and 2 are shown in annexure I and J respectively.

To test for reliability of the 36 items used in the pilot study, the SPSS Version 23 programme was used, and the results obtained are reported in table 3.

Table 3: Reliability of the scale

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha based on standardised items	Number of items
.917	.919	36

A Cronbach Alpha reliability of .917 was obtained which shows that the research instrument has a high reliability. The questionnaire could be considered suitable for use in the final study.

4.5 FINAL STUDY SAMPLE

The participants for the final study sample were 646 teachers from the 33 remaining schools in Ngwelezane Circuit. The questionnaires were administered to 646 educators, and out of these 521 were returned accurately completed. The distribution of participants in the final study sample is shown in table 4.

Table 4: Distribution of participants in the final study sample (N=521)

Demographic variables						
Gender	Male 162	Female 359				
Teaching Phase	Foundation 112	Intermediate 96	Senior 133	FET 180		
Teaching Experience	1-3 Yrs 88	4-6 Yrs 100	7-9 Yrs 68	10+ Yrs 265		
Age	20-29 97	30-39 152	40-49 190	50-59 73	60+ 9	
Teaching Qualification	Diploma 174	BA/BSc with PGCE 81	B.Ed. 161	B.Ed. (hons) 72	Masters 24	PhD 9

The scoring procedure conducted in the pilot study was also used in the final study. Inaccurately completed questionnaires were discarded.

4.6 RESULTS

The SPSS Version 23 programme was used to calculate the t-test and chi square. The t-test was used to test the hypothesis that the mean scores for motivation and job satisfaction do not differ. The chi-square was used to test the hypothesis that biographical data have effects on teacher motivation and teachers' job satisfaction.

4.6.1 Presentation of means and standard deviations for the whole sample

Table 19 contains means and standard deviations for the whole sample. Each item has its own mean score and its corresponding standard deviation.

4.6.2 Reiteration of hypotheses

1. The mean scores for motivation and job satisfaction do not differ.
2. Biographical data have effects on teacher motivation and teachers' job satisfaction.

4.6.3 Analysis of data

Data was analysed based on the stated hypothesis and aims of the study following the order in which they were stated.

4.6.3.1 The difference between scores on motivation and job satisfaction.

The literature revealed that motivation and job satisfaction are important to workers, therefore, it is worthy analysing the important motivational factors and job satisfaction factors that are important to teachers. This is particularly useful because teachers' performance depends on what they perceive as important to them in their teaching or professional career.

Responses to items were coded on a 5 – point scale: 1 = low and 5 = high. The highest score that could be obtained for the 18 motivation items was 90. The same was implied of the 18 job satisfaction items. The decision levels were reached by finding the minimum possible score which was 18 and the maximum possible score which was 90, and then found the midpoint between 18 and 90. The midpoint was found to be 54. All the scores that were 54 and greater were taken as motivated or satisfied. All the scores less than 54 were taken as demotivated or dissatisfied.

The t-test was used to test the hypothesis that the mean scores for motivation and job satisfaction do not differ. The results are shown in table 5.

Table 5: Nature of difference between teachers’ scores on motivation and job satisfaction (N = 521)

Teachers’ scores on motivation and job satisfaction			
Motivation (M)	Satisfaction (I)	Deviations(<i>d</i>)	Squares of Deviations(<i>d</i> ²)
$\sum M = 32425$	$\sum S = 26724$	$\sum d = 5701$	$\sum d^2 = 112415$

Calculated t-value = 25.463

t (df520) = 1.960; $p < 0.05$ = Significant

H₀: $p = 0$

H₁: $p \neq 0$

The results suggest that there was a statistically significant difference between motivation and job satisfaction. Since the calculated value of t is 25.463 at $df = 520$ is bigger than the tabled critical value 1.960 at 0.05 level of significance H₀ was rejected in favour of the alternative hypothesis H₁. The results are significant, and not due to chance factors. The scores on motivation and job satisfaction differ significantly. Teachers’ responses to motivation differ significantly from their responses to job satisfaction. Teachers are highly motivated, yet do not get job satisfaction.

4.6.3.2 Ranking of factors

The items were ranked to reflect the importance teachers attached to each of the factors. Table 6 shows the mean scores ranking for motivation factors.

Table 6: Mean scores ranking of motivational factors from most motivating to the least motivating

Motivational factors	Mean	Std. deviation	Rank order
Being regarded as a role model	4.05	.906	1
Desire to achieve ambitious goals	4.03	.961	2
My students being successful	4.00	1.069	3
Being competent in my field	3.98	.932	4.5
Positive relationships among teachers	3.98	.980	4.5
Receiving a good inspection report	3.78	1.016	6
Convenient working hours and school holidays	3.72	1.013	7
Making a career in my profession	3.67	1.052	8
The competitive attitude among teachers	3.58	1.009	9
My successes being recognised	3.55	1.158	10
Confidence in career development	3.51	1.034	11
Working hours	3.49	.998	12
Being secure for eventualities such as retirement	3.42	1.028	13
Cooperation and support of parents	3.41	1.239	14
Fair and consistent discipline	3.25	1.152	15
Promotion and progression	3.15	1.214	16
Balance of work and family	3.13	1.069	17
Administration work	3.05	1.202	18
Earning an income that satisfies my needs	2.89	1.333	19

The results suggest the top five factors that teachers in the sample are motivated by are: being regarded as a role model, the desire to achieve ambitious goals, students being successful, being competent in their field, and positive relations among teachers. According to Herzberg (1965b), job satisfaction is the result of motivators, while motivators' role in dissatisfaction is very minor. Job satisfaction is determined by the feeling that the individual has to the content of the job (motivator factors). All the top five factors fall under the motivators that bring about satisfaction. The least five in table 6, that are ranked 15, 16, 17, 18 and 19, shows the factors teachers are demotivated by. These factors are: earning an income that satisfies needs, administration work, balance of work and family, promotion and progression, and fair and consistent discipline. Hygiene factors contribute very little to job satisfaction, while they cause dissatisfaction or no dissatisfaction (Herzberg, 1965b).

