

THE ROLE OF SENIOR MANAGEMENT IN IMPROVING
EDUCATORS' MORALE IN PUBLIC SECONDARY SCHOOLS IN THE
DURBAN CENTRAL AREA.

by

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with the requirements for the
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The researcher is indebted to her supervisor, Mrs J.J. Prosser, for her
assistance and dedicated support.

Reference declaration in respect of a Master's Dissertation.

I, FAUSIA BANU SIMJEE

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do hereby declare that in respect of the following dissertation:

1. as far as we know and can ascertain:
 - (a) no other similar dissertation exists;
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2. all references as detailed in the dissertation are complete in terms of all personal communications engaged in and published works consulted.

Signature of Student

19/03/2002
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Date

DEDICATION

To my daughter, Anisa, for her continuous support and encouragement.

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All praise and gratitude is due to Almighty God who made it possible for me to pursue the post-graduate programme and provided me the ability to complete this dissertation.

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ABSTRACT

This study explores the role of senior management in improving educators' morale in public, secondary schools in the Durban Central Area. The reasons for a decline in educators' morale and effectiveness are senior management's lack of incentives and rewards, violence in schools, poorly disciplined learners, conflict, nepotism and public condemnation of educators. Other factors include: "right-sizing", rationalisation and redeployment, lack of transparency during the promotion process and the negative attitude to the appraisal policy.

Motivating educators will lead to improved school performance and promote enthusiasm and confidence amongst educators. The researcher will provide support on the topic from observations and a study of literature. The qualitative method of research was undertaken. The representative sample included principals, deputy principals, heads of department and educators from public secondary schools in the Durban Central Area. Evidence from questionnaires suggested that educators in the Durban Central Area are demoralised and therefore there is an urgent need to address their morale. The researcher examined the causes and symptoms of educators' demoralisation and senior management's role in improving their morale.

This investigation focuses on problems which lead to the demoralisation of educators; the causes and symptoms of demoralisation and how educators can contribute to a healthy and professional culture in schools. It is suggested that senior management should motivate individual educators. Some measures proposed to improve and

overcome educator demoralisation include:

introduce incentives and rewards; engage in professional development; create a safe school environment; introduce support mechanisms; prevent and resolve conflict; show transparency when “downsizing”, rationalising, redeploying and promoting; develop good communication skills and empower educators.

Senior management in each public secondary school is largely responsible for the morale of their staff and should attend to all those aspects within the ambit of their authority. The writer recommends that senior management, in their respective institutions, implement the above measures in order to improve educator morale.

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CHAPTER ONE

1.1 INTRODUCTION

Educators with high morale are essential to the education system in order to achieve educational ideals. The low state of morale of the teaching force is acknowledged by the Minister of Education, Professor K. Asmal, as one of the most troubling features of our education system (Motala, Vally and Modiba, 1999 : 1). The researcher has frequently observed that at present, educators are demoralised. She is concerned that the condition will deteriorate even further because of a lack of support and motivation by senior management.

This dissertation focuses on the role of senior management in improving educator morale in public secondary schools in the Durban Central Area. It investigates the aetiology, symptoms and effects of demoralisation and provides recommendations for senior management to assist demoralised educators.

1.2 THE CURRENT STATE OF EDUCATION IN SOUTH AFRICA

The system of education in South African public secondary schools faces grave problems (Steyn, 1999 : 357). Much of our education system is plagued with inequalities in terms of access and facilities, failure in governance and management and poor quality of teaching and learning (Motala, Vally and Modiba, 1999 : 1). Crime, violence and corruption have also entered our learning institutions. The tasks of educators are therefore multiplied since positive thinking, progress and effective teaching has to be done against a backdrop of an inefficient education system.

1.3 THE PRESENT STATE OF SOUTH AFRICAN EDUCATORS

The negative attitude of South African educators may be attributed to lack of resources, breakdown in learner discipline and an unsafe working environment. A lack of enthusiasm and job satisfaction lowers the quality of teaching provided to learners. Some educators are able to pursue educational goals productively, work efficiently and do not require support and upliftment in their tasks. However, many educators, frustrated with the education system and difficult working conditions, become demoralised. From observations, demoralised educators do not work optimally, demonstrate a lack of interest in teaching and a non-caring and apathetic attitude. Educators who possess high morale are confident "in their abilities to install the effective practices leading to distinguished educational programs and successful institutions for children" (Sutherland, 1992 : 19).

1.4 THE ROLE OF SENIOR MANAGEMENT

The researcher believes that the improved morale of educators and their dedication to their vocation depends on the role of senior management in a school. Senior management can inspire educators to maintain high morale by "being enthusiastic and highly motivated" themselves (Adair, 1996 : 190). Senior management can create an atmosphere in which individuals and groups of educators, may be given "a sense of purpose and confidence" (ibid.). By supporting, inspiring and motivating individuals and groups, senior management will be able to provide situations where morale and attitudes are improved. Senior management should divert the energy of educators and imbue them with thoughts and actions that encourage productivity.

To develop successful educational institutions, a leader with a clear vision is required.

His tasks could include giving pastoral support to and mentoring staff to raise the level of professional development and introducing individual and group accountability and responsibility.

1.5 THE NEED TO EXPOSE THE DEMORALISATION OF EDUCATORS

South Africa needs to build thriving learning institutions for our children. Schools that make a difference employ educators with high morale (Sutherland, 1992 : 19).

According to Sutherland, low staff morale is one of the most urgent problems affecting schools (Sutherland, 1992 : 2). The researcher has observed that some educators display a “do not care” attitude, have a high rate of absenteeism, under-perform and frequently resort to “educator withdrawal”. These educators are disinterested in their work and cause disorganisation in the education system. They lack motivation and morale to perform effectively. Only if educator morale is improved will the problems, encountered by them, be reduced and standards raised. The importance of improving educator morale cannot be over-emphasised.

1.6 THE NEED TO ADDRESS THE PRESENT SITUATION

Demoralisation in this dissertation is identified as an “illness,” an unhealthy situation in which educators show they lack confidence and perform badly. Holman’s survey and support from teacher unions “resonate with the perception that teachers are increasingly demoralised” (Vally, 1999 : 8).

There is an urgent need to address educators' problems. Senior management should motivate and inspire educators in their working environment. It has been acknowledged that intervention by senior management can improve school performance of both educators and learners. As educators gain confidence and job satisfaction, an atmosphere that is conducive to teaching and learning could be created. The behaviour of some educators in schools suggests that they have lost interest, suffer from low morale, avoid taking responsibility and are unable to, or will not, discharge duties satisfactorily or effectively (Seyfarth, 1999 : 89). Dismal results, poor conditions in most schools and dissatisfaction amongst educators is of grave concern. Since the management team is generally composed of senior members amongst the staff and they are most often people with the most experience and expertise, they should be responsible for appraising, assessing, guiding and creating a healthy climate and favourable working conditions amongst educators.

According to the researcher, senior management is responsible for developing enthusiasm, inspiring and raising the morale of educators. Thus far, most senior management members have shunned responsibility for addressing educators' demoralisation. If the situation is addressed, efficiency could be maintained in schools. Supervisors, who visit schools only on rare occasions, cannot be held responsible for the inefficiency of schools.

1.7 THE TASKS OF AN EFFECTIVE SENIOR MANAGEMENT

To be an effective learning institution, a school requires strong management which should be concerned with decision-making, delegation, staff development, promoting of

good educator and learner relationships, maintaining discipline as well as the efficient use of resources. A lack of training of both principals and the senior staff members of schools has often led to poor management and a breakdown of discipline. A healthy school culture is achieved when senior management's attention is directed at improving the morale and motivation of educators. "Spending more time with the dissatisfied educator rather than the satisfied educator can do this" (Holmes, 1997 : 69). Retraining of educators is important and when neglected by senior management, frustration and incompetence grow. Also, an absence of management techniques suited to new circumstances, will result in internal disruption that is both demoralising and damaging to the performance and productivity of staff (Genck, 1983 : 4).

The majority of educators believe that there is a plethora of problems to be experienced in education. To correct this negative attitude, senior management should take co-responsibility for the situation and address the low morale experienced by educators. Support given by senior management to educators will invigorate the school and declining educator energies will improve.

1.8 IDENTIFICATION OF THE PROBLEMS UNDER RESEARCH

Senior management of schools have specialised roles in creating an atmosphere that will boost the morale of demoralised educators. This may be achieved by guiding, uplifting and improving the attitude and involvement of educators, in the running of school affairs. Involved educators need to ensure that they embrace a professional attitude and concern, explore trends that are appropriate and novel, see that the institution is running in an

educationally sound manner, and that the quality of teaching and learning improves. The researcher's literary survey and responses to questionnaires have led the writer to believe that senior management can assist with the issues that have caused educators to experience low morale.

1.9 AIMS OF THIS RESEARCH

The focus of this study is to examine the role senior management can play in overcoming and solving the problems associated with educators' demoralisation. Solutions are necessary if schools are to run efficiently and effectively. The objectives of this study are to:

- define the concept of demoralisation;
- examine the demoralisation of educators in three public secondary schools;
- expose the aetiology, signs and symptoms of demoralisation of educators in these schools;
- recommend strategies that may be adopted by senior management to uplift demoralised educators in these three public secondary schools; and
- devise strategies to be applied by senior management that will build and improve educators' morale.

It is hoped that the findings in this research may be useful to:

- management, in assisting in overcoming the problems of the demoralised educator;
- educators, keen to improve their performance at school; and
- learners, in assisting educators to create a favourable situation for teaching and

learning.

1.10 CONCLUSION

If all that is wrong with education in South Africa generally and the Durban Central Area, in particular, is examined, the researcher believes that the underlying problem will be found to be the low morale of educators. This low morale, is an urgent task for senior management to address, and until this occurs, the situation in schools (as outlined above), will not improve. One can expect greater demoralisation of educators and deteriorating performance in schools if the issues are not addressed timeously and appropriately.

