

FACTORS CONTRIBUTING TO LOW TEACHER MORALE IN SECONDARY
SCHOOLS IN THE OSHANA EDUCATIONAL REGION, NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
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ABSTRACT

This study sought to explore the factors that contribute to low teachers' morale in secondary schools in the Oshana Educational Region, Namibia. The study was guided by the following research questions: What are the factors that contribute to low teacher morale in secondary schools in the Oshana Educational Region?; How does teachers' low morale influence their execution of duties in secondary schools in the Oshana Educational Region?; How does low teacher morale influence the academic performance of learners in secondary schools in the Oshana Educational Region? And which strategies can be put in place to raise teacher morale in secondary schools in the Oshana Educational Region? A qualitative exploratory design was used to explore the lived contextual experiences of teachers, in order to determine the factors contributing to low teachers' morale. A purposive sampling technique was used to select twenty (20) teachers from four (4) selected secondary schools in the Oshana Educational Region. The study used an interview with open-ended questions to collect data from the participants. The qualitative data from open ended questions were organised into themes and sub-themes. The majority of the participants revealed that there is low morale amongst teachers in secondary schools in Oshana Educational Region. The factors noted to contribute to low teacher morale in secondary schools are work environment, school leadership, learners' interest in their education, parental involvement in education and admission policies. The study concluded that as a result of the above-mentioned factors, teachers suffer from low morale – therefore, influencing the academic performance of learners in secondary schools in the Oshana Educational Region. The study recommends that the Ministry of Education, Arts and Culture should recognise the efforts of teachers, improve the work environment for teachers, as well as to strengthen personal and professional development programs for teachers and school principals.

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DEDICATION

This thesis is dedicated to my entire family and friends for their support, love and encouragement during the time of this study. I particularly dedicate this thesis to my beloved mother, Evelina Ndapanda Oumama Haludilu, for being supportive throughout my life and academic journey.

DECLARATION

I, Teofilus N. Shavuka, hereby declare that this thesis is a true reflection of my own research, and that this work, or part thereof has not been submitted before for a degree in any other institution of higher education.

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CHAPTER 1

INTRODUCTION

1.1 Orientation of the study

After Namibia attained its independence, education became a focal area for the Government of the Republic of Namibia (GRN). The Government paid attention to education, ensuring that there are enough funds allocated to the education sector. Education is considered a priority for every citizen of the Republic of Namibia, and it is clearly stated in Article 20 of the Namibian Constitution that “every person living in Namibia shall have the right to education, irrespective of their abilities and disabilities, environmental, cultural or social background” (Constitution of the Republic of Namibia, 2015, p.12).

The then Ministry of Basic Education and Culture (1993) placed emphasis on access, equity, quality and democracy within the Namibian education system to ensure that citizens not only receive education as their constitutional right, but that which is of quality and is significant in life. However, with increased access, as one of the major goals of educational reform (MEC, 1993), the education system expanded rapidly. This led to an increase in the number of learners, consequently resulting in a shortage of teachers.

Although a large number of teachers graduate from tertiary teacher training institutions, there is also a high number of teachers leaving the profession, and more who intend to leave the profession in anticipation for such an opportunity (Janik, 2015). The shortage of teachers is not attributed to the lack of supply but as a result of retention problem. Recruiting more teachers is not the solution to filling the vacancies that schools are experiencing; instead the Ministry should attend to the issues that are influencing teachers

to leave, thereby finding solutions that will effectively solve the problem of low teacher morale (Haukongo, 2016).

Mackenzie (2007) notes that teacher morale has become a widely discussed phenomenon; it is a multidimensional concept that includes the influence of the job situation, the attitudes of individuals, the spirit of the organisation, and the managerial climate (Devi & Mani, 2010). Although the topic of teacher morale is not discussed directly in schools, the day to day activities of schools show that there is a growing concern about low teacher morale. George, Louw and Badenhorst (2008) explain that morale is the concept determined by a person's perception that treatment has been fair and consistent, opinions are valued, and work is meaningful. Schools are trying by all means to make sure that the opinions of teachers are valued, thus staff meetings are part of the plans in all schools in order to make sure that the morale for teachers is maintained in schools.

Steyn (2014) opine that teacher morale can have a positive effect on learner behaviour and learning; raising teacher morale levels makes teaching more pleasant for teachers, and it also makes learning more pleasant for the learners, creating a favourable learning environment. In addition to these, Govindrajan (2012) confirms that where morale is high, schools are likely to have an increase in student achievement. Equally, low levels of satisfaction and morale can lead to reduced teacher productivity and burnout, which is associated with a loss of concern for, and detachment from co-workers, reduced quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanised perception of learners.

DeAngelis & Presley (2011) assert that compared to most occupations, teaching has a relatively high turnover rate. It is also an occupation that loses many of its newly trained members early in their careers. In fact, as many as 39% leave teaching altogether in the first five years due to job dissatisfaction, or the desire to seek better jobs or other careers, making the overall amount of turnover accounted for by retirement relatively minor. There is a number of reasons why teachers decide to change schools, teaching assignments – or in some cases, leave teaching completely. Haukongo's (2016) survey found that teachers in Oshana Region are not motivated to teach, thus resulting in low morale.

Teachers leaving the profession in Namibian schools have become a national problem, reflecting significantly and negatively on the quality and stability of the education system. According to Education Information Management System (2015) in 2015 alone 8.4% of teachers in Oshana Region left the profession while 0.1% transferred to other regions. Nationally, the teaching profession lost 10.4% of the teachers. Smith (April 19, 2018) in a newspaper article wrote that the Ministry of Education was experiencing an acute shortage of teachers. All these shortages and high attrition rates can be a result of low teacher morale. In this study, the researcher explored the various factors that contribute to low teacher morale in secondary schools in the Oshana Education Region in order to establish evidence-based strategies to improve and raise the morale of teachers.

1.2 Statement of the problem

Over the past five years, there has been a notable increase in the number of teachers at secondary schools in the Oshana region leaving the profession to join other sectors of the economy. In 2015, more than 250 secondary teachers left the profession or transferred to

other regions (Ministry of Education, Arts and Culture (MoE), 2016). Haukongo's (2016) survey reveals that teachers in Oshana Region are not motivated to teach, thus resulting in low morale. Additionally, there has been Media reports (Tjihenuna, 2016, October 28), claiming that secondary school teachers showed low morale, as they were no longer displaying eagerness to teach. Equally, it is observed that at several meetings, stakeholders in education raised concerns and complaints that teachers display some signs of low levels of morale compared to past years (Kambowe, 2016).

Management of the region as well as the inspectorate organised several team building exercises and refresher workshops in an effort to boost teachers' morale. However, it is observed that, some teachers are still displaying some signs of low morale, which becomes worrisome to the management of the region as well as the schools. The management has been looking for a solution and as to what are the contributing factors to this issue, but they could not. Therefore, the purpose for this study was to explore the factors contributing to low teachers' morale at secondary schools in the Oshana Education Region.

1.3 Research questions

This study was guided by the following research questions:

- (a) What are the factors that contribute to low teacher morale in secondary schools in the Oshana Educational Region?
- (b) How does teachers' low morale influence their execution of duties in secondary schools in the Oshana Educational Region?

(c) How does low teacher morale influence the academic performance of the learners in secondary schools in the Oshana Educational Region?

(d) What are the strategies put in place to raise teacher morale in secondary schools in the Oshana Educational Region?

1.4 Significance of the study

This study is important because it will recommend ways to improve and maintain teacher morale in secondary schools in the Oshana Education Region. In addition, this study is significant, as it will contribute to the body of knowledge in terms of the challenges faced by the education system and contribute to the Namibian literature on education, and particularly providing insight into factors that contribute to low teacher morale in secondary schools in Oshana region.

Moreover, this study is significant to teachers, parents, learners and the Ministry of Education, Arts and Culture. Teachers will benefit in the sense that if factors contributing to low morale are identified and remedied, their work environment will be conducive. Learners will benefit in that if teachers' morale is boosted, teachers will stay much longer in the profession, and this will make learners perform well in their studies. The Ministry will benefit in that if teacher morale is raised, more teachers will remain in the profession and teacher replacements will be reduced. It would also help the Ministry of Education, Arts and Culture to implement strategies in order to raise or maintain teacher morale.

1.5 Limitations of the study

The main limitation of the study was the fact that the study was conducted only in some secondary schools and not all secondary schools in Oshana Educational Region could be selected. This was as a result of the researcher's limited time and finances. Consequently, it would not be possible to generalise the findings of the study to the whole Educational Region and the opinions of the participants might not have been reliable because some may possibly have provided biased information to create favourable impressions.

The second limitation was the willingness of the teachers to take part in the study. The researcher had to explain well to the teachers the importance of the study and why he was conducting the research. As a result, the researcher had to only use the teachers that were willing. Finally, due to the long distance to the schools the researcher had to complete the study at specific schools on the same day.

1.6 Delimitations of the study

This study was limited to only four secondary schools in the Oshana Educational Region due to the distance to the schools and financial constraints of the researcher. Furthermore, only secondary school teachers who have been in the teaching profession for at least one year were selected because they may have experienced problems related to low morale.

1.7 Definitions of terms

Terms have different meanings in different contexts. The terms used in this study have the following meanings:

Morale: Abdullah, Yiing and Ling (2016) defined morale as the desire and an interest of individuals towards the goals and ideals of a profession whether as a group or individually.

Teacher morale: Robertson (2017) defines teacher morale as the professional interest and enthusiasm teachers display towards the achievement of individual and group goals.

Secondary school: It is a school that stretches from Grade 8 to 12. Pupils are presented with a Junior Secondary Certificate (JSC) after successful completion of Grade 10. After successful completion of Grade 12, learners are presented with a Namibia Senior Secondary Education Certificate (NSSC).

1.8 Summary

This chapter provided the orientation of the study on factors contributing to low teacher morale in secondary schools in the Oshana Educational Region. The researcher discussed the research problem and background of the study, the statement of the problem, research questions, and significance of the study. Furthermore, the chapter also highlighted the limitations and delimitations of the study, and then provided the definition of terms used in the study. The next chapter presents the literature review and theoretical framework that the study was centred on.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter looks at an overview of teacher morale from the global perspective. It further explains the theoretical framework that formed the core of this study. Thirdly the chapter discusses the literature review on various factors that contribute to low teacher morale. The chapter further deliberates on the effects of low teacher morale, as well as the various measures that can be taken in order to remedy low teacher morale.

2.2 Overview

Teacher morale is one of the factors that affect the realization of the teaching objectives, motivation and academic achievement of students. It is imperative to note that teacher morale is an important part of any school. Several studies have been conducted globally on teacher morale. Eger & Habib (2015) conducted a study in Singapore, Japan, Finland and Turkey and found out that the teacher morale has an effect on students achievement. It was also found that school principals express a high morale and motivation for their teachers in developed countries. The study also indicated that students' achievements were mostly effected in Turkey by low teacher morale (Eger & Habib 2015, August 16).

While teacher morale remains very important to school success, it is noted that countries experience a decline in teacher morale. Santos (2012) noted that teacher morale and job satisfaction across America was at its lowest point in 25 years. Furthermore, Moris (2019)

noted that education reform across America has a negative influence on teacher morale. Skaalvik & Skaalvik, (2014) indicated that education policies, mandates and technologies that promise to revolutionize teaching and education result in increased teacher stress. This led to a decline in teacher morale in Oklahoma.

Many countries such as the United Kingdom (UK) are facing difficulties in recruiting good quality graduates to take up roles as teachers. Teachers in the United Kingdom are faced with challenges such as increased testing, professional development and administration tasks which negatively affected teacher morale and retention rates (Foster, 2015). Furthermore, Foster (2015) noted that although the teachers are overloaded, remuneration for the extra burden is rarely forthcoming and therefore teachers suffer from low morale.

Holden, (2017) conducted a study in China on teacher morale that revealed positive and negative factors related to teacher morale at an international school. Positive factors included providing support to new teachers, such as language lessons and cultural orientation; benefits; a strong sense of mission; a sense of community; and opportunities for professional growth. Negative factors included lack of recognition for extra duties, personality of a leader, and leadership transition. This shows that it is very important to maintain positive teacher morale.