The job satisfaction factors were also ranked to reflect the importance teachers attached to each factor. The mean scores ranking of job satisfaction factors from the most satisfying to the least satisfying are shown in table 7.

Table 7: Mean scores ranking of job satisfaction factors from most satisfying to the least satisfying

Job satisfaction factors	Mean	Std. deviation	Rank order
Relations with inspectors	3.31	.978	1
Disciplined learners willing to learn	3.20	1.240	2
Status of the profession	3.09	1.169	3
Poor staff relations	2.92	1.140	4
Buildings and equipment	2.82	1.175	5
Rigid organisation	2.81	.951	6
Feelings of inadequacy	2.77	.958	7
Safe work environment	2.74	1.276	8
Interruptions to lessons	2.69	1.112	9
Pupils' behaviour	2.68	1.213	10
Teaching load	2.62	1.137	11
Poor parent relations	2.57	1.058	12
Noise	2.53	1.038	13
Being penalised	2.52	1.017	14
Salary	2.28	1.118	15
Marking for large classes	2.21	1.136	16
Large classes	2.11	1.084	17

The top five factors in the table show the factors with which the teachers are satisfied. These factors are: relations with inspectors, disciplined learners willing to

learn, status of th profession, poor staff relations and building and equipment. The bottom five factors in table 7, ranked 13, 14, 15, 16 and 17, shows the factors that dissatisfy teachers the most. These factors are: noise, being penalised, salary, marking for large classes, and teaching large classes. Teachers in the sample showed that they were dissatisfied by the working conditions and these working conditions were the ones that are referred to as hygiene factors by Herzberg.

4.6.3.3 Biographic data have effects on teacher motivation and teachers' job satisfaction

This section focuses on the results related to whether or not biographical data have an influence on teacher motivation and teachers' job satisfaction. In this study, the biographical data are gender, age, phase, qualifications and teaching experience.

The chi-square was used to test the hypothesis that biographical data have effects on teacher motivation and teachers' job satisfaction.

The results for the relationship between gender and teacher motivation are shown in table 8.

Table 8: The relationship between gender and teacher motivation (N=521)

Gender	Motivated	Demotivated	
Male	134 (130.0)	28 (32.0)	162
Female	284 (288.0)	75 (71.0)	359
	418	103	521
$\chi^2 = 0.915$			df = 1
			p>0.05

H₀: There is no association between gender and teachers' motivation

H₁: There is association between gender and teachers' motivation

A chi-square χ^2 value of 0.915 was obtained. The critical χ^2 value is 3.841 (df = 1; $\alpha = 0.05$). This means that the calculated χ^2 value is not significant at the indicated confidence level and degree of freedom, suggesting that there is statistically no significant relationship between gender and teacher motivation. Therefore, H_0 is accepted and concluded that gender is not associated with the variable of motivation.

The results for the relationship between gender and teachers' job satisfaction are shown in table 9.

Table 9: The relationship between gender and teachers' job satisfaction (N=521)

Gender	Satisfied	Dissatisfied	
Male	59	103	162
	(66.5)	(95.5)	
Female	155	204	359
	(147.5)	(211.5)	
	214	307	521
<hr/> $\chi^2 = 2.105$ df = 1 p>0.05			

H_0 : There is no association between gender and teachers' job satisfaction

H_1 : There is association between gender and teachers' job satisfaction

A chi-square χ^2 value of 2.105 was obtained. The critical χ^2 value is 3.841 (df = 1; $\alpha = 0.05$). This means that the calculated χ^2 value is not significant at the indicated confidence level and degree of freedom, suggesting that there is statistically no significant relationship between gender and teachers' job satisfaction. H_0 is accepted and concluded that gender is not associated with the variable of job satisfaction.

The results for the relationship between age and teacher motivation are shown in table 10.

Table 10: The relationship between age and teacher motivation (N=521)

Age	Motivated	Demotivated	
30 - 39	240	9	249
	(233.2)	(15.8)	
40 - 49	174	16	190
	(178.0)	(12.0)	
50+	74	8	82
	(76.8)	(5.2)	
	488	33	521
<hr/> $\chi^2 = 6.118$ $df = 2$ $p < 0.05$			

H₀: Age has no effect on teachers' motivation

H₁: Age has effect on teachers' motivation

The age group 20 – 29 years was collapsed because there was one respondent who was dissatisfied, and statistically there should be a minimum of five observed frequencies. The group was integrated into age group 30 – 39 years. The age group 60 years and over had one demotivated respondent leading to it being collapsed, and integrated into age group 50 – 59 years. A chi-square χ^2 value of 6.118 was obtained for the relationship between age and teachers' motivation. The critical χ^2 value is 5.991 (df = 2; $\alpha = 0.05$). This means that the calculated χ^2 value is significant at the indicated confidence level and degree of freedom, suggesting that there is a statistically significant relationship between age and teachers' motivation, therefore uphold H₁ and reject H₀. The variable of age is associated with motivation.