1.11 SUMMARY

This Chapter outlines the present state of education, the broad problems experienced by educators and the aims of this research. Chapter 2 will provide definitions of terminology used in the dissertation, explicate the responsibilities of senior management and examine the causes and symptoms of demoralisation.

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CHAPTER TWO

2.1 INTRODUCTION

The senior management of a school is responsible and accountable for improving the morale of educators but this cannot be accomplished overnight. It is a lengthy process. Managers will need to engage in activities that will encourage and stimulate staff members. The creation of a positive climate, professional development, building of teaching skills and instruction, acknowledging school efficiency, improving the quality of teachers and showing concern for the welfare of staff members will help remove some of the negative constraints in an institution. It is the responsibility of senior management to do so! (Greenwood and Gaunt, 1994 : 70-73).

2.2 SENIOR MANAGEMENT IN PUBLIC SECONDARY SCHOOLS: AN OVERVIEW

The senior management team in a public secondary school consists of a principal, a deputy principal (sometimes two, depending on learner enrolment), heads of department and senior educators. The size, composition and power of senior management can vary from school to school. Senior management should have a high level of management skills, be able to impart up-to-date information, be responsible and able to cope with the demands of our modern education system (Nathan, 1991 : 3-4). The job profile of members of the senior management team includes: encouraging, empowering, supporting, managing change, developing communication skills, resolving conflict, implementing processes to improve morale, motivating and maintaining productivity as well as devising and implementing organisational interventions to improve the school climate and culture (Directorate: HRM Circular No. 53 of 1997).

The model below shows the senior management team in a public secondary school.

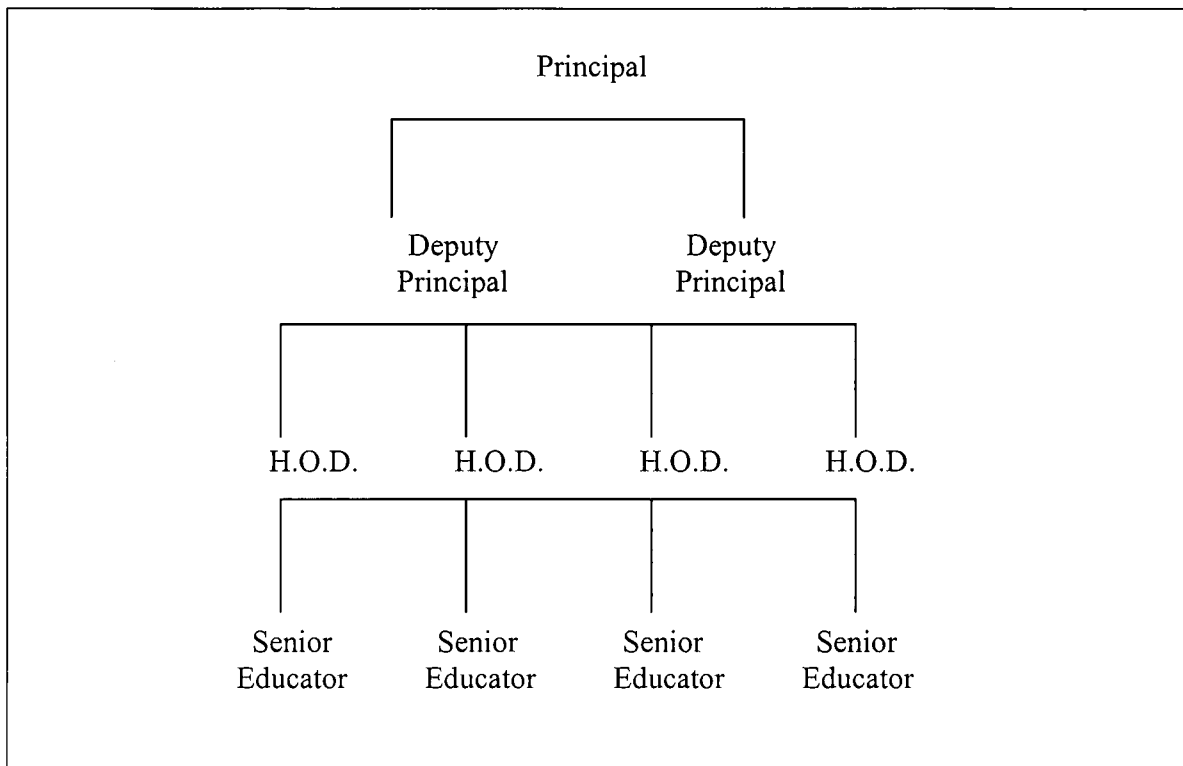


Figure 2-1: The senior management team in a public secondary school

2.3 THE CONCEPT OF MORALE

An understanding of the concept of morale is considered a critical first step in this study.

“The term morale has been given a variety of meanings, some of which corresponds quite closely to the concepts of attitude and satisfaction” (Vroom, 1964 : 99). Morale “covers both attitude and purpose or energy. Morale includes the mental and emotional attitudes of an individual or team to the functions or tasks assigned and a sense of common purpose with respect to a group” (Adair, 1996 : 190). Likert and Willits define morale “as an individual’s mental attitude towards all features of his work and towards all the people with whom he works” (Vroom, 1964 : 99). Guion defines morale “as the extent to

which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation" (Vroom, 1964 : 99). Evans interprets morale as "primarily an attribute of the individual, which is determined in relation to individual goals" (1992 : 161). In this instance educator morale is positive. Since the performance of an educator is based on individual and group activities, 'morale' will be discussed from both these perspectives.

2.3.1 INDIVIDUAL MORALE

Individual morale is viewed as a feeling of belonging and being wanted by a group so that the goals of the organisation are achieved. Roethlisberger (1956 : 189) explains morale as "something which is felt to be of great importance, even if that something remains vague and illusive." He explains that "the social conditioning of the individuals who make up an organization may constitute an important factor in determining the character of the co-operation or morale." Thus morale is "a dynamic relation of equilibrium between individuals and the organizations they serve" (Roethlisberger, 1956 : 192).

2.3.2 GROUP MORALE

Group morale explains the motivation levels applied to persons in a group setting. Hoy and Miskel state that "definitions of morale are somewhat arbitrary, concerned with group goals" (1982 : 67). Guba, in the same book "notes that morale is related to the extra expenditure of energy required to accomplish institutional tasks" (Hoy and Miskel, 1982 : 67-68). High morale may be a prerequisite to "expend extra effort to achieve

group goals.” Morale according to MacCurdy is intimately connected to an organisation. It is “bound up with confidence in organization and may be shaken if this faith is lost” (1943 : 141). Morale generally relates to the way people think about their work.

Evans perceives morale as a group attitude, for example, when reference is made to a group, the group may consist of an entire staff at a school, or a particular category of educator or the entire teaching profession (1992 : 167). Kempner (1971 : 260) defines morale as the extent to which the members of a group identify with the aims and activities of the group.

2.4 THE DEFINITION OF MORALE AS USED IN THIS DISSERTATION

In this dissertation, morale is defined as the educators’ mental and emotional attitude, either as an individual or group, in accomplishing a task with enthusiasm. The individual or group is committed and has a sense of purpose to confidently complete the task. The educator is likely to meet with a number of challenges and demands, but is able to participate and rebuild with the positive intervention of senior management.

2.5 THE DEFINITION OF DEMORALISATION AS USED IN THIS DISSERTATION

Demoralisation is identified as an “illness” which represents an unhealthy situation. A demoralised educator experiences a lack of motivation. The loss of interest in teaching and related educational functions aggravate the educator’s performance. The educator suffers low morale and avoids taking responsibility and becomes less and less accountable. Eventually the educator is unable to discharge his duties in a satisfactory

manner, having become less efficient and less effective.

2.6 FACTORS THAT ENCOURAGE HIGH MORALE

It is suggested that morale constitutes three components: identification, belongingness and rationality. Identification refers to the extent to which an individual's needs are congruent with the goals of the organisation. Belongingness refers to the congruence between bureaucratic expectations and personal needs. Rationality is the congruence between bureaucratic expectations and organisational goals. Morale includes the "notions of a communality of goals and a sense of belongingness" (Hoy and Miskel 1982 : 68). Therefore high morale would be encouraged by means of a clear description of the needs of school staff members in terms of identification, rationality and belongingness. This is shown in Figure 2-2, below:

