

AN INVESTIGATION INTO TEACHER JOB SATISFACTION IN SELECTED  
SECONDARY SCHOOLS IN THE KHOMAS EDUCATION REGION, NAMIBIA

Mini-thesis submitted in partial fulfilment of the requirements for the degree of  
Master of Educational Psychology Guidance and Counselling

Of

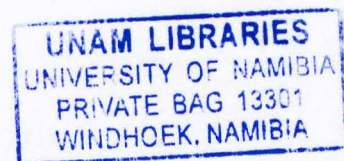
The University of Namibia

By

Jessica Ulrich

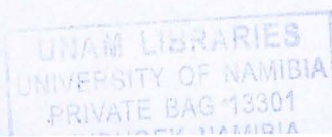
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April 2021



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## DECLARATION

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Jessica Ulrich

09 April 2021

Date

## DEDICATION

I would like to dedicate this thesis to my husband, Benjamin Ulrich, who supported me throughout this challenge and without whom this thesis would not have been possible.

I was often overwhelmed with the task at hand. She offered up a great deal of her personal time for questions, and was always patient and available to assist. My gratitude goes to you.

My co-supervisor, Professor Celia Wilcox, provided the necessary motivation and assistance to complete this project and make it a success. His unwavering passion for research gave me the strength to see this thesis through to the end. Thank you.

A word of thanks go to the principals of the schools I worked with during my research, since they made the time to accommodate my research in their busy schedules and encouraged their staff to participate in the study.

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First and foremost, I must thank my supervisor, Professor Louise Mostert, for her tireless instruction and support. She has provided guidance and direction at times when I felt lost or overwhelmed with the task at hand. She offered up a great deal of her personal time for questions, and was always patient and available to assist. My gratitude goes to you.

My co-supervisor, Professor Cilas Wilders, provided the necessary motivation and assistance to complete this project and make it a success. His unwavering passion for research gave me the strength to see this thesis through to the end. Thank you.

Additional thanks go to the principals of the schools I worked with during my research, since they found the time to accommodate my research in their busy schedules and encouraged their staff to participate in the study.

## **ABSTRACT**

The global demand for qualified teachers has prompted much research regarding the reduction of teacher turnover and attrition. This study employed a sequential, mixed method approach, administering a questionnaire followed by semi-structured interviews. Participant responses to the Minnesota Satisfaction Questionnaires (MSQ) were analysed to determine the general level of satisfaction among secondary school teachers in the Khomas Region of Namibia. Furthermore, the MSQ assessed which of its 20 sub-categories caused the most dissatisfaction among teachers. Satisfaction scores derived from the data analysis of the MSQ were compared to biographical markers of the participants, such as age, gender, culture, level of education, years of experience and type of school. Participating schools were selected by means of stratified random sampling, and interview participants were selected based on their general satisfaction scores on the MSQ. Interview data were interpreted through thematic content analysis and triangulated with the questionnaire findings. It was found that teachers in the Khomas Education Region were generally “satisfied” to “very satisfied” with their jobs. Teachers were found to be more dissatisfied with categories, such as compensation, advancement, company policies and practices, social status and authority. No statistically significant differences could be established between satisfaction and age, culture or gender. Furthermore, it was established that, while staff members at rural government schools were generally more satisfied than those at urban government schools and private schools, such differences were not statistically significant. The interviews indicated that funding for education was problematic in the Khomas Education Region, while specifically teachers from government schools cited a lack of learning materials and teaching resources as a source of frustration; private school teachers confirmed that there was much room for

improvement. Furthermore, the participants iterated that the social standing of a teacher, coupled with an inadequate salary, was the cause of much of the disengagement of teachers.

DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
ABSTRACT .....	v
ACRONYMS AND ABBREVIATIONS .....	xii
CHAPTER 1: INTRODUCTION .....	1
1.1 Orientation of the Study .....	1
1.2 Statement of the problem .....	3
1.3 Research Objectives .....	4
1.4 Significance of the Study .....	5
1.5 Limitations of the Study .....	5
1.6 Delimitations of the Study .....	7
1.7 Research Ethics .....	8
1.8 Definitions of Terms .....	10
CHAPTER 2: LITERATURE REVIEW .....	11
2.1 Introduction .....	11
2.2 Defining job Satisfaction .....	11
2.3 Global and Historical Context of Attention in the Teaching Profession .....	12
2.4 Job Satisfaction in the Teaching Profession .....	17
2.5 Factors Affecting Job Satisfaction .....	20
2.5.1 Teacher Training .....	21
2.5.2 Working Conditions .....	23
2.5.3 Workload .....	24
2.5.4 Social Status .....	26
2.5.5 Compensation .....	27
2.5.6 Absenteeism .....	28
2.5.7 Support .....	29
2.5.8 Parental Support .....	29
2.5.9 Learners .....	30
2.6 Solutions Proposed by Researchers to Address Teacher Turnover .....	32
2.7 Theoretical Framework .....	33
2.8 Conclusion .....	36

## CONTENTS:

APPROVAL PAGE .....	i
DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
ABSTRACT .....	v
ACRONYMS AND ABBREVIATIONS .....	xii
CHAPTER 1 INTRODUCTION .....	1
1.1 Orientation of the Study .....	1
1.2 Statement of the problem .....	3
1.3 Research Objectives .....	4
1.4 Significance of the Study .....	5
1.5 Limitations of the Study .....	5
1.6 Delimitations of the Study .....	7
1.7 Research Ethics .....	8
1.8 Definitions of Terms .....	10
CHAPTER 2 LITERATURE REVIEW .....	11
2.1 Introduction .....	11
2.2 Defining job Satisfaction .....	11
2.3 Global and Historical Context of Attrition in the Teaching Profession .....	12
2.4 Job Satisfaction in the Teaching Profession .....	17
2.5 Factors Affecting Job Satisfaction .....	20
2.5.1 Teacher Training .....	21
2.5.2 Working Conditions .....	23
2.5.3 Workload .....	24
2.5.4 Social Status .....	26
2.5.5 Compensation .....	27
2.5.6 Absenteeism .....	28
2.5.7 Support .....	29
2.5.8 Parental Support .....	29
2.5.9 Learners .....	30
2.6 Solutions Proposed by Researchers to Address Teacher Turnover .....	32
2.7 Theoretical Framework .....	33
2.8 Conclusion .....	35

CHAPTER 3	RESEARCH METHODOLOGY .....	36
3.1	Introduction .....	36
3.2	Research Design .....	36
3.3	Population.....	37
3.4	Sample.....	37
3.5	Procedures .....	38
3.6	Research Instruments .....	39
3.7	Data Analysis .....	41
3.8	Conclusion.....	42
CHAPTER 4	RESEARCH FINDINGS .....	43
4.1	Introduction .....	43
4.2	Biographical Information .....	44
4.3	Results Based on the Quantitative Data .....	46
4.4	Results Based on the Qualitative Data .....	51
4.4.1	Teacher Training .....	52
4.4.2	Co-workers.....	54
4.4.3	Working Conditions.....	54
4.4.4	Company Policies and Practices .....	57
4.4.5	Social Status, Recognition and Social Service.....	58
4.4.6	Compensation.....	61
4.4.7	Supervision.....	61
4.5	Conclusion.....	62
CHAPTER 5	DISCUSSION, RECOMMENDATIONS AND CONCLUSION ..	63
5.1	Introduction .....	63
5.2	Teacher's Overall Job Satisfaction.....	63
5.3	The Relation Between Job Satisfaction and Selected Variables .....	64
5.4	Themes That Scored High on the MSQ .....	65
5.4.1	Social Service.....	65
5.4.2	Moral Values.....	66
5.4.3	Achievement .....	68
5.4.4	Activity.....	69
5.4.5	Ability Utilisation .....	70
5.4.6	Co-Workers.....	71
5.4.7	Responsibility.....	72
5.5	Themes That Scored Lowest on the MSQ.....	73

5.5.1	Compensation.....	73
5.5.2	Advancement.....	74
5.5.3	Company Policies and Practices .....	75
5.5.4	Social Status.....	77
5.5.5	Authority .....	77
5.5.6	Supervision Technical.....	79
5.5.7	Recognition .....	79
5.5.8	Working Conditions.....	81
5.6	Recommendations .....	83
5.7	Conclusion.....	86
REFERENCES.....		87
APPENDIX A	Minnesota Satisfaction Questionnaire .....	92
APPENDIX B	Informed Consent Form .....	102
APPENDIX C	Ethical Clearance University of Namibia .....	104
APPENDIX D	Research Permission Permanent Secretary.....	105
APPENDIX E	Permission Letter from Regional Director .....	106
APPENDIX F	Interview Protocol .....	107
APPENDIX G	Signed Consent Form.....	111

LIST OF TABLES:

**Table 1:** *Frequency Table of biographical information of participants of the MSQ* 44

**Table 2:** *Normed scores and Namibian scores on the individual subcategories* ..... 48

LIST OF FIGURES: ABBREVIATIONS

**Figure 1: General satisfaction of teachers ..... 47**

BMS - Education Management Information System

HODs - Head of Departments

JSC - Junior Secondary Certificate

MoEAC - Ministry of Education, Arts and Culture

MSQ - Minnesota Satisfaction Questionnaire

NSSCO - National Senior Secondary Certificate Ordinary Level

UIS - UNESCO Institute for Statistics

WAT - Work Adjustment Theory

## **ACRONYMS AND ABBREVIATIONS**

DNEA - Directorate of National Evaluation and Assessment

EMIS - Education Management Information System

HODs - Head of Departments

JSC - Junior Secondary Certificate

MoEAC- Ministry of Education Arts and Culture

MSQ - Minnesota Satisfaction Questionnaire

NSSCO- Namibia Senior Secondary Certificate Ordinary Level

UIS- UNESCO Institute for Statistics

WAT- Work Adjustment Theory

# CHAPTER 1 INTRODUCTION

## 1.1 Orientation of the Study

In 2017, it was estimated that Namibia would face a shortage of teachers in the next twenty years (Ministry of Education Arts and Culture [MoEAC], 2017a). Moreover, only 9,000 students qualified for tertiary education in 2016 (MoEAC, 2017a), which limited the number of school leavers entering the teaching profession further. In addition, several factors are responsible for teachers leaving the profession prematurely (Aziri, 2011).

In their background report on the aggregate demand and supply of teachers, the MoEAC (2017b) estimated that the University of Namibia produced fewer than 300 education graduates each year. This shortage in teacher supply locally implies that foreign institutions are burdened with providing the remainder of the teachers required in Namibia. Additionally, factors such as learner enrolment, teacher attrition, as well as teacher retirement, directly affect teacher-learner ratios. It is thus estimated by the Ministry of Education Arts and Culture that more than 1600 new teachers per year will be required over the next 20 years (MoEAC, 2017b) in order to meet the anticipated teacher demand.

According to the data in the Education Management Information System (EMIS) report of the MoEAC (2017a), a large portion of current teachers are over the age of 40. Since the retirement age for teachers in government employ is 60 years, there will be a significant decline in teacher numbers over the next 20 years due to teacher retirement. One solution proposed by the MoEAC (2017a) was to raise the retirement

age of teachers past the age of 60, should they be willing to remain in the workforce. Another contributing factor to the estimated shortage of teachers predicted over the next two decades is teacher attrition. Attrition can be defined as the permanent loss of employees in a specific career. The attrition rate of 13.1% of teachers in the Khomas region is among the highest in the country (MoEAC, 2017b). Aside from the high cost of recruitment, teacher attrition also increases the level of stress for teachers remaining in the departments or schools, because a decline in performance during the transition period from one teacher to the next is quite common across industries. Therefore, this high attrition rate can, at least in part, be attributed to low teacher satisfaction which can, in turn, affect educational outcomes in the regions (Pieters & Auanga, 2018).

A significant increase in learner enrolment has been recorded since the initiation of free education, as well as school feeding programmes which enabled learners to stay in schools. This, in turn, has led to larger class sizes which increased the workload per teacher (MoEAC, 2017a). It is also estimated in the “Aggregate Report on Demand for and Supply of Teachers” that class sizes are still to increase in the next decade (MoEAC, 2017b).

Since the quality of education closely relates to the quality of teachers (Nigama et al. 2018), satisfaction in the workplace becomes imperative for the retention of qualified teachers. Yet, in Namibia teaching seems to have become a profession of second choice. The University of Namibia’s admission requirements for entering the teaching profession are the same as that of most other degree programmes, but because teaching is not a selection course, there seems to be a perception among the general public that teachers are just individuals who could not gain access to other degree courses. Such

stigmatisation acts as a deterrent for quality recruits to enter the profession. It is against this background that the current study seeks to investigate teacher job satisfaction in order to find out what can be done to attract new recruits and reduce teacher attrition to enhance the quality of education.

Teacher Job satisfaction has been linked to teacher attrition and turnover (Amokolafe and Olatomide, 2013). It can be defined as: “The level to which a person is content with the job conditions and other factors in their profession” (Weiss et. al, 1967). Factors such as class sizes, working conditions, and social status have been linked to teacher job satisfaction in the past (Amokolafe and Olatomide, 2013), which is why this study tries to establish the level of teacher job satisfaction in the Region as well as potential differences between levels of job satisfaction in different genders, cultural groups or school groups, in order to determine what possible interventions can be implemented.

## **1.2 Statement of the problem**

Teacher attrition and the fact that the teaching profession is struggling to attract sufficient trainees is causing a problematic shortage of teachers in Namibia (MoEAC, 2017b). Little is known about job satisfaction of teachers in the Khomas Region and, since this could be a factor in the shortage of teachers in Khomas Region overall, this study set out to investigate the level of job satisfaction of teachers and explore some possible factors that might cause dissatisfaction among teachers in the region.

A number of studies on teacher job satisfaction have been conducted in Namibia over the past years. In this regard, several studies employed psychometric components, such

as the Minnesota Satisfaction Questionnaire and the Maslach Burnout Inventory as employed by George et al. (2008). Furthermore, the Organisational Commitment Questionnaire, Organisational Justice Questionnaire, Psychological Conditions Questionnaire and Work Engagement Scale was applied by Pieters and Auanga (2018). Previous studies did not make use of any qualitative data to explore possible individual factors that may have affected the research outcomes. In a literature review conducted by Sahito and Vaisanen (2020), 97% of the studies reviewed applied only quantitative research methodologies.

Additional to the causal factors that were often recommended for further exploration, none of these studies looked specifically into cultural factors that may have an effect on job satisfaction. It was thus recommended by George, et al. (2008) that factors, such as cultural diversity, should be explored further. Because of these recommendations, the biographical data collected in this study contain a cultural indicator. Such additions to already available knowledge may shed some light on the underlying problem.

### **1.3 Research Objectives**

- To establish the current level of job satisfaction of Namibian secondary school teachers in the Khomas Region.
- To compare job satisfaction of Namibian secondary school teachers in Windhoek, Namibia, with regards to the following variables: gender, teaching experience, culture and type of school.
- To make recommendations on what can be done to sustain teacher job satisfaction.

#### **1.4 Significance of the Study**

Once it has been established which factors lead to teacher dissatisfaction in their jobs, steps can be taken to alleviate the situation which, in turn, could lead to lower teacher turnover as well as higher performance among teachers. It could also motivate prospective teachers to aspire to become educators instead of seeking a career elsewhere.

Policies that could be affected and reformed are the 'free education', remuneration structures and performance-based income policies, as well as the possible expansion of teacher training opportunities or continuous professional development. Intra- and inter-school mentoring projects could be launched to facilitate the exchange of skills among teachers in the region.

The interviews may shed light on reasons and possible solutions for teacher satisfaction, as proposed by teachers who are particularly satisfied as well as those who are dissatisfied. Such solutions have the potential to inform school and regional management on aspects in the education system that may need to change.

#### **1.5 Limitations of the Study**

Because of time and resource constraints, this research is limited to the Khomas Education Region and focuses on secondary school teachers only. This may shrink the capacity at which data can be collected, yet zoning in on secondary schools was done deliberately, because this is where a large shortfall in qualified teachers lie.

Because permission to conduct this research study was only obtained in July, the August examinations, which typically take place at the end of term in secondary schools, contributed to a reluctance to participate by staff members at the schools. Therefore, data collection had to be paused during the school holidays and extended to resume in term three of the school year. The third term is often a very busy term for teachers, which may have resulted in lower participation rates.

Since participation was voluntary, a large portion of the teacher workforce excluded themselves from the study. About a third of the teachers of each school took part in the questionnaires. This exclusion can be an indicator of more motivated or demotivated teachers, but may also result in more accurate completion of the forms, since the participants displayed much motivation to participate in the study.