African countries too experience low teacher morale. This was revealed by a study conducted in South Africa by Shalem, & Hoadley, (2009) who noted that low teacher morale, coupled with extremely poor schooling outcomes for students as measured on standardized tests have increasingly been reported in the media in South Africa. The Systemic evaluation (Department of Education 2003 as cited by Shalem and Hoadley, 2009)

and the Educator workload in South Africa (Chisholm et al. 2005) have reported low morale, frustration and anger and a growing desire to leave the profession amongst teachers. Newspapers have also been reporting widely on teachers' inability to cope and low morale.

Low teacher morale and teacher attrition are related. This is supported by Quartz (2008) who wrote that teachers are demotivated by a perception of little control over their posting, transfer or promotion and hence leads to lower teacher morale and increase attrition. A study conducted by Amutenya (2016) on teacher attrition in Khomas Region, Namibia found that there are a number of factors that contribute to attrition. The factors identified include ill-disciplined learners, heavy workload of teachers, poor school leadership practices, too much administrative work and lack of professional development. Few studies have been conducted in Namibia that address the issue of teacher morale therefore this study investigated the factors contributing to low teacher morale in secondary schools in the Oshana Educational Region.

2.3 Theoretical framework

The researcher selected Herzberg's Hygiene-Motivation Theory (Two Factor Theory) as the theoretical framework of the study. This theory is important for explaining the factors that may influence staff morale. Herzberg's Hygiene-Motivation Theory explains more strongly that there is a difference between factors causing job satisfaction and those causing job dissatisfaction. Factors such as lack of support from administration, dissatisfaction with salary and benefits, dissatisfaction with job responsibilities, heavy teaching loads, and frustration due to poor results and problematic student behaviour could be factors causing job dissatisfaction and lead to teachers' low morale (Barnett, Kenhoo, Menarch &

Washington, 2008). Herzberg categorized the factors into two groups, the satisfiers (*motivators*) and the dissatisfiers (*hygiene factors*) (Cranny, Smith & Stone, 2011).

The term "hygiene" is used in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction. In the category of factors leading to dissatisfaction Herzberg listed the following in order of their importance: company policy, supervision, relationship with boss, work conditions, salary and relationship with peers (Chungsup & Jarrod, 2012). Achievement, recognition, work itself, responsibility, advancement and growth are categorized under factors leading to satisfaction.

Herzberg was of the opinion that because the factors causing satisfaction are different from those causing dissatisfaction, the two cannot be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, *no* satisfaction. Similarly, the opposite of dissatisfaction is *no* dissatisfaction (Cranny, Smith, & Stone, 2011). Herzberg argued that there are two distinct human needs depicted. Firstly, there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Secondly, there is a psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow (Steyn, 2014).

The researcher's choice of Herzberg's theory emanates from the fact that if teachers' growth needs to know and understand their working conditions and their responsibilities are not satisfied and supported, the teachers will not feel comfortable to remain working for the same school or even the whole Ministry at large (Mukayi & Malefu, 2012). Studies found that growth needs are never completely satisfied. In fact, the more the person is able to meet

the need to know and understand the world, the greater the motivation (George, Louw, & Badenhorst, 2008).

Teachers need to be reminded of how important they are in the school and to be praised for what they do well. Van Niekerk (2012) highlighted the need for school principals to provide teachers with timely and specific feedback on assessments made on their work endeavours, as this can satisfy their self-esteem needs and, in turn, it would help to raise their morale. The researcher recognizes that there are many factors that contribute to low teacher morale. What remain unidentified are the specific factors contributing to low teacher morale in the Oshana Education Region.

2.4 Factors that contribute to low teacher morale

Robertson (2017) affirms that teacher morale establishes the character of a school, and it is one of the factors that determine whether a school functions at its best or not. If a person or group has self-confidence, discipline, happiness, and willing to work hard towards goals together, they will have a high level of morale and will act as it should be. Teachers are a vital part of the educational system, which motivate and support learners, but they also need to be motivated and supported to avoid their morale (Govindarajan, 2012). The factors that contribute to low teacher morale will be discussed in the following sections.

2.4.1 School environment

According to Chungsup and Jarrod (2012), staff morale is related to how staff feels about their organisation. It is, therefore, important to create a healthy work environment. A

principal's ability to create a positive school climate and culture can increase teacher morale. Favourable workplace conditions are positively related to teacher's job satisfaction.

The researcher agrees with Chungsup and Harrod (2012) that the work environment is very important to the employees, and that it should be motivating in order for teachers to feel good and be proud to be associated with the school. It is, thus, very necessary that school principals in their capacity as managers of schools should make sure that the school environment is favourable for teachers too, and not just for the learners.

The school environment should be motivating and enabling teachers to carry out their duties well. Most schools in Namibia are not in a very good state. Some classes have broken windows, no doors; paint is falling off, and not suitable at all to be used by professionals. The teachers who work in such schools with buildings are even better; there are those who have to teach learners under trees, where they are exposed to wind, sun, and much more of the bad weather.

In addition, there are many schools, especially in rural areas, that are experiencing a shortage of teachers. Teachers only come there when they have nowhere else to go, but the moment they get teaching posts at schools in towns, they leave. Teachers need favourable working conditions that will make them feel important, recognised and valued, consequently increasing their morale (Buckley, Schneide & Shang, 2004).

Eboka (2009) refers to the school environment as the school climate, which is the nature of the work environment that is perceived by people as threatening or relaxing, supportive or non-supportive to carry out their work. Specifically, school climate is a relatively enduring quality of the school environment that is experienced by people within that environment, affects their behaviour, and it centres on the collective perceptions of behaviour in the school. Thus the climate of a school is considered as that environment or internal quality of a school, which is a product of interpersonal relationships in both the formal and informal group that affects all its activities, and can be observed by people within and outside the school. This environment is where the principal, teachers and students converge in a formal relationship to achieve educational goals and objectives (Achiune, as cited in Eboka, 2009).

The school environment has its own attitudes, beliefs, norms and values, which constitute a peculiar climate. It is also perceived as those internal characteristics both physical and psychological that distinguish one school from another, thereby influencing teacher and learner behaviour (Eboka, 2017). These characteristics form the personality of the school just as individuals have a personality.

Steyn (2014) opines that teacher morale can have a positive effect on learner behaviour and learning; raising teacher morale level makes teaching more pleasant for teachers, and it also makes learning more pleasant for the learners, creating an environment that is more favorable to learning. Govindrajan (2012) confirms that where morale was high, schools showed an increase in student achievements. Equally, low levels of satisfaction and morale can lead to reduced teacher productivity and burnout, which is associated with a loss of concern for, and detachment from the people with whom one works, reduced quality of

teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanised perception of learners.

The Ministry of Education, Arts and Culture (MEAC) (2016) revealed that in 2015 alone, more than 250 teachers left the profession for other jobs. Haukongo's (2016) survey found that teachers in Oshana Region are not motivated to teach, thus resulting in low morale. Teachers leaving the profession in Namibian schools have become a national problem, reflecting significantly and negatively on the quality and stability of the education system.

In this study, the researcher explored the various factors that contribute to low teacher morale in secondary schools in the Oshana Education Region in order to establish evidence-based strategies to improve and raise the morale of teachers.

2.4.2 School leadership

There are many factors behind low staff morale, and leadership style and school management is one of them. Leaders have so much influence on the organisations through their visions and decisions. Many reports have indicated that poor leadership has negative effects on staff morale, (Bodencio & De Witt, 2012), indicated that policy makers, analysts and top management in the education system prioritise the emotional welfare of the learners, and have ignored the needs and morale of the teachers. It is very important that school management and the whole education system managers need to work together with teachers because this will boost teacher morale, motivate teachers to work hard and to remain longer in the profession.

In addition, the distrust of management, poor interpersonal relations between leaders and staff, and strict working conditions could be another factor that affects staff morale (Dobre

2013). Gold and Roth (2011) indicate that during the first few months of teaching, teachers are enthusiastic and excited, but they can be faced with problems caused by administrators, lack of respect, little or lack of social support, and other negative conditions that cause dissatisfaction. It is true that most teachers are usually energetic and excited at the beginning of their careers, but the pressure from their management can be overwhelming, and they eventually become demoralised.

According to Whitaker, Whitaker & Lumpa, (2013), schools with high teacher morale, principals showed good qualities or behaviour, such as being outgoing, friendly, organised, enthusiastic, available, fair, and good listening skills. On the other hand, schools where teachers have low morale reflected negative behaviour in principals, such as disciplinarian, inconsistency, unsupportive, being formal, and impatience. Thus, a principal has an influence on teacher morale.

According to Bogler (2005), the leadership style of the school principal has a powerful influence on the environment of the school, the attitudes of the teachers and staff, and the achievement of learners. Principals who demonstrate the ability to adapt to changing environments show greater improvements in the satisfaction of teachers and learner achievement (Eboka, 2016).

Moller and Pankake (2013) assert that principals who effectively define their schools instructional program promote a positive climate for learning, and they invite teachers to collaborate on important decisions that have the greatest impact on teacher morale. Gorton, Alston and Snowden (2007) opine that the most important factor that influences morale and

school success is the principal's ability to lead. Principals encompass authority, power and position to influence the climate of the school (Eboka, 2016).

Josanov-Vrgovic & Pavlovic (2014) found that there is a relationship between teacher job satisfaction and the perceived leadership styles of principals. This finding confirms that the principal's role is crucial in providing the support and necessities in the daily functions of a teacher to increase retention (Hughes, Matt & O'Reilly, 2015). Govindarajam (2012) affirms that teachers are more productive when they are provided opportunities to participate in the decision-making process. Govindarajam (2012) further found that teachers praise, instructional leadership, technical leadership, and supporting professional growth have an impact on teacher morale.

2.4.3 Learner behaviour

Serame, Oosthuizen, Wolhuter, & Zulu (2013), wrote that learners' behaviour have been identified as the primary and central factor that impact the professional enthusiasm and discouragement of teachers. Learner related problems such as poor discipline, laziness and high absenteeism contribute to low teacher morale. Job stress is often associated with teacher morale and, while teaching can be a challenging and satisfying career, it can also be a major source of stress.

According to Nakpodia (2010) teachers nowadays spend a lot of time disciplining learners instead of teaching. With development taking place, a lot of moral decay is going on; hence, it has become very difficult for teachers to cope, because they are unable to balance teaching and playing the parenting role to learners. Learners no longer have much respect for their teachers. The abolishment of corporal punishment has also created a loophole in schools. Of

course there are many ways to discipline children, but most of them are not afraid of some of the disciplinary methods. If teachers are stressed by the learners' bad behaviours, they are likely to become detached from their learners, which is a sign of a low morale. It is therefore very important that discipline is maintained in schools, (Maphosa & Shumba, A. (2010).

2.4.4 New trends in education

Troudi, & Alwan, (2010), note that academic instruction and curriculum is one of the factors that cause low teacher morale. Teachers often complain that the curriculum consists of unnecessary aspects that are implemented without consultation. These can be syllabus, change in pass requirements, and new assessments that reduce their confidence in doing their work properly. The changes can be threatening, and low teacher morale may be a direct result of extensive changes. While change is inevitable, it should be evolutionary rather than revolutionary. Teachers who suffer the greatest anxiety are not the ones who initiated the changes, but will be the ones most affected by it.

Schools have assumed many of the roles that have traditionally belonged to parents. As schools create programs to address various problems, they unintentionally obtain a larger portion of the responsibility for raising learners, clouding the division between parent responsibility and the schools' responsibilities (Shikongo, Chimanyiwa, & Ndemulunde, 2011).

2.4.5 Low salaries and incentives

Shihomeka (2015) found that teachers are not well-paid, and they are poorly treated and taken care of. As a result, many of the young, educated, capable, experienced and skilled teachers leave the education system, so the gap is filled by poorly educated and unqualified

teachers. In as much as people may love their jobs, salaries and incentives are some of the things that motivate them to wake up every morning and go work happily.

Govindarajam (2012) study in the Lodi Unified School district, India, revealed that low pay and the lack of respect creates a crisis in teacher morale. The study further found that teacher morale was low because teachers felt undervalued as professionals during the district's salary bargaining and negotiations about compensation. Similarly, Mackenzi (2007) confirmed that a significant percentage of teachers suggested that the government should raise their salaries. Although it is evident in the literature that other factors affect teacher morale, it can be implied that teacher compensation has a significant impact on teacher morale.