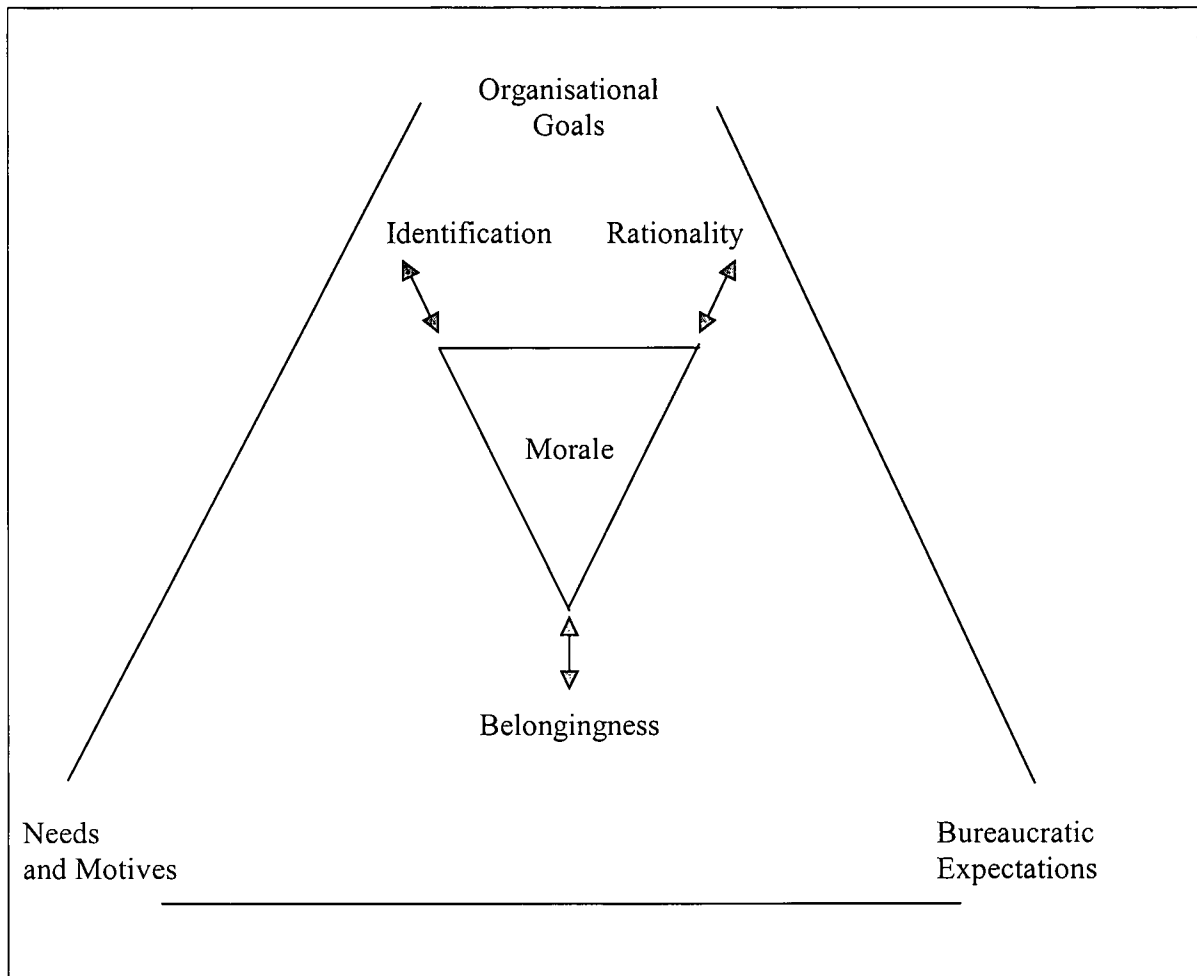


Figure 2-2: Components of morale (Hoy and Miskel, 1982 : 69)

To sum up, the morale of an organisation's members depends on the extent to which organisational goals and individual needs are one (sense of identification), the extent to which bureaucratic expectations and personal needs are compatible (sense of belongingness), the extent to which bureaucratic expectations are logical and well-suited for the achievements of organisational goals (sense of rationality) (Hoy and Miskel, 1982 : 68).

As morale in organisations is a function of the interaction of rationality, identification,

and belongingness, if one of the components is lacking, then morale falls (Hoy and Miskel, 1982 : 68-69). Senior management should be aware of this and aim at achieving substantial levels of agreement between bureaucratic expectations, personal needs and organisational goals. Sutherland attributes high morale to teachers who have a sense of confidence that they and their pupils can succeed, that they are respected by their colleagues and community and that their school is successful. Senior management has a role to play in ensuring that this ideal situation is attained (1992 : 13).

2.7 LEADERSHIP AND ITS EFFECTS ON MORALE

Different leadership styles can be adopted by senior management. Successful schools have introduced new, practical and updated management concepts and techniques. Learner results and staff morale have improved as a result of leaders using a combination of various styles of leadership.

The bureaucratic approach of leadership includes a hierarchy of authority, disciplined compliance and co-ordination at the expense of communication. Frequently we find educators who are reluctant to communicate for fear of erring or appearing inadequate and so educators tend to communicate only what is necessary, and concentrate on those aspects that create a positive image (Hoy and Miskel, 1982 : 84). Because of their position, principals, whether authoritarian or bureaucratic, try to control educators. Conflicts often occur because principals expect educators to conform to whatever they prescribe. Personality clashes occur and educators experience tension and stress (Hoy and Miskel, 1982 : 70). It should be noted that stress and tension are symptoms of

educator demoralisation.

Nomothetic managers follow rules according to the book (Hoy and Miskel, 1982 : 71).

They will not compromise since they follow rules and policies strictly from the Education Department's handbook. The idiographic leader generally focuses on the individual rather than the needs of the institution. These managers allow educators to work things out for themselves. Although the institution has rules and regulations, the individual's needs are satisfied at the expense of the organisation. Should conflict arise between management and educators the institution will not perform effectively and efficiently. While the idiographic manager is concerned only with his personal needs, the nomothetic manager concentrates on bureaucratic needs. The findings of Fleishman, Harris and Burtts (1955) show a positive relationship between considerate foremen and the morale of subordinates (Vroom, 1964 : 110). We may conclude that leadership styles influence educator efficiency and so affect morale.

The traditional authoritarian style of leadership, which was accepted in the past and suited an earlier era, has not been replaced in most schools. Continued application of old management methods "is causing school performances to decline by demoralising teachers and administrators, eroding test scores and reducing public confidence" (Genck, 1983 : v). Today a good leadership style in schools should include a mixture of management concepts and techniques.

2.8 MOTIVATION AND ITS EFFECTS ON PRODUCTIVITY

Theorists often ask about the role of motivation in work performance. The question posed is “What does an employee need to do a task effectively?” (Vroom, 1964 : 191). Viteles (1953) identifies the “will to work” as a core problem and Maier (1955) suggests that attention needs to be paid to the problems of motivation and frustration (Vroom, 1964 : 191). Fleishman (1958) in his experiments obtains the following results using 200 airforce trainees – performance was significantly higher under high motivation conditions than under low motivation conditions (Vroom, 1964 : 200-201).

According to Frederick Herzberg’s Theory, man has two sets of needs. This is outlined in his Motivator-Hygiene Theory which indicates the motivation factors that lead to satisfaction and the hygiene factors which lead to dissatisfaction. The extrinsic, hygiene factors include a sound relationship between the supervisor and employee, working conditions, salary, relationship with co-workers, status and security in the job. Herzberg’s view is that if motivation factors are met, dissatisfaction is prevented. He also contends that intrinsic motivator factors influences man’s need to achieve as indicated, for example, success in work, recognition of the task, responsibility, chances of promotion and growth and achievement. He states that even if more hygiene factors are absent in a work situation, the employee will not become dissatisfied since his other needs were met. For example, an educator who is satisfied with his salary and does not require a higher salary, will not be motivated to work harder because his needs have been met. Herzberg believes that motivational factors determine motivation, for example, if employers create

opportunities for achievement and recognition, employees will become more motivated (Dessler, 1977 : 301-304).

As a bureaucratic structure, schools have an established hierarchy in order to ensure appropriate behaviour. Positive rewards and recognition may be used to encourage educators to behave and perform in an approved manner. If educators do not conform as far as behaviour or performance is concerned, they are regarded as non-conforming and will not be rewarded.

2.9 MORALE AND JOB SATISFACTION

A strong link has been identified between morale and job satisfaction. Steyn and van Wyk (1999 : 37) view job satisfaction "as the feeling of pleasure resulting from a person's perception of his or her work". They believe that one has to pay attention to "the work environment that enhances teachers' sense of professionalism and decreases their job dissatisfaction."

Likert (1961) contends that the relationship between satisfaction and performance becomes more positive as the level of skill required by the job increases (Vroom, 1964 : 179).

Vroom (1960) examines the effects of satisfaction and performance and participation of employees in decision-making. He concludes that there is a fairly high, positive correlation between ability and performance of supervisors and motivation, and zero or slightly negative correlation for those in low motivation. These results are similar to the results of French and Fleishman (Vroom, 1964 : 201).

Herzberg maintains (in Sloan, Gruman and Allegrante, 1987 : 58) that morale and job satisfaction are dependent on a variety of factors and not necessarily related to work itself. Senior management therefore should take cognisance that there are other factors that contribute to high or low morale of educators in public secondary schools which affects educators' productivity. The factors that senior management can look out for include stress, drug abuse, high staff turnover, declining educators' performance and high educator/learner ratios. Identification of these factors in public secondary schools will assist both senior management and educators to attend to these problems and eventually increase satisfaction, success and productivity. Educators will thus experience higher morale and greater job satisfaction.

2.10 THE LINK BETWEEN JOB SATISFACTION, LEADERSHIP, MOTIVATION AND MORALE

In order to perform tasks successfully, it is important that people are stimulated so that they can participate, be productive and obtain job satisfaction. Some people are able to motivate themselves and gain job satisfaction, while others lack the drive to achieve their goals. To correct this attitude and behaviour, there should to be a force that can direct them to becoming energetic, responsible, goal driven and effective (Crawford, Kydd and Riches, 1997 : 88-89). This is especially so of educators, who should be directed and given status in order to become motivated and overcome any inadequacies.

Locke (1976) defines job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Hoy and Miskel, 1996 : 252).

The Behavioural theorist, Douglas McGregor, based his X and Y Theories on the assumptions that in an organisation, decision-making is centralised, tasks are highly specialised and there is close supervision. McGregor's X Theory, assumes that the average person has an inherent dislike of work, people must be "coerced, controlled, directed, and threatened with punishment to get them to complete a task". His Y Theory, a new set of assumptions, stipulates that there should be delegation of authority, less close supervision and tasks should be interesting. McGregor believes that an employee is motivated if his need for achievement, esteem and self-actualisation are satisfied (Dessler, 1977 : 165-167).

Evans contends that "morale is a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which he or she perceives as significantly affecting his or her total (work) situation" (1992 : 167). For Ratsoy (1973) teacher job satisfaction, in general, is lower in schools where teachers perceive a high degree of bureaucracy. Evidence shows that this statement is too generalised. Bureaucratic factors that enhance status differences among professionals, for example, hierarchy of authority and centralisation, produce low levels of satisfaction (Hoy and Miskel, 1996 : 254).

According to Carpenter, 1971; Gerhardt, 1971; Grassie and Carss, 1973; Miskel, Fevurly, and Stewart, 1979, "factors that clarify the job and yield equal applications of school policy promote high levels of satisfaction" (ibid.).