The degree of correlation is 0.11. A correlation coefficient of 0.11 is low. This means that though the variable of age is associated with motivation, the association is weak.

The results for the relationship between age and teachers' job satisfaction are shown in table 11.

Table 11: The relationship between age and teachers' job satisfaction (N=521)

Age	Satisfied	Dissatisfied	
20 - 29	79 (70.6)	18 (26.4)	97
30 - 39	126 (110.6)	26 (41.4)	152
40 - 49	120 (138.2)	70 (51.8)	190
50+	54 (59.7)	28 (22.3)	82
	379	142	521
$\chi^2 = 22.371$		df = 3	p<0.05

H₀: Age has no effect on teachers' job satisfaction

H₁: Age has effect on teachers' job satisfaction

The age group 60 years and over was collapsed as there were no respondents who were dissatisfied, and it was thus integrated into age group 50 – 59. A chi-square χ^2 value of 22.371 was obtained for the relationship between age and teachers' job satisfaction. The critical χ^2 value is 7.815 (df = 3; $\alpha = 0.05$). This means that the calculated χ^2 value is significant at the indicated confidence interval and degrees of

freedom, suggesting that there is a statistically significant relationship between age and teachers' job satisfaction; reject H_0 and uphold H_1 . The variable of age is associated with job satisfaction. The degree of correlation is 0.203. A correlation coefficient of 0.203 is very low. This means that though the variable of age is associated with job satisfaction, the association is weak.

The results for the relationship between phases and teacher motivation are shown in table 12.

Table 12: The relationship between phases and teacher motivation (N=521)

Phase	Motivated	Demotivated	
Foundation	97 (89.2)	15 (22.8)	112
Intermediate	77 (76.5)	19 (19.5)	96
Senior	112 (105.9)	21 (27.1)	133
FET	129 (143.4)	51 (36.6)	180
	415	106	521
	$\chi^2 = 12.149$	df = 3	p<0.05

H_0 : There is no association between phase and teachers' motivation

H_1 : There is association between phase and teachers' motivation

A chi-square χ^2 value of 12.149 was obtained for the relationship between phases and teachers' motivation. The critical χ^2 value is 7.815 (df = 3; $\alpha = 0.05$). This

means that the calculated χ^2 value is significant at the indicated confidence interval and degree of freedom, suggesting that there is a statistically significant relationship between phases and teachers' motivation, therefore uphold H_1 , and reject H_0 . There is an association between educational phase and motivation. This correlation is expressed by the contingency correlation coefficient of 0.15. The association between the variable of educational phase and motivation is weak.

The results for the relationship between phases and teachers' job satisfaction are shown in table 13.

Table 13: The relationship between phases and teachers' job satisfaction (N=521)

Phase	Satisfied	Dissatisfied	
Foundation	60 (45.6)	52 (66.4)	112
Intermediate	42 (39.1)	54 (56.9)	96
Senior	59 (54.1)	74 (78.9)	133
FET	51 (73.2)	129 (106.8)	180
	212	309	521
$\chi^2 = 20.2039$			df = 3
			p<0.05

H_0 : There is no association between phase and teachers' job satisfaction

H_1 : There is association between phase and teachers' job satisfaction

A chi-square χ^2 value of 20.2039 was obtained for the relationship between phases and teachers' job satisfaction. The critical χ^2 value is 7.815 (df = 3; $\alpha = 0.05$). This

means that the calculated χ^2 value is significant at the indicated confidence interval and degree of freedom, suggesting that there is statistically significant relationship between phases and teachers' job satisfaction. H_0 is rejected and uphold H_1 . There is association between educational phase and job satisfaction. This correlation is expressed by the contingency correlation coefficient of 0.19. The association between the variable of educational phase and job satisfaction is weak.

The results for the relationship between qualifications and teacher motivation are shown in table 14.

Table 14: The relationship between qualifications and teacher motivation (N=521)

Qualification	Motivated	Demotivated	
Diploma	136	38	174
	(140.3)	(33.7)	
BA/BSc + PGCE	71	10	81
	(65.3)	(15.7)	
B.Ed.	129	32	161
	(129.8)	(31.2)	
B.Ed. Honours	84	21	105
	(84.6)	(20.4)	
	420	101	521
<hr/>			
	$\chi^2 = 3.289$	df = 3	p>0.05

H_0 : Qualification has no effect on teachers' motivation

H_1 : Qualification has effect on teachers' motivation

The qualification groups of Masters and PhD were collapsed as these categories had less than five respondents. The two groups were integrated into the B.Ed. Honours.

A chi-square χ^2 value of 3.289 was obtained for the relationship between teaching qualification and teachers' motivation. The critical χ^2 value is 7.815 (df = 3; α = 0.05). This means that the calculated χ^2 value is statistically not significant, suggesting that there is statistically no significant relationship between a formal teaching qualification and teachers' motivation, and therefore accept H_0 . There is no association between the variable of qualification and motivation.

The results for the relationship between qualifications and teachers' job satisfaction are shown in table 15.