Another research limitation was the automatic participant dropout that occurred when teachers failed to furnish their contact details. Around a quarter of participants did not enter their telephone number on the questionnaire which, due to privacy consideration, led to these participants automatically being disqualified from the second stage of the research. Some participants left out whole sections in the Minnesota Satisfaction questionnaire (MSQ) because they felt that it was repetitive. Fortunately, the questionnaire accommodates this to an extent, by computing the survey items into specific categories.

Additionally, surveys such as this one may elicit social desirability and participants may respond in a manner that does not accurately represent their own feelings. This is mitigated by the fact that the highest and lowest scoring participants were approached

for an interview in which they could elaborate on some of the responses they had given. The MSQ has not been normed in Namibia and, therefore, the scores were not compared to the norm groups, but rather among participants in order to gain more representative insights.

Furthermore, in order to allow for free expression, the interview protocol was not established based on the themes of the MSQ, and thus many of the themes identified in the interviews would not match up with the subscales of the quantitative data. Therefore, triangulation was challenging and, in some cases, not possible.

#### **1.6 Delimitations of the Study**

This study is limited to the Khomas region of Namibia and, thus, inferences about other regions cannot be made. Additionally, some schools in the region were hard to reach because they were either far out of town or had limited accessibility through telephone or email. Schools that were unreachable after several attempts to contact them were automatically eliminated from the selection.

The study focused on three private schools, as well as three rural and three urban government schools, in Khomas region, amounting to a total of nine schools. At each of the nine schools, only two participants were selected for the semi-structured interview. Time and resource limitations contributed to this narrow selection.

## 1.7 Research Ethics

Because the MSQ has not been updated since the 1960's (Weiss, et al. 1967), the MSQ is free to use, provided the University of Minnesota, as well as the Vocational Psychology Research Department in the Department of Psychology at the University of Minnesota, are credited appropriately and that alterations made are indicated. Alterations can be found in the description of the research instrument (see Appendix A), as well as in the consent form (see Appendix B) that was signed by the research participants (Appendix F).

Before data collection commenced, ethical clearance from the University was applied for in March 2019 by presenting the University with an approved proposal and application documents. Clearance was granted by the University of Namibia in July 2019 (see Appendix C), thereafter permission by the Permanent Secretary (see Appendix D) of the Ministry of Education was granted. Shortly thereafter, permission to conduct research at schools in the Khomas Region was granted by the Regional Director (see Appendix E). Each of these applications were processed in a week. Only after all permission documents were obtained, the school principals were contacted for permission to conduct research at their schools.

In order to ensure the confidentiality of the respondents, the completed questionnaires were returned in sealed envelopes directly to the researcher. However, in order to determine whom to approach for interviews, participant details were recorded during data analysis. This resulted in participants' reluctance to enter some of their identifying information which, in turn, affected some of the comparisons that could be made. All

findings, however, were reported without stating the names of the participants, and interview transcripts were coded to ensure participant anonymity.

Additionally, participants were expected to sign a consent form that outlined details of the research and their right to opt out at any given point in the study (see Appendix B). These details were also explained to the participants in person as far as possible and participant questions were answered in the language in which both researcher and participant were most fluent. Participants also had the right of refusal concerning the interview, even if they had agreed to participate in the questionnaire.

All efforts were made to prevent participants from experiencing any form of discomfort or harm during this study, especially with regards to keeping their responses or participation undisclosed from their superiors and colleagues, since that could cause tension in the workplace. The researcher was also available for debriefing, should any of the research procedures caused this need to arise.

All data were collected and processed by the researcher herself, and completed forms and questionnaires were stored in lockable cabinets. Electronic forms were stored on a local hard drive under password protection, and backups were stored on a secure, password-protected, cloud-based solution until such time when they could be destroyed through deletion. Hard copy documents will be destroyed through shredding.

For the purpose of transcription, a cloud-based transcription solution called “Amberscript” was utilised. Amberscript is a password-protected account into which

the files were uploaded, with identification codes employed for anonymity. Therefore, no personal information of the interview participants was uploaded and only the content of the interview was processed for transcription.

## 1.8 Definitions of Terms

**Ability utilisation:** The opportunity to use one's talents and skills in the workplace. (Weiss, Davis, England & Lofquist, 1967)

**Advancement:** The chance for a promotion or progression in the job. (Weiss et al., 1967)

**General satisfaction:** A score as derived from the MSQ based on satisfaction in 20 different factors. (Weiss et al., 1967)

**Job satisfaction:** The level to which a person is content with the job conditions and other factors in their profession (Weiss et. al, 1967). An individual's overall feelings or reactions in the working environment of an organisation (Uhl-Bien et al., 2014).

**Social service:** The opportunity to serve others. (Weiss et. al, 1967)

**Supervision-human relations:** The way management handles the employees. (Weiss et. al, 1967)

**Supervision-technical:** The competence of the supervisory staff. (Weiss et. al, 1967)

**Teacher retention:** The ability to keep teachers in employment in the education sector, preferably at one school for a period of time. (MoEAC, 2017b)

## CHAPTER 2 LITERATURE REVIEW

### 2.1 Introduction

This chapter outlines the importance of job satisfaction as a leading factor regarding the shortage of teachers internationally, on the African continent and, lastly, in Namibia. Teacher job satisfaction is defined and explored in the context of the work adjustment theory and the way in which it compares to other theories of job satisfaction. Lastly, factors that affect job satisfaction are outlined in detail, to establish a framework for the research itself.

### 2.2 Defining job Satisfaction

According to Aziri (2011) and Jalagat (nd), no operational definition of job satisfaction exists as of yet. However, Hoppock (1935) proposes that job satisfaction is the degree of satisfaction perceived in physical and mental environmental factors. It is also regarded as the emotional orientation of employees' work roles. Vroom (1964) adds another dimension to this definition by proposing that positive attitudes correlate with job satisfaction, while negative emotional orientations appear in the form of dissatisfaction. Vroom's expectancy theory posits that employers' expectation of their input versus their output would lead either to motivation or demotivation. Job satisfaction is defined by Weiss et al. (1967) as the level to which a person is content with the conditions and other factors in their profession. Raj and Lalit (2013, p. 151) specify that "... *job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work.*" Job satisfaction or dissatisfaction has been found to be very specific in that, "*Workers may be very satisfied with one aspect of their*

work, while being indifferent to another aspect, and even dissatisfied in respect of yet another aspect.” (George et al., 2008, p. 140). Uhl-Bien et al. (2014) describe job satisfaction as an attitude of positive and negative feelings with reference to an individual’s job. Therefore, job satisfaction comprises an individual’s overall feelings or reactions in the working environment of an organisation. The feelings of happiness indicate the impression of job satisfaction; otherwise, they express the impression of job dissatisfaction.

### **2.3 Global and Historical Context of Attrition in the Teaching Profession**

Demand for teachers worldwide is on the rise. According to the UNESCO Institute for Statistics [UIS] (2016, p. 1), there will be “44.4 million teachers needed by 2030, of which 27.6 million are to replace those who leave and an additional 16.7 million to ensure that every pupil is in a classroom with no more than 25 students per teacher on average.” Australia has 70% of their required teachers, the USA 92% and Finland is struggling to meet enrolment targets (Nambundunga, 2016). “Together, Sub-Saharan Africa and Southern Asia account for over 76% (14.6 million) of the new teachers needed in developing countries to achieve universal primary and secondary education by 2030.” (UNESCO Institute for Statistics [UIE], 2016, p. 2). Exacerbating this shortage of teachers in Sub-Saharan Africa, Amusa and Toriola (2013) point out that teachers emigrate from South Africa to other countries, thus creating a brain drain in the profession and causing disruptions in the workplace.

According to Kasanda (2004), the situation in Namibia is not much different. He, however, attributes the shortage of adequately trained Mathematics and Science

teachers in Namibia to the notion that such classes were not offered to the black communities under the South African regime, because it had been considered inappropriate and unnecessary. As such, Kasanda (2004) maintains that only white Namibians were privileged to study these subjects in school, resulting in a shortage of teachers that extended to post-independent Namibia. Kasanda (2004) continues that, in conjunction with the subjects mentioned above, insufficient English proficiency adds another obstacle to effective teaching among black teaching communities. “Indeed at independence in 1990, Namibia found herself in the same position as other African countries, with a poorly trained or untrained cadre of schoolteachers in almost all subject areas” (Kasanda, 2004, p. 1).

Nsinano (2018, p. 24) posits that “Modest rates of teacher turnover might positively affect schools if the departing teachers were ineffective instructors or uncooperative colleagues.” However, Nsinano (2018) continues that some teacher turnover is normal, due to dismissals or by choice, and that some departures may benefit the organisation; however, a pattern of chronic turnover is costly on several levels, such as instructional, financial and organisational, and may lead to the destabilisation of learning. Amutenya (2016, p. 2) adds that, “Those that are leaving are not easily replaced because not enough academically able students are attracted to the teaching profession.” Nsinano (2018) argues that, when teachers resign from schools, it may not only lead to loss of teaching time and, consequently, poor academic performance, but that there are costs involved for the learning institution in recruiting and training a replacement teacher, as well as in finding a substitute teacher for the interim. Nsinano (2018), furthermore, emphasises that this money could have been invested more effectively in improving the learning environment and acquiring learning and teaching materials. According to

Supply of Teachers, the MoEAC measures the attrition rate of teachers as the percentage of teachers who left the teaching profession for the duration of a specific calendar year (MoEAC, 2017a, p. 60). According to the EMIS report of 2016, the estimated total attrition rate among teachers nationally is 10.9%. Notably there seems to be a higher attrition rate among teachers with tertiary education exceeding two years, than among teachers with training of less than two years, regardless of whether such training is in the teaching profession or not. Therefore, the Ministry deduces that teachers with a full teaching degree are as likely to leave the profession as someone with an equivalent degree in an unrelated field. The leading attrition rate of 26.4% nationally, however, appears to be among those teachers who have no formal teacher training but more than two years tertiary training (MoEAC, 2017b). This prediction is substantiated by the findings of Nsinano (2018) regarding lower job satisfaction in beginning teachers. In contrast, the lowest attrition rate nationally, 0.6%, comprises teachers who have obtained Grade 12 or less (MoEAC, 2017b). This could be attributed to the lack of equivalent career opportunities available for professionals with this level of skills. This, however, contrasts with the findings of Nambundunga (2016) that teachers with more training tended to stay in the profession longer. Therefore, an explanation could be that there may be fewer teachers who have obtained Grade 12 or less in the teaching profession (MoEAC, 2017b). Teachers with a higher level of training may experience fewer adversities in the teaching profession, which in turn may result in higher job satisfaction.

In the Khomas region these trends, however, persevere. Teachers with less than Grade 12 have an attrition rate of 0.1% while teachers with more than two years of tertiary training with teacher training have an attrition rate of 11.4% compared to 15.0% for

those without teacher training (MoEAC, 2017a). Nationally, the Khomas region has among the highest attrition rates (13.1%) when compared to other regions. It is surpassed only by the Hardap (14.0%), //Kharas (14.3%), Erongo (13.3%) and Kunene (13.3%) regions (MoEAC, 2017a). The Ministry of Education Arts and Culture observes that, from 2010 to 2016, the overall number of teachers qualified to teach had been declining, with numbers dropping an average of 2-3%, with only a few regions like Omusati and Oshana being exceptions (MoEAC, 2017a). Even in regions where historically no data were available, there has been a decline in qualified teachers from 2014 to 2016 (MoEAC, 2017a) hence the need to investigate teacher job satisfaction.

Based on the statistics of the EMIS study, there seems to be little correlation between the number of qualified teachers in the regions and attrition rates, indicating that teacher qualification is only one factor affecting teacher attrition (UIS, 2016; MoEAC, 2017b). In the EMIS study the Ministry of Education Arts and Culture (2017a), furthermore, points out that the large number of teachers in their mid-40's should be taken into consideration, as it will lead to a mass exodus due to retirement in the next fifteen to twenty years, requiring an average of 565 teachers per year. This is without accounting for other factors contributing to attrition, nor for the growth in enrolment. Therefore, according to the MoEAC (2017a), as an estimate of the required number of teachers in the next 15-20 years, without taking growth into account, 900 teachers per annum must be recruited. Their retention will depend on job satisfaction which the current study seeks to investigate.

## 2.4 Job Satisfaction in the Teaching Profession

According to Ama (2003, p. 20), "Teaching is an essential profession and teachers are the facilitators in any teaching and learning situation". Ama, furthermore, states that rapid changes in the environment and way of life brought about by rapid technological advances increase the necessity for well-equipped and trained teachers to facilitate learning that prepares children for success in such complex work environments. This is supported by Lewis et al., as cited in Ama (2003, p. 20), namely that, "committed teachers are essential in preparing the next generation for challenges and opportunities in the 21<sup>st</sup> century". Amusa and Toriola (2013) emphasise the urgency of teachers' job satisfaction in Africa specifically, by expressing that "Teaching (as a profession) employs thousands of teachers who constitute a significant segment of civil service" and that teachers' working conditions in Africa are generally poor, with inadequate work facilities, poor remuneration packages and the profession looking "not so dignifying" (Amusa & Toriola, 2013, p.63). This is substantiated by Sahito and Vaisanen (2020) who found similar conditions in other developing countries. Amusa and Toriola (2013), furthermore, indicate that "... teachers are in a miserable state as they are not happy with themselves and their employers" (p. 63). Sahito and Vaisanen (2020) cite factors, such as overcrowded classes, especially in public schools where teaching often takes place in temporary or dilapidated facilities, as an underlying cause for teacher dissatisfaction. Additionally, it is stated that some teachers have to work double or triple shifts to accommodate demand, and that they are often inadequately trained or poorly equipped (Amusa & Toriola, 2013). Such shift systems deprive learners of an average of 170 school hours a year, due to the lack of human resources (Amusa & Toriola, 2013). Correspondingly, Nsinano (2018) indicates that the teaching profession is riddled with inadequate teaching skills and a lack of direction, as well as

too much focus on the enforcement of rules and regulations, as well as national directives, instead of learners' individual learning needs.

A study by George, Louw and Badenhorst (2008) aimed at determining whether “unique variables, such as the political changes mentioned, geographical isolation, mixing of first- and third-world cultures and the specific needs and expectations of the teachers, played a role” in teacher job satisfaction (George et al., 2008, p. 138). They found that these factors did play a role to a certain extent. Additional to levels of training, teachers in schools with above average resources experienced less job satisfaction than teachers from average-resourced schools. The researchers continue to claim that, prior to its independence, the more affluent schools in Namibia were mostly attended by a white learner population, and that only Post-independence in 1990 these schools started with the inclusion of non-white learners. “As a result, the degree of learner integration subsequently became quite high. In fact, in most of the schools with above-average resources, white teachers were dominant with black learners in the majority” (George et al., 2008, p. 148). George et al., consequently, conclude that the dissatisfaction expressed by such teachers may thus have been a direct result of the demands of working with different cultures. According to George et al. (2008), this dissatisfaction was attributed to a lack of understanding of the impact that environmental and economic disadvantages had on academic performance. It was also mentioned that the high expectations of teachers regarding learners' performance could contribute to this dissatisfaction (George et al., 2008).

Literature indicates that variables, such as school, gender and culture, may have an effect on the job satisfaction of teachers. George et al. (2008), for instance, found that there seemed to be higher levels of dissatisfaction among management staff in the teaching profession in South Africa, while a study conducted in India by Raj and Lalit (2013) established that “male respondents were found more satisfied than their female counterparts. The study also revealed that government school teachers were more satisfied than private school teachers. This is due to the flexibility, security of the job, high wages and independence enjoyed by government school teachers (p. 156). This could be in contrast with the Namibian context, where private school teachers may experience more favourable working conditions. Correspondingly, other researchers (Iwu, et al., 2018) identify those factors that affect job satisfaction as a teacher’s salary, their roles, growth opportunities, the effect of supervision, as well as co-worker relations. Richardson, as cited in Iwu et al. (2018) warns that “these factors adversely impact the quality of a teacher’s offering especially in Sub-Saharan Africa” (p. 4). In a study conducted in Nigeria, Akomolafe and Olatomide (2013) correlated job satisfaction significantly with organisational commitment. This led to the conclusion that the more satisfied teachers are with their jobs, the more they will be committed towards the organisation, and thus the less likely they would be to leave their organisation or profession. This statement is supported by Sahito and Vaisanen (2020).