Genck suggests that "sound management policies and practices that build staff morale and productivity," assist in improving school performances (1983 : 34). He expresses

the view that “disorganization, confusion, fragmentation, and conflict – caused by a management inadequate to meet the circumstances – are the reasons school performance is declining” (Genck, 1983 : 35). Senior management is able to influence the performance of educators and thereby reduce incompetence among educators. “Instead of the chaos, conflict, fragmentation, demoralization, and decline of performance ... schools can and should achieve good performance through good management” (Genck, 1983 : 48).

The researcher contends that there is a triangular relationship between job satisfaction, motivation and leadership. In order to experience job satisfaction it is important for senior management (leadership) to motivate and raise the morale of the educator. At present, educators feel neglected, betrayed and frustrated. Most educators do not enjoy teaching and classroom tutoring performances are declining. They are not doing their tasks properly and therefore not experiencing job satisfaction. This is a result of low morale. From these observations, it is obvious that educators need to accomplish tasks efficiently and that the goals of the school be achieved. Senior management can play a major role in guiding and assisting demoralised educators overcome poor attitude by motivating and encouraging them.

Motivating educators, especially in public secondary schools in the Durban Central Area includes: promoting good performance; showing them that they are wanted; empowering them; planning for change and building confidence pride and team spirit. Educators who are motivated and encouraged, will change their negative attitudes of

being labelled as empty uncaring, unsure and inadequate.

Leadership in the schools will determine the extent of educator involvement. Senior management that is empty of caring, devoid of vision, guilty of misunderstanding will lower educator morale. This in turn will lead to greater demoralisation and lower job satisfaction. On the positive side, senior management can raise educators' morale by supporting staff members and thus improve productivity and organisational goals.

Raising the morale is to affirm what people are doing. Senior management can focus on the good rather than what is bad. They cannot ignore what needs to be improved. They should encourage improvement and show appreciation of educators' work. Educators who experience high morale are committed to their work, are prepared to work beyond what is required of them, are positively engaged in work and complete assigned tasks, they have a passion for the work they do and maintain a healthy relationship with learners and parents. School management can encourage the educator to become committed to his/her work and ultimately experience job satisfaction. Such an educator will experience high morale (Genck, 1983 : 96-99).

2.11 IDENTIFICATION OF LOW MORALE

In examining the state of morale in schools, Lawley (1985 : 199-206), suggests that there are three basic ways of identifying low morale:

- the psychological and physiological state of teachers;
- the existence of injustice; and
- the undermining of status or threats to personal equilibrium or personal insults.

Morale according to Drummond “is seldom enhanced where someone fails to contribute equitably” (1990 : 63). When employee morale plummets, it results in lower organisational commitment, lower job satisfaction, increased anxiety and feelings of job insecurity, increased job stress, loss of high performers and lower overall productivity (Fisher, Schoenfeldt and Shaw, 1996 : 740).

2.12 FACTORS THAT HAVE LED TO EDUCATOR DEMORALISATION

There is no single factor that has caused educators’ demoralisation. This research ascribes educators’ demoralisation to a number of factors. These factors are discussed below.

2.12.1 LACK OF INCENTIVES AND REWARDS

Monetary rewards and incentives have all but been removed from the existing system. Educators, in the past, were encouraged to upgrade their qualifications and so earned increases in salary. This has been discontinued and “teachers soon come to realize that there is no reward system in education for excellence” (Sutherland, 1992 : 33). Educators also complain that teaching is no longer rewarding. The result is that educators have lost the motivation to improve their qualifications.

2.12.2 LACK OF RECOGNITION OF EFFORTS

In order to achieve the best performance from educators, senior management should encourage, praise and reward educators. In many schools senior management fail to acknowledge and appreciate the efforts of educators either privately or publicly.

Educators may be motivated by recognition for work completed and personal contribution by senior management. Lack of recognition, endorsement of efforts and rewards for merit causes demoralisation (Glover and Law, 1996 : 88-89).

2.12.3 LACK OF STRUCTURES TO ASSIST WITH CHANGE

Recent changes in the education system have been blamed primarily for the absence of job satisfaction, quality teaching and even a culture of non-teaching among educators.

The lack of educator support from senior management to manage change, has led to frustration and hostility. The absence of management techniques, suited to new circumstances, results in situations of internal disruptions that are demoralising and damaging to performance and productivity (Genck, 1983 : 4).

2.12.4 VIOLENCE IN SCHOOLS

Crime and violence which are prevalent in the South African community have contaminated our schools' atmosphere. The Minister of Education, Professor K. Asmal, "expresses dismay at the unexpectedly high levels of violence in many of our schools" (Motala, Vally and Modiba, 1999 : 12-13). Educators are fearful for their lives in some schools and become demoralised in these unsafe environments.

2.12.5 POORLY DISCIPLINED LEARNERS

Educators complain that senior management does not discipline poorly behaved learners. This results in educators experiencing frustration, especially since they expect learners to obey the school rules and regulations. When learners' misbehaviour in class is not addressed, educators experience stress in handling deviant behaviour. Unruly learners'

behaviour may cause educators to become frustrated and demoralised.

2.12.6 LACK OF SUPPORT FROM SENIOR MANAGEMENT

The lack of educator support from senior management, has led to frustration and incompetence. Impersonal attitudes adopted by senior management create a sterile atmosphere. Impersonality may improve rationality in decision-making, but a sterile atmosphere is not conducive for interaction amongst educators. Organisational efficiency is therefore impaired by low morale (Hoy and Miskel, 1982 : 86).

2.12.7 INSUFFICIENT MOTIVATION FROM SENIOR MANAGEMENT

Sometimes educators have the ability to accomplish a task but lack motivation. They meet with the established standards of performance, and know how to do their work, but for reasons unknown they are no longer performing. This is a clear sign of demoralisation. In the work situation, educators will not be efficient or effective because they are not being encouraged, motivated or trained to perform responsibly.

2.12.8 PARENTS LACK OF INTEREST IN EDUCATORS

Learners may be guilty of violence, bullying, copying during examinations, verbally abusing teachers or consuming drugs and alcohol on school premises. Educators feel threatened and frustrated when parents take exception to their children being corrected or disciplined. Sometimes parents become defensive, condone their child's misdemeanor and may respond by threatening educators with violence and verbal abuse. This leads to educator demoralisation especially when senior management does not attend to the

complaint correctly and mediate when a hostile parent comes to attend to a child's discipline problems.

2.12.9 CONFLICT

"Today schools are battlegrounds of conflict" (Genck, 1983 : 35). Conflict may be due to incompatibility, hostility, non-negotiable demands, fighting for resources, control and power struggle. Conflict also occurs in most schools because senior management expect educators to conform to whatever they prescribe. Personality clashes arise, and educators experience tension and stress (Hoy and Miskel, 1982 : 70).

Constant friction and unresolved matters have led to animosity amongst educators. Genck maintains, that where staff members should be responsible for performance, they are so busy fighting among themselves, that there is hardly any time left for teaching or running the schools (1983 : 34). In some instances, conflict results in closure of schools, and state legal intervention is required to resolve serious disagreements. Unresolved conflict is detrimental to productivity and performance declines. Failure to resolve conflict leads to antagonism, dissension and ultimately demoralisation.

2.12.10 "DOWNSIZING"

"Downsizing" of schools was introduced because of financial constraints and to allow the public sector to operate cost effectively. Tough decisions had to be taken by senior management when educators had to be "downsized". Educators were reduced to backstabbing, dishonesty, spying, deceit and secretiveness. Those educators, who had to

leave the school, did so with much bitterness and anger. For the remaining educators, although there was relief that they did not have to leave, feelings of job insecurity and fear were experienced. Stress levels increased and educators suffered “survivor sickness” (Perreault, 1997 : 62). The “downsizing” process caused low morale amongst most educators.

2.12.11 RATIONALISATION AND REDEPLOYMENT

The rationalisation¹ programme was driven by the logic of fiscal austerity and the requirements of the state to curb public sector expenditure imbalances in education (Vally, 1999 : 1). Disadvantaged schools did not have qualified mathematics or science educators and learners were taught by lowly qualified or unqualified educators.

Unfortunately the rationalisation process did not address the intended issues. Rather than being deployed to rural and disadvantaged schools, many educators chose early retirement packages (Motala, Vally and Modiba, 1999 : 4). Some educators were compelled to move out of schools. The remaining educators lack enthusiasm to teach and are uneasy about the future. They are uncertain whether the process will continue. They lack security of work, do not experience a sense of belongingness to the school, and are distrustful and apprehensive about which educator will next be identified as surplus. This results in educators being confused, angry and tormented. There is a relationship between the rationalisation process and low teacher morale according to Motala, Vally and Modiba (1999 : 3).

¹ Rationalisation – mechanism introduced by the Department of Education to address the imbalances in education.

Unintended consequences of rationalisation and redeployment have resulted in many experienced educators leaving the profession. These policies, although introduced out of necessity, caused stress to educators. Educators, who have accepted the retrenchment package, caused gaps in schools. Many educators who wished to remain in their schools, undertook the teaching of subjects for which they are not qualified. The intentions all round are inappropriate and this has a resounding demoralisation effect on education.

Antony Leon in The Pretoria News (11 January 2000) called on the Minister of Education to revive the morale of educators, saying educators' redeployment and the voluntary resignation scheme had left them demoralised and unmotivated.

2.12.12 LACK OF TRANSPARENCY IN THE PROMOTION PROCESS

Educators are disgruntled that inadequately trained educators are promoted to senior positions. Educators of certain schools, have been promoted to senior positions because they ingratiate themselves with the school governing bodies. Promotions and appointments should be transparent and free from any corruption. The researcher witnessed educator distress and demoralisation when applicants, who were more experienced and qualified, were overlooked during the promotion process. In some instances educators who held acting positions were not promoted. These educators were familiar with the school, learners, educators, parents and the community. The newly appointed person is not always familiar with the above-mentioned stakeholders. Educators at this school may become demoralised since they had worked hard to build the school and had acted in the promotion post without being promoted.