Table 15: The relationship between qualifications and teachers' job satisfaction (N=521)

Qualification	Satisfied	Dissatisfied	
Diploma	62 (71.8)	112 (102.2)	174
BA/BSc + PGCE	32 (33.4)	49 (47.6)	81
B.Ed.	73 (66.4)	88 (94.6)	161
B.Ed. Honours	27 (29.7)	45 (42.3)	72
Masters	21 (13.6)	12 (19.4)	33
	215	306	521
	$\chi^2 = 10.7204$	df = 4	p<0.05

H_0 : Qualification has no effect on teachers' job satisfaction

H_1 : Qualification has effect on teachers' job satisfaction

The PhD group was collapsed as it had a category with less than five participants. The group was integrated into the Masters group. A chi-square χ^2 value of 10.7204 was obtained for the relationship between teaching qualification and teachers' job satisfaction. The critical χ^2 value is 9.488 (df = 4; $\alpha = 0.05$). This means that the calculated χ^2 value is statistically significant; suggesting that there is a statistically significant relationship between teaching qualifications and teachers' job satisfaction. H_0 is rejected and uphold H_1 . There is an association between qualification and job satisfaction. This correlation is expressed by the contingency correlation coefficient of 0.14. The association between the variable of qualification and job satisfaction is weak.

The results for the relationship between teaching experience and teacher motivation are shown in table 16.

Table 16: The relationship between teaching experience and teacher motivation (N=521)

Experience in years	Motivated	Demotivated	
1 - 3	77 (70.9)	11 (17.1)	88
4 - 6	92 (80.6)	8 (19.4)	100
7 - 9	57 (54.8)	11 (13.2)	68
10+	194 (213.6)	71 (51.4)	265
	420	101	521
$\chi^2 = 20.716$		df = 3	p<0.05

H₀: Teaching experience has no effect on teachers' motivation

H₁: Teaching experience has effect on teachers' motivation

Table 4.16 reveals that teaching experience does not bear any statistically significant relationship to teachers' motivation. The calculated χ^2 value of 20.716 is statistically significant. The critical χ^2 value is 7.815 (df = 3; $\alpha = 0.05$). This means that the calculated χ^2 value is statistically significant, suggesting that there is a statistically significant relationship between teaching experience and teachers' motivation. Therefore, H₀ is rejected, and H₁ is upheld. There is association between experience and motivation. This correlation is expressed by the contingency correlation coefficient of 0.2. The association between the variable of experience and motivation is weak.

The results for the relationship between teaching experience and teachers' job satisfaction are shown in table 17.

Table 17: The relationship between teaching experience and teachers' job satisfaction (N=521)

Experience in years	Satisfied	Dissatisfied	
1 - 3	43 (36.5)	45 (51.5)	88
4 - 6	57 (41.5)	43 (58.5)	100
7 - 9	32 (28.2)	36 (39.8)	68
10+	84 (73.0)	181 (103.0)	176
	216	305	521
$\chi^2 = 73.486$ $df = 3$ $p < 0.05$			

H₀: Teaching experience has no effect on teachers' job satisfaction

H₁: Teaching experience has effect on teachers' job satisfaction

Table 4.17 reveals that teaching experience has statistically significant relationship to teachers' job satisfaction. The calculated χ^2 value of 73.486 is statistically significant. The critical χ^2 value is 7.815 (df = 9; $\alpha = 0.05$). This means that the calculated χ^2 value is not statistically significant, suggesting that there is a statistically significant relationship between teaching experience and teachers' job satisfaction, therefore H₀ is rejected and uphold H₁. There is an association between

experience and job satisfaction. This correlation is expressed by the contingency correlation coefficient of 0.35. The association between the variable of experience and job satisfaction is weak.

4.7 CONCLUSION

The results reveal that gender has no statistically significant relationship to teachers' motivation and job satisfaction. The teaching qualification has no statistically significant relationship to teachers' motivation, but there is a statistically significant relationship to teachers' job satisfaction. Age, phases and teaching experience showed statistically significant relationships to teachers' motivation and job satisfaction, although the correlations are low in all the variables. This means that gender and teaching qualification has no effect on motivation and job satisfaction. Age, phases and teaching experience all have effects on teachers' motivation and teachers' job satisfaction.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

In this chapter a summary of the previous chapters was presented and the findings of the study were discussed. The implications of the findings were also explained. Based on these findings limitations and recommendations of the research were suggested.

5.2 SUMMARY OF STUDY

5.2.1 Aims

This study was based on the following aims:

- i To find the nature of motivation and job satisfaction among teachers.
- ii To find out the effect of motivation and job satisfaction on teacher morale and performance.
- iii To find out how teachers rank different motives and job satisfaction for remaining in their jobs.
- iv To find out the relationship between motivation, job satisfaction and teachers' biographical data.

5.2.2 Methodology

The participants for the final study sample were all the 646 teachers in the 33 schools in Ngwelezane Circuit. After permission to carry out the research was granted, the principals and teachers who consented to the research were given the questionnaire to complete. Analysis was done using the SPSS Version 23 software programme.

5.2.3 Results

The results revealed that teachers are motivated but they do not get job satisfaction. The teachers in the sample indicated that the motivational factors are different from job satisfaction factors. This is the reason why teachers in the sample are highly motivated but not satisfied with their jobs. Biographical data were seen to have effects on teacher motivation and job satisfaction in the variables age, experience and phases. However, gender and qualification variables were found to have no effects on motivation and job satisfaction.