### 2.5 Factors Affecting Job Satisfaction

In addition to the strong correlation drawn between satisfaction, commitment and low turn-over, Akomolafe and Olatomide (2013) argue that organisational commitment is a strong predictor of teachers’ effectiveness in their work. Therefore, job satisfaction can be viewed as not only a driving force behind work commitment, but also of teacher output. Akomolafe and Olatomide (2013) report that secondary school teachers in

Nigeria show low commitment and engagement, due to factors such as salaries, parent and learner attitudes, work environment, teaching conditions and workload. The teaching profession is routinely cited as one of the most stressful professions globally, with teachers experiencing stress in many domains, such as the school environment, bureaucracy, social relationships and other job-related situations (Sahito & Vaisanen 2020). These stressors have a negative impact on teacher morale and have a direct impact on teacher performance, engagement and turnover. (Aziri, 2011; Göksoy & Argon, 2014; Nyamubi, 2017).

Nambundunga (2016) reveals that, in Namibia, novice teachers may be particularly vulnerable because, while they may not be highly qualified, they are often assigned to teach the low performing learners which, in turn, affects learner outcomes, as well as the job satisfaction of the teacher, since learner performance can be a motivating factor for teachers. It becomes particularly true in large classes that foster inclusion. “Despite the added challenges that come with teaching children with high needs, most teachers are given little professional support or a demonstration of what it takes to help their learners to succeed” (Nambundunga, 2016, p. 2).

## **2.5 Factors Affecting Job Satisfaction**

Job satisfaction is a phenomenon associated with the fact that teachers are prepared to remain in the teaching profession, in spite of some of the discomforts experienced in the profession (George et al., 2008). George et al. (2008), furthermore, describe low teacher job satisfaction as a cyclical process, in which lack of satisfaction leads to absenteeism and aggressive behaviour towards colleagues as well as learners.

Correspondingly, according to Aziri (2011), high absenteeism relates to low job satisfaction. These factors, again, lead to high stress levels in the profession which, in turn, lead to low satisfaction levels and probably early attrition. Aziri (2011) posits that high absenteeism is not only costly to the employer but also to society as a whole.

A number of other factors have been cited as having an effect on job satisfaction of teachers. Amusa, Toriola (2013) and Nyamubi (2017) agree that there is severe performance pressure from parents, government and the general public, while the indiscipline of learners poses a real challenge to teachers. Partly blaming this on the abolishment of corporal punishment, Amusa and Toriola (2013) also point out that teachers are often discriminated against when compared with their civil servant counterparts, and corruption can exacerbate misuse of funds, as well as interfere with employment and promotion opportunities. Additionally, Amusa and Toriola (2013) point out that a fragmented Teachers Union weakens teachers' bargaining powers. In Namibia, for example, there are two teachers' unions instead of just one. Below are some of these factors outlined in more detail.

### 2.5.1 Teacher Training

Some factors that may contribute to low levels of job satisfaction resulting in attrition, according to Nsinano (2018), may be inadequate teacher training, a lack of preparation during practical training or lack of in-service training when entering a new school. Nambundunga (2016) states that, immediately following its independence, Namibia used to have two pathways to becoming a qualified teacher. One was via teacher training colleges for primary school teachers and the other was through the University

of Namibia (UNAM) for secondary school teachers. In 2011, teacher colleges ceased their training operations, following a merger between the Colleges of Education and UNAM. According to Nambundunga (2016), the University of Namibia failed to increase enrolments for teacher training in order to compensate for the discontinuation of the colleges.

In modern Namibia, a teacher qualification can be attained only at University and at a degree level. There are, however, two pathways to a teaching qualification. One type of teacher training requires a full undergraduate degree in the subjects to be taught, followed by a postgraduate professional teaching diploma. This process can take up to six years to complete. The other method is an integrated education degree that contains the teaching subjects of choice and the pedagogy coursework in the undergraduate degree. Both avenues require some form of practical experience (Faculty of Education of the University of Namibia, 2019).

The Faculty of Education prospectus of the University of Namibia (2019) stipulates the admission requirements for a Bachelor in Education degree, namely a Namibian Senior Secondary Certificate (NSSC) or equivalent certificate with no less than 25 points on the UNAM evaluation scale. English as a subject is compulsory and should be at level C or higher (UNAM, 2019). In spite of these requirements, however, the Ministry of Education is confident that “prospects for more teachers completing degrees are improving: UNAM (MoEAC 2017b) reports 3 430 students currently enrolled in bachelor (first degree) studies in Education” (MoEAC, 2017b, p. 12). The Ministry of Education continues to assert that there are more than 700 third- and

fourth-year students currently enrolled in Education at UNAM, compared to only 220 in fourth year in 2012 (MoEAC, 2017b). “This implies that a level shift lies ahead in terms of new graduates in Education, if most of the third and fourth-year students were to graduate in the next two years. However, due to high repetition rates, the actual numbers per birth cohort who graduate might be smaller than 700.” (MoEAC, 2017b, p. 12).

While the statements of the Ministry of Education Arts and Culture sound promising, Ama (2003) argues that the quality of teachers is deteriorating and that many practical aspects of the teaching profession are not taught at university level. Not only does training affect the quality of learning but it also makes work less stressful for the teacher (Hipondoka, 2017; Sahito and Vaisanen, 2020). It is, furthermore, argued that there is a gap between theory and practice but professional development or in-service training could be an effective way to mitigate this situation (Ama, 2003; Nsinano, 2018; Muyoyeta, 2018).

### 2.5.2 Working Conditions

Since Namibia became independent, great efforts were made to build more schools and to provide more resources (Nambundunga, 2016). However, there is still the remaining challenge to finance the upkeep of government facilities throughout the country (Nambundunga, 2016). Teaching facilities were cited as one of the most prominent factors affecting teacher job satisfaction in Namibia, with authors like Hipondoka (2017), Nyamubi (2017) and Nsinano (2018) still criticising the conditions in which some teachers have to work. According to them, there is a lack of furniture,

small classrooms and often inadequate buildings and maintenance. In addition, Muyoyeta (2018) and Ama (2003) mentioned the lack of textbooks for learners and teachers, as well as the lack of other teaching materials, as contributing to the poor working conditions of teachers.

### 2.5.3 Workload

“Teaching has been characterized as a profession that is emotionally taxing and frustrating” (Amutenya, 2016, p. 8). The workload does not only exceed the official norms, but also burdens teachers with the psychological and emotional pressures of classroom teaching. Optimally, principals are assigned 25% of classes in a normal cycle, while Heads of Department teach 75% and normal teachers teach 90% of classes, but in Namibia, this is not always a reality, with some teachers typically teaching at over 90% capacity (Nambundunga, 2016).

The Labour Act (2007) states that work hours should not exceed eight hours in a five-day work week or nine hours in a six-day work week adding up to no more than forty-five hours per week. The Act, furthermore, states that public servants are allowed to work an extra fifteen minutes per day for not more than a total of one hour per week. According to The Act, an employer may not require or permit any person to work longer hours. Legally, overtime work may not exceed three hours per day and ten hours per week. Additionally, any work performed between 20:00 at night and 07:00 in the morning must be remunerated at an additional 6% of the hourly wage. Furthermore, no person should be required or permitted to work weekly intervals without a consecutive thirty-six hours of rest (Labour Act, 2007).

Several eventualities in the teaching profession contravene the labour law on regular occasion. Amutenya (2016) posits that teachers are perceived to have favourable work hours and holidays, while asserting that the opposite is true. Teachers are expected to take on extramural activities that can run into late hours and weekends. They are also expected to attend parent conferences during evenings, mark scripts until late at night and participate in fund raisers that often occur during weekends. Nambundunga (2016) and Sahito and Vaisanen (2020) concur that teachers work long hours after the school day, as well as during weekends and holidays, without additional remuneration. Often these activities are expected to be part of the job, for example, the setting of exam papers and tests, marking, lesson preparation, contacting parents, as well as other administrative work (Nsinano, 2018).

Learner-teacher ratios have a great impact on this workload, according to Hipondoka (2018), because marking and other administrative work increase with bigger classes. This overload in the classroom also leads to learner-centred education shifting towards a more teacher-centred style of teaching, affecting the quality of classroom teaching (Muyoyeta, 2018). Additionally, overcrowded classes tend to be noisier and more disruptive, slowing down the teaching pace or interrupting a lesson when a teacher tries to create a favourable teaching environment for the learners. This results in the neglect of, or a reduction in attention to, weaker learners (Muyoyeta, 2018).

Changes in the curriculum, as well as the implementation of policies, add to this burden and, because of shortage of teachers, teachers often have no free periods to attend to

this work. Additionally, many teachers lack training in the new curriculum and its implementation, and often find it difficult to finish the syllabus on time (Muyoyeta, 2018). To compensate for this, teachers sometimes opt to offer additional classes in the afternoons, over weekends or holidays, which adds to their workload (Muyoyeta, 2018).

#### 2.5.4 Social Status

Amutenya (2016) argues that teaching has become a “stopgap” profession or a profession of last resort. Hipondoka (2017, p. 4) supports this by stating that most people view the teaching profession as an “all comers” job or a “career for second-rate civil servants.” They attribute this to the low social standing of the profession or stereotypes about the profession. Some of these stereotypes lead to teachers being treated with disrespect by learners and parents, resulting in name calling and indiscipline in the classroom (Upindi, 2012). Upindi (2012) argues that learners are more protected than teachers. This notion is supported by Ama (2003) and Nambundunga (2016) who claim that the rights of the child seem to outweigh the rights of the teacher. This lack of support extends to the lack of recognition of teachers’ professional development, experience, leadership in extra-mural activities or their service in rural or remote areas (Nambundunga 2016). Furthermore, teachers are in a profession that offers little opportunity for promotion and often teachers feel stuck (Gu, 2016). Nsinano (2018) illuminates this statement by citing one of the research participants who argued that his learners would go into the world becoming something and here he remained: a teacher.

### 2.5.5 Compensation

While it was concluded by Aziri (2011), Sahito and Vaisanen (2020) that compensation has a great impact on job satisfaction and thus, in turn, on motivation, Namibian researchers found that the compensation of teachers was insufficient (Amutenya, 2016). Aggravating the stereotypes about teachers' social standing, salaries and remuneration packages are disproportional to their education, experience and performance. According to Nambundunga (2016), some people argue that teachers in Namibia are paid too much, while some say they are paid too little. Nambundunga (2016) continues that when salaries fall below market value, people are likely to look for a more lucrative career. Amutenya (2016) agrees with Nambundunga (2016) that the remuneration of teachers is significantly lower than that of people with equivalent levels of education, and that it can be argued that teacher salaries in most countries are insufficient in providing for basic household expenditure. Similarly, in more than 50% of research studies in the United States of America, it has been found that parents, teachers and learners agreed that teachers were remunerated too little for what they accomplished (Markow & Pieters, 2012). In addition, Namibian teachers do not receive increments at regular intervals, while inflation remains at 8% per year, causing teachers to become effectively poorer. Because of this "almost all teachers hold second jobs" (Amusa & Toriola, 2013, p. 67). Such jobs include private tutoring, driving a taxi after hours, petty trading and many more. While such jobs in themselves are harmless, according to Amusa and Toriola (2013), they can result in teachers providing inadequate teaching during class time, consequently, creating a demand for tutoring services or a reduction in teaching time in order to allow more time for these other jobs. Most notably, students from disadvantaged households suffer from such teacher

distractions, since they cannot afford private tutoring services (Amusa & Toriola, 2013).

#### 2.5.6 Absenteeism

There are several reasons why teachers may take absence from work. Teachers have provision for private leave, sick leave and compassionate leave, as well as maternity leave. Since the teaching workforce is predominantly female (MoEAC 2017b), maternity leave may occur more often than in other professions. Additionally, teachers frequently take study leave, in particular, if they have started their teaching career without a teaching qualification. Aziri (2011) and Jalagat (Nd) agree that not only does this add to the stress of the teaching timetable itself, but preparation for the time of absence adds to the teacher's already busy schedule. Other reasons for the absenteeism of teachers are workshops or training seminars. These are often mandated on short notice, leaving little to no time to prepare work for the learners or to arrange for a substitute teacher (Hipondoka, 2017).

Absenteeism among teachers is more prevalent in public schools in Namibia and tends to lead to a decline in productivity (Hipondoka, 2017). She, furthermore, notes that financial incentives could reduce teacher absenteeism, arguing that low salaries lead to stress which, in turn, leads to illness. Arguably, high absenteeism among colleagues, coupled with the lack of substitute teachers as stated above, creates a higher workload for those teachers who are seldom absent, leading to fatigue and, in turn, the higher absenteeism of such teachers (Hipondoka, 2017).

### 2.5.7 Support

Nambundunga (2016) argues that teachers experience a sense of isolation, not only from colleagues but also from management. Reasons for this, as observed by the above author, include insufficient communication, a lack of social support, little administrative support which is especially experienced by new teachers, the support of management and parents. The latter becomes evident in that parents and management, as well as the Ministry of Education Arts and Culture, tend to side with the learner rather than the teacher. Some of the lack of support by the Ministry falls in line with management taking the side of the learner but it also becomes evident in the Ministry's failure to provide teaching materials and upgrade facilities, as well provide substitute teachers for lengthy periods of absenteeism (Hipondoka, 2017). Furthermore, Upindi (2012) states that teachers refrain from disciplining unruly children because they receive no support from the school or the Regional Office when it comes to disciplinary matters. To aggravate the situation, learners tend to view suspension as a holiday, while learners and parents know fully well that the learner cannot or will not face expulsion (Upindi, 2012). This leads to dissatisfaction.

### 2.5.8 Parental Support

A frequently presenting stressor for teachers is the lack of parental support. While students report much greater parental support than in the last generation, Ama (2003), Markow and Pieters, (2012) and Nambundunga (2016) agree that parents and families tend to brush off their responsibilities onto the teachers. Upindi (2012) argues that parental accountability is lacking. Hamutenya (2013) stresses that parents have a responsibility to provide food and transport for their children, should assist their children in planning their academic careers and show support through verbal

encouragement, as well as by attending school functions and sports events. Instead, parents fail to attend parent evenings, Annual General Meetings of the schools, and appear to be generally unavailable for school functions (Ama, 2003; Hamunyela et al. 2008). Ama (2003), however, defends the parents by arguing that they often feel unwelcome at the school or intimidated because of their lack of understanding of the school work or the school system, as well as the potential language barrier between them and the school. Hamutenya (2013) affirms that some of the reasons parents might be reluctant to help their children with school work are that the parents lack understanding of the work, they may be illiterate, possibly poor or unemployed, and may suffer from substance or domestic abuse. However, according to Hamutenya (2013), parents could set routines for their children, check their homework, read with them, volunteer for school functions and events or become members of the school board. When parents show interest in their children's academic career, it often results in the child's positive attitude towards education, and motivates teachers in the process (Hamunyela et al., 2008; Lalagka, 2017). When motivated, teachers may delay the decision to leave.

#### 2.5.9 Learners

As stated above, overcrowded classes lead to bigger behavioural problems in the classroom. As such, teachers frequently engage in disciplining the learners at the expense of teaching (Hipondoka, 2017). Several studies cite learner behaviour in large classes as problematic. Muyoyeta (2018) argues that a good learner-teacher relationship can foster positive learner attitudes. This can, in turn, lead to more learner-centred approaches which are generally more interesting to the learners (Muyoyeta,

2018). Such education approaches, however, are not realistic in a large class. Peer pressure among learners leads to homework not done, absenteeism, late coming and bunking (Upindi, 2012). Amutenya (2016) reports that children break rules, vandalise school property and generally show a lack of interest. Muyoyeta (2018) concurs that learners are not serious, have no interest in school work and are generally disruptive during class. All three authors above state cell phones in the classroom to be problematic, because of their potential to distract. Such frustrations can lead to teacher job dissatisfaction if not managed sufficiently within the administrative setting of the school.

Learners have also been cited as being disrespectful towards their teachers (Upindi, 2012). Because teachers experience a lack of parental and managerial support when it comes to disciplining the children in class, many teachers allow unruly behaviour because they feel that learners are more protected than teachers (Upindi, 2012). Amutenya (2016) even describes abusive behaviour towards teachers, as well as intimidation and humiliation as some of the problematic behaviour of learners in class. Some teachers, according to Ama (2003), alleged that the abolishment of corporal punishment was a contributing factor to the unruly behaviour of learners. Conversely, other authors argue that well-trained and well-prepared teachers motivate learners (Upindi, 2012) and teacher involvement and good learner-teacher relations foster good behaviour (Muyoyeta, 2018).