A person is appointed or promoted on the contents of his curriculum vitae and the interview. Very rarely are the details of the curriculum vitae verified and therefore the best candidate is not selected.

2.12.13 POOR COMMUNICATION SKILLS

Senior management, unable to keep clear and open communication channels with educators, cause stress. A great part of delegation is done via communication.

Blockages in communication channels cause misunderstandings between the managers and educators. "It can be seen that conditions of unbalance arise in part because of a failure to keep clear the channels of communication" (Roethlisberger, 1956 : 130).

Frequently educators, who express concerns about the school, are discouraged from airing their views. When they inquire, they are criticised. Educators, who experience low self-esteem and lack of confidence, rate themselves poorly. They feel neglected and are excluded from participating in school matters. This has a detrimental effect on the performance of educators, especially since they cannot channel their complaints to anyone.

2.12.14 NEPOTISM

Senior management is sometimes accused of nepotism. Relatives or friends are promoted and more qualified and able personnel are overlooked. At schools where this has happened, educators state emphatically that their efforts are not appreciated. These educators, subsequently, are not prepared to perform to their full potential. They have

lost their drive for achievement, perform poorly, experience stress and tension and lack motivation to function properly. Such an educator eventually becomes demoralised.

2.12.15 LACK OF FORESIGHT BY SCHOOL MANAGEMENT

Frequently senior management lack foresight and do not plan ahead for the whole school year. Instituting a year plan at the beginning of the year would allow staff to plan their own courses and work towards achieving specific outcomes. Foresight in planning improves the morale of educators because it permits them to have clarity on where they are going.

2.12.16 PUBLIC CONDEMNATION OF EDUCATORS

Derogatory terms used to describe educators include “bad work ethics” and “serial absenteeism”. Such terms send a clear message to the education fraternity (Vally, 1999 : 6). Generalisations made by Mbeki and Asmal condemning South African educators’ professional and ethical conduct is not constructive and leads to further demoralisation. Public warnings that educators are not “delivering the goods” or that bad educators must be “sacked” make educators anxious, fearful, angry, guilty and distrustful. “Teacher bashing exercises,” used to admonish educators who are denounced *en masse*, for unprofessional and unethical behaviour, lead to educator demoralisation (ibid.).

Mortimore and Mortimore’s report on the situation in England, states that in order to deal with “incompetent educators and failing schools”, the government should resort to

“naming and shaming” (1998 : 207). This watchdog method of monitoring schools has caused further damage to the teaching profession. “Teacher bashing” has not improved educator performance nor has it encouraged recruitment of educators. Educators undergo distress and are demotivated when they are rebuked in this manner.

2.12.17 LACK OF EMPOWERMENT OF EDUCATORS

Senior management is often criticised for not accepting but ignoring educators’ contributions to school management. Educators should be encouraged to contribute to decision-making at the highest level. By allowing and encouraging educators to participate in decision-making, principals and senior management will contribute to greater job satisfaction and productivity (Vroom, 1964 : 221-222). Disregarding educators’ opinions in decision-making, leads to non-conformity and alienation.

2.12.18 EDUCATORS EXPECTED TO PERFORM UNREASONABLY

Senior management sometimes places unrealistic demands on educators. For example, educators may be expected to improve the external matriculation results from 45% to 75%. Hargreaves maintains that “when one is compelled to realize other people’s goals and agendas that they find inappropriate or repugnant, ... when they pursue or are required to pursue goals or standards that are beyond their reach” (then) “at times like this, teachers lose their sense of purpose and they become literally demoralized” (Hargreaves, 1998 : 323).

2.12.19 NEGATIVE ATTITUDE TO PERFORMANCE APPRAISAL

The purpose of performance appraisal in any institution is to provide feedback on how employees are working. At present educators in schools, which have initiated this policy, have encountered many problems:

- educators are appraised by colleagues who may know nothing about the subject being taught;
- educators do not receive a performance report;
- there is no follow-up;
- there is no merit in the process because there is neither recognition nor reward for appraisal; and
- performance appraisal has been viewed by educators as a method of policing and passing judgement.

Most educators see it as a time-consuming and wasteful policy that causes unnecessary stress and anxiety. Appraising, as used in most schools, leads to distrust because colleagues may rate their friends with high scores. This will add to educator frustration and demoralisation.

2.13 THE SYMPTOMS OF DEMORALISATION

According to Briggs and Richardson, educators react internally and externally to demoralisation (1992 : 8). Studies have identified the symptoms of demoralisation of educators at schools as the following: stress, burnout, absenteeism, drug abuse, alcoholism, poor performance and ill health. Several problems experienced by educators and their poor performance are due to inefficient and ineffective management. Proper

communication, clear instructions and directives by management enhance educator performance, while inadequate communication, isolation and alienation of staff and disregard of staff needs, all cause frustration, poor productivity and low morale.

The level of morale of an educator will determine the achievement of successful outcomes for a school. This means that successful schools have educators exhibiting high morale. Drummond states that failure by management "to intervene effectively damages organizational effectiveness, morale and personal credibility" (1990 : 63). A detailed analysis of the symptoms of demoralisation follows:

2.13.1 STRESS

Seyfarth states that "like most human service occupations, teaching is stressful work" (1996 : 199). Educators should experience some stress, otherwise their tasks will be exceedingly dull. However, excessive and prolonged stress affects performance and productivity. Senior management of a school should be aware that "some stress is desirable for optimal performance, but exposure to unrelenting stress results in a marked decrease in performance" (Lazarus, 1968 in Seyfarth, 1996 : 200).

Stress results "from change, from uncertainty, from an imbalance between the demands made on us and our ability to respond to them" (Matteson and Ivancevich, 1989 : xiv).

Stress is manifested in feelings of fear, anxiety, depression and anger. The individual who is subjected to prolonged stress experiences fatigue, is reluctant to go to work, withdraws, becomes hypersensitive to criticism and shows hostility and aggression

towards others” (Cedoline, 1982 in Seyfarth, 1996 : 200). Excessive stress causes adverse effects to the body and may present as periodic angina, digestive tract diseases, bruxism and outbreaks in skin problems.

The effectiveness and efficiency of a school will depend on how management is able to deal with problems of stress in educators and to increase positive results. Dysfunctional levels of stress have resulted in anxiety and tension for employees in the work situation. Stress is a neutral term, and requires adaptive responses by the individual. By decreasing stress, anxiety and minimising distress, senior management can play a positive role in organisational efficiency and effectiveness. Senior management should diagnose the sources of stress and identify ways in which they may be turned into stimulants for improved work, reflecting positive attributes. Senior managers can then provide guidelines and strategies for dealing with stress experienced by educators and in this manner, help to remedy demoralisation.

Work stress has special meaning in relation to the teaching profession. Only in teaching is an individual required to play so many roles such as “supportive parent, disciplining taskmaster, stimulating actor and information resource person ...” (Smilansky, in Crawford, Kydd and Riches, 1997 : 105).

2.13.2 BURNOUT

Another symptom of demoralisation in educators is a condition known as burnout. Burnout is a result of frustration, anger, disappointment and guilt that educators

experience about their tasks. Factors that contribute to burnout include role ambiguity, imbalance in responsibility or authority, insufficient authority to carry out one's responsibilities, a workload that is either too heavy or too light, inability to obtain information needed to carry out one's responsibilities and job insecurity (Milstein, Golaszewski and Duquette, 1984 in Seyfarth, 1996 : 201).

An educator who experiences burnout believes that his work is meaningless and that he is unable to bring about meaningful change. According to Dworkin, in Seyfarth, meaninglessness and powerlessness are intensified because the educator believes that he is alone and isolated (ibid.). Freudenberger, in Seyfarth, suggests that educators who experience symptoms of burnout "exhibit cynicism and negativism" (ibid.). Maslach and Pines, in Seyfarth, point out that educators, who experience burnout are likely to be inflexible and rigid and to demonstrate reduced concern for students and fellow workers (ibid.).

Briggs and Richardson discuss the educators' plight in the system. They suggest that low morale is causing many educators, who are in their early years of teaching, to resign. They say, "attrition resulting from burnout and retirement is decimating the ranks of our most competent professionals, those secondary teachers, supervisors, and administrators, with the most experience" (1992 : 90).

Work pressure experienced by educators on a daily basis, dissatisfaction with conditions in the school environment, emotional exhaustion , a lack of a sense of personal

accomplishment and busy work schedules have all contributed to stress experienced by educators. Changes introduced in the education system have caused negative stress in educators. Stress, experienced in the school, has contributed to educators experiencing burnout. Van der Linde, van der Westhuizen and Wissing view burnout as a result of stress and they report that learners' behaviour is the most aggravating factor that contributes to burnout. According to research conducted by van der Linde, van der Westhuizen and Wissing, principals must address stress and burnout, identify the causes and implement strategies (1999 : 193-196).

2.13.3 ABSENTEEISM

An educator's attendance does impact on performance and indicates the extent of his or her responsibility and commitment. Absenteeism and serial absenteeism are factors that detract from an educator's performance in school. This does not mean that regular attendance will increase the educator's task performance but frequent absenteeism, according to Matteson and Ivancevich, "is a major contributor to lost productivity" and in turn "a primary indicator of workplace stress" (1989 : 71).

Institutions understand that there is a need for employees to be away from work if they are ill. Educators, like all employees, need time off to get better and recover, but some delay returning to school and even take time off when they are not ill. Although educators are restricted in the amount of sick-leave they may take, some, either do not submit sick-leave forms or rely on the three month's sick-leave in a three-year cycle due to all educators. Frequent and unnecessary absence from school occurs because

educators are not concerned about their commitment to the school or to the learners.

“Absenteeism, like tardiness and turnover, is considered a withdrawal behaviour” (Matteson and Ivancevich, 1989 : 72). Educators prefer to withdraw or absent themselves from school rather than confront their stressful working environment. It is therefore necessary for the management of a school to inquire into and monitor educators’ absenteeism, worker dissatisfaction, poor morale, declining performance and communication breakdown.