5.3 FINDINGS

The findings are reported here in the same sequence as they appear in the aims of the study.

5.3.1 Findings with regards to aim number one

One important finding of the study is that teachers are highly motivated, but very dissatisfied in their jobs. The findings show that, irrespective of teachers being motivated, teachers are dissatisfied. This means that the factors that motivate teachers are different from the ones that bring satisfaction in their jobs. Teachers showed that they are motivated by being regarded as a role models, being able to achieve ambitious goals, students being successful, being competent in their fields, and also by positive relationships among teachers. This finding seems to support Islam and Ali (2013) who found that most teachers showed satisfaction with achievement and work itself, as compared to other motivators.

Another important finding of the study concerns the factors that demotivate teachers the most. Teachers showed that they are demotivated by marking for large classes, being penalised, not earning an income that may satisfy their needs, administration work, promotion and progression. This is in keeping with (Popescu & Tudorache, 2013a) findings that teachers showed dissatisfaction with salary equity compared to

the effort, considering it extremely small in comparison to work with large number of tasks they performed, and working with large classes. Herzberg theory states that dissatisfaction is determined by the feeling the individual has to the context or environment. The results are therefore in line with Herzberg's findings as the educators in this study are dissatisfied by the contexts and environments they find themselves in.

5.3.2 Findings with regards to aim number two

The findings show that teachers are highly motivated when learners do well. The core business of the teacher is to impart knowledge to learners. Teachers mostly measure their success against their learners' performance. If learners do well they are motivated to give more, as compared to when learners do not do well. The findings are in line with Kocabas (2009), who found that students' success motivates teachers.

In the study, the findings reveal that teachers were demotivated by heavy workload, too much administrative work and poor salaries. The teachers were not happy with their working conditions. This finding seems to support Mampane (2012) finding that educator workload is one of the main challenges facing the teaching fraternity. Motivation directly affects the morale and performance of teachers. When teachers are motivated, their morale is boosted, and their performance is enhanced. However, when they are demotivated they seem to have low morale, and their performance is low. It can be concluded that motivation affects the morale and performance of teachers positively or negatively.

5.3.3 Findings with regards to aim number three

The study also attempted to ascertain how teachers ranked different motives for remaining in their jobs. Two separate mean rankings were done, one for motivation and one for job satisfaction. The rankings were done from the most motivating to least motivating, and from the most satisfying to least satisfying.

Findings reveal that teachers in the study were mostly motivated by being regarded as role models, which is the factor ranked first out of nineteen. Teachers showed that they needed to be recognised by society and, give value and status to the teaching profession. The desire to achieve ambitious goals motivates teachers in doing their job was ranked second out of nineteen. The findings also reveal that teachers are motivated when their learners achieve academically, which is ranked third out of nineteen. The success of learners becomes a yard-stick with which teachers measure their effectiveness, and reflects their competence in their field. Competence is ranked fourth as a motivator. The work environment seems to play a very significant role in teacher motivation. The teachers in the study show that positive relationships among teachers motivate them, and it is ranked fifth out of nineteen.

It is also revealed that teachers are demotivated by discipline not being fair and consistent, which is ranked fifteen. Teachers show that they are demotivated when there is no promotion and progression, and this is ranked sixteen out of nineteen. Teachers expect to be promoted and progress professionally. This somehow gives them a sense of achievement, and motivates them to stay in the profession. The balance of work and family is revealed as one of the areas that demotivate teachers, which is ranked seventeen out of nineteen. Teachers indicate that they are demotivated if they do not get time to spend with family because of work. Findings also reveal that teachers are demotivated by too much administration work, which is ranked eighteen out of nineteen. Too much administration work seems to be a burden to teachers. Teachers indicate that they are not happy with the income that they are receiving, and this is ranked at nineteen out of nineteen. The income that they are getting does not satisfy their needs, thereby leading to demotivation. This is also in line with (Seniwoliba, 2013), where salary was ranked first as most demotivating.

The ranking for job satisfaction revealed that teachers are mostly satisfied with relations with inspectors and disciplined learners who are willing to learn. Teachers also indicate that they are satisfied with status of the profession. Poor staff relations, ranked fourth out of seventeen, seems not to affect teachers' job satisfaction.

Findings reveal that teachers are satisfied with the state of buildings and equipment. On the other hand, teachers showed that they are dissatisfied with the noise made by learners during the teaching and learning process, which is ranked thirteen out of seventeen. Teachers being penalised is ranked fourteen out of seventeen, which indicates dissatisfaction by teachers. The salary that the teachers are receiving is not satisfactory, and this is ranked fifteen out of seventeen. It was revealed that teachers are dissatisfied with the salary that they are receiving. Findings show that teachers are dissatisfied with marking for large classes and teaching the large classes, and this is ranked sixteenth out of seventeen, and seventeenth out of seventeen respectively. The large classes seem to frustrate teachers as they are not able to give individual attention to learners. The large classes in turn create a lot of marking, which at times take up a lot of their time, which may actually affect their family time as they have to mark outside working hours.

5.3.4 Findings with regards to aim number four

Findings reveal that there is a relationship between motivation and teacher biographical data, although the correlation coefficient is low in all the variables. The biographical data that were considered in the study were gender, age, teaching phase, teaching qualifications and teaching experience.

