FOREWORD AND ACKNOWLEDGEMENTS

I dedicate this dissertation to my wife, Tsholofelo, who always supported me in my studies, spending sleepless nights and sacrificing her time and resources to assist me to be the best. I thank her for her unselfish sacrifice.

I would like to further express my gratitude and appreciation to the following people who made a contribution to the successful completion of my study:

- My study leader, Ms Darrelle Groenewald for her guidance and continued support.
- Prof Schepers for his assistance with the statistical analysis of the research data.
- Ms Cherry Groebelaar for her assistance with language editing and proof reading.
- Dr Pat Mafora and Mr Hilton Mudau for their assistance, support and encouragement in my research.
- My family and friends for their continued support and interest in my study.
- The principals and educators of the schools, which participated in the research.
- My employer, the Department of Education for affording me the opportunity to conduct the research.
# CONDENSED TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TITLE</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ORIENTATION</td>
<td>1-12</td>
</tr>
<tr>
<td>2</td>
<td>JOB SATISFACTION</td>
<td>13-42</td>
</tr>
<tr>
<td>3</td>
<td>RESEARCH DESIGN AND METHODOLOGY</td>
<td>43-60</td>
</tr>
<tr>
<td>4</td>
<td>PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS</td>
<td>61-94</td>
</tr>
<tr>
<td>5</td>
<td>SUMMARY, FINDINGS AND RECOMMENDATIONS</td>
<td>95-106</td>
</tr>
<tr>
<td></td>
<td>BIBLIOGRAPHY</td>
<td>107-114</td>
</tr>
<tr>
<td>A</td>
<td>QUESTIONNAIRE</td>
<td>115-124</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

## CHAPTER 1 : ORIENTATION

1.1. BACKGROUND 1-2  
1.2. PROBLEM STATEMENT 2-3  
1.3. PURPOSE OF STUDY 3-4  
1.4. OBJECTIVES 4  
1.5. RESEARCH STUDY\/METHODOLOGY 5  
1.5.1. Population, sampling procedure and the sample 5-7  
1.5.2. Method of data collection 7  
1.5.3. Method of data analysis 7  
1.5.4. Validity and reliability 8  
1.5.5. Ethical considerations 8  
1.6. EXPLANATION OF CONCEPTS 9  
1.6.1. Terms to be used 9  
1.6.2. Job satisfaction 9-10  
1.7. LITERATURE REVIEW 10-11  
1.8. DIVISION OF STUDY 11-12  
1.9. CONCLUSION 12  

## CHAPTER 2: JOB SATISFACTION

2.1. INTRODUCTION 13-14  
2.2. THE NATURE OF JOB SATISFACTION 14  
2.2.1. Definition of job satisfaction 14-17  
2.3. JOB SATISFACTION THEORIES 17
2.3.1. The content theories of job satisfaction 17-18
• Maslow’s Hierarchy of needs 18-23
• Herzberg’s Two-factor theory 23-28
2.3.2. The process theories of job satisfaction 29
• Job Characteristics Model 29-32
• Equity Theory 32-35
• Expectancy Theory 35-37
2.4. RESEARCH DONE BY OTHER AUTHORS 37-38
2.5. DETERMINANTS OF JOB SATISFACTION 39
2.5.1. Mentally Challenging Work 39
2.5.2. Equitable Rewards 39
2.5.3. Supportive Working Conditions 39-40
2.5.4. Personality Job Suitability 40
2.6. EFFECTS/CONSEQUENCES OF JOB SATISFACTION AND/OR DISSATISFACTION 40
2.6.1. Job Satisfaction and Productivity 40-41
2.6.2. Turnover, absenteeism and Employees dissatisfaction 41
2.7. EMPLOYEES DISSATISFACTION 41-42
2.8. SUMMARY 42

CHAPTER 3 :RESEARCH DESIGN & METHODOLOGY

3.1. INTRODUCTION 43
3.2. THE RESEARCH DESIGN 43-44
3.2.1. The population for the study 44-46
3.2.2. The sample and sampling procedure 46-47
• Random sampling 47-48
3.2.3. The size of the sample 48-49
3.3. THE RESEARCH INSTRUMENT 49
3.3.1. The questionnaire as a research tool 49-51
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.2. The questionnaire for the study</td>
<td>51-53</td>
</tr>
<tr>
<td>3.3.3. The sampling technique</td>
<td>53-55</td>
</tr>
<tr>
<td>3.3.4. Structure of the questionnaire</td>
<td>55</td>
</tr>
<tr>
<td>3.3.5. Validity of the questionnaire</td>
<td>56-57</td>
</tr>
<tr>
<td>• Content validity</td>
<td>57</td>
</tr>
<tr>
<td>• Construct validity</td>
<td>57-58</td>
</tr>
<tr>
<td>3.3.6. Administering and collecting the questionnaires</td>
<td>58-59</td>
</tr>
<tr>
<td>3.3.7. Limitations of the questionnaire</td>
<td>59-60</td>
</tr>
<tr>
<td>3.4. CONCLUSION</td>
<td>60</td>
</tr>
</tbody>
</table>

**CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. INTRODUCTION</td>
<td>61</td>
</tr>
<tr>
<td>4.2. DESCRIPTION OF THE SAMPLE</td>
<td>61-65</td>
</tr>
<tr>
<td>4.3. MEASURING INSTRUMENT</td>
<td>65</td>
</tr>
<tr>
<td>4.4. PROCEDURE</td>
<td>65-66</td>
</tr>
<tr>
<td>4.5. RESULTS</td>
<td>66</td>
</tr>
<tr>
<td>4.5.1. Statistical analysis of the JIT</td>
<td>66-69</td>
</tr>
<tr>
<td>4.5.2. Item analysis of the JIT</td>
<td>70</td>
</tr>
<tr>
<td>• Reliability and validity of the questionnaire</td>
<td>70-72</td>
</tr>
<tr>
<td>4.6. COMPARISONS OF VARIOUS GROUPS IN TERMS OF BIOGRAPHICAL BACKGROUND VARIABLES</td>
<td>73-90</td>
</tr>
<tr>
<td>4.7. DISCUSSION OF THE RESULTS</td>
<td>90-93</td>
</tr>
<tr>
<td>4.8. CONCLUSION</td>
<td>93-94</td>
</tr>
</tbody>
</table>

**CHAPTER 5: SUMMARY, FINDINGS AND RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. INTRODUCTION</td>
<td>95-96</td>
</tr>
<tr>
<td>5.2. SUMMARY</td>
<td>96-97</td>
</tr>
</tbody>
</table>
5.3. FINDINGS 97
5.3.1. Literature 97-98
5.3.2. Empirical research 98-103
5.4. THE CONTRIBUTION OF THE QUESTIONNAIRE 103-104
5.5. CONCLUSION 104
5.6. RECOMMENDATIONS 105
5.6.1. Recommendations emanating from the research 105
5.6.2. Recommendations for further research 106

BIBLIOGRAPHY 107-114

ANNEXURE

Annexure A: Questionnaire 115-124
LIST OF FIGURES

Figure 2.1   Maslow’s hierarchy of needs   19
Figure 2.2   Practical application of Maslow’s hierarchy of needs   23
Figure 2.3   The job characteristics model   32
LIST OF TABLES

Table 1.1   The rural and farm schools in the D2 district 6
Table 2.1   The satisfiers and dissatisfiers according to Herzberg 28
Table 2.2   Examples of employee inputs and outputs 34
Table 2.3   Categories of behavioural and psychological reactions 35
Table 4.1   Biographical information of respondents 62-64
Table 4.2   Matrix of intercorrelations of the items of JIT 66
Table 4.3   Eigenvalues of the intercorrelations of the JIT 67
Table 4.4   Rotated factor matrix of the items of the JIT 68-69
Table 4.5   Factor correlation matrix 69
Table 4.6   Means and standard deviations of the item statistics in respect of Scale 1 of the JIT 71
Table 4.7   Item statistics of Scale 2 71
Table 4.8   Item statistics of Scale 3 72
Table 4.9   Item statistics of Scale 4 72
Table 4.10  Tests:Age 73-74
Table 4.11  Tests:Gender 74-75
Table 4.12  Tests: Years teaching experience  75-76
Table 4.13  Tests: Marital status  76-77
Table 4.14  Tests: Post level  77
Table 4.15  Tests: Position at school  78
Table 4.16  Tests: Nature of appointment  79
Table 4.17  Tests: Membership of a professional teacher’s association?  79-80
Table 4.18  Tests: Feelings about the merit award system, which is being used?  80
Table 4.19  Tests: Types of school  81-84
Table 4.20  Tests: Highest educational qualification  84-87
Table 4.21  Tests: Race group  88-89
ABSTRACT

The purpose of the research was to investigate the level of job satisfaction of primary and secondary rural and farm school teachers in Gauteng West - D2. The following research questions were addressed:

- What is the nature of job satisfaction?
- What are the factors responsible for the job satisfaction and/or dissatisfaction of rural and farm school teachers?
- How can managers or those responsible for education create job satisfaction among rural and farm school teachers?

In this study the researcher developed a questionnaire which was used as a measuring instrument for the research. The questionnaire was designed within the framework regarding levels of job satisfaction to improve performance. The questionnaire can be used for future research studies.

The results of the study indicated that three of the 27 factors showed statistically significant differences, namely, types of school, highest educational qualifications and racial groups.

The main conclusion drawn from the research is that rural and farm school teachers in Gauteng West-D2 are not satisfied with their environment and available facilities.

Finally there is a need for a follow-up study to be conducted on all teachers in Gauteng West – D2 to determine the level of job satisfaction of all teachers.