## **2.6 Solutions Proposed by Researchers to Address Teacher Turnover**

The Ministry of Education in their Report on the Aggregate Supply and Demand of Teachers proposes the following solutions to combat the expected shortage of teachers: At first, it is inevitable that a small increase in learner-teacher ratios will occur. This is due to the fact that more learners will enter the system in the next few years (MoEAC, 2017b). The Ministry of Education, suggests that a possible solution could be to allow the retirement age of teachers to be extended, and to encourage teachers to remain in the profession after their retirement by offering financial incentives. Furthermore, they propose to lower the admission requirements for diploma studies in the teaching profession to compensate for the admission of people who do not qualify for a degree. This should be accompanied by a qualitative screening process and additional support once such teachers enter the profession (MoEAC, 2017b). To further mitigate the shortage of teachers, the Ministry of Education also suggests that funding and scholarships could turn teaching into a profession of choice, while also encouraging graduates from other fields to enter the teaching profession by adding flexibility to the requirements to qualify as a teacher (2017b). This should be followed up with the opportunity to obtain additional training when working in the teaching profession (MoEAC, 2017b). The Ministry also encourages the utilisation of qualified teachers from other countries to supplement the shortage of teachers in a region (MoEAC, 2017b).

Göksoy and Argon (2014), however, suggest that allowing for more learners in a class and lowering admission requirements would counteract the intended outcome. Instead, improving the conditions that cause the highest amount of stress would be the logical intervention (Göksoy & Argon, 2014). They advise that teachers should form

structures to improve institutional support against stressors. This is supported by Sahito and Vaisanen (2020) who even include improving stakeholder and community support. Göksoy and Argon (2014) and Nigama et al. (2018) propose organising team building activities among staff and encouraging a supportive organisational culture in schools, especially through the support of upper management, as a preventative measure against stress.

A solution suggested by Pieters and Auanga (2018) proposes that the “Ministry of Education, Arts and Culture could consider re-evaluating the salaries and benefits of teachers in Namibia” (p. 161). They, furthermore, demand that the salaries should not only be equitable with private schools in Namibia but also with those payable in the Southern African Development Community (Pieters & Auanga, 2018). They also suggest that the country should budget for education with the notion in mind that “Education is regarded as the key to uplifting people from poverty and enhancing the country’s economy” (Pieters & Auanga, 2018, p. 161). Sufficient teacher incentives result in better work engagement and meaningfulness in their work, resulting in loyalty and work engagement (Aziri, 2011).

## **2.7 Theoretical Framework**

Among the numerous factors that influence teacher turnover, job satisfaction seems to be a major role player. Lofquist and Davis, while developing the Minnesota Satisfaction Questionnaire (MSQ) in the 1960/1970s, developed the Work Adjustment Theory (WAT) which will be applied in this study. The premise of the theory is that job satisfaction stems from a person-job fit, stressing the importance of a

correspondence between the work personality and the work environment (Weiss, et al, 1967). In other words, if there is a mismatch between the work personality and the work environment, low job satisfaction will emanate. Accordingly, the (MSQ) measures job satisfaction on two different levels, namely intrinsic and extrinsic factors. The six intrinsic factors measured specifically are variety, authority, compensation, working conditions, advancement and achievement (Weiss et al., 1967). The fourteen extrinsic factors that are measured comprise ability utilisation, activity, company policies and practices, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service and social status, as well as supervision-human relations and supervision-technical. Extrinsic factors are those that can be changed externally and thus are the ones that can be altered to improve overall job satisfaction.

Correspondingly, according to Herzberg's Two Factor Theory, satisfaction can also be divided into two categories. Aziri (2011) notes that all theories on job satisfaction contain some form of motivators that cause satisfaction and some form of hygiene factors causing demotivation. Firstly, motivating factors which act as a driving force for engagement include challenging work, recognition, responsibility, opportunity to do something meaningful, involvement in decision-making and sense of importance. Secondly, hygiene factors are also called maintenance factors because, in contrast to motivating factors, dissatisfaction can stem from the absence of these. These comprise status, job security, salary, fringe benefits, work conditions, insurance benefits and vacations (Perševica, 2011). Motivating factors result directly in job satisfaction, while hygiene factors do not. Instead, hygiene factors, such as salaries and favourable working conditions, when absent, result directly in dissatisfaction (Aziri, 2011). Thus,

the salary does not improve motivation, but a poor salary can cause dissatisfaction with one's work (Peršėvica, 2011). Both the above frameworks describe certain factors which the employee can change and some that are out of their hands. In view of the above the research will investigate to see how far maintenance and hygiene factors are responsible for teachers' job satisfaction in Khomas District of Namibia.

## **2.8 Conclusion**

Education is one of the most important investments a government can make in order to grow the economy. Overall, the apparent global trend of high stress levels among teachers, combined with low compensation or non-performance-based compensation or rewards, lead to low job satisfaction. This, in turn, results directly in high teacher turnover which leads to higher stress levels in the teaching profession. In order to minimise turnover among teachers and retain qualified competent teachers, it becomes imperative to research which factors cause the most stress and dissatisfaction and in which ways these stressors can be minimised or eliminated in order to improve teacher job satisfaction and thus attract more people into the profession as well as to assure teacher retention.

## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.1 Introduction**

This section outlines the research methodology and procedures applied in this study to establish the level of job satisfaction among teachers and find differences among biographical markers and possible solutions to dissatisfaction. Firstly, the research design is described. Next, the population, sampling, procedures, as well as the research methods for collecting and analysing the data, are presented. Finally, the research instruments that were employed in order to establish the level of job satisfaction of teachers in Khomas Region, and to compare job satisfaction among variables such as age, gender and culture, are introduced.

### **3.2 Research Design**

This study employed a sequential, mixed method approach to examine the factors that influenced teacher job satisfaction in secondary schools. In a sequential, mixed method design differing methods are applied in sequence (Mertens, 2015). When employing a sequential, mixed method approach, quantitative and qualitative data can be triangulated for a better understanding of the results of both components. For this study this method was chosen for a multitude of reasons. One of the reasons was to identify interview participants by selecting individuals with highest and lowest scoring general satisfaction scores. Another was the recommendation by George et al. (2008) who proposed the use of a mixed methods approach in further research on teacher job satisfaction, to complement the findings of quantitative data with more in-depth analysis of the factors that affect satisfaction. The mixed method approach may reveal

contradictions in the quantitative and qualitative data and guide data collection of the qualitative data by providing a foundation in the quantitative component.

In the initial phase of data collection, a survey was administered (see Appendix 2), leading to the selection of participants for the qualitative data collection phase. The qualitative phase consisted of semi-structured interviews (see Appendix 3) with high and low scoring participants based on the survey data. The qualitative data were analysed for the following themes: Teacher training, co-workers, working conditions, company policies and practices, social status, recognition, social service, compensation and supervision.

### **3.3 Population**

The population of a study comprises all individuals fulfilling specific criteria (Mertens, 2015). At the time of the study, a total of 3 415 secondary school teachers were employed in the Khomas Education Region. These teachers worked across 31 secondary schools in the region (MoEAC, 2017a). In order to meet a confidence level of 95% at a Margin of Error of 5%, a sample of 346 respondents was required for the survey (Mertens, 2015). This population however could not be obtained with the number of the sampled schools, which may have an effect on the representativeness or generalizability of the data.

### **3.4 Sample**

Stratified random sampling was employed to select nine secondary schools for the study. This sampling method divided the population into strata and then applied

random selection to the strata in order to generate a sample (Mertens, 2015). Schools in the Khomas region were divided into three strata, namely rural government, urban government and private schools. From each stratum three schools were selected at random. Because a total of 32 schools had been contacted and only 5 responded, 4 schools were recruited via convenience sample, within the necessary strata. From these schools a total of 123 teachers agreed to complete the questionnaires. Because of time constraints, no more schools could be approached for participation, since the third school term had already commenced. Such small sample could have an effect on the validity of the results. A total of 18 teachers were also selected for individual interviews, and 14 interviews were conducted.

### **3.5 Procedures**

After ethical clearance (see Appendix C) and permission from the Permanent Secretary (see Appendix D), as well as the Regional Director (see Appendix E), had been granted, schools were contacted telephonically to schedule appointments to address teachers for participation. All schools were approached telephonically and via electronic means, before sending questionnaires with a cover letter to such schools that were unresponsive. Only once these methods had been exhausted were such schools de-selected and the next randomly selected school in the stratum was approached, until enough schools were sampled for the study.

General satisfaction scores were computed for each teacher according to the manual of the Minnesota Satisfaction Questionnaire (MSQ). The teachers with the highest and lowest scores at each school were approached for potential participation in the interview phase. Teachers who failed to provide their contact details or who did not

consent to be interviewed were excluded from the interview selection, and the next highest or lowest scoring candidate was selected. One school was not represented in the interview phase since teachers could either not be reached or did not consent to be interviewed. Another school yielded only one research participant and one of the recordings was impossible to transcribe because of background noise. In total 14 interviews could be transcribed and analysed for research. The interviews were conducted and audio recorded following consent from the interviewees. Interviews were transcribed by utilising “Amberscript”, which is an online transcription service. These transcriptions were then checked and corrected manually where necessary.

### **3.6 Research Instruments**

The Minnesota Satisfaction Questionnaire (MSQ) is a standardised instrument that measures worker satisfaction on 20 different facets, namely ability utilisation, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety and working conditions (Weiss, et al., 1967). These dimensions are divided into internal factors, external factors and a general satisfaction score can also be computed (Aziri, 2011).

Internal factors are those that the individual has control over or internal strengths and weaknesses; they include ability utilisation, activity, co-workers, creativity, independence, moral values, social service, social status, supervision human resources and supervision technical. External factors comprise environmental elements which

are often out of the individuals' control, such as achievement, advancement, company policies and practices, authority, compensation, variety and working conditions. People may, for example, be generally satisfied with their work but may find specific aspects of their work unsatisfying. The MSQ is set up to identify such individual factors and verify them through measures of internal consistency. Norms have been established for 25 different careers in 5 different job categories, including the teaching profession (Weiss et al., 1967).

Internal consistency of the MSQ was established by means of Hoyt's analysis of variance. Of the 567 Hoyt coefficients, 83% were 0.80 and higher and only 2.5% were lower than 0.70. This suggests that the MSQ scales had adequate internal consistency or reliability (Weiss et al., 1967). Stability was measured by means of test-retest measures after a week and again after one year (Weiss et al., 1967). Furthermore, the long form of the MSQ established construct validity as well content validity. This was achieved through factor analysis. Because of these psychometric properties, albeit that some of the items on the questionnaire were somewhat repetitive, the MSQ was selected as a baseline measure of satisfaction among teachers.

Martins and Proenca (2012) tested the Validity and Properties of the MSQ on Portuguese hospital workers. They found the MSQ to be a valid instrument to measure job satisfaction of their target population. In support of these findings, this instrument has been utilised on teacher populations internationally as well as locally. Ali et al. (2011) studied the job satisfaction of teachers in 2011 in Pakistan by means of the MSQ and found no significant differences in job satisfaction of head teachers in rural

and urban areas. In 2012, Singh and Goyal employed the MSQ to measure teacher job satisfaction in India, and found that their results were in line with outcomes of several other studies in the field at the time. In a study conducted by George et al. in 2008, Namibian teachers were found to have expressed a lower level of job satisfaction when compared to an American norm group. They ascertained that the norm groups correlated favourably in similar studies conducted in South Africa, indicating that these norm groups could be indicative of local trends. The researcher added a cultural index to the biographical data points (see Appendix A) of the MSQ in order to determine whether there were cultural differences in job satisfaction in the Khomas educational region.

The interview protocol was established by incorporating questions from similar research and amending these to fit the context of this research. The protocol contains 13 open-ended questions (see Appendix F). Questions vary from probing the current experience of satisfaction to the exploration of possible influences, as well as solutions to improve the overall job satisfaction in the teaching profession. The instrument was not piloted in its current form and after triangulating quantitative and qualitative data, the questions in the interview could have been set up to match the sub-categories of the MSQ for better comparison.

### **3.7 Data Analysis**

Descriptive statistics were drawn from the quantitative data in order to establish an overview of the biographical information. The quantitative data were analysed further via inferential statistics, including Chi square where possible and an independent

sample t-test where the chi square could not be computed. These were utilised to established the statistical significance of the findings ( $p < 0.05$ ) (Mertens, 2015).

The qualitative data were analysed by means of content analysis (Mertens 2015). Themes were established and, finally, the analysed qualitative data were compared and triangulated with the results of the quantitative data to determine teacher job satisfaction. The themes that were established include: Teacher training, co-workers, working conditions, company policies and practices, social status, recognition, social service, compensation and supervision.

### **3.8 Conclusion**

In this chapter the methodology of the present research was discussed. The researcher also explained why the MSQ, amongst others that were recently employed by other researchers to determine job satisfaction, was considered the most relevant measure for this study. The interview protocol, although not piloted, was constructed by employing questions in other piloted studies and no problems with the tool were encountered, although better triangulation would have been possible if the questions were guided by the MSQ sub-categories.

## CHAPTER 4 RESEARCH FINDINGS

### 4.1 Introduction

This chapter reports on the results of the quantitative, as well as the qualitative, research. Firstly, the biographical data of the participants are presented. During the quantitative process, the level of job satisfaction among teachers could be established and comparison on the different biographical markers could be made. This is followed by the results of the quantitative data which describe the job satisfaction of teachers based on the MSQ. The final section of the chapter presents the information derived from interviews with teachers, which has been categorized into the following themes: Teacher training, co-workers, working conditions, company policies and practices, social status, recognition, social service, compensation and supervision.

## 4.2 Biographical Information

The biographical data are summarised in Table 1.

**Table 1:**

*Frequency Table of biographical information of participants of the MSQ*

	Category	Frequency (N)	Percentage (%)
<b>Age</b>	20-29	23	18.6
	30-39	35	28.4
	40-50	16	13.0
	51+	30	24.3
	Not indicated	19	15.4
<b>Gender</b>	Male	31	25.2
	Female	90	73.2
	Not indicated	2	1.6
<b>Level of education</b>	Postgraduate level	60	48.8
	Undergraduate level	42	34.1
	Secondary school level	17	13.8
	Not indicated	4	3.3
<b>Years in teaching</b>	5 and less	35	28.5
	6-9	26	21.1
	10-20	29	23.6
	21 and more	30	24.3
	Not indicated	3	2.4
<b>Rank</b>	No rank	100	81.3
	HOD	18	14.6
	Principal	3	2.4
	Not indicated	2	1.6
<b>Culture</b>	Oshivambo	45	36.5
	Coloured/Baster	10	8.1
	Other	23	18.6
	Kavango/Caprivian	6	4.9
	Afrikaner	18	14.6
	German	12	9.8
	Herero	5	4.1
	Not indicated	4	3.3
<b>Type of school</b>	Rural government	38	30.8
	Urban government	55	44.7
	Private	30	24.3

The school groups were fairly evenly represented in the sample, with 24.3% of respondents working at private schools, 30.8% at rural government schools and 44.7% at urban government schools. Of the respondents, 73.2% were female and 25.2% were male, with two participants not specifying their gender. The ages of the participants were grouped as follows: 20-29 years (18.6%), 30-39 (28.4%), 40-50 (13.0%), 51+ years (24.3%); however, 15.6% of participants did not indicate their age.

As shown in Table 1, 13.8% of participants indicated that they only had obtained secondary school level education, while 34.1% had undergraduate level education and 48.8% held a postgraduate qualification. Respondents' years of teaching were evenly distributed among the following categories: fewer than 5 years (28.5%), 6-9 years (21.1%), 10-20 years (23.6%) and 21+ years (24.3%). Regarding the rank or job level of teachers, 81.3% of participants indicated that they had no rank, while 14.6% held the position of Head of Department and 2.4% were principals.