The factors above are in line with the dissatisfiers according to Herzberg's hygiene-motivation theory (Barnett, Kenhoo, Menarch and Washington, 2008). The factors causing dissatisfaction can decrease the morale of teachers. When teachers lack adequate support from management, work in unfavourable environments with ill-disciplined learners, are bombarded with too many responsibilities, experience many changes in the curriculum, and receive few incentives, they are more likely to have a low morale.

Blackwell's (2009) argues that although teacher salaries are below the national average, it is not the major cause of low morale among them. Teachers are less likely to leave due to low salaries, but they leave the teaching profession due to a lack of professionalism, collegiality, and support from their administrators. Blackwell (2009) concludes that rewards for teachers come from job satisfaction. These intrinsic motivations that teachers usually have are self-respect, responsibility, and a sense of accomplishment.

Blackwell (2009) maintains that teachers do not often get recognition for their efforts throughout their careers. Govindarajam (2012) also affirms that low teacher morale is linked to lack of recognition. Furthermore, recent research findings emphasise that teachers are dissatisfied with the amount and type of recognition, and respect they receive in school (Huysman, 2008; Mackenzie, 2007; Reed, as cited in Govindarajam, 2012).

It appears that lack of recognition is one of the factors that cause poor morale among teachers. Blackwell (2009) suggests that teachers want to be appreciated for their hard work, and not necessarily through formal ceremonies. Willis and Varner (2010) confirm that low teacher morale is linked to the lack of recognition, emphasising that teachers are dissatisfied with the recognition and respect they receive; teachers perceive mainstream media as an adverse opponent to the teaching profession because teachers are often characterised in the news by negative incidents.

Andrews (as cited in Willis and Varner, 2010) explains that schools with high teacher morale are characterised by formal and informal systems of teacher recognition. While recognition previously seemed to be associated with school level issues, researchers have conceded that recognition has multiple levels of influence, proposing that salaries and recognition are intertwined.

2.4.6 Lack of teacher motivation

Hoerr (2008) found that an unhappy teacher is less likely to be effective and productive. Although it is not the principal's responsibility to make teachers happy, he/she ensures that learning takes place and teachers' growth is supported. Teachers who are growing and

learning are far more likely to be effective and thus, happy, because happiness comes with success.

According to Herzberg's study of job satisfaction (as cited in Barnett et al., 2008) the factors that contribute to job satisfaction and job dissatisfaction are completely different. Dissatisfaction occurs when employees experience hygiene factors, such as low pay, an unfavourable workplace, poor supervision and a lack of satisfaction from the work (Herzberg,). Herzberg (2008), argues that although improving hygiene factors reduces job dissatisfaction, it does not improve job satisfaction. Factors such as a sense of achievement, responsibility, and recognition contribute to job satisfaction. School principals need to increase the motivation factors that are essential to teachers' job satisfaction and happiness.

It is vital that school principals prioritise teachers' happiness. It is very essential that teachers are smiling more often. It is very important to create a culture of learning – where everyone grows, and this is achievable by increasing the motivation factors (Hoerr, 2008).

Cemaloğlu, Sezgin and Kılınc (2012) claim that teacher motivation is affected by the frequent and long-lasting face-to-face relations between teachers and learners, parents, managers and staff, and by over-crowded classrooms. Balci (as cited in Abazaogulu and Aztekin, 2016) ranked peace and good relations in the work environment, moral support and incentives, material support and incentives and having a good dialogue with students and parents as the most important motivating factors for teachers. Moreover, Cemaloglu (2012) adds that passion for teaching, learners and job, and being trained for teaching with respect to professional knowledge and formation are other motivating factors.

Abazaogulu and Aztekin (2016) acknowledge that the teaching profession is based on the importance assigned to the act of teaching, which parallels with the appreciation of the teaching profession by society. Huysman (2008) concludes that teacher job satisfaction is linked to intrinsic factors such as security, ability utilisation and social service; whereas, job dissatisfaction is linked to extrinsic factors such as compensation, authority, company policies, advancement, recognition, politics, bargaining and distribution of power.

2.5 Effects of low teacher morale

This part of the literature looks at how low teacher morale affects the teachers, the school environment and the influence it has on the academic performance of the learners.

2.5.1 Negativity around the school environment

Rowland (2008) contends that teachers are the largest professional body in a school, which has the most contact with learners throughout the day, and they have a great influence on the school environment. When teachers are positive about their position in the school, they will have a positive influence on pupils and the school. The opposite is also true: when teachers have negative feelings about the school, they may negatively influence the pupils and the school. Thus, teachers have the power as a group and as individuals to greatly influence a school's environment. It is very important for educational leaders to be aware of factors that affect teacher morale and how they may affect student achievement.

2.5.2 Poor lessons delivery

Abazaoglu and Aztekin's (2016) study on the role of teacher morale and motivation on Science and Mathematics achievement revealed that teacher motivation is one of the factors

that affect the realisation of teaching objectives, motivation and academic achievement of learners. This statement is supported by Perumal (2011), who states that teacher morale directly impacts on the delivery of lessons, teacher effectiveness and leadership, student attitudes, behaviour and discipline, as well as student performance. Satisfied teachers with high morale actively perform their roles in schools. They properly build up the character of their learners, which results in an improved academic achievement of learners.

2.5.3 Poor academic performance for learners

In their study Abazaoglu & Aztekin (2016) made a comparison between teacher morale and the academic achievement of learners, revealing that schools with teachers with high morale displayed an increase in the academic performance of learners. On the contrary, teachers with low morale were not satisfied, and they showed reduced productivity. The low morale is linked to less interest for their learners. Furthermore, low morale decreases excellence in one's profession, resulting in depression and illness of teachers. It can also result in the continuous thought of leaving the profession.

A study by MacNeil, Prate & Busch, (2009) compared learner achievement to teacher morale, finding that students showed an increase in their achievement in schools where the morale of teachers was high; however, in schools where teachers have a low morale, learners performed poorly. This finding is also confirmed by Willis and Varner (2010), who affirm that low teacher morale results in a decreased learner achievement, due to their sick state of mind. Adding to the studies on teacher morale and the factors that influence teacher morale, there are a number of researches that relate teacher morale to learners' achievement. Sheppard, Hurley & Dibbon (2010) found that teacher morale was positively correlated to

these test scores, persuading that a better academic environment is a result of high teacher morale.

Finally, low teacher morale, combined with poor schooling results for learners as measured on standardised tests have increasingly been reported in South African media. As elsewhere, there is growing demand for the reformation of teachers' work in order to enhance school performance (Shalem & Hoadley, 2009).

2.5.4 Low productivity

There are many reasons why high staff morale is important. Organisations with a higher staff morale display improved productivity, improved performance and creativity, reduced number of days taken for leave, higher attention to detail, a safer workplace, and an increased quality of work (Steyn, 2014). The researcher believes that the opposite will be relevant for an organisation with low staff morale. If teachers are not motivated, they will not make an effort to achieve the goals and objectives of their schools.

Chungsup and Jarrod (2012) found that staff with a higher morale are punctual, communicate better, waste less time on gossip, have higher rates of recruitment and retention, and they are more creative. Furthermore, Yong and Yue (2007) associate the following internal reactions to low morale: confusion, insecurity and frustration, lack of confidence, fear of supervision, and ineffectiveness. Low morale results in educators resisting change, and the school is likely to experience a high rate of teacher absenteeism. Teachers with low morale would also not be able to carry out their duties effectively. A confused, frustrated and unsecured teacher will not be very productive, thus most of them end up resigning.

Furthermore, Yong and Yue (2007) note that external reactions to low morale are associated with an individual's attitude, self-esteem, and self-concept. The external reactions refer to relationships with other teachers and administrators. These external reactions could result from some internal feelings of educators. Based on these findings, it is evident that internal and external reactions to low morale should be avoided by all means, because they seem to affect teachers negatively, which also causes problems for schools because teachers are an important part of the schools, and they impact the whole education system and society at large.

When teacher morale in a certain school is high, and the school environment is healthy, teachers feel good about themselves, each other and their teaching, which in turn impacts on learners' morale and achievement positively, (Akhtar, Shah, Ghazi, & Khalil, 2016). Alternatively, a low morale of teachers can lead to decreased productivity and a detachment from their roles, colleagues and learners.

In most cases, when supervisors in education address teachers, they complain about poor performance in schools. They are of the opinion that teachers are not doing enough to improve the results. What they forget to address is the fact that there is various factors that influence performance. Therefore, in order to improve performance in schools, teacher morale should be addressed.

Current education trends have clearly taken a toll on teacher morale. Teachers are often blamed for learners' low examination scores, although it is obvious that most factors affecting learners' accomplishment are outside their control, (Akhtar, Shah, Ghazi, &

Khalil, 2016). Teachers are also threatened with new systems of evaluation, whereby some are scientifically questionable and even odd in varying results they produce.

It may be hard for teachers to maintain high morale when they do not feel respected or trusted. Therefore, efforts to raise teacher morale are definitely needed and important. However, educators may be suspicious of superficial efforts to increase morale if they perceive that their school is using such efforts for bad reasons to ensure compliance and rally uncritical teacher support for a new program imposed by the directorate, for instance.

2.6 Strategies to raise teacher morale

2.6.1 Increase teacher motivation

Teachers need to be motivated and supported in order to be productive. Teacher morale could suffer due to the constant stress of trying to meet educational goals, or due to a change in leadership or policies. Improving teacher morale can help teachers to maintain a positive attitude, and to be happier at work.

Chungsup and Jarrod (2012) suggest that principals can demonstrate support for teachers to raise their morale by providing resources that are needed for teachers to be successful, and by keeping stressors such as extra duties and paperwork to a minimum. By publicly supporting teachers and recognising them for a “job well done”, principals could also raise teachers’ morale. Indeed, if the teachers are provided with the right resources and stressors are minimised they will be happy, and their morale will increase (Devi & Mani, 2010).

2.6.2 Strengthen teacher support

Govindrajan (2012) found that treating teachers in ways that empower them, such as involving them in decisions about policies and practices, and acknowledging their expertise, administrators can sustain teacher morale. School principals can also strengthen teacher morale by actively supporting teachers. Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported, and valued by the broader school community (Steyn, 2014).

When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, both teachers and learners benefit. Although several strategies have been implemented elsewhere to raise staff morale, the exact strategies that can be used in the Namibian context to raise the morale for secondary school teachers are still not known.

Nowadays, teachers are faced with a lot of responsibilities, particularly preparing learners for final examinations, with limited resources to meet these goals. As expectations increase, the availability of funds in the schools has become a major challenge. Responsibilities for school leaders are also increasing, and principals have to work hard to balance their daily duties with their personal lives. All of these stressors can negatively influence the school environment.

Given all the responsibilities and expectations principals in modern schools it has become almost impossible for principals to focus on staff morale. Staff morale has a determinate influence on student performance in various ways. Giving teachers enough support or introducing support teachers in schools would be of benefit to the morale of teachers. Teachers sometimes have too much on their tables to such an extent that they may feel

bombarded, and when they cannot keep up; hence, they lose the motivation to work – thus lowering their morale.

2.6.3 Create an encouraging school environment

An encouraging school environment is beneficial to pupils and teachers, because it boosts academic performance, improves social and emotional skills, and retains teachers (Keiser & Schulte, 2009). In a school where teachers have low morale, the teacher turnover is higher, which impacts on learner performance. Therefore, school with an encouraging school climate raises teacher morale. When teachers feel like they are contributing members of the school community, that their opinions are valuable, and that they have strong relationships at work, they are more likely to feel satisfied with their job (Hughes, 2012). In addition, Teachers who work in caring and supportive school environments are more likely to face the school's wide challenges and pressures for pupils to perform in examinations.

There is a need for the Education Directorate to make sure that the school environments are teacher friendly and encouraging (Ferguson & Johnson, 2010). Furthermore, principals who put effort into increasing staff morale will reap benefits that are much greater than satisfied teachers. The principal is a very important part of a successful school. Understanding what influences teacher job satisfaction can help the principal by identifying which parts of the organisation need special attention or improvement.

2.6.4 Empower teachers

People who feel empowered tend to have higher morale; people are more personally devoted to their work with an organisation when they have a voice in what happens to them; and

their work has meaning and significance in contributing to a higher purpose or goal. When teachers' sense of self-determination and purpose are supported, teachers relate to students in a different manner (Wadesango, 2012).