Both males and females in the sample showed that there is no relationship between gender and teacher motivation, meaning that there is no association between gender and teachers' motivation. There is also no relationship between gender and teachers' job satisfaction. This means that there is no association between gender and teachers' job satisfaction as well, which is consistent with literature as observed by Islahi and Nasreen (2011).

Findings reveal that there is an association between age and teacher motivation, as well as age and teachers' job satisfaction. This means that age has an effect on both teacher motivation and teachers' job satisfaction. In literature, Bishay (1996) and

Juozaityene and Simonaitiene (2011) concluded that age has an effect on teachers' motivation and teachers' job satisfaction.

A relationship between phase of education and teacher motivation, as well as teachers' job satisfaction is revealed. Findings show that the phase of education of the teacher has an effect on teacher motivation and teachers' job satisfaction. The different grade levels that teachers teach have an effect on their motivation and job satisfaction.

The qualifications and teacher motivation showed no relationship, suggesting that teaching qualification has no effect on teachers' motivation. However, it was found that there is a relationship between qualifications and teachers' job satisfaction. This means that qualifications have an effect on teachers' job satisfaction. Findings by Paul (2012) revealed that the level of motivation varies with educational qualification of the employees. This is also in line with (Abu-Taleb, 2013) who found that satisfaction levels varied according to level of education.

Teaching experience was seen to have an effect on teachers' motivation and teachers' job satisfaction. Both teachers' motivation and teachers' job satisfaction are statistically significant, suggesting that there is a relationship between teaching experience and teachers' motivation, as well as teachers' job satisfaction. This is in line with Bishay (1996), who found that increased length of service correlated with increased satisfaction.

5.4 LIMITATIONS

It is possible that teachers in different locations will respond differently. Teachers who left the teaching profession were not part of the sample. These teachers could have been included to find out why they chose to leave. Thus, specific factors relating to job dissatisfaction could be identified, and potential changes could be

implemented to reduce overall feelings of job dissatisfaction, resulting in a more positive, nurturing environment.

5.5 RECOMMENDATIONS

These results give an insight to education administrators and school governors in particular, on the factors that motivate teachers. School governors should create an environment where teachers work as a team, use disciplinary measures sparingly, ensure there is an adequate level of educational technology, and strive to create a positive school atmosphere with the full participation of its teachers. Based on the findings, discussions and the conclusions drawn, the government should ensure that conditions of service of teachers, and other sectors of the economy, are equitable. Teachers' self-esteem and teachers' social status could be enhanced by providing teachers with effective training, decent working conditions, and enhanced remuneration, and by sensitising all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession.

There is a need for future studies on this topic to be conducted on a large population, to include various types of institutions and population, comprised of different levels of social sectors, different races and of different cultures, consequently to fulfil the requisites of making generalisation of the findings to the whole population. Finally, this study could be strengthened by including qualitative data, perhaps personal interviews with a select sample of the teachers, to further investigate factors relating to motivation and job satisfaction.

5.6 AVENUES FOR FUTURE RESEARCH

Researchers of teacher motivation and job satisfaction should try to gauge the effects of media reporting, outside perceptions, and family and leisure involvement on teacher morale. What may be needed now are systematic investigations into intrinsic and extrinsic factors that motivate teachers, and positively influence their

performance. Increasing the level of understanding concerning the complex nature of job satisfaction will help education officials in putting policies in place that improve teachers' working conditions. Existing research clearly states that the level of teacher job satisfaction influences children's educational outcomes.

5.7 CONCLUSION

It is crucial for teachers to have an overall positive feeling of motivation and job satisfaction in order to create a classroom environment that is conducive to the overall development of the student. This overall development goes beyond academic achievement. If specific elements of a teacher's job that lead to job dissatisfaction can be identified, it may be possible to address these areas with hopes of bringing about positive classroom changes. By identifying specific correlates of job satisfaction/dissatisfaction, changes could be implemented to bring about more positive feelings relating to job satisfaction, which may result in the teachers' ability to create a classroom environment that is inviting. Researchers, policymakers, teachers, administrators and parents can advocate for increased attention to teachers' concerns about increased time demands, teaching large classes that comes with a lot of marking, and declining pupil behaviour.

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ANNEXURES

ANNEXURE A: TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE ON MOTIVATION AND JOB SATISFACTION

Section A

Demographic Data

Please indicate by placing a tick (✓) in the appropriate category

1. Gender: Male Female
2. My age in years:
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20 – 30 | 31 – 40 | 41 – 50 | 51 – 60 | Over 60 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
3. I teach in the:
- | | | | |
|------------------|--------------------------|--------------------|--------------------------|
| Foundation phase | <input type="checkbox"/> | Intermediate Phase | <input type="checkbox"/> |
| Senior Phase | <input type="checkbox"/> | FET Phase | <input type="checkbox"/> |
4. Teaching qualification:
- | | | | |
|----------------------|--------------------------|------------------|--------------------------|
| Diploma in Education | <input type="checkbox"/> | BA/BSC with PGCE | <input type="checkbox"/> |
| B. Ed | <input type="checkbox"/> | B. Ed Honours | <input type="checkbox"/> |
| Masters | <input type="checkbox"/> | PHD | <input type="checkbox"/> |
- 6 My teaching experience in years:
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1-3 | 4-6 | 7-9 | 10+ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section B: Motivation

On the following 5-point scale, indicate the degree to which each of the following serve as a motivating factor or a demotivating factor for teachers by placing an X in the appropriate box.