Although a wide range of school subjects were taught, the most frequently taught subjects were Mathematics (13.9%), English (13.1%) and other languages, such as Afrikaans, German, French, Oshindonga and Oshivambo, (14.7%). The cultures indicated on the questionnaire were reduced to fewer categories by combining Coloured and Basters, as well as Kavango and Caprivian, due to the low representation of these groups. Additionally, people who indicated their culture as Portuguese or Damara were re-categorised as 'other' due to their limited representation in the sample. The highest representation in a single cultural group was the Owambo culture (36.5%). The other cultural groups were much less represented, with 'other' making up 18.6%

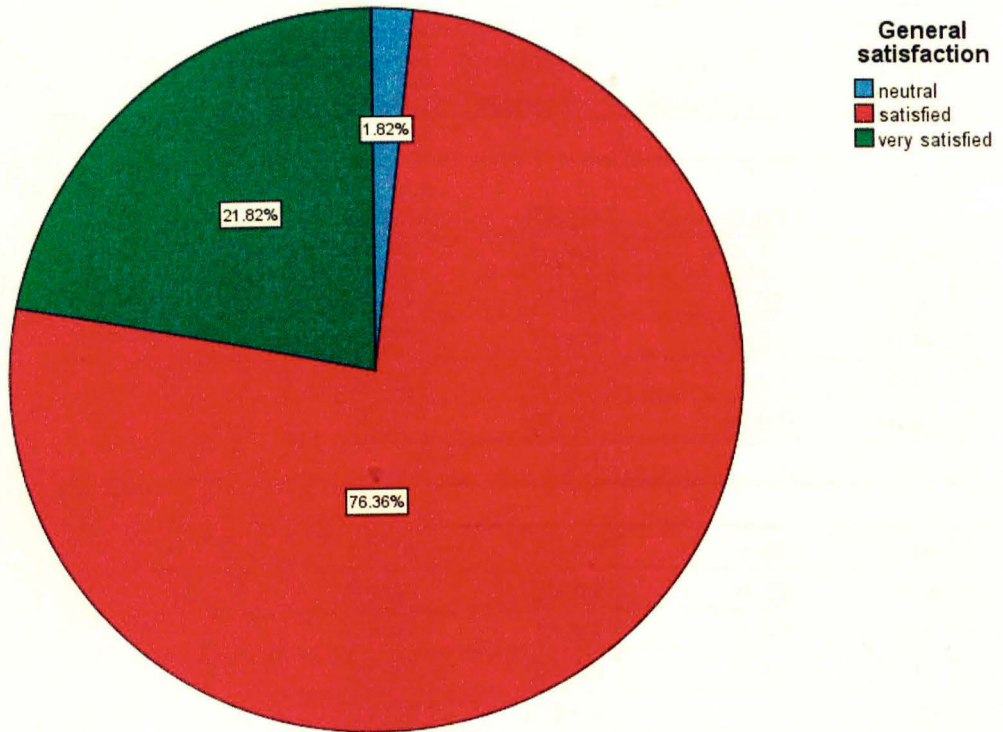
of the participants. This was closely followed by Afrikaner (14.6%), German (9.8%), Coloured/Baster (8.1%), Kavango/Caprivian (4.9%) and Herero (4.1%).

### **4.3 Results Based on the Quantitative Data**

Firstly, the respondents' feedback on the MSQ (Weiss et al., 1967) was evaluated according to the test manual in order to obtain the general satisfaction scores. These scores were compared with the teaching norm group in the manual. The general satisfaction score was calculated out of 100, and the mean score of the sampled teachers was 81.7. Of the respondents, 21.8% indicated that they were very satisfied with their jobs, 76.36% indicated that they were satisfied and only 1.82% indicated that they were neutral. None of the respondents had a general satisfaction score of dissatisfied or very dissatisfied. Thus, the majority of the sampled teachers appeared to be satisfied to very satisfied in their jobs.

**Figure 1:**

*General satisfaction of teachers*



The individual sub-categories in the MSQ were computed according to the scoring manual and each individual score held a minimum value of 1 and a maximum value of 25. The highest mean scores among teachers in Khomas Region were for the categories of Social Service (21.64), Moral Values (21.37), Achievement (20.94), Activity (20.78), Ability Utilisation (20.69), Co-Workers (20.30) and Responsibility (20.23). The lowest mean scores were for Compensation (15.93), Advancement (17.48), Company Policies and Practices (18.25), Social Status (18.63), Authority (18.68), Supervision Technical (18.93), Recognition (19.18) and Working Conditions (19.35).

**Table 2:***Normed scores and Namibian scores on the individual subcategories*

	Mean score Norm group	Mean score Namibian teachers	Mean difference	Range Namibian teachers
<b>Extrinsic Factors</b>				
Company Policies & Practices	17.60	18.25	-0.65	7 to 25
Achievement	21.47	20.94	0.53	14 to 25
Advancement	19.13	17.48	1.65	5 to 25
Authority	18.95	18.68	0.27	10 to 25
Variety	20.88	19.75	1.13	8 to 25
Activity	20.75	20.78	-0.03	14 to 25
<b>Mean Extrinsic</b>	/	19.3	/	
<b>Intrinsic Factors</b>				
Working Conditions	20.75	19.35	1.40	5 to 25
Ability Utilization	21.08	20.69	0.39	9 to 25
Compensation	18.92	15.93	2.99	5 to 25
Co-Workers	21.47	20.30	1.17	11 to 25
Creativity	21.83	19.66	2.17	10 to 25
Independence	20.52	19.64	0.88	11 to 25
Moral Values	21.42	21.37	0.05	12 to 25
Recognition	19.46	19.18	0.28	5 to 25
Responsibility	20.90	20.23	0.67	15 to 25
Security	20.53	19.53	1.00	6 to 25
Social Service	22.08	21.64	0.44	14 to 25
Social Status	18.78	18.63	0.15	6 to 25
Supervision-Human Relations	21.74	19.80	1.94	6 to 25
Supervision-Technical	21.39	18.93	2.46	8 to 25
<b>Mean Intrinsic</b>	/	19.6	/	
		23.07		
<b>General satisfaction</b>	82.14	81.07	1.07	

Intrinsic factors are those factors that teachers are internally content with. These factors include: variety, authority, compensation, working conditions, advancement and achievement (Weiss et al., 1967). Extrinsic factors however are factors from the outside that affect job satisfaction. These factors are: ability utilisation, activity, company policies and practices, co-workers, creativity, independence, moral values,

recognition, responsibility, security, social service and social status, as well as supervision-human relations and supervision-technical. The average of the summed scores for the 6 extrinsic factors was 19.3, while that for the 14 intrinsic factors was 19.6. Thus, the mean difference between intrinsic and extrinsic factors was negligible. The highest mean scores under the intrinsic factors were for Social Service (21.64) and Moral Values (21.37). Under extrinsic factors the highest mean scores were for Achievement (20.94) and Activity (20.78).

While the MSQ offers norms for teachers, the teachers sampled in the norm group for the MSQ were primary school teachers, and no secondary school teacher norms were developed. However, some comparisons between the teachers in Khomas region versus the ones in the normed group could be drawn. Teachers in the Khomas region scored lower on all subcategories except for Activity, as well as Company Policies and Practices, in which the average score was marginally higher in Namibia, by 0.03 and 0.65 points respectively. The biggest difference in satisfaction scores between the MSQ norm group and teachers in Khomas region could be observed in the following categories: Compensation (2.99), Supervision Technical (2.46) and Creativity (2.17). This implies that, in these sub-categories, secondary school teachers in the Khomas region were found to be marginally less satisfied than their American primary school counterparts. The categories scoring most similarly between the Khomas region teachers and the norm group were Moral Values (0.05), Social Status (0.15) and Co-Workers (0.17). Notably, Social Status was among the lowest scoring categories in both the MSQ norm group as well as among teachers in the Khomas region. Overall, the respondents in this study indicated that they were “satisfied” or “very satisfied” with their profession.

General satisfaction levels were compared, based on a number of variables (see research objective 2). The school with the highest general satisfaction score was a private school, with a mean score of 85.4, while an urban government school had the lowest average satisfaction score of 78.2. On average, private school teachers were ranked the most satisfied, with an average satisfaction score of 84.7, while urban government school teachers were rated as least satisfied, with an average score of 78.6. The standard deviation of the general satisfaction scores of each type of school was 2.82. Notably, the overall satisfaction scores from the three urban government schools were almost identical, with a standard deviation of 0.30, even though the response rate among the three schools differed greatly. Rural government schools had a mean general satisfaction score of 81.8, with a standard deviation of 1.86. Categories, such as gender, teaching experience, culture and type of school, were compared on the scale of general satisfaction, and no significant differences could be found on any of these variables. Even the schools' performance on the National Junior and Senior Secondary Certificates (NSSC) was found to be entirely unrelated to teacher satisfaction.

A One-way Analysis of Variance (ANOVA) was also computed for the different biographical markers in the sample and their general satisfaction score. No statistically significant differences, at a significance level of  $p < 0.05$ , could be established among the different groups. The largest differences in scores in the individual categories could be reported among different ranks ( $F(37,83) = 1.210$ ,  $p = 0.235$ ), where principals were the most satisfied, followed by Heads of Departments and lastly, teachers with no rank. Culture showed no significant difference ( $F(37,81) = 1.074$ ,  $p = 0.386$ ), but participants from the Kavango/Caprivian cultures were the most satisfied while those from the

German culture were the least satisfied. The number of years in the teaching profession made no significant difference ( $F(37,81) = 1.094, p = 0.361$ ) but teachers who had been in the profession between 5 and 9 years were the least satisfied, while teachers who had been in the profession for 21+ years were most satisfied. These categories, however, also exceed the threshold for statistical significance, and thus the null hypothesis must be accepted. The remaining categories on the ANOVA are reported as follows: School ( $F(37,84) = 0.884, p = 0.655$ ), with a private school indicating the highest level and an urban government school indicating the lowest general satisfaction score. Subjects taught ( $F(37,81) = 0.590, p = 0.962$ ), had the second largest difference, with teachers in the field of commerce being the least satisfied and nonpromotional subject teachers being most satisfied, directly followed by History teachers. Age groups showed few differences when compared to general satisfaction ( $F(36,66) = 0.860, p = 0.684$ ) but teachers between 30 and 39 years of age were generally more satisfied than teachers between 40 and 49 years of age. The general satisfaction of the different school groups was also not statistically significant, ( $F(37,84) = 0.850, p = 0.704$ ) but teachers at rural government schools were generally the most satisfied, while those at urban government schools were least satisfied. The level of schooling of the teachers also showed no statistical significance ( $F(37,81) = 0.904, p = 0.625$ ) but teachers with only a secondary school qualification were more satisfied than people with postgraduate qualifications.

#### **4.4 Results Based on the Qualitative Data**

The MSQ informed the selection of the 14 interview participants. The researcher selected high and low scoring participants from each participating school. The interviews were transcribed and analysed by means of thematic content analysis.

The job satisfaction of teachers was generally rated very high in the questionnaire but in the interviews teachers showed more dissatisfaction. In order to allow teachers to express their experiences in the teaching profession more freely, not all aspects of the MSQ were duplicated. Consequently, some themes arising from the interviews did not match up exactly with the MSQ categories. Therefore, triangulation of all MSQ categories with the interview data was not always possible.

#### 4.4.1 Teacher Training

In the MSQ, variety and activity refer to the ability of a teacher to keep occupied and perform different tasks. These categories received high scores on the MSQ. However, based on the qualitative data, it became clear that some teachers in the interviews felt overwhelmed by the complexity of tasks and the lack of training they had received in some aspects of the teaching profession. Teacher training was a topic that came up in the majority of the interviews even though the MSQ did not refer to satisfaction with university training. Many teachers felt that the training they had received provided inadequate preparation for the practical aspects of the teaching profession. This discontent with teacher training reaffirmed findings by Nsinano (2018) that there existed a disconnect between the theoretical and practical aspects of teacher training. Teacher H and K also questioned whether the training programme offered at the University of Namibia (UNAM) was sufficient to equip teachers for the practical aspects of being a teacher, because the practical attachment incorporated into the degree spanned merely three months which would be too brief a period to allow for experiencing the full spectrum of tasks expected in the profession. Another interviewee mentioned that administrative challenges were not covered extensively enough in the

teacher training curriculum. Some of the examples named were procedures and administrative work associated with being the Head of Exams or the lack of guidance regarding the completion of census documents, cumulative record cards and other forms mandated by the government. Additionally, each school had their own administrative system that new teachers had to abide by.

Because of different systems in different schools, teachers from both private and government schools requested for some sort of mentoring or induction training for new teachers at a school. This sentiment was expressed regardless of whether they were new to the profession or just new at that school. Sahito and Vaisanen (2020) indicate that administrative support can have a positive effect on teachers' job satisfaction. This can be directly related to the satisfaction of "Supervision: Human Relations" in the MSQ, which was among the higher rated subcategories. Thus, when the Human relations at a school are good, teachers feel more at ease with the practical workings of the school. Additionally, several teachers mentioned workshops and in-service training as an effective measure to alleviate potential training shortcomings, especially in phases of curriculum reform or the introduction of new policies. Amutenya (2016) argues that policy overload is a common factor contributing to teacher dissatisfaction, and this could be alleviated by additional training opportunities. As far as the potential for skills exchange among colleagues was concerned, five teachers suggested that management could also become involved in mentoring teachers, especially those who are new in the profession and in the school and the departments. Furthermore, Teacher H suggested a classroom exchange programme, where teachers would join one another's lessons to share experiences. This could coincide with the sub-category of

co-workers (see 4.4.2) as it could improve relationships between staff members while, at the same time, improve the competence of novel teachers.

#### 4.4.2 Co-workers

Co-workers are an important part of the work environment. Negative co-workers can create a hostile work environment which could lead to low satisfaction (Sahito & Vaisanen, 2020). This category had a reasonably high score on the MSQ scale and many teachers in the interviews mentioned that their colleagues' work attitudes had little impact on them. Teacher B articulated the above point eloquently: *"Just be more positive. Complain less. You have a lot of people that pick on the negative stuff in the job. I mean, we have so many things to be grateful for. So many things that we can look forward to every day. A lot of teachers just decide not to see it."* Additionally, it was suggested that teachers could create good working relationships with their colleagues and team up with teachers they liked to make work more fun. It was argued that this could also lead to a positive mentoring relationship between colleagues which could result in problem solving and skills development. Conversely, teachers can not only rely on others to show them that they are worthy. Some of the suggestions made during the interviews involved teachers changing their attitudes. Teachers A, B, G, M and N all suggested that teachers should develop work pride, learn to appreciate the little things their workplace provided and gain a more positive attitude.

#### 4.4.3 Working Conditions

The quantitative data suggest that teachers generally ranged from being neutral to being satisfied with their working conditions. However, every teacher interviewed

identified facilities and teaching resources as lacking or in a state that needed urgent attention. Even in private schools, where the facilities were fairly modern, teachers found room for improvement. The rural government school teachers mentioned the lack of, or inadequate facilities as they had to share classrooms or entire school buildings, while the more urban government schools stressed the importance of fixing broken windows, cleaning the school grounds and painting over graffiti (Teacher G). While many teachers at government schools cited the shortage of teaching resources, stationery and textbooks as being problematic, teachers at private schools found the availability of such resources to be a motivating factor. Two teachers even urged the state to bring back school fees in order for schools to acquire the needed resources themselves and possibly introduce an incentive pay from the remaining portion of parent funds. While teachers from government schools were still urging for the provision of facilities, such as well-designed classrooms that offer good ventilation in summer and laboratory facilities or computer labs, teachers from private schools desired upgrades in technology and digital teaching resources. Regardless of the setting, the work environment seemed to play a vital role when it came to improving the working conditions of the participating teachers. Additionally, when asked what could be changed about the teaching profession, many teachers from government schools urged a solution to overcrowded classrooms.

While workload can be categorised under working conditions, all interviewed teachers saw it as a challenge in the teaching profession. Teacher C explained that there were only two modes for a teacher: either full speed or holiday. There was no in-between, according to Teacher C. All teachers from government schools cited overcrowded classrooms as the main cause of this problem. Marking and preparation for class took

longer for bigger classes than for smaller classes. Not only did disciplinary matters become more complicated, as noted by Teacher D, but the marking work increased for each class taught. Nine of the teachers stated that the curriculum was already too packed to focus on individual learners or to give them time to actually practice what they had learned; thus, in crowded classrooms, this became even more burdensome. Teachers in private schools explained that their smaller class sizes were part of the reason they experienced some job satisfaction.

Absenteeism only becomes problematic in schools where it occurs frequently. There are many reasons why teachers are absent from work, and frequent absenteeism can lead to more absenteeism. It increases the workload of the teachers who are present and could cause strain in co-worker relationships (MoEAC, 2017a). Teacher L reflected that the teachers at their school had to be very dedicated because they were seldom absent. Teacher C, furthermore, mentioned that the support among their teaching staff was excellent because, when someone had an emergency, colleagues would volunteer their assistance without hesitation. Late coming by teachers, in contrast, had been mentioned by two teachers as being a problem, not because it affected them directly, but because it set a bad example for learners which, in turn, affected the school's discipline (Teacher L).

Decisions, such as learner quotas and learner-to-teacher ratios are often decided by the Ministry of Education, but some teachers observed a disconnect between the people at government level who took the decisions and the actual situation at the schools (Teacher E and Teacher G). One example mentioned by Teacher D was that in Term 3 in 2019, the Ministry mandated all schools to close a week earlier because of national

elections, without considering the ripple effect this would have on the quality of teaching and, ultimately the academic performance of the learners. Such disconnect between the decision-makers and the teachers was the cause of much frustration and stress for teachers at government schools, but was a non-existent problem in private schools. While these concerns can be grouped under working conditions, they also relate to Company Policies and Practices on the MSQ.