It is very crucial to treat teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise. School principals can help sustain teacher morale. Principals can also strengthen teacher morale by actively standing behind teachers. Effective principals serve as guardians of teachers' instructional time, assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy (Blase & Kirby, 2008). Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported, and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will be the beneficiaries

2.7 Summary

The chapter gave a review of related literature on the factors contributing to low teacher morale in schools. The chapter also reviewed literature on the strategies to raise the morale for teachers. Finally, this chapter presented and discussed the theoretical framework that informed the study, that is Herzberg's Hygiene-Motivation theory (Two Factor Theory) that explains more strongly that there is a difference between factors that cause job satisfaction and that causing job dissatisfaction. This theory indicated that the factors causing dissatisfaction lead to low morale for teachers. The next chapter describes the research methodology used in this study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The previous two chapters have laid a foundation for this research. In chapter One, the problem of the study had been stated (Factors contributing to low teacher morale in secondary schools in Oshana Region) along with the limitations of the study as well as the definitions of terms. In chapter two, the researcher provided an analytical view of related literature and in this chapter; he intends to provide the methodological and logistical issues of the study. Included here are the description of the research design, population, and sampling, description of the research instruments, pilot study, the research procedure and finally the ethical clearance.

3.2 Research design

Research design is defined as the road map that one decides to follow during his research journey in order to find answers to the research questions as validly, objectively, accurately and economically as possible (Kumar, 2014). Kumar (2014) further stated that the research design shows how the researcher will collect information from the respondents, how respondents will be selected and how the information collected will be analysed. This study followed a qualitative research design.

According to Mason (2010), a qualitative research design is grounded in a philosophical position which is broadly ‘interpretivist’ in the sense that it is concerned with how the social world is interpreted, understood, experienced and produced or constituted. Hammarberg, Kirkman and Lacey (2016) add that qualitative designs are used to answer questions about experiences, meaning and perspective from the standpoint of the participant. Qualitative

research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis.

A qualitative research design is ideal in this study because the factors which affect teacher morale is ingrained in personal understandings and lived experiences. Mason (2010) notes that qualitative research design is based on methods of analysis, explanation and argument building which involve understandings of complexity, detail and context. In this study, it was necessary to have a deeper understanding of the complexity, detail and context of the different factors that have a bearing on the level of morale amongst teachers. Therefore, this necessitated the employment of a qualitative research design.

The employment of a qualitative research design aims to produce rounded and contextual understandings on the basis of rich, nuanced and detailed data. It is noted that qualitative research often does use some form of quantification, but statistical forms of analysis are not seen as central (Mason 2010). In this study some quantitative data were generated especially on the demographic profiles of the participants in the study, but such quantitative data are not the central theme of analysis in this study.

The study followed an exploratory design to explore the lived contextual experiences of teachers to try to ascertain those factors which have lowered their morale. Through the qualitative exploratory design, the researcher was able to dig deep and generate rich data from the lived experiences of the teachers, how they have interacted with the various factors which have influenced their morale.

3.3 Population

Springer (2010) refers to population as the whole group of individuals that a study is planned to investigate. The population of this research consisted of fourteen Secondary School in Oshana Education Region. The fourteen Secondary Schools consist of Grades 8-12. Six of the fourteen these secondary schools have hostels and teachers' accommodation for some teachers. All these secondary schools offer a variety of fields of studies. There are about 300 secondary school teachers in Oshana Education Region. The researcher selected the region because he works in the same region and has witnessed poor performance in secondary schools, especially in National examinations in 2013, 2014, 2015 and 2016 (DNEA Exam Results, 2013, 2014, 2015, and 2016).

3.4 Sample and sampling procedures

A sample is a limited part of a population whose properties are studied to gain information about the whole group. Sampling is the process of selecting units from the target population so that by studying the sample, generalisation of findings can be made to the population (Saunders, Lewis & Thornhill, 2009). To understand the characteristics of the population, the researcher selected a sample in order to generalize the findings to the whole population. This study used purposive sampling to select four (4) out of fourteen (14) Secondary Schools in Oshana Educational Region, namely Iipumbu Secondary School, Oshakati Secondary School, Mweshipandeka Secondary School and Gabriel Taapopi Secondary School. These schools are close to each other thus it was easy for the researcher to access all of them in one day.

Furthermore, this study used stratified purposive sampling where the researcher located five (5) individual teachers who taught for one year and above at each of the four (4) Secondary

Schools. Stratified purposive sampling is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population. Stratified purposive sampling was used because it was necessary to save costs, time and labour involved with choosing the entire population of the study. In this study, the researcher is interested in teachers that have been in the teaching profession for one year and above. Data were collected from twenty (20) secondary school teachers in Oshana Educational Region.

3.5 Research instrument

One research instrument was used to collect data for this study namely an interview guide.

3.5.1 Interviews

An interview schedule or guide is a blueprint written to guide interviews (De Vos et al., 2011) and it consists of a set of questions that are asked and filled in by an interviewer in a face-to-face situation with the interviewee. This study used the interview guide for teachers (Appendix 2) as a tool for data collection because interviews are the main mode for data collection in qualitative research. This tool enabled the researcher to obtain information through the direct interchange with participants who have the knowledge regarding the factors contributing to low teacher morale in secondary schools in the Oshana Educational Region.

De Vos, Strydom and Delpont (2011) define an interview as a “method of gathering data by asking questions to get verbal reactions” (p. 342). De Vos et al. (2011) further explain that the purpose of interviews is to gain a “detailed explanation from the informers’ perception, opinions, and facts of the knowledge under study” (p. 242). This study aimed to gain verbal

reactions from the participant teachers' point of view and to gain detailed explanations from the informers' perception, opinions, and facts of the knowledge under study.

Although the two types of interviews in qualitative research, structured and unstructured, are of equal importance, this study only used the structured interviews because the researcher had a specified set of questions that would elicit the same information from the participants. Thus, the researcher used a standardised open-ended interview approach, where the same open-ended questions were administered to teachers (Appendix 2). Open-ended questions were constructed to collect data, as they allow for detailed responses and elaboration on answers in ways that the interviewer may not have anticipated (De Vos et al., 2011, p. 343)

3.6 Data collection procedures

The researcher acquired an Ethical Clearance from the University of Namibia. He was then granted permission to carry out research by the Director of Education in Oshana Region. The researcher wrote letters to school principals to request for permission of the school. After permission was granted by the schools, the researcher made appointments with the schools to brief the teachers about the research. During the briefings the researcher explained to the participants to feel free and be assured that the information they will provide will be kept confidential and will be used for the purpose of the study only.

The researcher conducted a one-on-one audio-recorded interview with a voice recorder that was guided by the interview guide (Appendix 2) in a quiet place with each teacher participant from the selected schools. Each interview lasted for about 30 minutes.

3.7 Pilot study

Johnson and Christensen (2012) stated that it is very important to pilot test the research instruments in order to determine whether they operate as intended. Furthermore, Johnson and Christensen (2012) defined pilot study as a preliminary test of the research instruments. Testing a questionnaire mostly through a pilot study is important and is done before the final administration of the interview guide. The purpose of the 'pilot test' is "to refine the research instrument so that respondents will have no problems in answering the questions" (Saunders, Lewis & Thornhill, 2009, p.308).

The research instruments were piloted in the Omusati Educational Region with the teachers who teach at Grade 11-12. The schools have comparable conditions to those in schools in Oshana Region that were targeted for the actual study. The interview guide was piloted in Onampira Combined School. The Combined School selected for the pilot study was not part of the actual study. This pilot study ensured that the questions were understood by the targeted research participants. This was helpful for the researcher to relook and make amendments to the questions in the research instrument and ensure that they are relevant to the objectives of the study. The pilot study participants also gave their comments on the research instruments and their comments helped the researcher to come up with the final instruments.

3.7.1 Results of the pilot study

The pilot study results showed that the research instruments were valid and reliable for the study. The participants could understand most of the items in the instruments. Although the instruments were valid and reliable, the pilot study indicated to the researcher that the instruments needed to be revised and teachers were not really sure of what teacher morale is.

Therefore, the definition of teacher morale was given to the participants to help the teachers have a good understanding of the questions and answer accordingly.

3.8 Data analysis

Data analysis may be defined as a process of inspecting, cleansing, transforming and modelling data with the aim of discovering useful information, suggesting conclusions and supporting decision making (Braun, Virginia & Clarke, 2007). The researcher begins with data analysis from specific and builds towards general patterns. The researcher has the responsibility to look for relationships among different dimensions in the data collected (Johnson & Christensen, 2012).

For this study data were analysed by means of content analysis. According to Creswell (2009), the method of content analysis involves the comparing, contrasting, and categorising data in order to draw meaning. This method was helpful to the researcher in identifying patterns, ideas and themes that emerged from the data (Neuman, 2011). The data were first transcribed verbatim and coded, and then analysed using identified themes from the participants' views. The researcher then divided the text data into meaningful inductive categories guided by the research questions and the interview themes.

3.9 Validity

Validity explains how well the collected data cover the actual area of investigation (Ghauri and Gronhaug, 2005). In this study, main types of validity, namely transferability, credibility, dependability, conformability and trustworthiness were considered. Kuper, Lingard & Levinson, (2008) explain that transferability is established by providing readers with evidence that the research study's findings could be applicable to other contexts,

situations, times, and populations. The researcher cannot prove that the research study's findings will be applicable.

To ensure credibility and trustworthiness of the study the interviewer built rapport with the participants in order to obtain honest and open responses. During the interview, the researcher summarized information and then questioned the participants to determine accuracy (Cope 2014). Furthermore, the researcher completed member checks after a study by sharing all of the findings with the participants involved. This allowed participants to critically analyse the findings and comment on them. The participants affirmed that the summaries reflect their views, feelings, and experiences. This ensured credibility of the study although in reality the participants or readers are the only ones who can reasonably judge the credibility of the results.

For the purpose of this study the researcher ensured that each process in the study is reported in detail to ensure dependability which therefore enables an external researcher to repeat the inquiry and achieve similar results. This also enabled the researcher to understand the methods and their effectiveness (Noble & Smith, 2015). Finally, in order for this study to enhance the conformability of the initial conclusion, an audit trail was completed throughout the study to demonstrate how each decision was made (Houghton, Casey, Shaw & Murphy (2013).

3.10 Ethical considerations

Any research that involves human beings has potential to cause pain, physical or emotional injury to participants (Lichtman, 2012). The researcher first obtained Ethical Clearance from the University of Namibia Postgraduate Studies Committee through the Faculty of

Education. The researcher also requested permission to carry out the study from the Ministry of Education through the Permanent Secretary, the Oshana Regional Director of Education and inspectors of education, the school principals, as well as the teachers in Secondary Schools Oshana Educational Region.

Throughout the research, the researcher's behaviour was guided by several ethical considerations. Ethical guidelines provide researchers with a set of moral principles that offer rules and behavioural expectations about the most correct conduct towards research subjects and other people. Respondents participating in this study received full information about the purpose and objectives of the study so that they can make informed decisions about whether or not to participate.

Participants were assured that their information will be treated with strictest confidentiality and privacy. Privacy, anonymity and confidentiality are essential for ensuring the safety of research respondents. Interviews were conducted in complete privacy. The principle of informed consent and voluntary participation was observed in this study. Informed consent entails that respondents were made aware of the fact that they are part of the study, were informed of the purpose of the study and that their participation in the study is voluntary. Participants in this study were ensured of protection from harm by maintaining privacy, anonymity and confidentiality.

Participants were also informed of their right to withdraw from the study at any time if they wished, without blame. Participants' information, and the school names, were and will be treated with the topmost confidentiality. The researcher used pseudonyms to ensure that participants were protected from any potential harm that might arise from this study.

Moreover, the researcher analysed data according to the information provided by the participants in the study. The raw data in the form of audios will be kept by the researcher in a protected place for a period of two years, and will be destroyed thereafter.

3.11 Summary

This chapter has concentrated on the methodology used in to collect data for the study. The chapter defined the research design, population, sample and sampling procedures, the research instruments, pilot study, data collection procedures, data analysis and ethical considerations. The research instruments used in the data collection were also described. The report on how the pilot studies were conducted and how the possible amendments were made to perfect the final version of the instruments have also been discussed. Finally, the chapter described the ethical issues. The next chapter presents the research results, discussion and findings of the study.