2.13.4 DRUG ABUSE

Low self-esteem and lack of confidence has resulted in educators relying on drugs to overcome their stress related problems. Some educators resort to drugs and become dependent on them. They may then either apply for sick-leave or come to school having taken prescribed and, in some instances, illegal drugs. Drug abuse leads to a lack of discipline, fighting, crime and violence. Educators dependent on drugs show signs of restlessness, irritability and erratic mood swings. It is difficult for schools to run smoothly when educators come to school under the influence of an illegal substance. Senior management should introduce and promote health programmes to reduce absenteeism and increase productivity (Sloan, Gruman and Allegrante, 1987 : 57). These programmes may also include anti-drug and anti-smoking guidance.

2.13.5 ALCOHOLISM

Educators react differently to demoralisation. Demoralised educators may resort to

alcohol for the sense of comfort and satisfaction which may be lacking in their work environment. Some educators arrive intoxicated at school and are unable to carry out their daily duties. Chronic consumption of excessive amounts of alcohol by these demotivated educators affects their performance in schools, impairs their reasoning, brings about changes in normal behaviour and alters their mood. To maintain optimal productivity, senior management should be able to identify demoralised educators, especially the educator who depends on alcohol or other substances to overcome problems.

2.13.6 POOR PERFORMANCE

Some demoralised staff members are irresponsible, adopt an uncaring attitude, show apathy towards work, lack discipline, do not co-operate and are disinterested in their work. As a result learners themselves become unconcerned and indifferent. Senior management should examine and address the sources of educators' dissatisfaction. Educators must be held accountable and behave responsibly. Complaints of educators must be addressed if senior management wish to correct educators' disinterest and dissatisfaction (Steyn and van Wyk, 1999 : 40-41).

2.13.7 ILL HEALTH

Illnesses associated with stress and demoralisation include: migraines, tension headaches, fatigue and hypertension. Educators become sensitive to situations of uncertainty, insecurity, career stagnation, authoritarian style of leadership, resistance to change, lack of commitment and teaching in violent areas. Demoralised educators report

absence due to ill health. In some instances educators require a term of leave to recover from ill health, for example, stress and overwork. Educators' ill health, whether it is work related or not, is a concern for senior management. Senior management should encourage good health and show sympathetic concern for improving the morale of educators by focusing on caring and supporting, building trusting relations, becoming flexible, listening to one another and inviting medical practitioners to address educators on healthy lifestyles.

2.14 CONCLUSION

There is evidence of a decline in educator morale in some schools. A starting point for senior management to improve morale may include identifying the causes and symptoms displayed by demoralised educators. How senior management deals with these symptoms, will determine the extent of effectiveness and efficiency of the school. Educators form key links in the education process and therefore must be assisted in overcoming their problems. Schools need to function successfully. Improvement of educators' morale by senior management would lead to the running of effective and efficient schools.

2.15 SUMMARY

This Chapter outlined the composition of senior management and addressed the link between morale, job satisfaction, leadership, demotivation and demoralisation. These terms were defined and an explanation given on their relevance to the topic. In this Chapter the researcher also outlined the causes and discussed the symptoms of educators' demoralisation. In the following Chapter, the researcher will explain the research

methodology adopted, the collection of data and provide an analysis of the findings of the questionnaires.

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CHAPTER THREE

3.1 INTRODUCTION

The researcher has exposed the fact that some educators experience low morale and lack support from senior management in public secondary schools in the Durban Central Area.

A survey was conducted to establish the following:

- whether educators are demoralised
- recommendations that senior management may use in improving educators' morale.

This Chapter deals with the research methodology adopted, collection of relevant data and analysis and interpretation of data (Bennett, Glatter and Levačić, 1994 : 172-176).

3.2 SELECTING SUITABLE RESEARCH METHODS FOR THE INVESTIGATION

The research method chosen included the researcher's observations, a literature survey and questionnaires. The literature review formed the basis for theoretical knowledge and evaluation. The questionnaire was selected as a means of collecting information from senior management and educators because the researcher believed that both required time to respond at their leisure. Sufficient time was allowed for senior management and educators to respond to the questionnaire.

The researcher adopted two strategies. In the first phase, the researcher undertook a literature review of books, journals, newspapers and research studies. The readings provided a theoretical background of the problems of demoralised educators as well as helping in the drawing up of a plan of action to overcome these problems by senior management. The literature review also assisted the researcher to obtain a framework on which to base this

dissertation.

The qualitative method of research was adopted in the second phase. Based on the assumption that educators were demoralised and there was a need to remedy this problem, two questionnaires were drawn. The first questionnaire, Annexure A, was drawn up to obtain responses from senior management and the second questionnaire, Annexure B, drew responses from educators.

3.3 RESEARCH ACCESS

Three schools were identified that fell within the area of the researcher's place of employment. Written permission was sought from and granted by the schools' principals and governing bodies to allow staff-members to be part of the investigation. Letters explaining the purpose of the study and guidelines on how to fill in the questionnaires were distributed to the three schools. A senior member distributed and collected the questionnaires. (See Annexures C and D).

Participants were selected from three secondary schools in the Durban Central Area. The total sample included 30 participants. Fifteen responses were expected from educators and fifteen from senior management members. Thus, five educators and five senior management members responded to the questionnaires in each school.

All thirty questionnaires were answered and collected. Respondents answered the questions based on the Likert Scale. The respondents were assured of anonymity (Bennett, Glatte and Levačić, 1994 : 259-266).

3.4 ANALYSIS OF DATA

All responses were collected and tabulated. For easy reference, the raw scores were converted to percentages.

3.5 ANALYSIS OF RESULTS

In order to obtain a simplified result, the responses to the Likert Scale were narrowed down. For processing of the questionnaires, "agree" and "strongly agree" were paired to form column 1 and "disagree" and "strongly disagree" were paired to form column 3. Column 2 remained as it appeared on the questionnaire, that is, "undecided". The researcher analysed each questionnaire. The findings of the research are to be found in paragraph 3.6 (Table 3-1) and paragraph 3.7 (Table 3-2):

3.6 RESPONSES TO ANNEXURE A – IN RAW SCORES AND PERCENTAGES

QUESTION NUMBER	RESPONSES USING THE LIKERT SCALE *		
	(1) – AGREE	(2) – UNDECIDED	(3) – DISAGREE
1.	15 (100 %)	-	-
2.	11 (73 %)	3 (20 %)	1 (7 %)
3.	13 (87 %)	2 (13 %)	-
4.	3 (20 %)	3 (20 %)	9 (60 %)
5.	15 (100 %)	-	-
6.	11 (73 %)	3 (20 %)	1 (7 %)
7.	10 (67 %)	5 (33 %)	-
8.	13 (87 %)	-	2 (13 %)
9.	14 (93 %)	-	1 (7 %)
10.	11 (73 %)	3 (20 %)	1 (7 %)

Table 3-1: Responses from Senior Management Personnel*

3.6.1 ANALYSIS OF ANNEXURE A

- With respect to Questions One and Five all respondents (100%) supported the need to address the deteriorating performance of educators, to improve their morale and that senior management should create a working environment that is conducive to learning.
- A consensus of over 60%, for Questions Two, Three, Six and Seven clearly indicate that respondents felt that senior management is responsible for educator motivation.
- Responses to Questions Eight, Nine and Ten show strong agreement (over 73%) that in-service training courses are essential for senior management.
- It should be noted that 60% of senior management respondents lacked agreement with

regard to Question Four – disagreeing that educators’ resistance to change has led to demoralisation. Only 20% of the respondents were in agreement with Question Four, while 20% were undecided.

3.7 RESPONSES TO ANNEXURE B – IN RAW SCORES AND PERCENTAGES

QUESTION NUMBER	RESPONSES USING THE LIKERT SCALE *		
	(1) – AGREE	(3) – UNDECIDED	(5) – DISAGREE
1.	15 (100 %)	-	-
2.	11 (73 %)	3 (20 %)	1 (7 %)
3.	15 (100 %)	-	-
4.	13 (87 %)	2 (13 %)	-
5.	11 (73 %)	-	4 (27 %)
6.	8 (53 %)	5 (33 %)	2 (13 %)
7.	14 (93 %)	1 (7 %)	-
8.	13 (87 %)	-	2 (13 %)
9.	15 (100 %)	-	-
10.	14 (93 %)	-	1 (7 %)
11.	4 (27 %)	7 (47 %)	4 (27 %)

Table 3-2: Responses from educators*

3.7.1 ANALYSIS OF ANNEXURE B

- Answers to Questions One and Nine show strong agreement (100%) that lack of discipline leads to ineffective learning and senior management should be trained to inspire educator commitment.
- Respondents strongly agree with Question Two (73%) that senior management should deal with problems of educators.

- The majority of respondents concurred with respect to Questions Three and Four and perceived that senior management should maintain a good relationship with school stakeholders in order to avoid difficulties experienced by educators.
- With regard to Questions Five, Seven and Eight, most respondents agreed that the duties of senior management included: drawing up of school activities, dealing with problems of educators' absenteeism, interpersonal conflict, deviant behaviour and providing assistance to educators in all aspects of their work.
- Respondents strongly agreed with Question Ten that reasons for educator demoralisation arose from lack of government funding, overloading of educators' time-tables and undue stress.
- With regard to Question Six, 53% of educators were of the opinion that academic results would improve if senior management regularly monitored educators' performance. 33% of the respondents remained undecided.
- 47% of educators participating in the study adopted an undecided stance for Question Eleven. Only 27% of the respondents felt that the present appraisal policy used to evaluate educators, will lead to increased demoralisation.

3.8 ANALYSIS OF ANNEXURES A AND B

- Senior management's response to Questions Six and Eight (Annexure A), show more confidence in the appraising and assessing of educators. From Question 11 (Annexure B), it is gauged that educators believe the current appraisal policy will not encourage improvement in their performance.