#### 4.4.4 Company Policies and Practices

The curriculum was identified as a factor that negatively affected teacher satisfaction by six participants. Not only was it viewed as too academically focused, one teacher even criticised it for not equipping learners with the necessary skills they might need in the work environment. On the MSQ, this subscale scored very low in terms of job satisfaction. The curriculum was experienced as being insufficiently focused on skills development and too involved with learning large quantities of facts (Teacher D). One suggestion by Teacher F was to bring more activity into the curriculum in order to keep learners' bodies and minds active. This teacher suggested that it would mitigate some of the disciplinary issues experienced at schools. Another three teachers (Teacher E, Teacher G and Teacher J) suggested the provision of more pre-vocational learning options for learners, since not all learners were academically talented.

Furthermore, Teachers A and G suggested that there should be a separation between school and academic performance and the extra-curricular activities offered at schools. This suggestion was based on school systems where learners engaged in sports and extramural activities via clubs instead of at the school. The implication was that it

would ease the burden on the teachers. Teacher G emphasised that this division should extend even further when stating that [they] should “let teachers teach”, adding that there should be administrative staff for administrative duties and designated personnel to focus on extra-curricular activities.

#### 4.4.5 Social Status, Recognition and Social Service

In the interviews, many teachers expressed obtaining high levels of job satisfaction from being of service to their communities and being able to make a difference. This correlated with the MSQ results where social service received a high mean satisfaction score (22.08). On the other hand, and also similar to the quantitative results which showed a relatively low mean score for social status (18.63), interviewees also expressed a fairly low satisfaction with the social standing of the profession. Not only did teachers mention the disrespect they received from both the learners and their parents, but Teacher B, for example, mentioned that parents “*show up at parent meetings and tell the teacher how horrible they are*” while Teacher C highlighted the challenge in private schools, where parents were the customers and had high expectations of teachers, because the parents were paying them “to do the job”. They also observed that parents often refused to accept professional advice from teachers, and that the teaching profession had a low professional standing. Teachers mentioned that in other careers there was the choice to start one’s own company or to work from home, which was unrealistic in the teaching profession. Teacher E argued that people did not want to become teachers, referring to them as “doormats”. While salaries and compensation were mentioned by nearly every interviewed participant, one

interviewee highlighted the connection between status and salary, "I don't think teachers will gain more respect until they are paid more" (Teacher C).

Five of the teachers interviewed observed that parents, as well as children, failed to respect teachers, while four of the teachers argued that parents or learners who appreciated a teacher's hard work could act as a motivator for teachers. One teacher mentioned a particular example: *"The kid fell sick and the parent failed to come and I took the child to the hospital and then the parent never said anything. That way I feel like my energy and my resources has been wasted."* This statement indicates that recognition of teachers is lacking. Aside from parents and learners showing appreciation, learners in particular can improve teacher job satisfaction by being actively engaged in their studies and by co-operating and showing interest in their school work. Six of the teachers interviewed mentioned not only that learner involvement made teaching less stressful, but it also improved the academic performance of the learners. Teachers B, M, D, E, F and G, however, argued that work ethic and respect should be taught at home and that it should not be made the responsibility of the teacher, especially considering the pressures of the current curriculum. Teacher K said, *"I would say we don't have enough time to teach. We don't have enough time for learners to practice. We only have time for teachers to teach and that's it. We are talking about learner-centred education, but then I think in our context to that is just not applicable because we don't give learners time to do that."*

Almost all research participants criticised the level of parental involvement at their schools. Parents' appreciation was low at most schools, according to teachers, especially in instances where teachers went out of their way to help a child, for example by driving them home or to the doctor. Many parents failed to show their appreciation (Teacher K). Not only was it mentioned that parents failed to show up at parents' evenings, but also that the parents attending such meetings were often the parents of the better performing children, rather than the parents of the children who would really have benefited from such meetings. It was also indicated by Teachers C, M and E that parents took the side of the learners, which could put additional pressure on teachers and deferred the learners' responsibility regarding their own academic achievements and efforts.

The interviewees felt that, aside from the parents and learners, management could also show interest in teachers by acknowledging their achievements and by building individual relationships with them through frequent class visits. This relates to the MSQ sub-category of recognition, which had a fairly high rating on the MSQ. Inspections and administrative controls and classroom visitations to create a productive environment in the school were suggested by Teacher C, D and H. One teacher stated that managerial support was missing because *"our principal, he doesn't really motivate. His quality as a leader to motivate teachers to do their best is very low."*

#### 4.4.6 Compensation

Several researchers, such as Amutenya (2016), Hipondoka (2017) and Nsinano (2018), have found compensation in the teaching profession a contributing factor regarding the dissatisfaction of teachers, or even a reason to leave the profession entirely. The findings of the MSQ clearly identified Compensation as the lowest scoring category, and the interview data indicated a similar trend. While Teachers A, C, E, F, M and N mentioned salaries as a major contributing factor to teacher dissatisfaction, as well as a cause for teachers feeling undervalued, Teacher B stressed that a blanket raise for all teachers in the profession would probably not make a significant difference in the overall satisfaction among teachers. However, a suggestion made by eight of the interviewed teachers was that some form of performance-related incentive or even performance-based salary scales, should be implemented to motivate teachers.

Teachers C, D and J associated salaries with the status of the teaching profession. All teachers mentioned either the status of the teaching profession or the lack of respect as a factor that diminished job satisfaction in the teaching profession. Teacher E explained that people did not want to become teachers. They would choose a profession, such as the law or medicine, rather than the teaching profession, because they believed that those professions provided more status. Teacher C stated that a profession with low remuneration would never gain the respect it deserved.

#### 4.4.7 Supervision

Supervision-technical in the MSQ indicates the extent to which workers are satisfied with the effectiveness of a manager's decision-taking while Supervision-Human

Relations refers to the way in which a manager handles his people (Weiss et al., 1967). This closely relates to the support they receive not only from management but from all stakeholders. Most of the represented schools attempted to be supportive by offering team building activities or social activities on occasion. Many schools, however, had ended these activities because of a lack of funding. Alternatively, they expected teachers to pay for their own participation in such activities, such as weekend getaways (Teacher E). This either excluded part of the staff or caused such initiatives to cease completely. In those schools where management had an open-door policy, teachers tended to feel more supported and more autonomous than in schools where management was less involved. Teacher B, D, F, G and L observed that, while their management was physically at the school, its involvement lacked leadership. The teachers from one school stated that the team suggested solutions to problems. However, often nothing came of it. Another teacher stated that they were reluctant to make suggestions at their school, as the project would then be delegated to them entirely. While teachers like being involved in decision-making, they did not want to be solely responsible for the implementation of whatever was decided.

#### **4.5 Conclusion**

Overall, most of the teachers interviewed observed that workload and understaffing, discipline issues and a lack of parental involvement were contributing to lowered teacher job satisfaction. Other factors mentioned were the lack of resources, administrative burdens, the low status of the teaching profession, overcrowded classes and extramural activities. The next chapter presents the discussion, recommendations and conclusions.

## **CHAPTER 5      DISCUSSION, RECOMMENDATIONS AND CONCLUSION**

### **5.1 Introduction**

In this chapter the data presented in Chapter 4 are discussed and situated in the literature reviewed in Chapter 2. The data collected serves to add to the research and knowledge base on teacher job satisfaction in Namibia specifically, but an additional analysis of differences in culture relating to job satisfaction was also explored. Much of the data that emerged in this research collaborate with previous research; however, those instances where the reviewed literature and the current research findings differ will be elaborated.

Differences between the quantitative and qualitative data sets will also be assessed in more detail. In order to bring together the data of the MSQ and the interviews and literature, the categories related to the interviews and reviewed literature were coded based on the findings of the MSQ.

### **5.2 Teacher's Overall Job Satisfaction**

The mean MSQ score of the sampled teachers was 81.7. The majority of respondents (76.36%) indicated that they were very satisfied with their jobs, yet the interviews seem to indicate that teachers had much to criticise. In the questionnaire, none of the participants indicated that they were dissatisfied or very unsatisfied; however, interview probes, such as "what is management doing to improve job satisfaction" or "how effective do you find these interventions?" generally elicited criticism. The majority of the teachers, even the most satisfied ones, responded that strategies implemented by management were ineffective. Teachers were also more satisfied with

intrinsic factors than with extrinsic factors. While these differences were negligible and also not statistically significant, they might be an indicator of external factors influencing the teaching profession negatively. The findings correspond with that of George et al. (2008), namely that Namibian teachers appear to have a generally lower satisfaction rating than their American counterparts; however, these differences were only marginal by an average 1.07 points on the general satisfaction score.

### **5.3 The Relation Between Job Satisfaction and Selected Variables**

The private schools scored highest among the three strata, with a general satisfaction score of 84.7 out of 100 whereas urban government schools scored lowest with 78.6. This may be an indicator of high expectations coupled with low resource availability in the urban government schools. This finding supports George et al. (2008) who also found that teachers at schools with above average resources were more dissatisfied than those at schools with fewer resources. It, however, differs from the study by Singh and Goyal (2012) who found that rural school teachers showed the lowest job satisfaction. In this study, the urban government schools showed more dissatisfaction, although not statistically significant, than the private and rural government counterparts. One of the participating private schools however, can be classified as being heavily underfunded and therefore may have skewed the distribution in favour of the rural government schools. In contrast to the findings of George et al. (2008) the participants in this study were more dissatisfied with extrinsic factors than with intrinsic factors. Ali (2011) found that male teachers were more satisfied than female teachers, but while male teachers were found to be more satisfied than female teachers in this study, the findings were not significant.

Additionally, the findings of this study support George et al. (2008) who also found no significant relationships between job satisfaction and the biographical markers selected. Based on a recommendation by George et al. (2008), a cultural marker was added to this study, in order to determine whether there existed possible cultural differences in job satisfaction of teachers, but culture was also found to have no significant relation to the job satisfaction of teachers in the Khomas education region. The results of the study pertaining to rank, however, support the findings of George et al. (2008) that teachers in managerial positions were less satisfied than those without a rank. In this study, although also not statistically significant, principals were found to be the most satisfied, while HOD's were found to be least satisfied. Based on the recommendation made by George et. al, (2008) the data was compared between different cultural groups, but no significant differences could be found. The lack of statistically significant differences between groups could be attributed to the sample size. A larger sample, could possibly provide for better representation and thus possibly for significant differences overall.

#### **5.4 Themes That Scored High on the MSQ**

##### **5.4.1 Social Service**

The highest scoring category in the MSQ among teachers in the Khomas educational region was Social Service, with a score of 21.64. In the manual of the MSQ, Social Service is defined as "the chance to do things for other people" (Weiss et al., 1967, p. 2) and most of the research participants either chose "satisfied", or "very satisfied" in this category. This finding was supported by the qualitative data. Even though the interview focused on matters regarding the teaching profession that could change and

ways to improve the job satisfaction of teachers, the Social Service aspects came up in several of the interviews.

Nearly every teacher mentioned in some or other form during the interviews that they gained satisfaction from the opportunity to help or teach children, be of service to the community or have a sense of greater purpose in the teaching profession. Nsinano (2018) points out that passion for teaching makes teachers stay despite the fact that they experience many adverse situations. The sense of being of service to the community may just be the reason teachers stay in the profession. One interviewee also relayed that, in order to be a teacher, one must have a passion for working with children. Another expressed passion for teaching when stating that the current school system left slow learners behind, something for which they would like to have more time. While several teachers mentioned that extra-curricular activities consumed much of their valuable time, some of them did express that being a part of their learners' success outside of their academic studies could be very rewarding.

#### 5.4.2 Moral Values

Weiss et al. (1967, p. 2) define Moral Values as “being able to do things that don't go against my conscience”. Based on the MSQ and thus the quantitative data of the study, moral values showed a high level and rate of satisfaction by the participants (21.37). It seems that, in general, teachers felt that the teaching profession enabled them to work in an environment where they could operate in a manner that did not infringe on their own moral values or ethics. In the interviews, teachers also expressed that they generally did not have to go against their own values and thus they saw the teaching

profession as one of high moral standard. This finding corresponds with a study (Ali et al., 2011) of teachers in Pakistan who were also satisfied with the moral values of their profession.

However, because of the demanding curriculum, teachers felt that their mandate to instil values and morals into the learners was not sufficient and should move beyond the classroom into the home environment. The fact that teachers felt that they could maintain their own value systems, indicating that they were happy with this sub-category, may be a possible reason why they remained in the profession, despite of its challenges.

Generally, teachers commented that values and respect should be taught at home but that there seemed to be the expectation that teachers would instil such values in their learners. The teachers interviewed indicated that the current curriculum left little time for this; consequently, learners appeared to be rude, disrespectful and unmotivated in their classes. Hamutenya (2013) stresses the importance of parental involvement in the moral development of the child by stating that it increases performance, decreases misbehaviour and reduces failure and dropout rates. Two teachers disagreed with some of the policies implemented by the Education Act, and blamed the abolishment of corporal punishment for the discipline problems they experienced. Another teacher argued that school management should assist with discipline so that the teacher could focus on teaching. Often teachers were disgruntled by the fact that they had to go against their values and beliefs when the focus in school was too academic and not very learner focused.

### 5.4.3 Achievement

Achievement is explained as “the feeling of accomplishment I get from the job” (Weiss et al., 1967, p. 1). In the MSQ, participants indicated that they were quite satisfied as far as this sub-category was concerned and presented a score of 20.94. This was supported by the qualitative data as most interview participants indicated that they gained a sense of achievement from more than “just a child advancing in their education”. One teacher, for example, indicated gaining a sense of achievement from assisting struggling learners with their work. They argued that the learners who achieved good results could achieve these without teachers, but the ones who struggled were the ones who needed their teachers. This could be why several teachers indicated that schools were too narrowly focused on academics and should include more vocational options. This sense of achievement might be another factor that encourages teachers to remain in the profession in spite of many adverse conditions in the career, and may mitigate the effect of teacher turnover to an extent. However, in spite of achievement scoring high in satisfaction on the MSQ, there were teachers who felt that they were “stuck” and “undervalued” with few opportunities to advance in their profession. Another shortcoming in this category seemed to be the lack of recognition of achievements, but both advancement and recognition were categories that scored lower on the MSQ on average. These will be discussed later in this chapter.

#### 5.4.4 Activity

“Being able to keep busy all the time” (Weiss et al., 1967, p. 1) is indexed in the MSQ as “Activity”. With a mean score of 20.78, the respondents indicated that they were still fairly content with the level of activity their career encompassed, but when asked to elaborate in the interviews, the majority of them indicated that they felt overburdened and found some tasks to be too time intensive. This opinion lies in stark contrast with the information gathered during the quantitative phase. According to the interview participants, the teaching profession comprised a great deal of work or activities that extended beyond the classroom. This finding confirms that of Nsinano (2018) who states that before entering the profession, many teachers have information regarding the salary and benefits of the teaching profession, but very little information of the non-pecuniary aspects of the job.

When entering the profession immediately after graduating, some teachers interviewed had found the variety of tasks overwhelming because they felt inadequately prepared. One teacher argued that university failed to prepare prospective teachers for the administrative duties that came with the job, while another pointed out that extramural activities and administrative roles, such as being the head of examinations, were not adequately covered in their university courses. This may be overwhelming for teachers who are new to the job and may be the reason many people leave the profession in the first few years (MoEAC, 2017a). Furthermore, another teacher indicated that they had to teach themselves the rules of the sports discipline they took on as an extra-curricular activity, because it was the only extramural activity left to choose from. However, once teachers are familiar with the expectations in their job, they do have the opportunity to keep themselves occupied with new and interesting challenges, resulting in a job that

offers new opportunities and breaks the routine. Such changes in routine are only lucrative for those teachers who have some free time that they would like to dedicate to school activities. Most interview participants commented on the amount of work that marking and class preparation entailed when classes were overcrowded, especially in language teaching; consequently, extra-curricular activities and new challenges may not seem so enticing to them.

#### 5.4.5 Ability Utilisation

Ability Utilisation is “the chance to do something that makes use of my abilities” (Weiss et al., 1967, p. 1). The teaching profession is very complex, and each teacher has certain freedoms to apply their skills and talents inside, as well as outside, the classroom, which is probably why this category scored higher than others. Based on the questionnaire, teachers in the Khomas education region rated their ability utilisation among one of the more satisfying categories (20.69), but some teachers in the interviews noted the freedom to choose their preferred extramural activities as the only means to utilise their abilities. This indicates that there was potential for improvement in this category as ability utilisation is one of the sub-categories that may contribute to teachers’ general job satisfaction. One teacher, however, commented that younger teachers’ opinions were sometimes not valued or were even dismissed. This could be an indicator why many young teachers leave the profession during their first few years in the profession, as indicated in the EMIS study of the MoEAC (2017a).