	Highly motivating	Motivating	Neutral	Demotivating	Highly Demotivating
1. My students being successful					
2. Receiving a good inspection report					
3. Positive relationships among teachers					
4. My successes being recognised					
5. Being competent in my field					
6. Being regarded as a role model					
7. Desire to achieve ambitious goals					
8. Cooperation and support of parents.					
9. Making a career in my profession					
10. Fair and consistent discipline					
11. Promotion and progression					
12. The competitive attitude among teachers					
13. Being covered for eventualities such a retirement					

14. Earning an income that satisfies my needs					
15. Convenient working hours and school holidays					
16. Disciplined learners willing to learn					
17. Balance of work and family					
18. Confidence in career development					
19. Working hours					

Section C: Job satisfaction

On the following 5-point scale, indicate the degree to which each of the following satisfies or dissatisfies you by placing an X in the appropriate box.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
1. Large classes					
2. Interruptions to lessons					
3. Marking for large classes					
4. Poor parent relations					
5. Pupils' behaviour					
6. Noise					
7. Feelings of inadequacy Teaching load					
8. Administration work					
9. Poor staff relations					
10. Rigid organisation					
11. Teaching load					

12. Being penalised					
13. Status of the profession					
14. Relations with inspectors					
15. Salary					
16. Safe work environment					
17. Buildings and equipment					

ANNEXURE B: UNIVERSITY OF ZULULAND CLEARANCE CERTIFICATE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: Manqeles@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/167						
Project Title	The relationship between motivational factors and teacher's job satisfaction						
Principal Researcher/ Investigator	Z Chibisa						
Supervisor and Co-supervisor	Prof PT Sibaya						
Department	Educational Psychology and Special Education						
Nature of Project	Honours/4 th 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

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			X
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		Only if necessary	
Other data collection instruments		Only if used	

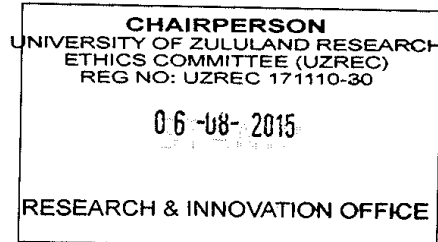
The UZREC retains the right to

- 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 Nokuthula Kunene
 Chairperson: University Research Ethics Committee
 06 August 2015



ANNEXURE C: DEPARTMENT OF EDUCATION CLEARANCE LETTER



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/388

Ms Z Chibisa
PO Box 10423
MEER EN SEE
3901

Dear Ms Chibisa

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND TEACHERS' JOB SATISFACTION", 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 01 April 2015 to 30 April 2017.
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: 26 June 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance

PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**

EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za

CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzndoe.gov.za

ANNEXURE D: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

University of Zululand
Private bag X1001
KwaDlangezwa
3886
Tel 035 902 6220
Email: chibisal@yahoo.com
2 June 2014

The Director: Research Strategy Development and ECMIS
KZN Department of Education
Private Bag X9137
PIETERMARITZBURG
3200

Dear Sir/Madam

A REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH TEACHERS AS SUBJECT

I am a student conducting research for M.Ed. degree in the Faculty of Education at the University of Zululand. I am writing this letter to request for permission to conduct research with Teachers in Ngwelezane Circuit. My research interest is on the motivational factors and teachers' job satisfaction in the schools.

The aims of the study are:

1. To find out the nature of motivation among teachers.
2. To find out the effects of motivation on teacher morale and performance.
3. To find out how teachers rank different motives for remaining in their jobs.
4. To find out the relationship between motivation and teachers' biographical data.
5. To find out how often other staff members, learners, inspectors and parents motivate teachers in doing their job

Your consideration of this letter and granting of permission to do research will be greatly appreciated.

Yours sincerely

Zviedzo Chibisa

SUPERVISORS

PROF PT SIBAYA

PROF. M. M. HLONGWANE

ANNEXURE E: PERMISSION LETTER FOR SCHOOL PRINCIPALS

University of Zululand
Private bag X1001
KwaDlangezwa
3886
Tel 035 902 6220
Email: chibisal@yahoo.com

The Principal
Ngwelezane Circuit
KZN

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH TEACHERS

I am conducting research for M.Ed. degree in the Faculty of Education at the University of Zululand. I am writing to request for permission to conduct research with teachers in Ngwelezane Circuit. My research interest is on motivational factors and teachers' job satisfaction in the schools.

The aims of the study are:

1. To find out the nature of motivation among teachers.
2. To find out the effects of motivation on teacher morale and performance.
3. To find out how teachers rank different motives for remaining in their jobs.
4. To find out the relationship between motivation and teachers' biographical data.
5. To find out how often other staff members, learners, inspectors and parents motivate teachers in doing their job

Your consideration of this letter and granting of permission to do research will be greatly appreciated.

Yours sincerely

Zviedzo Chibisa

SUPERVISORS

PROF PT SIBAYA

PROF M. M. HLONGWANE

RESPONSE

I do/ do not give permission to conduct research inSchool.
_____PRINCIPAL (..... School)

ANNEXURE F: PARTICIPANT CONSENT LETTER

Dear Teacher/Participant

You are requested to take part in a research study. It is important that you should have some general understanding of what the research is about. Please take time to read carefully the following message.