- Response to Question Five (Annexure A), suggests that senior management totally accepts responsibility for creating a working environment that is conducive to good teaching. Educators' parallel response to Question One (Annexure B), supports the view that an environment, which provides discipline and educator-learner respect, will lead to effective learning. Thus both agree that an environment that is conducive to learning and teaching is necessary if a school is to become efficient and effective. Such a school could reduce teacher demoralisation.
- Where there is disagreement between senior management and educators, it would seem that these questions/issues on the questionnaires have been approached from a physical aspect. There is a need to examine opposition viewpoints from a differential perspective. As a result there is blatant avoidance of open confrontation, with problems being suppressed and remaining dormant. This is particularly so with the moral and ethical questions which are laid to rest so that the psychological harmony at schools "appears to be" outwardly the same. These ideas emerge strongly with regard to acknowledgement that educators need to be monitored as well as on the issue of "silence" or "indecision" that senior management teams could save educators from feelings of suppression, negativity and demoralisation.
- If the above problems are openly admitted and addressed, it could assist with all-round job satisfaction, improve leadership styles by senior management and help develop educators with leadership strengths. This could help to boost the morale of educators all-round.

3.9 THE RESEARCHER'S FINDINGS

The patterns that emerged from the negative responses of educators are:

- the education system is fragmented;
- performance is declining;
- conditions are chaotic; and
- morale amongst educators is poor.

Some of the problems are a direct result of senior management being inadequate in assisting demoralised educators in facing current situations. The leadership of these institutions should support educators in several ways. This could be achieved by senior management enhancing educators' self-worth, facilitating and encouraging educators to develop close and mutually satisfying relationships, stimulating enthusiasm amongst staff members, assisting in attaining the goals of the institution by scheduling, co-ordinating, planning and providing of necessary resources (Hoy and Miskel, 1982 : 224 -225).

Effective and efficient schools are possible, if there is commitment from senior management. The researcher is concerned that demoralised educators, who are not assisted in establishing commitment and responsibility by the system, could cause education standards to fall even further. Key characteristics of effective managers according to Kouzes and Posner (1987) are integrity ("is truthful", "is trustworthy", "has character", "has convictions"), competence ("is capable", "is productive", "is efficient"), and leadership ("is inspiring", "is decisive", "provides direction") (Duignan and Bhindi, 1997 : 195). Although senior managers may have the above characteristics, some contend that the function of raising educators' morale does not fall within their ambit of responsibility.

The researcher has observed that there are several problems experienced in education in South Africa. In many schools learners are not performing well, educators are guilty of sexually abusing learners, principals lack interest in managing their schools and schools experience vandalism and violence. The central issue of concern remains the lack of care and commitment of educators and their demoralisation against a background of declining economic and social conditions in the country, as well as violence and crime. The researcher believes that conditions in education should be re-examined so that problems can be resolved. Although the researcher maintains that it is the function of senior management to raise the morale of educators, other stakeholders should be urged to assist: for example, The South African Council for Educators, educator unions, tertiary institutions, supervisors and the Department of Education all have a role.

In many schools there is a lack of a co-operative spirit amongst senior management members. Members of the senior management team seem to work in isolation and in compartments. The principal, deputy principal, heads of department and senior educators should realise that a collaborated effort is required to address educators' demoralisation. Heads of department render support and attend to the curricula needs of members within their own departments. To address the problems of educator accountability, commitment and responsibility, senior management should make a concerted effort to assist all educators, regardless of their departmental membership.

3.10 CONCLUSION

The researcher concludes that schools should run effectively and efficiently and educators should strive to achieve educational objectives. Senior management has to be committed to fulfilling a powerful vision and purpose for the school. It is demanded of leadership, that it embraces a wide range of cultures and practices. It is imperative that senior management support educators to improve levels of competence. The responsibility lies with senior management to motivate and rekindle the spirit of demoralised educators. "Workers are not isolated, unrelated individuals; they are social animals and should be treated as such" (Roethlisberger, 1956 : 26).

The research proved that educators are demoralised. The literature studies which were used as a background for Chapters One, Two, Three and Four also indicated by empirical evidence that the staff see demoralisation as a management issue. Both, the researcher and respondents agree on this point. Senior management's task involves improving the morale of educators so that schools' performance could improve. Although the researcher has concluded the above, she also believes that educators are personally responsible for their own *esprit de corps*. Therefore educators should be self-motivated, strive to improve their own teaching abilities, be receptive to ideas, accept challenges, show enthusiasm and look forward to change. They must not stagnate – regardless of the state of education.

Schools make little or no investment in staff development. This is especially in the case of senior management. Staff members are not encouraged to improve themselves. They are not given incentives, financial support or school time to improve themselves. Senior

management remain in the main authoritarian, disorganised and lacking management techniques. Declining educators' performances are compounded because of "internal disorganisation" and "inadequate management policies" (Genck, 1983 : 49).

In general, the survey demonstrated that senior management acknowledged the existence of low morale amongst educators and that there was a strong need to address educators' dissatisfaction in their job and their deteriorating performance.

3.11 SUMMARY

In this Chapter the researcher examined and discussed the research methodology adopted, the findings of the research and provided an evaluation of the questionnaires. The researcher concluded that senior management need to be actively involved if the performance and attitude of demoralised educators are to improve. The next Chapter deals with recommendations and measures that the researcher believes senior management could introduce to bring relief in secondary schools in the Durban Central Area, where educators are experiencing low morale. These recommendations may help to reduce educator demoralisation, improve poor performance and correct the attitude of educators and senior management.

3.12 REFERENCES

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CHAPTER FOUR

4.1 INTRODUCTION

The researcher believes that the present education system must be reviewed and a plan of action should be developed to assist educators to overcome demoralisation. Responsibility for educators' performance rests with senior management. Lester maintains that "the principal is the key figure in raising teacher morale and commitment" (1990 : 274).

Programmes should be implemented to reduce problems associated with educator morale. If educators' problems are not addressed, further demoralisation will occur and this will result in greater harm to education. Therefore it is imperative that senior management conscientiously involve themselves in rebuilding and improving the morale of educators in our public secondary school system.

4.2 RECOMMENDATIONS

The researcher recommends that measures be introduced to improve and raise the morale of demoralised educators. Recommendations may be implemented by holding discussions and seminars and encouraging educator interaction. This Chapter is concerned with the recommendations that senior management can introduce to overcome educators' low morale.

4.2.1 INTRODUCE INCENTIVES AND REWARDS

Festinger and Aronson (1960) maintain that when individuals receive insufficient rewards following an expenditure of energy, there is a tendency to attribute additional value to the consequences of the expended energy (Vroom, 1964 : 36). Educators become disheartened and discouraged when their efforts are not recognised. This results in

a negative attitude towards the job and a decline of motivation. Senior management can improve morale by designing teacher recognition programmes. Monetary rewards and incentives may be introduced to encourage educators to upgrade their qualifications. Educators' efforts and feats should be recognised and praised by acknowledging achievement in the assembly or school newsletters.

Principals should take time to personally thank educators who take on additional responsibilities or who help out during special situations. A "thank you" card or just a note of appreciation informs the educator that his or her efforts are recognised. This leads to educator commitment, especially when a document (in the educator's personal file) records what educators have accomplished (Lester, 1990 : 274-275). Receiving financial rewards motivates people the most.

4.2.2 INTRODUCE STRUCTURES THAT FACILITATE CHANGE

Educators must avoid negative attitudes towards change. When change is introduced, demoralised educators appear hostile, disinterested, indifferent and antagonistic. Rather, educators should be encouraged to embrace change. Senior management should not hasten the change process – transformation and transition are slow processes and efforts should be made to explain the objective of transformation to educators. Senior management should encourage and support educators during change by participating, not only as managers or leaders, but be prepared to take on supporting roles and to take risks. Change may be stimulating and, if introduced as discussed above, educators' interest will be aroused. Stimulating interest will result in educators being motivated and adopting a positive attitude.

Motivated educators experience high morale and the number of educators, who experience low morale, may well be reduced.

4.2.3 CREATE A SAFE WORKING ENVIRONMENT

It is the task of senior management to create an environment that facilitates good teaching. Darling-Hammond suggests that "the quality of teaching depends not only on the qualities of those who enter and stay, but also on workplace factors" (1996 : 7).

Recently educators have faced ordeals of murder, rape and armed robberies at school. Educators who have witnessed such ordeals suffer profound trauma and tension. They show signs of uneasiness which may lead to continuous absence from school. Educators become demoralised when senior management either ignore the problem or distance themselves. Sometimes a principal does not want to report a crime because he fears reprisals from community members. Staff members sense that senior management is not prepared to become actively involved in these circumstances and believe that they would rather place the lives of educators at risk.

Senior management should make schools a safe environment for both learners and educators. This may be achieved by implementing a strict discipline policy for learners and introducing security measures, such as fencing of the school property and installing panic alarms linked to armed reaction units. Unemployed parents may be hired as security personnel and car guards to patrol the school boundary. Maintaining good relations with the police and community can be useful especially during school holidays.

In rural areas use can be made of staff cellphones for emergencies if a telephone networking system has not been installed. This will improve school-community relations.

According to Brodinsky (1988 : 33) a school should be a safe and orderly environment that provides a "purposeful atmosphere, which is free from the threat of physical harm." Schools should be centres of learning and not violence. Senior management should condemn acts of violence committed against educators. The recommended security measures will allay educators' fear in violence stricken schools and will reduce the low morale they experience.

4.2.4 INTRODUCE SUPPORT STRUCTURES FOR DEMORALISED EDUCATORS

The researcher suggests that senior management should assist educators in public secondary schools who experience low morale. Some suggestions include: investing in development programmes; providing support by introducing skills programmes; setting standards; involving educators in research; redefining and restructuring career paths by providing support structures; encouraging the use of innovative teaching methods and assisting in overcoming classroom problems. Good performances of educators should be encouraged (Seyfarth, 1999 : 83).

Demoralised educators should be stimulated so that they can perform enthusiastically. Support structures can enhance productivity and classroom competence. This will result in a positive commitment from educators who experience low morale.