#### 5.4.6 Co-Workers

Weiss et al. (1967, p. 1) describe the subcategory “Co-Workers” as “the way my co-workers get along with each other”. This category still scored quite high (20.30) in the MSQ and was generally supported by the interview participants. Most teachers in the interview indicated that their colleagues’ job satisfaction had little influence on their motivation and the way they perceived their jobs. While most teachers from private and government schools indicated that their management tried to organise team building activities, the government school teachers generally engaged in fewer out-of-job social activities due to a lack of funds. Sahito and Vaisanen (2020) posit that “Support from the director and colleagues was found to be the most important form of social support”.

In the current study, one interviewee pointed out that working with teachers with whom one gets along during extramural activities “made these much more fun, considering you spend your free time on them.” However, some teachers felt that new teachers often struggled to connect with other teachers, and that at their schools engaging new teachers through mentoring or induction often did not happen. They advocated that this could be a positive way to include new teachers. This finding supports Sahito and Vaisanen (2020) who found that lack of administrative support was a good indicator of job dissatisfaction among teachers. In-service training and classroom exchange programmes were suggested by several interview participants as effective ways to reduce stress, in particular for novel teachers. It would, furthermore, benefit the work relationships between teachers. Cooperation in the profession can reduce workload for all teachers involved and can create a more supportive work environment.

#### 5.4.7 Responsibility

Weiss et al. (1967, p. 2) classify Responsibility as “the freedom to use my own judgment”. This was the seventh highest scoring category in the MSQ (20.23) and can be quite complex in the teaching profession. While many teachers have discretion to perform their duties autonomously in the classroom, some teachers, especially more novice teachers, experience anxiety because of this. Four of the teachers interviewed expressed that management or co-workers could engage in induction coaching or mentoring, and that frequent class visits could be reassuring to new teachers; however, some teachers expressed apprehension when a more senior staff member observed a lesson.

The subject of responsibility, however, stretched farther than autonomy in the classroom and flexibility in scheduling. Most teachers indicated that parents projected their responsibilities of child rearing, moral development and motivation at home onto the teachers. The ability to influence decisions that affected teachers and learners appeared to be a fairly democratic process in most of the participants’ schools. However, a finding by Nambundunga (2016) concurs with one of the teachers in as far as novice teachers having little influence on decision-making, because they were not given enough credit by more experienced colleagues.

## 5.5 Themes That Scored Lowest on the MSQ

### 5.5.1 Compensation

In the manual of the MSQ, Compensation is defined as “My pay and the amount of work I do” (Weiss et al., 1967, p. 1). Among teachers in the Khomas region, this was the lowest scoring sub-category in the questionnaire with a score of 15.93. Amutenya (2016) and Hipondoka (2017) cite salaries as a compelling factor in the dissatisfaction of teachers in the profession, and Nsinano (2018) reports that many teachers left institutions and the profession for “better offers”. Sahito and Vaisanen (2020) found compensation and rewards to be a strong predictor of job satisfaction, and recommended that teachers in developing countries should be compensated competitively and receive timely promotions. The MSQ results were supported by the qualitative data as nearly all interview participants scrutinised their remuneration or reward packages, and some teachers had quite compelling arguments. One teacher compared the teaching profession to other professions and argued that the teaching profession was as specialised and demanding as professions, such as architecture, but did not encompass the same level of remuneration.

Amutenya (2016) concurs with this sentiment, stating that teachers earn less than similarly qualified professionals, and continues that teachers receive meagre salaries and have low living standards, noting that in most countries, teachers’ salaries cannot even cover basic household expenses. Another teacher pointed out that a general perception of teachers only working half days led to government’s expectation that teachers should work in the afternoons, as well as over weekends and during holidays since they receive a full salary for only a half-day position. Two of the teachers agreed

on the matter of salaries, but another noted that it would be unrealistic to expect a blanket pay raise for all teachers countrywide. However, a performance-based incentive or reward system could be worth considering. This finding concurs with Nambundunga (2016) who agrees on the matter of incentives, and recommends performance-based salary structures. Increasing teacher salaries, however, can have an impact on the working conditions of the teachers and since that also plays a role in the job satisfaction of teachers in the Khomas region, it may be challenging to balance.

### 5.5.2 Advancement

Weiss et al. (1967, p. 1) refer to the sub-category, Advancement, as “the chances of advancement on this job”. This references a career path available for teachers and the possibility of promotion. In the questionnaire, this category had the second lowest average satisfaction score (17.48); it was confirmed during the interviews that this element caused teachers some concern. Interview participants in management roles, for example, noted that a promotion involved more administrative work and took them out of the classroom, which was the part of the profession where their passion lay. One teacher also noted that many men in the profession found it frustrating to remain in the same position for years, without being able to “climb the greasy pole”. Additionally, teachers stated that there were few alternatives to classroom teaching. While other professionals have the option to start their own businesses or go into consulting, most teachers are in the employ of either government or private schools. This finding supports previous findings. Nsinano (2018) cites one of the research participants who felt “stuck” when learners came back to school with successful jobs, earning more than a teacher could, while the teacher remained just that: a teacher. The teacher,

furthermore, stated that if there would be advancement options, they might not involve those aspects of the profession teachers were passionate about, but rather aspects such as a bigger administrative workload than actual teaching.

### 5.5.3 Company Policies and Practices

This category refers to “the way company policies are put into practice” (Weiss et al., 1967, p. 1). Notably, at government schools this sub-category was not only influenced by the way the individual school management had put policies into place, but also the way the Ministry of Education Arts and Culture handled these. The most recent changes in the education system for government schools were amendments to the curriculum for the junior secondary phases in 2016/17. Scholars regard policy overload as the most frequently cited shortfall at government schools (Amutenya, 2016). It refers to government and internal school policies, as well as the administrative oversight of the teaching profession, in general. Not only is the burden of policy overload discussed by researchers, but the interviewees in this study also agreed with this sentiment. One interview respondent explicitly asserted that her scores in the MSQ referring to management were a reference to the government leadership, rather than the school management.

Ama (2003) even describes chaotic circumstances at school while Amutenya (2016) stresses that teachers are often faced with unknown expectations by the government and school management. Some of the interview participants argued that much of the administrative work they were expected to perform was not covered in their teacher training, while other interview participants criticised intermittent policy changes or

alterations in the school timetable as causes of disruption. When a school term is shortened, as it had happened in previous years, teachers were expected to work overtime to complete the work in the shortened timeframe, according to one of the respondents. These short notice decisions and implementations are a major cause for company policies and practices becoming a nuisance to teachers. This finding is supported by Ama (2003), Hipondoka (2017) and Muyoyeta (2018). They describe cases where workshops were offered to alleviate the challenges faced by transition periods, yet such interventions were often scheduled at short notice, giving teachers little time to prepare class work for their learners, once more causing disruption in the work day, not only for the teachers involved, but also for those who have to supplement for the teacher in question.

During the interviews, it became apparent that company policies and practices were more cumbersome in government schools than in private schools, as very few private school teachers actually mentioned this factor as being problematic. It seems that decisions were taken in different time frames and communicated in a more consistent chronology. One private school teacher, however, mentioned that the transition between the Namibian Senior Secondary Certificate (NSSC) and the Higher International General Secondary Certificate (HIGSE) was challenging even in private schools, but this was school specific, since the school decided to change examining bodies.

#### 5.5.4 Social Status

Social Status refers to the chance to be “somebody” in the community (Weiss et al., 1967, p. 2). When compared to the other categories, the research participants indicated low satisfaction with the status the profession held (18.63). This was supported by the interview data. Not only did teachers mention the lack of respect from learners, but also from parents. One teacher, for example, mentioned that parents “show up to parent meetings and tell the teacher how horrible they are” while another teacher highlighted the challenge in private schools, where parents were the customers and had high demands as they paid school fees. They also noted that parents often refused to accept professional advice from teachers and that the teaching profession had a low professional standing. One teacher argued that people did not want to become teachers, referring to them as “doormats”. This sentiment is supported by Amutenya (2016) and Hipondoka (2017) who agree that the teaching profession has become a “profession of last resort” and that the profession is generally viewed as having the status of lower level civil servants. Nambundunga (2016) also argues that the welfare of learners is often put above that of teachers.

#### 5.5.5 Authority

According to the manual of the MSQ, Authority is defined as “the chance to tell other people what to do” (Weiss et al., 1967, p. 1). While it could be expected that teachers should have a sense of authority in their job, considering they are in charge of their learners in their classes, both the MSQ results and the interviews offer a different perspective. Their authority inside the classroom was undermined by learners’ attitudes towards their teachers. Three of the respondents highlighted the issues in

class, by noting that learners “know their rights” and that parents had the tendency to defend their children, instead of taking the teachers’ professional advice. These results are supported by the literature with Hipondoka (2017) stating that, due to negative stereotypes, teachers are often disrespected and unsupported. Two of the respondents even mentioned the abolishment of corporal punishment as a factor that contributed to the undermining of teachers’ authority. Regarding authority in teacher conferences and staff meetings, three interviewees noted that young teachers were not taken seriously by their colleagues and that their ideas were often dismissed without much consideration. Moreover, Nsinano (2018) notes a predominantly autocratic leadership hierarchy in the teaching profession, which pushes down policies and structural changes without much input from the teachers.

### 5.5.6 Supervision Technical

The title of this category is a bit vague, but in the MSQ, Weiss et al. (1967, p. 2) refer to Supervision Technical as “the competence of my supervisor in making decisions”. It was one of the lower scoring categories (18.93). Teachers had quite a bit to say about this, not only referring to their direct supervisors and management at the school, but also the higher-ranking officials at ministerial level. It was advocated by teachers that management should be more involved in change implementation. While teachers were often asked for their input, management seemed to lack the follow-through when it came to implementation. Sahito and Vaisanen (2020) found that charismatic leadership tended to foster more organisational commitment among teachers than a laissez faire approach. Two respondents noted that ideas were created in workshops and at team-buildings and meetings, but that management left it to the teachers to implement such ideas. This, in turn, resulted in the prevalence of the identified problems. Another teacher exclaimed that the management team at their school often worked against each other. One of the interviewed teachers, however, noted that most of their leadership concerns lay with the Ministry of Education. This teacher elaborated that decisions were taken at short notice, with little insight into what was actually happening at schools, and implementation was left to the teachers, with little or no training or preparation time. This, according to one of the respondents, caused teachers a great deal of stress and insecurity.

### 5.5.7 Recognition

“The praise I get for doing a good job” (Weiss et al., 1967, p. 2) is labelled “Recognition” in the MSQ. The mean general satisfaction score for Recognition among teachers in the Khomas region was 19.18. A large number of the respondents

held graduate or postgraduate degrees; they could thus be regarded as qualified professionals in the field, yet there seemed to be a lack of recognition of such throughout the teaching profession. The interview data support this low score as it was repeatedly mentioned that efforts and extra-curricular activities tended to go unnoticed. While some teachers, who were interviewed, explicitly mentioned a lack of recognition in the profession, some teachers cited gestures of recognition as potential motivators for teachers. Recognition goes beyond payment of incentives, because most interview participants lamented that their efforts were often unnoticed. Six of the interview respondents stated that appreciation from both parents and learners was lacking at their school. One teacher explained that there were many unseen hours of toil in the teaching profession while another referred to unpaid overtime in the teaching profession. These findings are similar to Nambundunga's (2016) who argues that there is insufficient recognition of teachers' efforts in continuous professional development, their involvement in sports or cultural activities, additional administrative duties or the provision of service in rural or remote communities.

Teachers in the present study also noted a lack of support by management. Referring to management, one teacher put it bluntly by stating that "*the teachers who actually do their job don't get acknowledged*". Contrary to the above, one teacher pointed out that learners and teachers were also able to show appreciation for the times when teachers went beyond their job description to provide better service to the community, and this could motivate teachers to invest more time and energy in their work, possibly increasing job satisfaction. Nevertheless, the findings in general point to the fact that teachers felt that the necessary appreciation for their work was not forthcoming. Such

lack of recognition can lead to early teacher attrition, high teacher turnover and low morale in general.

#### 5.5.8 Working Conditions

The definition for this category in the MSQ is very brief “the working conditions”. (Weiss et al., 1967, p.2). With reference to the teaching profession and schools, the working conditions are determined by the physical facilities available, the maintenance of such facilities, as well as the materials provided to perform one’s duties in the job. The research participants generally had a low score regarding their working conditions, scoring a mean general satisfaction score of 19.35. Several sources agree that facilities in Namibian schools are lacking (Hipondoka, 2017; Muyoyeta, 2018; Nambundunga, 2016; Nsinano, 2018). These sources argue that not only do some schools operate from shared facilities, the facilities that exist are often also in need of renovation, sanitation and upgrading. In the interviews it was noticed that not only government school teachers, but also the private school teachers, indicated some shortcomings regarding the conditions in which they work. Teachers at rural government schools mostly criticised the lack of facilities, classrooms and laboratories, as well as the shortfall in textbooks, teaching aides and stationery for learners. In the urban government schools, the biggest concern was the upkeep and maintenance of the facilities. While many facilities were available at such schools, the lack of funding resulted in outdated equipment and damaged or worn-down facilities. One teacher pointed out that a pleasant and clean environment would be much more encouraging for teachers and learners. Three teachers commented on reinstating the system of school fees in order to upgrade facilities at schools. Not only did they want the paying of school fees to be

## 5.6 Recommendations

Even though the general job satisfaction among teachers is reasonably high, the research has unveiled some shortcomings within the profession, which, if addressed, could result in less dissatisfaction in the teaching profession. Resting on the above research, recommendations include the following: Firstly, in order to redress some of the limitations of this research, a larger sample needs to be incorporated in future research in this area. Because the response rate in this study was low, due to time constraints and the timing of data collection, it is recommended to obtain a larger sample group in the region, as well as expand the study country wide. To increase the response rate and reduce the number of discarded questionnaires, it is also recommended to employ the shortened version of the MSQ in future and possibly utilize electronic means of disseminating the questionnaire.

Secondly, to address some of the factors affecting low satisfaction among teachers, it is recommended to provide adequate funding for teaching materials or resources. This could be accomplished by allowing schools to collect school fees again, with a reduction or exemption of school fees for parents who are unable to contribute to school fees. This way school fees are managed on an opt-out, rather than an opt-in basis.

In order to alleviate the challenges surrounding teacher training, internships and teacher practicums could commence in a student's first year of study. This could provide valuable resources to teachers as the students could assist with administrative tasks, as well as provide the option of co-teaching. The extension of practicums into the first year of teacher training and continuing throughout the teaching degree course,

could be a possible means to alleviate some of the human resource shortfalls in the teaching profession. Students could be attached to a school in the first semester of training already, where they could be given administrative tasks and assist their assigned subject teacher with team teaching in the classroom. This would form part of their teaching observation and it could alleviate the pressure of having to teach crowded classrooms. Additionally, in the second and third year of training, these students could start teaching some classes independently and invigilate when teachers are absent. This would, however, require universities to adjust their lesson timetable. It would be necessary to teach education-related subjects in the afternoons or via distance studies in order for education students to experience the full spectrum of the teaching profession, instead of just a few months in the beginning of the year.

Another recommendation is that already existing, community funded projects that aim to award the achievements and hard work of teachers could be launched at cluster levels. Schools from different clusters could compete for such awards. Not only could such awards improve the status of teachers in the profession, if marketed appropriately, but with a considerable monetary component attached to such an award, it could serve as a performance-based incentive for teachers. Private sponsorships could incentivise such prizes.

Alternatively, the government could introduce a new payment scale in which performance and hard work, as well as teaching experience and training, are taken into consideration. This could compensate for the limited advancement opportunities in the teaching profession, and provide teachers with a sense of achievement and recognition. Such payment scales could be based on the type of extra-curricular activities teachers

offer, as well as their involvement in school activities outside of school hours and weekend and holiday projects.

Additionally, a system for continuous professional development (CPD) could be incorporated to assure that teachers attend regular training and keep up to date with curriculum reforms through maintaining a points system that accredits training for teachers. Such systems are already required by other professions, such as in the financial sector and in the health professions, and might add value to the status and the recognition of the teaching profession at large, by assuring that teachers remain competent in their occupation. It also allows for skills exchange among teachers from different schools, which can be a valuable addition to the formal training received.