CHAPTER 4

DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

The ultimate aim of this study was to determine the factors contributing to low teacher morale in secondary schools in Oshana Educational Region. The study was based on the following research questions: What are the factors that contribute to low teacher morale in secondary schools in the Oshana Educational Region? How does teachers' low morale influence their execution of duties in secondary schools in the Oshana Educational Region? How does low teacher morale influence the academic performance of learners in secondary schools in the Oshana Educational Region? and finally, which strategies can be put in place to raise teacher morale in secondary schools in the Oshana Educational Region? These questions were used to draw up themes in order to determine the factors contributing to low teachers' morale in secondary school in the Oshana Educational Region. The Hygiene-Motivation theory explains that there is a difference between the factors that cause job satisfaction and those that cause dissatisfaction; therefore it provided guidance for this study to determine the factors contributing to low teacher morale. A qualitative exploratory design was appropriate for this study, because the study is interpretative in nature; it sought to explore the factors contributing to low teacher morale from the participants' point of view rather than proving statistical data.

Moreover, the study employed qualitative research approach because it explored the factors contributing to low teacher morale in secondary schools. Furthermore, the researcher collected data using interviews. The data was analysed by identifying patterns from the

entire data sources, which were themes that were mainly influenced by the four research questions.

4.2 School Profile

A total of four (4) secondary schools took part in this study. All the schools that took part housed Grade 8-12 learners and had school hostels. In all the four (4) schools, some learners are non-borders. Added to that, the schools have teachers' accommodation for a limited number of teachers. All the schools have computer laboratories.

4.3 Demographic Information of the participants

From the information gathered and analysed, seven (7) of the participants were male while the remaining nine (9) participants were female. Teachers who participated in the study hold different teaching qualifications. Twelve point five percent (12.5) of the teachers have Master's Degrees while the majority of sixty-eight point seventy five percentages (68.75) % hold Bachelor of Education or Bachelor of Education Honours Degrees. The remaining eighteen point seventy-five (18.75%) holds either Basic Education Teaching Diploma or a Higher Education Diploma.

Furthermore, the table below shows that majority of the teachers who participated in this study have between six (6) and ten (10) years of teaching experience while twenty-five percent (25%) of the sample of participants had between eleven (11) and fifteen (15) years of teaching experience. Those that have twenty-five (25%) had above fifteen (15) years of teaching experience and the minority of the participants representing twelve point five percent (12.5%) of the participants had three (3) years of teaching experience.

Added to that, all the participants were involved in teaching which shows that for every teacher, teaching is the main job. Four (4) of the participants are involved in supervision and teaching as Heads of Department. The results show that majority of the teachers in Secondary Schools in the Oshana Educational Region have B.Ed/B.Ed Honors. These results are an indication that most teachers do not study further in order to grow professionally. Continuous professional growth and development is important as it helps them to gain the confidence in whatever they do. This lack of continuous professional development can be attributed to low teacher morale.

Table 4.1: Demographic details of each participant

Participant	Gender	Educational Level	Rank	Teaching Experience
1	Male	Bachelor Degree	Teacher	16
2	Female	Honours Degree	Teacher	3
3	Male	Bachelor Education	Head of Department	10
4	Female	Honours Degree	Head of Department	11
5	Female	Honours Degree	Teacher	10
6	Female	Master's Degree	Teacher	9
7	Male	Honours Degree	Teacher	8
8	Female	Honours Degree	Head of Department	6
9	Female	Master's Degree	Teacher	9
10	Male	Honours Degree	Teacher	12
11	Male	Bachelor Degree	Head of Department	13
12	Female	HED	Teacher	25
13	Male	Bachelor Degree	Teacher	13
14	Female	BETD	Teacher	20
15	Female	BETD	Teacher	23

16	Female	Honours Degree	Teacher	12
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4.4. Themes and sub-themes

The participants were asked different questions on the existence of low morale in secondary schools, the importance of high morale for teachers, the factors that contribute to poor morale among secondary school teachers, the effects of low teacher morale on the performance of teachers and that of their learners. Finally the study asked about the strategies in schools to maintain high teacher morale in the Oshana Educational Region. Since the study followed the qualitative approach, the researcher analysed the data thematically and presented in themes and sub-themes which were aligned to answer the research questions of the study. The themes and sub-themes that emerged from the analysed data are tabulated in the table below.

Table 4.2: Theme and sub-themes

Theme	Sub themes
4.4.1 Teacher morale in Secondary Schools	4.4.1.1 Existence of low teacher morale 4.4.1.2 Importance of teacher morale
4.4.2 Factors contributing to low teacher morale in Secondary Schools	4.4.2.1 Working environment 4.4.2.1.1 Lack of better facilities 4.4.2.1.2 Poor communication 4.4.2.1.3 Teachers' remuneration 4.4.2.1.3 Lack of promotions 4.4.2.2 Admission Policies 4.4.2.2.1 Categorizing learners 4.4.2.2.2 Labelling of schools

	<p>4.4.2.3 Learners interest in their education</p> <p>4.4.2.4 School leadership</p> <p>4.4.2.5 Parental Involvement</p>
4.3 The effects of low morale on the performance of teachers	<p>4.3.1 Withdrawal from tasks</p> <p>4.3.2 Poor assessment</p> <p>4.3.3 Lack of proper lesson preparation</p>
4.4 Effects of low teacher morale on academic performance of learners	<p>4.4.1 Failure to complete syllabus</p> <p>4.4.2 Little interest in teaching</p> <p>4.4.3 Unfair treatment of learners</p>
4.5 Strategies in schools to maintain teacher morale	<p>4.5.1 Award ceremonies</p> <p>4.5.2 Motivational Speeches and team building exercises</p> <p>4.5.3 Good communication and Delegation</p>

4.4.1 Teacher morale in Secondary Schools

In order to understand teacher morale in Secondary Schools in the Oshana Education Region, two questions were asked. The two questions sought to find out whether participants think there is low teacher morale in Secondary Schools in the Oshana Education Region and what their thoughts about the importance of teacher morale to the teachers in Secondary Schools in the Oshana Education Region are. Two sub themes emerged which are discussed below.

4.4.1.1 Existence of low morale amongst teachers

Data collected and analyzed revealed that the majority of the participants believed that there are signs of low morale amongst teachers in Secondary Schools in the Oshana Educational Region. Morris, (2019) wrote that the teaching profession has a relatively high turnover as teachers seek better jobs. The teachers explained that one of the indicators of low morale amongst teachers was the fact that some of the teachers absent themselves from classes with no valid reasons. The findings revealed that some teachers were demoralized to the extent of sitting in offices and discuss issues with fellow teachers at the expense of teaching. This is what one of the participants said:

“Teachers look demoralized; they no longer enjoy teaching, they complain a lot and do not attend to their lessons. Some take unnecessary sick leaves or just sit in the offices sometimes.” (Participant 6)

The participants in this study lamented that their fellow teachers no longer have the zeal for teaching and the teaching profession had lost its pride and this all had eroded the self – esteem of teachers resulting in poor morale. Another indicator of low morale amongst teachers in Secondary Schools in Oshana Educational Region noticed by the participants is that teachers show a very low self-esteem. One participants indicated:

‘The results produced by the teachers say much about the level of morale, the results are perennially poor in our schools because of poor teacher morale’.
(Participant 11)

The performance in Secondary Schools in the Oshana Educational Region is not really good and this may be attributed to poor morale among teachers. These findings are in agreement with Holt (2012)’s findings that low levels of morale can lead to reduced productivity and burnout which comes with reduced quality of

teaching, greater use of sick leave, efforts to leave the profession and dehumanized perception of learners.

4.4.1.2 The importance of high morale amongst teachers.

The general view shared by the participants in this study showed that there were great appreciation that a high morale amongst teachers were of great importance. Participants explained that a high morale will help the teachers to attain their teachings goals and perform their tasks diligently. This is in confirmation with an earlier study by Steyn (2014) who notes that high teacher morale makes teaching more pleasant for teachers and makes learning more pleasant for learners and the learning environment becomes favorable. Teachers believe a teacher with a high morale is a motivated teacher.

“A high morale means high motivation which is a driving force for someone to be serious with the implementation of his/her plans.” (Participant 10)

Furthermore, participant 2 had this to say:

“A high morale can help the teachers to work very hard and improve the results in schools and the region at large.” (Participant 2)

The participants believe that a high morale makes the teachers to be proud of their profession. Moreover, teachers indicated that a high morale makes one love his/her job and this means teachers will enjoy what they do and they will always be prepared to do their jobs as required. Finally, a teacher with high morale is highly motivated, self-motivated and self-directed.

4.4.2 Factors contributing to low teacher morale in Secondary Schools

The main question of this study sought to find out about the factors that are contributing to low teacher morale in secondary schools in the Oshana Education Region. It is very important to understand the factors contributing to low teacher morale in Secondary Schools in order to understand the issue of low teacher morale. But in order to study and understand the issue of teacher morale well, the research also sought to find out if low morale exists in the Secondary school studied and the perceptions on the importance of teacher morale. The participants of this study were asked to list factors that they think are contributing to low teacher morale in their specific schools. The participants' views on the factors contributing to low teacher morale are summarised into the following themes with their sub-themes: work environment, admission policies, and learners' interest in their education, school leadership and parental involvement.

4.4.2.1 Working environment

The first factor identified to contribute to low teacher morale in Secondary Schools in the Oshana Education Region is the work environment. The work environment is very important for every employee of any organization as they spend most of their hours there. It is very important that employees are satisfied with their work environment. According to Sharma (2016) a healthy school environment and high teacher morale tend to be related. The work environment in this case refers to a number of factors surrounding the work environment. Below the researcher discusses the environmental factors that were identified to as contributing factors to low teacher morale in Secondary Schools in the Oshana Education Region.

4.4.2.2.1 Lack of better facilities

The findings from the study revealed that the environment under which teachers work was one of the factors affecting teacher morale. The unfavourable working conditions include out-dated and broken down infrastructure. The school environment of the schools which participated in this study can be described by Eboka (2017) as threatening and non-supportive for teachers to carry out their work.

“The classrooms are not motivating; some look very old they look like places that have been abandoned thousands of years back. We also have a lack of laboratories and libraries that can be resourceful to both us and our learners.” says one of the respondents.”(Participant 14)

Added to that, participant 1 said:

“It is very important for schools to have a positive work environment in order to promote the morale for teachers which will also result in improved performance of learners. We need to be looking forward to going to work excitedly because we know it is a good environment”. (Participant 1)

Chungsup and Jarrod (2012) wrote that it is important to create a positive and healthy working environment. Collie, Shapka & Perry (2012) also found out that the atmosphere of the school and teachers' morale interrelates in influencing the health of the school. A healthy school in this case may be referred to the ease that the school environment will bring to the teachers and learners. Teachers need to work in a healthy environment and this will boost their morale. Linda (2014) suggests that a healthy working environment and high teacher morale tend to be related, which supports the views of participant 1 above.

4.4.2.2.2 Teachers' salaries

The second sub theme on the work environment that contributes to low teacher morale according to this study is the salaries. The findings of this study highlighted that the participants have noted an uncompetitive salary for teachers as one of the factors demoralising them. This was stated by majority of the participants although without thorough explanations. It is important to note that participants showed dissatisfaction with salaries as a factor contributing to low teacher morale. The participants explained that they are unable to afford some of the things that they believe a person that works is supposed to afford. One of the participants said:

*“Imagine I cannot afford a nice car and a better house at the same time”.
The bank will not even give you a better loan because the salary is low. We spend hours teaching, marking, assessing and do a whole lot of work but the remuneration does not equal our efforts.”* (Participant 8)

A teacher who is not satisfied with his salary will not have job satisfaction which in the end will result in a low morale. According to Bennell and Akyeampong (2007) teachers' salaries in most countries do not cover basic household. The study found that salaries motivate teachers to stay in or leave the profession. Participant 3 said:

“I am always on the lookout for better paying jobs because I am not motivated by salary to remain as a teacher. Sometimes you want to live a good life like other people in other professions but you cannot just afford.” (Participant 3)

Furthermore, the participants in this study believed that competitive salaries would positively impact on their morale. This is in agreement with Mackenzie's (2007) study which revealed that a significant percentage of the teachers believed that the government should raise teacher salaries in order to improve the level of motivation within the profession.