This study is about motivational factors and teachers' job satisfaction among school teachers. The general outcome of this research study will be shared with the Department of Basic Education and will be used to improve teacher motivational levels and job satisfaction. You are assured that all information you provide will be strictly kept confidential, therefore do not write your name of your school on the questionnaire.

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

NAME: _____

Signature: _____ Date: _____

Thank you for your participation and cooperation in this research study.

Zviedzo Chibisa

University of Zululand

Faculty of Education

Department of Educational Psychology and Special Education

Private bag X1001

KwaDlangezwa

3886

ANNEXURE G: DECLARATION BY CANDIDATE

I acknowledge that I have read and understand the University's policies and rules applicable to postgraduate research, and I certify that I have, to the best of my knowledge and belief, complied with their requirements.

I declare that this proposal, save for the supervisory guidance received, is the product of my own work and effort. I have, to the best of my knowledge and belief, acknowledged all sources of information in line with normal academic conventions.

I further certify that the proposed research will be original, and that the material to be submitted for examination has not been submitted, either in whole or in part, for a degree at this or any other university.

I have subjected this document to the University's text – matching and/or similarity – checking procedures and I consider it to be free of any form of plagiarism.

Signature: _____

Date: _____

ANNEXURE H: DECLARATION BY SUPERVISOR(S)

I am satisfied that I have given the candidate the necessary supervision in respect of this proposal and that it meets the University's requirements in respect of postgraduate research proposals.

I have read and approved the final version of this proposal and it is submitted with my consent.

SUPERVISOR

Signature: _____

Print name: _____

Date: _____

CO-SUPERVISOR

Signature: _____

Print name: _____

Date: _____

ANNEXURE I: Factor 1 items

1. My students being successful
2. Receiving a good inspection report
3. Positive relationships among teachers
4. My successes being recognised
5. Being competent in my field
6. Being regarded as a role model
7. Desire to achieve ambitious goals
8. Cooperation and support of parents
9. Making a career in my profession
10. Fair and consistent discipline
11. Promotion and progression
12. The competitive attitude among teachers
13. Being covered for eventualities such as retirement
14. Earning an income that satisfies my needs
15. Convenient working hours and school holidays
16. Disciplined learners willing to learn
17. Balance of work and family
18. Confidence in career development
19. Working hours

ANNEXURE J: Factor 2 items

1. Large classes
2. Interruptions to lessons
3. Marking for large classes
4. Poor parent relations
5. Pupils' behaviour
6. Noise
7. Feelings of inadequacy
8. Administration work
9. Poor staff relations
10. Rigid organisation
11. Teaching load
12. Being penalised
13. Status of the profession
14. Relations with inspectors
15. Salary
16. Safe work environment
17. Buildings equipment

Table 18: Factor loading

	Component	
	1	2
My students being successful	.769	
Receiving a good Inspection report	.765	
Positive relationships among teachers	.744	
My successes being recognized	.730	
Being competent in my field	.722	
Being regarded as a role model	.722	
Desire to achieve ambitious goals	.701	
Cooperation and support of parents	.679	
Making a career in my profession	.609	
Fair and consistent discipline	.573	
Promotion and progression	.562	
The competitive attitude among teachers	.541	
Being covered for eventualities such as retirement	.493	
Earning an income that satisfies my needs	.481	
Convenient working hours and school holidays	.479	
Disciplined learners willing to learn	.404	
Balance of work and family	.402	
Confidence in career development	.401	
Working hours	.341	
Large classes		.696
Interruptions to lessons		.653
Marking for large classes		.648
Poor parent relations		.648
Pupils' behaviour		.624
Noise		.611
Feelings of inadequacy		.608
Administration work		.562
Poor staff relations		.556

Rigid organisation		.539
Teaching load		.529
Being Penalised		.506
Status of the profession		.479
Relations with inspectors	.319	.424
Salary		.401
Safe work environment	.312	.373
Buildings and equipment		.332

Table 19: Teachers' responses to 36 items (N = 521)

	Mean	Std. Deviation
Administration Work	2.53	1.085
Being covered for eventualities such as retirement	2.98	1.407
Making a career in my profession	3.60	1.080
Earn an income that satisfies my needs	2.81	1.360
Marking for large classes	1.85	.988
Fair and consistent discipline	3.53	1.012
Promotion and progression	3.08	1.253
Convenient working hours and school holidays	3.92	1.071
My successes being recognised	3.68	1.298
Being competent in my field	4.13	.921
Being Penalised	2.30	.911
Being regarded as a role model	4.09	.986
Desire to achieve ambitious goals	3.96	.919
Cooperation and support of parents	3.98	1.118
My students being successful	4.26	1.095
Positive relationships among teachers	4.13	.941
Receiving a good inspection report	3.70	1.137
The competitive attitude among teachers	3.43	.991
Salary	2.08	1.071
Rigid organisation	2.51	.953
Teaching load	2.32	1.237
Large classes	2.02	1.065
Working hours	3.51	1.265
Buildings and equipment	2.57	1.065
Safe work environment	2.70	1.280
Noise	2.23	.974
Interruptions to lessons	2.30	1.067
Status of the profession	2.94	1.134
Feelings of Inadequacy	2.62	.925

Balance of work and family	3.42	1.100
Confidence in career development	3.30	1.085
Relations with inspectors	3.11	.913
Disciplined learners willing to learn	3.47	1.250
Poor staff relations	2.77	1.171
Poor parent relations	2.32	1.173
Pupils' behaviour	2.32	1.173