Lastly, a way to increase parent involvement at schools should be devised. Schools make a concerted effort to accommodate the busy schedules of their parent community, yet several teachers interviewed noted the lack of involvement of parents. Not only did parents, or representatives, fail to attend important meetings and parent teacher conferences, but they also showed poor attendance at Annual General Meetings and fundraisers. This lack of parental interest reflects in learner attitudes and performance. Strategies must be developed by schools, as well as the government, to encourage, or even enforce, a certain amount of parental involvement to assure better collaboration between the school and the parents towards the common goal of educating the child.

## 5.7 Conclusion

Overall, teachers in the Khomas Education Region are satisfied to very satisfied with their jobs, particularly in private schools and rural government schools. There is little difference in job satisfaction among gender, age, time in the profession or culture and the rank of a teacher also has little effect on their general satisfaction. However, teachers from government schools did note that working for a public institution adds a level of complexity. With Compensation, Advancement and Social Status being the factors causing most dissatisfaction among teachers, most strategies to alleviate these factors should involve elevating the teaching profession to an extent where a sense of accomplishment can be achieved purely by becoming a teacher.

Whether this is achieved through raising admission requirements at universities or by improving working conditions and the social standing of the teaching profession becomes a matter of resources available. However, quality teacher retention will not be possible, if teachers are undervalued, their work goes unrecognised and they have to work in an environment where their professional knowledge and experience are disregarded by learners, parents and the community.

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## APPENDIX A Minnesota Satisfaction Questionnaire

**Thank you for your participation in this study! Please read instructions carefully and return both completed forms to Jessica Ulrich at: [jlangfellner@gmail.com](mailto:jlangfellner@gmail.com), or: P O Box 86559 Eros, Windhoek, Namibia. Please feel free to contact me, should you have any queries or concerns.**

### MINNESOTA SATISFACTION QUESTIONNAIRE

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with. On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs. On the following pages you will find statements about your present job.

- Read each statement carefully.
- Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

- If you feel that your job gives you more than you expected, check the box under "V S" (Very Satisfied)
- If you feel that your job gives you what you expected, check the box under "Sat." (Satisfied)
- If you cannot make up your mind whether or not the job gives you what you expected, check the box under "N" (Neither Satisfied nor Dissatisfied)

- If you feel that your job gives you less than you expected, check the box under “Dis”  
(Dissatisfied)

- If you feel that your job gives you much less than you expected, check the box under  
"V D." (Very Dissatisfied)

- Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.
- Do this for all statements. Please answer every item.

Be **frank** and **honest**. Give a true picture of your feelings about your present job.

*Ask yourself: How **satisfied** am I with this aspect of my job?*

**Very Satisfied** means *I am very satisfied with this aspect of my job.*

**Satisfied** means *I am satisfied with this aspect of my job.*

**Neutral** means *I can't decide whether I am satisfied or not with this aspect of my job.*

**Dissatisfied** means *I am dissatisfied with this aspect of my job.*

**Very Dissatisfied** means *I am very dissatisfied with this aspect of my job.*

This questionnaire has been retrieved from the Vocational Psychology Research Department, of the Department of Psychology at the University of Minnesota (2018) and the first section containing Biographical Information as well as the last section with suggestions have been altered/added to suit the purpose of the research study for which it was administered.

BACKGROUND INFORMATION:

Name \_\_\_\_\_ Today's Date \_\_\_\_\_ 20\_\_

1. Check One:       Male       Female

2. When were you born? \_\_\_\_\_ (Day) \_\_\_\_\_ (Month) \_\_\_\_\_ (Year)

3. Circle the number of years of schooling you have completed:

Primary School:       4     5     6     7

Secondary School:       8     9     10     11     12

University:       13     14     15     16

Postgraduate Level:     17     18     19     20     More

4. Which school do you work for? \_\_\_\_\_

5. What subjects do you teach? \_\_\_\_\_

6. Do you have a special rank? (Principal, HOD)? \_\_\_\_\_

7. How long have you been on your present job? \_\_\_\_\_ years \_\_\_\_\_ months

8. How long have you been working in the Teaching Profession? \_\_ years \_\_ months

9. What Culture do you most identify with (Please tick only one):

Afrikaaner  Baster  Caprivian  Coloured  Damara  Nama

German  Herero  Kavango  Ovahimba  Owambo

Portuguese

San  Tswana  Other

10. Cell Phone Number (should you be selected for the interview):

\_\_\_\_\_

**On my present job, this is how I feel about . . .**

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The chance to be of service to others.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The chance to try out some of my own ideas.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Being able to do the job without feeling it is morally wrong.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The chance to work by myself.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The variety in my work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The chance to have other workers look to me for direction.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The chance to do the kind of work that I do best.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The social position in the community that goes with the job.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The policies and practices towards employees of this company.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The way my supervisor and I understand each other.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. My job security.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The amount of pay for the work I do.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The working conditions (heating, lighting, ventilation, etc.)<br>on this job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*VS Sat N Dis VD*

*1. Very Satisfied*

2. *Satisfied*

3. *Neutral*

4. *Dissatisfied*

5. *Very Dissatisfied*

**On my present job, this is how I feel about . . .**

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. The opportunities for advancement on this job.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The technical "know-how" of my supervisor.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. The spirit of cooperation among my co-workers.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. The chance to be responsible for planning my work.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. The way I am noticed when I do a good job.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Being able to see the results of the work I do.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. The chance to be active much of the time.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. The chance to be of service to people.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. The chance to do new and original things on my own.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Being able to do things that don't go against my religious beliefs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. The chance to work alone on the job.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. The chance to do different things from time to time.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. The chance to tell other workers how to do things.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. The chance to do work that is well suited to my abilities.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. The chance to be "somebody" in the community.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Company policies and the way in which they are administered.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. The way my boss handles his/her employees.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. The way my job provides for a secure future.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. The chance to make as much money as my friends.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. The physical surroundings where I work.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 34. The chances of getting ahead on this job.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. The competence of my supervisor in making decisions.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. The chance to develop close friendships with my co-workers.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. The chance to make decisions on my own.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. The way I get full credit for the work I do.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Being able to take pride in a job well done.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Being able to do something much of the time.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. The chance to help people.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. The chance to try something different.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Being able to do things that don't go against my conscience.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. The chance to be alone on the job.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. The routine in my work.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. The chance to supervise other people.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. The chance to make use of my best abilities.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. The chance to "rub elbows" with important people.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. The way employees are informed about company policies.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. The way my boss backs up his/her employees<br>(with top management).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. The way my job provides for steady employment.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. How my pay compares with that for similar jobs in<br>other companies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. The pleasantness of the working conditions.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. The way promotions are given out on this job.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. The way my boss delegates work to others.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. The friendliness of my co-workers.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. The chance to be responsible for the work of others.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. The recognition I get for the work I do.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**On my present job, this is how I feel about . . .**

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 60. Being able to stay busy.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. The chance to do things for other people.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. The chance to develop new and better ways to do the job.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. The chance to do things that don't harm other people.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. The chance to work independently of others.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. The chance to do something different every day.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. The chance to tell people what to do.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. The chance to do something that makes use of my abilities.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. The chance to be important in the eyes of others.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. The way company policies are put into practice.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. The way my boss takes care of the complaints of<br>his/her employees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. How steady my job is.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. My pay and the amount of work I do.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. The physical working conditions of the job.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. The chances for advancement on this job.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. The way my boss provides help on hard problems.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 76. The way my co-workers are easy to make friends with.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. The freedom to use my own judgment.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 78. The way they usually tell me when I do my job well.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. The chance to do my best at all times.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. The chance to be "on the go" all the time.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. The chance to be of some small service to other people.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 82. The chance to try my own methods of doing the job.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 83. The chance to do the job without feeling I am cheating<br>anyone.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

84. The chance to work away from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. The chance to do many different things on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. The chance to tell others what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. The chance to make use of my abilities and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. The chance to have a definite place in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. The way the company treats its employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. The personal relationship between my boss and his/her employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. The way layoffs and transfers are avoided in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. How my pay compares with that of other workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. The working conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. My chances for advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. The way my boss trains his/her employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. The way my co-workers get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. The responsibility of my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. The praise I get for doing a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. The feeling of accomplishment I get from the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Being able to keep busy all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>V S</i>	<i>Sat</i>	<i>N</i>	<i>Dis</i>	<i>VD</i>

If you have any suggestions to improve your current working conditions, please list them here:

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Agree to participate in the following study:

**Thank you for your participation!**

"AN INVESTIGATION INTO TEACHER JOB SATISFACTION IN SELECTED  
SECONDARY SCHOOLS IN KHOMAS EDUCATION REGION, NAMIBIA."

(Jessica Dirich, 2018)

The purpose of this study is to investigate issues surrounding teacher employee satisfaction and learner performance. This information aims to optimize teacher satisfaction to enhance learner performance by influencing policies surrounding factors affecting teacher satisfaction. You will be asked to complete a questionnaire about your own job satisfaction, and have the choice to opt out of the research at any time during the study, should you so wish.

The findings of the study will be published and utilized for the evaluation process of my master's program only. Your performance evaluations will not be affected by this study, since neither school nor school board, or any party other than the research team and supervisors will have access to the individual questionnaires or any other data other than the final research report. Your name is entered on the questionnaire only for legal purposes, to correlate respondent data with census records.

By signing this consent form, you agree that you have understood the contents of the research project and that you wish to participate in this study. You also agree that the information given by you will be treated under utmost confidence and will solely be used for purposes of the research intended, and destroyed after the study has been

## APPENDIX B Informed Consent Form

I \_\_\_\_\_, ID Number/ Date of Birth: \_\_\_\_\_

**Agree to participate in the following study:**

“AN INVESTIGATION INTO TEACHER JOB SATISFACTION IN SELECTED  
SECONDARY SCHOOLS IN KHOMAS EDUCATION REGION, NAMIBIA.”

(Jessica Ulrich, 2018)

The purpose of this study is to investigate issues surrounding teacher employee satisfaction and learner performance. This information aims to optimize teacher satisfaction to enhance learner performance by influencing policies surrounding factors affecting teacher satisfaction. You will be asked to complete a questionnaire about your own job satisfaction, and have the choice to opt out of the research at any time during the study, should you so wish.

The findings of the study will be published and utilized for the evaluation process of my master's programme only. Your performance evaluations will not be affected by this study, since neither school nor school board, or any party other than the research team and supervisors will have access to the individual questionnaires or any other data other than the final research report. Your name is entered on the questionnaire only for legal purposes, to correlate respondent data with consent forms.

By signing this consent form, you agree that you have understood the confines of the research project and that you wish to participate in this study. You also agree that the information given by you will be treated under utmost confidence and will solely be used for purposes of the research intended, and destroyed after the study has been

## APPENDIX C Ethical Clearance University of Namibia



**UNAM**  
UNIVERSITY OF NAMIBIA

### ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: TOE/471/2019 Date: 24 June, 2019

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: An Investigation Into Teacher Job Satisfaction In Selected Secondary Schools In Windhoek, Namibia.

Researcher: JESSICA ULRICH

Student Number: 200528917

Supervisor(s): Prof M. T. Mostert (Main) Prof C Wilders (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.

Dr. E. de Villiers: UREC Chairperson

Ms. P. Claassen: UREC Secretary

# APPENDIX D Research Permission Permanent Secretary



REPUBLIC OF NAMIBIA

## MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933202  
Fax: +264 61- 2933922  
Enquiries: G. Munene  
Email: Gibson.munene@moe.gov.na

Luther Street, Govt. Office Park  
Private Bag 13186  
Windhoek  
Namibia

File no: 11/1/1

Ms Jessica Ulrich  
P. O. Box 86559  
Windhoek  
Cell: 081 295 5846

Dear Ms Ulrich,

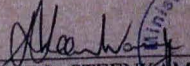
### SUBJECT: PERMISSION TO CONDUCT RESEARCH IN KHOMAS REGION

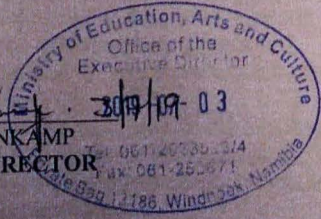
Kindly be informed that permission to conduct an academic research for your Master's degree on "*Investigation into Teacher Job Satisfaction in Selected Secondary Schools in Windhoek, Khomas region,*" is here with granted. You are requested to present this letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the Ministry. You may contact Mr G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for submission of a summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you upon completion of your study.

Sincerely yours

  
SANET L. STEENKAMP  
EXECUTIVE DIRECTOR



*All official correspondences must be addressed to the Executive Director.*

## APPENDIX E Permission Letter from Regional Director



REPUBLIC OF NAMIBIA  
KHOMAS REGIONAL COUNCIL  
DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Tel: (+264) 61 2934221  
Fax: (+264) 61 215156  
Enquiries: Valerie Tjirimuje

Private Bag 13236  
Windhoek  
Namibia

Ms. Jessica Ulrich  
P.O. Box 86559  
Windhoek  
Email: [jessica.ulrich@dssw-namibia.org](mailto:jessica.ulrich@dssw-namibia.org)

Dear Ms. Ulrich

**SUBJECT: PERMISSION TO CONDUCT RESEARCH AT SELECTED SECONDARY SCHOOLS IN KHOMAS REGION**

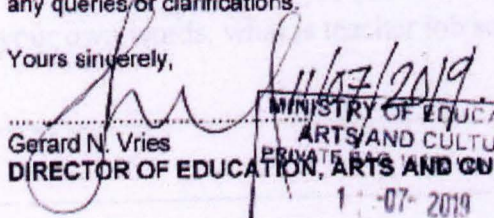
Reference is made to your email request dated 8 July 2019, requesting for permission to conduct a study on "Investigation into Teacher Job Satisfaction in Selected Secondary Schools in Windhoek, Khomas region."

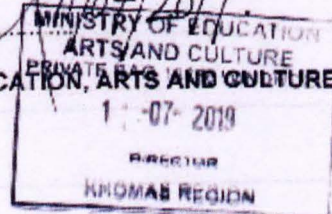
We have reviewed your request and permission is granted under the following conditions:

- 1.1. It is imperative that this letter be taken to the schools in question and consultation must take place with the respective School Management Committee.
- 1.2. That informed consent is granted from all sampled schools and teachers and research ethics strictly adhered to.
- 1.3. It is also crucial that the research process does not disrupt teaching and learning

We wish you all the best and kindly request you to please share your research findings with the Directorate in order for us to utilise the data for the improvement of our schools. Please do not hesitate to contact Valerie Tjirimuje (Regional School Counsellor) should there be any queries or clarifications.

Yours sincerely,

  
Gerard N. Vries  
DIRECTOR OF EDUCATION, ARTS AND CULTURE



## APPENDIX F Interview Protocol

Thank you for having participated in the questionnaire, the information gathered there was very useful. This interview aims at gaining deeper insight into the problem as well as finding possible solutions to the problem. There are no right or wrong answers, so please feel free to respond openly and honestly to the questions. To make record keeping easier, I would like to record this conversation., but your identifying information will remain anonymous during reporting of the data.

After the interviewee consents to recording the interview, switch on the recording device. Say:

“Today we will explore the topic of teacher job satisfaction and (Name) has agreed to this interview to be recorded, is this correct?” (wait for response)

1. You have scored very (High/Low) in job satisfaction in your school. Why do you think this is?

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2. In your own words, what is teacher job satisfaction?

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3. How would you describe the job satisfaction of teachers at your school?

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4. (Relating to Question 3) Why do you think this is?

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5. What effect does teacher satisfaction among your colleagues have on your day to day experience as a teacher?

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6. How much of teacher dissatisfaction would you attribute to the nature of the teaching profession/ things that just come with the job?

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7. What do you think teachers can do to improve their own job satisfaction?

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8. What is school management at your school doing to improve satisfaction among teachers?

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9. How effective do you find this? (referring to question 8)

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10. What else could school management do to increase teacher job satisfaction?

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11. In your opinion, what could other stakeholders (parents, government, learners) do to increase teacher job satisfaction?

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12. If you could change anything about the teaching profession, what would it be?

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13. Is there anything else you would like to add or recommend?

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Thank you for taking the time to discuss this matter with me.

END.....

## APPENDIX G Signed Consent Form

### 11. Declaration by participant

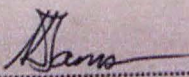
By signing below, I ..... agree to take part in a research study entitled:

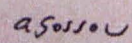
An Investigation into Teacher Job Satisfaction in Selected Secondary Schools in Windhoek, Namibia.

#### I declare that:

- a) I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.
- b) I have had a chance to ask questions and all my questions have been adequately answered.
- c) I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- d) I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- e) I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at Windhoek, on (date) 2 Sept 2019.

  
Signature of participant

  
Signature of witness