4.4.2.2.3 Lack of promotions

Thirdly, the participants in this study identified lack of promotions as one of the factors contributing to low teacher morale. All professionals wish to advance in their career and not to remain stagnant for many years. Promotion may also serve as motivation for them to remain in the profession. Blackwell (2009) and Govindarajam (2012)'s studies highlighted that the lack of teacher recognition year after year was one of the factors which had resulted in poor morale among teachers. The teachers who participated in this study feel unrecognised therefore attributing low morale to lack of recognition. This is what one participant said with regard to this issue:

“I have been teaching for more than fifteen years and always applied for promotions yet I am never selected. This has led to me feeling unrecognized therefore becoming demoralized as a result.” (Participant 1)

A number of teachers who participated in this study indicated that lack of promotions is a contributing factor to teacher low morale in Secondary Schools in the Oshana Education Region. Herzberg's Hygiene-Motivation theory as explained by Chungsup and Jarod (2012) explained that achievement, recognition, advancement and growth are some of the factors

leading to job satisfaction. Most participants feel unrecognized and stagnant; Participant 7 explained:

At least if I can be promoted even to a senior teacher position I will feel like I have moved a step forward. I have been for long as an ordinary teacher”.

(Participant 7)

It is very important that teachers advance and grow in their careers through promotions. Willis and Varner (2010) suggest that low teacher morale has been linked to the lack of recognition. They emphasize that teachers were dissatisfied with the amount and type of recognition and respect. Therefore it is worth noting that a lack of promotions contributes to low morale for teachers in secondary schools in the Oshana Educational Region.

4.4.2.2 Admission policies

The second factor that research found to contribute to the low teacher morale in Secondary Schools in the Oshana Education Region is the admission policies for Secondary Schools. Robertson (2017) found out that the school character is built through the morale of the teachers. Some schools are labelled as “poor performing schools” thus not allowing them attracts and admit the best learners. In the end, teachers may suffer from low morale thus negatively affecting the character of the school. Robertson (2017) further noted that the morale of the teachers also determines whether a school functions at its best or not. No wonder some schools remain poor performing schools for longer; it is because of the low morale that leads to poor academic performance thus no learners want to apply to a school that is not doing well. Two sub-themes that are worth noting emerged from this finding. They are discussed below.

4.4.2.2.1 Categorizing learners

The first problem in terms of admission policies that the participants of this study believe contributes to low teacher morale in Secondary Schools is that admission categorizes learners. Some participants of this study felt demoralized by the fact that the Grade 11 admission policies allow learners to be admitted according to their performance and some schools take the best while others receive low performing learners. This was demotivating to those teachers in schools which generally fail to attract high performers.

One participant has this to say about this issue:

“One of the factors I believe to contribute to low teacher morale are the admission policies. The admission policies categorize learners and this causes schools to be labelled.” (Participant 11)

Another participant feels that something needs to be done about the way schools select their learners, otherwise some schools will continue to perform poorly. This is what participant 2 said:

“I do not know what to be done but admission need should not allow some schools to select only the best performers. Teachers at some schools are forever blamed by society for poor results but I do not think they are always at fault”. (Participant 2)

The study highlighted that especially teachers that work in the schools that fail to attract best performing learners complained more about the issues of categorizing learners. The participants indicated that in the end they suffer very much because the whole class is full of slow learners and those that are coming from NAMCOL.

4.4.2.2.2 Labelling of schools

Finally the participants indicated that admission policies led to the labelling of schools and this is believed to contribute to the low morale of teachers. This study revealed that the admission policies categorise learners according to their performance thus making it hard for some schools to attract best learners. As a result some schools have been labelled as “poor performing schools”. Furthermore, participants in this study indicated that they felt demoralized by this issue, especially with the Grade 11 admission policies that allow schools to admit learners according to their performance and some schools take the best while others receive low performing learners. This is demotivating to those teachers in schools which generally fail to attract high performers.

“I took part in the admissions of grade 11 one year and I learned that most schools especially the “performing schools receive applications from most learners. In the end they only select top performers and the rest goes to other schools that have spaces. (Participant 6)

Moreover, participants stated that there was poor recognition for poor performing schools. The participants revealed that teachers were demoralised by the fact that the efforts of teachers in low performing schools are not well recognised. These participants felt that even if their schools could not come up as best performing schools, their efforts still mattered and therefore should be recognised. Another point mentioned by the participants that shows that admission is demoralizing teachers was mentioned by participant 12 who said:

“I feel under challenged because my school gets a lot of low performers from grade 10. They are very difficult to teach and in most cases they do not do well. This is not good for the morale of teachers in those schools.” (Participant 12)

4.4.2.2.3 Learners’ interest in their education

Added to the work environment and admission policies, the third factor identified contributing to low teacher morale in Secondary Schools in the Oshana Education Region the interest of learners in their education. The low interest of learners in their education is noted to contribute to low teachers morale in secondary schools in the Oshana Education Region. Participants of this study indicated that learners portray indiscipline and they lack commitment to their school work. Learners’ indiscipline was frequently mentioned as one of the factors contributing to low teacher morale by most of the participants. The participants lamented that some of the learners were so disrespectful to the extent that they cannot take instructions from the teachers. Some of the learners have a tendency to jeer and make fun of teachers during teaching time which makes teaching uncomfortable.

“In worst cases of bad behaviour, some learners have threatened to beat up teachers. Such incidences of extreme bad behaviour by learners towards teachers would negatively affect the teachers’ love and motivation in the profession”. (Participant 2)

Furthermore, related to the issue of indiscipline of learners, is the general lack of commitment towards schoolwork by learners. The participants indicated that some of the learners were very uncooperative and uncommitted to their school work. The learners lack the necessary enthusiasm towards their school work. This is seen through their conduct in class and through the way they do their school assignments. One participant indicated:

'Some learners do not do their exercises and homework which shows that they are not committed to their school work'. (Participant 8)

Indeed, it is evident from the results of this study that teachers in Secondary Schools in Oshana Educational Region are dealing with many learners who have disciplinary problems. High rate of disciplinary problems together with lack of commitment to school work in secondary schools in Oshana Educational Region are a concern according to this study. A study done by DeAngelis & Presley (2011) concludes that learners related problems such as poor discipline, laziness and high absenteeism contribute to low teacher morale.

Tomlinson (2014) also notes that learners have a lot of needs and teachers are often bombarded with a lot of things in order to address the needs of these learners. It is very important to note that disciplinary issues in schools can have bad effects on the morale for teachers. It is indicating in this study that most teachers who took part in this study indicated indiscipline as a contributing factor to the low teacher morale in Secondary Schools in Oshana Educational Region.

4.4.2.2.4 School leadership

Another factor identified by this study that the participants believe contributes to low teacher morale is the leadership of the school. The participants in this study indicated that school leadership contributes to low teacher morale in secondary schools. Participants in this study lamented the lack of proper leadership and supervision from immediate supervisors and school principals as one of the factors which demoralize the teachers.

Participants noted that some Principals and Heads of Departments were not taking their leadership and supervisory roles seriously which negatively affected the morale of teachers.

“This lack of supervision also extends to the issue of learners indiscipline because sometimes the Principals lack the capacity to control the behaviour of learners at school”.

(Participant 1)

Furthermore, the participants in this study mentioned that the leadership style used by school managers was also one of the demotivating factors to teachers. Some participants indicated that their principals were autocratic and therefore made the school environment unfriendly to teachers. One the participants had this to say:

“Sometimes the principals do not respect the views of the teachers and sometimes just enforce their rules on the teachers. We are sometimes just treated like learners.”(Participant 9)

Bogler’s (2005) study concluded that the leadership style of the school principal has a powerful influence on the environment of the school, the attitudes of the teachers and staff, and the achievement of the students. This is evident from one of the participants who said:

“There is poor communication between school management and teachers. Teachers feel like they are not part of it all but just to implement guidelines put in place by school management.” (Participant 3)

An earlier study done by Bodencio and De Witt (2012) found that poor leadership has negative effects on staff morale. Their study highlighted that there are many reasons behind

low staff morale but the main one is poor leadership. Gold and Roth (2011) also supports the findings of this study that poor leadership in the schools cause low morale especially amongst novice teachers.

Finally, the findings of this study confirmed the importance of a good leadership in motivating teachers. Josanov-Vrgovic & Pavlovic (2014) concluded that there is a relationship between teacher job satisfaction and the perceived leadership styles of Principals. Therefore, this study notes that the role of the Principal is extremely important in providing the support and necessities in the daily functions of a teacher to increase teacher morale.

4.4.2.2.5 Parental involvement

Lastly on the factors contributing to low teacher morale identified by this study is involvement of parents. The issue of less parental involvement was also cited as one of the factors which negatively affect the morale of teachers. One respondent wrote:

“Most parents are not very supportive of their children’s education. This is demoralizing to teachers because without parental support, it becomes difficult for teachers to control learners at school”. (Participant 4)

It is clear from the findings of this study that parents of learners schooling in Secondary Schools in the Oshana Educational Region are not fully involved in their children’s education which then makes it difficult for the teachers and therefore leading to low morale for teachers.

“Most of the learners admitted in Secondary Schools do not come from the surrounding areas therefore most of them are either accommodated in the hostels, live with relatives close to schools or even rent. And parents are just seen in the first day of school and disappear.”(Participant 16)

Participants in this study also explained that some parents do not even attend parents meeting and there is poor communication between them and the schools. Teachers alone suffer the roles of teaching and parenting learners of such parents thus contributing to low teacher morale. A study by Erlendsdóttir (2010) on the effects of parental involvement in education in Namibia concluded that when parents stay involved with their children’s education, it impact positively on the academic achievement of the learners. And when all stakeholders are fully involved in education teachers will not have a lot of challenges and this can raise their morale.

4.5 The effect of low morale on teacher performance

The second question for this study sought to find out how low morale for teachers influences their performance and execution of their duties in secondary schools in the Oshana Educational Region. The effects identified by the participants of this study are: withdrawal from tasks, poor assessment and lack of proper lesson preparations. The results of the study indicated that as a result of low morale, teachers are unhappy at school. The study also found out that poor morale among teachers has negative effects on the way they handle their duties.

4.5.1 Withdrawal from tasks

This study found that some teachers in Secondary Schools in Oshana Educational Region are suffering from low morale as most of them are unhappy at school leading to them not willing to perform their tasks. Some are noted to withdraw from tasks allocated to them. If teachers withdraw from their tasks then they will not perform their tasks well. Just like the results of this study clearly indicates that as a result of teachers not performing their duties well because of low morale it leads to poor results in Secondary Schools in the Oshana Educational Region.

“One can tell that teachers have low morale because most teachers do not want to be involved in school activities. Those that used to take part in extramural activities such as sports and others no longer take part.”

(Participant 14)

Participant 1 also said:

“Whenever there are school events or school activities taking place, most teachers will always have an excuse for them not to attend. Or some will come and even leave earlier.” (Participant 1)

The results of this study give an indication that teachers are no longer productive due to the low morale they are experiencing. Steyn (2014) wrote that organizations with a higher staff morale display improved productivity, improved performance and creativity, reduced number of days taken for leave, higher attention to detail, a safer workplace, and an increased quality of work. Teachers that are withdrawn will not be productive and creative. It is important to note that in this case, withdrawal from tasks by the teachers may be attributed to the low morale that teachers in Secondary Schools in Oshana Education Region are experiencing.

4.5.2 Poor assessment

Added to withdrawal from tasks, participants indicated that the speed at which teachers execute their tasks is reduced and this results to poor performance by the learners. According to the results of the study teachers realised that a low morale affects teachers in a negative way as they mostly will not put more effort when teaching and they do not give enough assessment to the learners thus resulting in poor performance.

“Teachers with low morale do not give feedback on assessments to the learners on time and they give much less work to their learners and in most cases they make use of learners to write summaries for others.” (Participant 9)

According to the participants some activities given by teachers are not marked and they sometimes just drop activities and notes for learners to write while they go back to the staff room and sit. Performance is the heart of any educational institution. If teachers are to perform and execute their duties effectively a high morale is critical. The participants wrote that there is a need to maintain a high morale or the teachers in the Secondary Schools in Oshana Educational Region.

“Teaching is a very important profession that mothers all other professions. If the teachers have low morale and are not delivering, then all other professions suffer. I have noticed that most learners do not really fail because they do not know but the teachers do not just put in more efforts to help these learners.” (Participant 6)

4.5.3 Lack of proper lesson preparation

This study found out that teachers with a low morale do not plan their lessons; they skip classes and beats learners for simple mistakes out of frustration. Another effect of low morale noted is that teachers suffering from low morale disregard their jobs and have no respect for their job. The participants in this study further indicated that as a result of low morale teachers are not creative in their lessons.

“Teacher do not plan their lessons, they just pick books and go to class. As a result they fail to deliver quality lessons.” (Participant 12)

Participant 4 also indicated that:

“Sometimes even learners can pick up that the teacher did not prepare for the lesson. They ask learners where they ended last time, forget to check homework and quality of lessons they give is very low.” (Participant 4)

The literature review of this study highlights that teachers have great influence on the learners since they have the most contact with the learners throughout the day. This confirms findings of an earlier study by Rowland (2008) which revealed that when teachers have a positive morale then they have an unbelievable positive influence on the pupils and the school environment. The quality of lessons they deliver will impact the pupils in a way that learners will love school and be motivated to study hard.

4.6 Effects of low teacher morale on academic performance

The fourth theme discusses the effects of low teacher morale on academic performance. The participants were required to express what they thought was the influence of poor teacher morale on the academic performance of learners. Twelve (12) participants believed that low morale has very high influence on academic performance of learners. Three (3) of the respondents believed that the level of teachers' morale had high influence on the learner's academic performance. The participants gave different explanations to their answers and three important sub-themes emerged.

4.6.1 Failure to complete syllabus

One of the effects identified is that teachers with low morale fail to complete the syllabus. A syllabus provides guidelines on what the teachers should present to the learners in order to prepare them for final examinations. Examinations especially at national level are prepared according the syllabus. If teachers fail to cover syllabus then it becomes hard for learners to perform well in the examinations. This is what participant 8 said about this issue:

“A teacher with low morale can hardly achieve the basic competencies thus academic performance for the learners will be low because the final examination covers the syllabus and not just what the teachers covered”.

(Participant 7)

Although there is monitoring of teachers taking place in schools, participants still felt that some teachers still do not manage to cover the syllabus or only run through. High teacher morale is very essential to boost performance in the schools. Therefore, the Directorate of Education in Oshana Educational Region needs to note the importance of teacher morale.

“We have two years to cover the syllabi at senior secondary level but some colleagues still do not cover it fully. Is that not a sign that the teacher is not motivated to work hard. In the end learners suffer.” Said Participant 3

A study done by Perumal(n.d) suggested that teacher morale impacts directly on delivery of lessons, teacher effectiveness and leadership, student attitudes, behaviour and discipline, as well as student performance. The teachers need a high morale in order for schools to perform. The morale of teachers has an impact on the learners and therefore it is very critical in a school environment.

4.6.2 Little interest in teaching and unfair treatment of learners

Secondly, the participants noted that as a result of low teacher morale the teachers lose interest in their learners, they also lose interest in their work and this will affect academic performance of the learners. Some respondents indicated that some teachers take old notes and ask one of the learners to go write for others while they sit at the office and chat. The notes are sometimes explained or some teachers will even just continue to the next topic without explaining to the learners. One of the respondents wrote:

“Teachers with low morale ignore the needs of learners and cannot treat learners fairly thus affecting learners psychologically, leading to poor performance”. (Participant 1)

The majority of the participants in this study indicated that teacher morale influences learners’ academic performance to a greater extent, while the minority indicated that it

influences to a great extent. Yong and Yue (2007) support this finding with their study that a person that has low morale has internal reactions such as confusion, insecurity and frustrations. These reactions will influence how an individual behaves at work and carry out his/her duties. No one is able to work well if he/she has such internal reactions as a result of low morale.

Participant 11 said:

“Poor performance in secondary schools is caused by many factors that include low teacher morale”. (Participant 11)

This study also found that since low morale makes teachers to lose interest in their learners it affects the way they teach them is also leading to poor results. This study further revealed that the relationship between the teacher and his learners is affected by the teacher’s low morale which makes learners to lose interest in the subjects offered by the specific teacher which can lead to high absenteeism, dodging classes and poor submission of activities in secondary schools in the Oshana Educational Region.

4.7 Strategies to maintain teacher morale

Finally, this study sought to find out the strategies that Secondary Schools use in order for teachers to have high morale. This study revealed that Secondary Schools in Oshana Educational Region have strategies put in place to ensure that teachers maintain a high morale. Participants were asked to give some of the strategies used in their schools in order to maintain a good morale for teachers at their schools. The teachers mentioned a number

of strategies that the schools have put in place to maintain teacher morale. The strategies were summed up in the sub-themes discussed below.

4.7.1 Award ceremonies

Award ceremonies are a way of appreciating the effort of teachers. Chungsup and Jarrod (2012) concluded that teachers need to be motivated in order to be productive. Teachers get very excited when their efforts are recognised and appreciated. The participants indicated that award ceremonies give teachers that desire to keep doing their best and in a way also creates healthy competition amongst teachers which leads to better academic performance of learner. Some mentioned that schools organize gift hampers for teachers once per year.

“After the award ceremonies you just feel revived again and refuelled to work hard again” (Participant 4)

The teachers indicated that award ceremonies organised by the schools helps them to have a good morale. All the schools that took part in this study hold an award ceremony which is a good thing. It gives teachers new energy to carry out their duties. One of the participants said:

My morale after the award ceremony is always very high but after some days it starts to go down. Perhaps I do not know how to maintain a high morale”. (Participant 6)

The views of participant 6 above are very important. It seems like teachers themselves struggle to maintain a high morale. There is a need to look into ways

that can be used to help teachers maintain the morale. The general view of the participants indicates that many possible strategies have been used to gain a good morale but maintenance seems to be a challenge.

4.7.2 Motivational Speakers and team building

The second strategy used by the Secondary Schools is motivational speakers and team building exercises. Some participants of this study stated that one of the strategies used in schools is motivational speeches from different people and team building exercises. This is very important as it helps to uplift the teachers thus helping to have an increased morale. Motivational speeches and team building exercises motivate and create a sense of belonging to the team or school.

“People from outside really help us to build a good morale. The different strategies that they use are really helpful to our morale” (participant 8)

On the other hand participant 13 indicated that there is a number of activities done to create bonds amongst colleagues. When colleagues work together, work becomes more fun and productive according to the participants in this study. The challenge however is that not all colleagues like taking part especially in end year parties and travelling.

Team building exercises such as end year parties and travelling together as colleagues is also one strategy we use for us to bond. But not all colleagues

like taking part though. These exercises need to be made compulsory.

(Participant 13)

Devi and Mani (2010) wrote that teachers need to be publicly supported, provided with the right resources and minimize stressors in schools. Motivational speeches are a good public support that can raise teachers' morale. When the school environment is healthy, teachers have a high morale, the relationship with colleagues and their learners is improved and this positively impacts on student morale and academic performance.

4.7.3 Good Communication and delegation

Thirdly, participants identified good communication as one of the strategies in the schools. The findings indicated that some schools are trying their best to make sure that teachers feel that they are part of the team. The study further highlighted that most of the Secondary Schools maintain good communication through information sharing gatherings (briefings) and by holding staff meetings at least once every term.

“Good communication is one of the strategies to raise the morale for teachers and make them feel recognised. When teachers are well informed and allowed to get involved in the activities of the school it serves as a motivation and in turn raise their morale.” (Participant 3)

Adding to the views of participant 3, participant 14 said the following:

“Communication is the key to run a successful organisation. Schools need to take this very serious and make their teachers feel involved. I believe if communication is good then the morale will also be good.” (Participant 14)

Chungsup and Jarrod (2012) concluded that teachers need to be motivated in order to be productive. Motivation leads to good morale. All the strategies that the participants of this study mentioned are meant to raise the morale of the teachers. Chungsup and Jarrod (2012) in their study further noted that if teachers are motivated they will have a high morale which will lead to increased productivity. Although there are a few strategies put in place in Secondary Schools in the Oshana Educational Region to maintain good morale for teachers, some respondents indicated that these strategies are not very effective thus teachers still experience poor morale in the secondary schools.

4.8 Summary

This chapter presented and discussed the results of the study from the interviews. The study also revealed a number of issues from the results. Majority of the respondents indicated that there is low morale amongst teachers in secondary schools in Oshana Educational Region and that it is very important for teachers to have a high morale. The results from the interviews also clearly indicated that there is a number of factors contributing to low teacher morale in secondary schools in Oshana Educational Region. The major factors identified as contributors to low teacher morale are such as: work environment, admission policies, and learners' interest in their education, school leadership and parental involvement. Furthermore, this study found that low teacher morale has an impact on the performance of both the teachers and that of their learners. Finally, interviews revealed that Oshana Educational Region has strategies in place to maintain high morale for the teachers. However, the results of this study could not reveal what secondary schools in Oshana Educational Region do in order to raise the morale for poorly performing teachers.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to explore the factors contributing to low teacher morale in secondary schools in the Oshana Education Region. Although this study focused more on the factors contributing to low teacher morale in the secondary schools in the Oshana Education Region, it also looked at how teachers' low morale influences the performance of teachers, the effects it has on the academic performance of learners and that strategies that are put in place to raise teachers' morale in secondary schools in the Oshana Education Region. This chapter provides a summary of the study, the conclusions drawn according to the findings and makes recommendations.

5.2 Summary

This study sought to answer the following questions:

1. What are the factors contributing to low teacher morale in secondary schools in Oshana Region?
2. How does teachers' low morale influence their performance and execution of their duties in Secondary Schools in Oshana Region?
3. How does low teacher morale influence the academic performance of the learners in secondary schools in the Oshana Educational Region?
4. What are the strategies put in place to raise the morale of teachers in secondary schools in Oshana Region?

Data were presented according to the following main themes that were generated from the research questions:

- (a) Teachers' qualifications and experience
- (b) Existence of low morale amongst teachers
- (c) Teachers' views on the importance of high teacher morale
- (d) Factors contributing to low teacher morale in secondary schools
- (e) The effects of low teacher morale on teachers' performance
- (f) The effects of low teacher morale on academic performance
- (g) Strategies to maintain high teacher morale in secondary schools

In order to find answers to the above mentioned questions, this study employed a qualitative method. The data was collected using a structured interview guide (see Appendices). To analyse data, the researcher used the content analysis technique and organised the data into themes and sub themes that emerged from this process. The participants were also asked to explain their answers and identify factors contributing to low morale in the secondary schools in the Oshana Educational Region. The respondents were also asked to provide their suggestions on what the directorate of education in Oshana Region needs to do to raise the morale of teachers in secondary schools and their general recommendations on what should be done to solve the problem of low teacher morale in secondary schools in the Oshana Educational Region.

This study consisted of a population of all 14 secondary schools in the Oshana Educational Region and about 300 secondary school teachers in the Oshana Educational Region. The study also used purposive sampling technique to select 4 out of 14 secondary schools. The

sample of this study consisted of a total of 20 teachers of which 5 teachers were selected from each of the 4 selected secondary schools.

The findings of the study cannot be generalised to other educational regions because they were only based on a few selected secondary schools in the Oshana Region. Cohen, Manion, and Morrison (2013) assert that “it is a basic view of a qualitative inquiry to seek a deep understanding of a phenomenon, rather than presenting them with statistical generalisations” (p. 8). This study did not rely on statistical procedures and generalisations, but it focused on organising data into patterns to produce a descriptive narrative synthesis.

To maintain confidentiality of the teachers, the researcher did not use the actual names of the participants. For the sampled schools, pseudonyms were given such as Blue Secondary School, Green Secondary School, Yellow Secondary School and Orange Secondary School.

The research was centred on Herzberg’s Hygiene-Motivation Theory (Two Factor Theory) as the theoretical framework of the study. This theory explains the factors which may influence staff morale. Herzberg’s Hygiene-Motivation Theory also explains more strongly that there is a difference between factors causing job satisfaction and that causing job dissatisfaction. Herzberg categorized the factors into two groups, the satisfiers (*motivators*) and the dissatisfiers (*hygiene factors*).

Herzberg’s Hygiene-Motivation Theory was therefore useful in interpreting the factors contributing to low teacher morale in secondary schools because it explains that the factors such as lack of support from administration, dissatisfaction with salary and benefits, dissatisfaction with job responsibilities, heavy teaching loads, and frustration due to poor

results and problematic student behaviour could be factors causing job dissatisfaction and lead to teachers' low morale.

5.3 Conclusion

The study revealed that most teachers in secondary schools are qualified and majority of them holds Bachelor Degree and Honors Degree in Education. Majority of the participants of this study also have more than five (5) years of teaching experience. The participants in this study believe that there is low morale amongst secondary school teachers in the Oshana Educational Region and that it is very important for secondary school teachers to have high morale. Added to that, the participants in this study indicated that the factors contributing to low teacher morale are: the unfavourable working environment which includes lack of facilities, teachers' salaries and lack of promotions. Furthermore, admission policies, learners' interest in their education, school leadership and parental involvement in the education of their children were listed as factors contributing to low teacher morale in secondary schools in the Oshana Educational Region. Moreover, low teacher morale affects the performance of the teachers' duties and it also has a greater influence on the academic performance of learners according to this study.

Finally, the study revealed that there are a number of strategies put in place in secondary schools in the Oshana Educational Region to raise teachers' morale although participants feel that the strategies need to be reviewed and new ones introduced to add to the existing ones because the existing ones seem not to be fully effective. The strategies identified were such as: prize giving ceremonies that award performing teachers; motivational speeches;

delegation of tasks to make teachers feel that they are part of the team and efforts to improve the working environment in the schools.

5.4 Recommendations

In respect of the findings of this study, the participants of this study made the following recommendations, in order to increase the morale of secondary school in the Oshana Educational Region.

5.4.1. Recommendations on what the directorate of education in Oshana Region can do to raise teachers' morale

1. The participants of this study recommended that the region should recognize and praise good performing teachers in order to keep them motivated.
2. They also recommended that the region should conduct regular motivational speeches for teachers and conducting workshops for teachers.
3. Participants also recommended that the region should start giving incentives to best performers and should also use promotions to keep performing teachers motivated.
4. Furthermore, participants recommended that the region should start giving enough support to teachers through Education Officers and provide enough resources for schools.
5. Other participants recommended that the region should come up with ways to motivate learners in order for them to be disciplined thus making the work for teachers easier.
6. Another recommendation made is that the directorate of education should address the factors causing failure in secondary schools in Oshana Educational Region and stop pointing fingers to teachers.

7. Finally, the participants recommended that the directorate should address the high teacher to learner ratio which is one of the problems in secondary schools in the Oshana Educational Region.

5.4.2 General recommendations to solve the problem of low morale amongst teachers

1. It is recommended that teachers should upgrade themselves academically in order to increase their chances of promotion.
2. It was also recommended that teachers should not be allowed to stay at the same environment for too long.
3. Another recommendation given is that teachers showing signs of low morale should be helped immediately.
4. This study also recommends that teachers should be involved in decision making.
5. Another recommendation given was that immediate supervisors should keep a closer look at the teachers under their care in order to detect signs of low moral while early.
6. Added to that, the participants recommended that all schools should ensure that they have strategies in place to make sure teachers' have a high morale at work.
7. Education officers should also do regular visits to school in order to address some of the issues affecting teachers' morale.

5.5 Summary

This chapter, being the last chapter of the study, concluded the study by highlighting the summary of the study. The chapter also concluded on the teachers' qualifications and experience; the existence of low morale in secondary schools; the importance of high teacher morale; the factors contributing to low teacher morale; the effects of low teacher

morale on performance of their duties and how low teacher morale affects the academic performance of learners. Finally, it provided the recommendations by the researcher.

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APPENDIX 1: LETTER TO THE DIRECTOR

P O Box 277

Ondangwa

Namibia

22nd September 2017

The Director of Education

Oshana region

Oshakati

Namibia

Dear Madam

RE: Request to conduct a study in four secondary schools in the Oshana Education Environment.

I am Teofilus Nekongo Shavuka, a Grade 11 – 12 Geography teacher at Iipumbu Senior Secondary School in the Oshana Education Region. I am in my final year of my Master of Education program at the University of Namibia. As a requirement for the fulfilment of the degree, I am required to complete a research paper. It's for this reason that I am hereby requesting permission to conduct a research study in four secondary schools Oshana region. The purpose of my study is to find out factors contributing to low teacher morale in secondary schools, entitled: **Factors contributing to low teacher morale in secondary schools in the Oshana Education Region.**

The findings and recommendations will be shared with the schools involved as well as the Ministry of Education Arts and Culture.

I will be delighted if I am granted the permission.

Yours Sincerely,

T. N. Shavuka

(Student: 200946064)

APPENDIX 2: INTERVIEW GUIDE

1. Name of school

Secondary School 1	
Secondary School 2	
Secondary School 2	
Secondary School 4	

2. Sex

Female	
Male	

3. What is your highest qualification?

- (a) Masters/Doctoral Degree
- (b) B.Ed/B.Ed Honors
- (c) HED/BETD
- (d) Others

4. How many years of teaching experience do you have?

- (a) 1-5 years
- (b) 6-10 years
- (c) 11-15 years
- (d) Above 15 years

5. What are your current jobs in the school?

- (a) Teaching
- (a) Supervision and teaching i.e HOD

(b) Others

Section B:

Questions related to teacher low morale in Oshana Educational Region

1. Do you think there is low morale amongst teachers in secondary schools? (Explain).
2. (a) Do you think it is important for teachers to have high morale? Explain your answer.
3. What do you think are the factors contributing to low teacher morale (demoralise) in secondary schools?
4. In your opinion, how do you think low teachers' morale affects the performance of teachers at Secondary Schools?
5. To what extent do you think low morale for teachers influence the academic performance of their learners? Please explain.
 - i. Greater extent
 - ii. Great extent
 - iii. Very small extent
 - iv. Not at all
6. What are the strategies to maintain good morale in teachers at your school?
7. What do you suggest the Directorate of Education in Oshana Educational Region needs to do in order to raise teachers' morale?
8. What else would you recommend in general that should be done to solve the problem of low morale amongst teachers?

Thank you very much for your time.

APPENDIX 3: CONSENT LETTER

UNIVERSITY OF NAMIBIA

CONSENT TO PARTICIPATE IN RESEARCH

FACTORS CONTRIBUTING TO LOW TEACHER MORALE IN SECONDARY

SCHOOLS IN THE OSHANA REGION, NAMIBIA

School teacher

You are humbly requested to participate in a research project aimed at finding the factors contributing to low teacher morale in secondary schools in the Oshana region of Namibia. The results from the study will contribute to a thesis for a master's degree at the University of Namibia. You are selected as a possible participant in this study because you are a teacher in a secondary school(s) in the Oshana region.

Purpose of the research

The aim of this study is to explore the different factors contributing to low teacher morale in secondary schools in Oshana region, to find out how a low morale influence the execution of their duties at school and to identify the strategies that can be used to raise the morale of teachers.

Procedures

If you agree to take part in this study, I will ask you questions to provide me your ideas on what you think are the factors contributing to low teacher morale in secondary schools in the Oshana education region and to identify how a low morale affects teachers and the strategies that can be used to raise the morale of teachers. The estimated time for the interview is about 45 minutes.

Potential risks and discomfort

There are no potential risks in this study, because the research topic is not a sensitive one. Factors contributing to low teacher morale are more likely to be general factors. Hence, there are minimal risks in this study. However, should you feel uncomfortable with any question, feel free to leave it unanswered.

Potential benefits to participants and society

Although your participation in this study will not provide you direct benefits, your contribution will provide a better informed understanding of the factors contributing to low teacher morale in secondary schools, which may assist the education sector to devise teacher retention strategies and maintain high teacher morale. Your participation in this study has, therefore, a potential benefit to the education sector in Namibia.

Participation and withdrawal

Your participation in this research is completely voluntary. You may stop participation in the study at any time, for any reason, if you so decide, without any consequences. Your decision to discontinue participation, or to refuse to answer particular questions, will not bear you any consequences.

Confidentiality and anonymity

All information that is obtained in this study will be treated with the highest level of confidentiality. Only the researcher and his supervisor will have access to the raw research data. In the final research report, codes will be used to ensure that no part of the data/information can be linked to you directly. Furthermore, I will store the information in a safe place. Please be assured that any information obtained from this study will be used merely for the purpose of this study. Your name will not appear in any part of the research report, thereby ensuring complete anonymity. The research data will be discarded by means of a paper shredder within 3 years of completion of the study.

Rights of Research participants:

You may withdraw your consent at any time and discontinue participation without any penalty. This is not a contract, and therefore, there are not legal implications. However, should you feel aggrieved in any way as a result of your participation in this study, or should I fail to honour the commitments I made to you in this consent form, you are free to make use of this document to seek legal remedy.

Questions about the research

If you have any questions or concerns about the research, please feel free to contact me:

Teofilus N. Shavuka

Email: tnshavuka@gmail.com

Address: P O Box 277 Ondangwa

Residence: Erf 4785 Valombola, Ongwediva

You can also contact my supervisor:

Dr. T. C. K Iijambo

Department of Education Foundations

University of Namibia

P/Bag 13301

Windhoek

tckijambo@unam.na

081-2772339

Signature of participant

.....

The information above will be well explained to me by Teofilus Nekongo Shavuka in English and I am in command of this language. I will be given the opportunity to ask questions and these questions will be answered to my satisfaction.

I hereby agree to participate in the research entitled “The factors contributing to low teacher morale in secondary schools in Oshana region, Namibia” as outlined in the consent letter. I have been given a copy of this form.

Name of participant: _____

Date:_____

Date_____

Principal investigator: Teofilus N. Shavuka

APPENDIX 4: PERMISSION LETTER



REPUBLIC OF NAMIBIA
OSHANA REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

ASPIRING TO EXCELLENCE IN EDUCATION FOR ALL

Tel: 065 - 229800/25
Fax: 065 - 229834

Private Bag 5518
Oshakati

Enquiries: Hileni M Amukana
Ref. 12/2/1

Teofilus. N. Shavuka
P.O. Box 277
Ondangwa

SUBJECT: REQUEST FOR THE PERMISSION TO UNDERTAKE AN EDUCATIONAL RESEARCH.

Your letter dated 22 September 2017 on the above caption bears reference.

Kindly be informed that permission is hereby granted to conduct research study at lipumbu SSS, Oshakati SSS in Oshakati Circuit, Gabriel Taapopi SSS in Ompundja Circuit and Andimba Toivo yaToivo Secondary School in Oluno Circuit, Oshana Region.

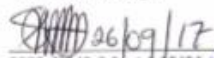
This permission is subject to the following strict conditions; (i) There should be minimal or no interruption on normal working schedule (ii) Ethical issues of confidentiality and anonymity should be and respected and retained throughout this activity i.e. Voluntary participation, and consent from participant and (iii) the permission is valid for entire academic year 2017.

Both Parties should understand that this permission could be revoked without explanation at any time.

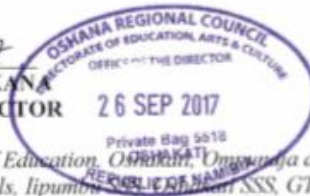
Furthermore, we humbly request you to share with us your research findings with the Directorate of Education, Arts and Culture Oshana Region. You may contact Mr. GS Ndafenongo, the Deputy Director; Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

We wish you the best in conducting your study.

Yours sincerely,

 26/09/17

HILENI M AMUKANA
REGIONAL DIRECTOR



Cc: Inspectors of Education, Oshakati, Ompundja and Oluno Circuit
The Principals, lipumbu SSS, Oshakati SSS, GT SSS and Andimba TyT SSS

All Official Correspondence must be addressed to the Regional Director

APPENDIX 5: ETHICAL CLEARANCE FROM THE UNIVERSITY OF NAMIBIA



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /355/2017 Date: 20 November, 2017

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Factors Contributing To Low Teacher Morale In Secondary Schools In The Oshana Region, Namibia

Researcher: Teofilus Nekongo Shavuka

Student Number: 200946064

Faculty: Faculty of Education

Supervisor(s): Dr. T.C.K. Iijambo (Main) Ms. C. Omalu (Co)

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. P. Odonkor: UREC Chairperson

A handwritten signature in black ink, appearing to be "P. Odonkor", written over a horizontal line.

Ms. P. Claassen: UREC Secretary

A handwritten signature in black ink, appearing to be "Paula Claassen", written over a horizontal line.