Linda Darling-Hammond suggests that rather than enforcing regulations in education, changes should be made by investing in skills for educators (1996 : 4 -11). Riches states (in Crawford, Kydd and Riches, 1997 : 88) that motivating people to get results is central to the purposes of management. Senior management should give educators constructive advice and not only criticism. They should set aside the notion of educators as being largely self-motivating professionals. Instead educators should be supported, stimulated and encouraged to achieve high levels of commitment and confidence. Should senior management adopt this stance, educators who are demoralised and do not want to come to school will be encouraged to change their attitude and want to come to school.

“Quality education can, however, only happen when staff are totally committed and this commitment can only occur when they are empowered” (Steyn, 1999 : 359). Principals could set up quality teams for educators who have common interests. This can start initially in a department, develop interdepartmentally, grow to include the school and finally expand in the district and the region. Senior management can set standards, give support by introducing educator development and training programmes, stimulate interest in study and research and promote the restructuring of the career paths of educators. By encouraging educators to improve their educational qualifications senior management will set higher standards and encourage greater interest. Stimulating interest will result in educators setting trends and becoming innovative and self confident. Revitalising of educators confidence and self-esteem will successfully overcome demoralisation.

4.2.5 DEVELOP EDUCATORS' SKILLS

Procedures and skills that are developed in industry are often avoided or ignored in an educational context. Participative management, staff involvement, job satisfaction and the position of unions are inadequately addressed. Techniques for measuring educator performance, understanding the needs of educators and learners, evaluating educators, motivating, developing staff skills, staff development, improving and rewarding for good performance are also neglected (Genck, 1983 : 52). Educators could be encouraged to chair meetings at departmental and subject or staffing level. This will also help reserved educators gain confidence. To accomplish this successfully educators need to be informed about meeting procedure and taught how to draw-up agendas, minutes of meetings and other relevant documents. This may encourage educators who are interested in working in committees to volunteer their service, for example in curriculum development.

4.2.6 MENTORING OF EDUCATORS

Mentoring of educators, according to Dreyer in his article on "The use of mentors," is to "increase enthusiasm, motivation and energy for teaching" (1998 : 109-112). Senior management can focus on programmes that benefit educators, offer support and maintain regular contact so that problems can be reduced as they appear. Educators need to be given the opportunity for professional development, which may be achieved by observing the new educators' teaching techniques.

Mentoring is an ongoing professional developmental programme which involves training, development and induction. Senior management can introduce mentoring programmes to

provide additional strategies for demoralised educators: this may enhance their efforts and promote self-confidence. Although the programmes may be used to select and prepare aspiring educators, it may also be undertaken as a means of evaluating, assessing and improving classroom practice.

Mentoring may include observation of experienced educators with good teaching skills and a "buddy system". Support for mentoring can be undertaken by including tertiary institutions. The theoretical knowledge and research findings of tertiary institutions and educational authorities will be helpful for educators with low morale. Mentoring is valuable because it helps prepare educators to become committed again, it enhances classroom productivity and restores educators' self-esteem and self-worth (van der Westhuizen *et al.*, 1996 : 222).

4.2.7 IN-SERVICE EDUCATION FOR DEMORALISED EDUCATORS

Educators, who have been teaching for long periods, may not have been assisted consistently in upgrading their subject knowledge or teaching methods. They may still employ methods and teach content they studied years ago. As a result their initial training is inadequate for present-day circumstances and demands and would require recent and up-to-date training. This would include an introduction to new methods and textbooks.

When educators are not appraised regularly and apprised of up-to-date, current knowledge, they become stale and teach what is antiquated. These educators also often feel neglected by senior management, their supervisors and the Department of Education. When these educators experience difficulties in their subject, they generally turn to their colleagues for

assistance, who may also be inadequate in their knowledge and classroom craft.

Demoralisation may set in as a result of feelings of inadequacy, an inability to cope with new methods of teaching and neglect by senior management. This is when the Department of Education, unions and senior management in schools should step in to rectify the situation, by in-service retraining and support.

In-service training allows for retraining and upgrading. Educators who received inadequate training can become competent. Demoralised educators will gain self-confidence and self-esteem. Senior management may assist demoralised educators by giving them time from the normal school day to upgrade themselves. Incentives to follow such programmes may include finding bursaries from the community.

Educators who undergo in-service training experience behavioural changes. They train for competency and obtain new information which changes their role in schools. In-service training affords these educators the opportunity of greater satisfaction, they become successful and develop into motivated persons. Having gained new insights and partnerships, these educators can retrain their colleagues. Thus there is an interdependence amongst educators in the school. This feeling of success and worth, enables the educator to involve all staff members. Thus the school experiences transformation and all round improvement (Glatter, 1988 : 405-409).

Restine states that "since principals are pivotal players in improving the quality of life and learning in schools, any significant contribution towards improvement requires principals to

understand themselves, their experiences, and the world in which they live" (1997 : 253). In order to be pivotal players, principals should participate in pre-service courses that contribute to their learning and development. These courses will serve to "broaden principals' perspectives of leadership in practice and significantly influence their learning and development" (Restine, 1997 : 266).

4.2.8 REVIEW LEADERSHIP STYLES

"Changing conditions in schools bring about changes in expectations of principals and teachers. Responding to these changes requires forceful, visionary leadership on the part of principals" (Seyfarth, 1999 : 92). With this in mind, the following aspects are suggested for senior management: discard traditional styles of leadership, adopt rather interactive and dynamic leadership styles and consult with educators.

Leadership style and ability are most obvious when examining the personality and role function of principals. Good team spirit is often disrupted by over indulgent leadership. Senior management needs to work closely with his/her senior team. Of importance, is the need to ensure that each member has an equal and adequate sense of responsibility (apart from the management of individual subject departments) which could help in the smooth running of the school. Headship determines camaraderie and goal direction. If the school is proportionately large, the deputy principal, can also assist. Heads of department and senior educators should also play a managerial role and be made responsible and accountable for educators. Such a division of work, effort and change in attitudes (if necessary) will help to present problems and create a contented

working team.

4.2.9 DEVELOP GOOD COMMUNICATION SKILLS

There is a need to develop channels of communication between senior management and educators so that instructions are not misinterpreted or distorted. In this way, educators will not be confused about work-related duties (Roethlisberger, 1956 : 192). Inability to obtain information timeously leads to annoyance and anger. Senior management do not supply educators with correspondence received from the Department of Education, teacher unions and neighbouring institutions. Principals in some schools are also guilty of holding back circulars on the pretext of having received them after the response date. Senior management may also hold back correspondence because they believe that educators who need to attend seminars or meetings will upset the smooth running of the school. Educators may respond either by finding information through colleagues from neighbouring schools or may respond angrily with "I don't care, I will continue teaching the old format of the Income and Expenditure statement."

Nathan (1991 : 40) is of the opinion that a more open line of communication would result in:

- educators discuss with one another about issues;
- each person's contribution is recognised;
- feedback is either positive or negative;
- educators are open-minded about each other's opinions;
- outside ideas and advice are welcome; and
- educators become skilled in receiving and sending correspondence.

4.2.10 PREVENT AND RESOLVE CONFLICT

“Teachers and administrators face conflict and pressures not only by virtue of their formal position but also because they occupy several roles in a number of social systems” (Hoy and Miskel, 1982 : 69). It should be recognised that conflict is inevitable and can be constructive (Nathan, 1991 : 40). Hostile conflict leaves educators estranged, antagonistic, detached and agitated. Senior management should anticipate and prevent conflict of this kind. Repeated and malicious conflict can have a devastating effect on staff morale. Conflict should be resolved as soon as possible. Effective management of conflict can lead to productive outcomes and enhance the health of the school over a period of time (Owens, 1998 : 233).

Senior management must be impartial when resolving conflict as “taking sides” only demoralises educators further. Workshops, that will assist educators and managers on how to handle conflict, should also be conducted.

4.2.11 SHOW TRANSPARENCY WHEN “DOWNSIZING”, RATIONALISING, REDEPLOYING AND PROMOTING

Senior management should be sympathetic, realistic, honest and transparent when dealing with the above processes. Educators experience low morale and insecurity during the “right-sizing” and redeployment processes when senior management manipulate as to which educator is in excess and has to be redeployed.

These processes, introduced out of necessity, need to be handled humanely by senior

management. Senior management firstly should hold discussions with all staff members. Further discussion may be held with educators who are at risk of being "right-sized" or redeployed. Subject advisors may be called in to suggest alternatives. Discussions may include: distance from school to work, cost of travelling and time taken to travel to the new school. When senior management is viewed as honest and trustworthy, educators focus on teaching rather than wasting time, by checking on corrupt morals. Educators are stimulated and encouraged to focus on work and not on extraneous problems. The decreasing of educator problems, would naturally raise their morale.

When senior educators are disregarded for promotion and inexperienced educators are promoted, educators who have been overlooked become embittered and disillusioned. Senior management should introduce mechanisms whereby apathetic educators are encouraged to take on additional managerial positions that develop them for future posts. Evidence obtained from the research study revealed that educators want to work in a wholesome environment, free of insecurity and confusion. This will result in a reduction of chaos. Educators will thus experience job satisfaction and this will ultimately lead to raised morale.

4.2.12 EMPOWER EDUCATORS

There is a need to create a sense of self-worth in demoralised educators. These educators show no interest and are prepared to let others lead since they lack confidence and need to be encouraged to participate in school activities. The researcher identified that there is a need to empower educators. This may be achieved by delegating tasks to them so that they become responsible and accountable. Educators should be encouraged to contribute to the decision-

making process and senior management needs to ensure that individuals are not restricted when they make decisions. Contributing to decision-making improves the morale of educators.

4.2.13 DEVISE STRATEGIES FOR GREATER JOB SATISFACTION

Most educators wish to achieve high levels of job satisfaction. Senior management can reduce bureaucratic operations to enhance the status of educators. Where educators do not follow a rigid hierarchy of authority, for example, an educator may be allowed to choose textbooks for learners. Senior management should ensure “fair application of the rules that help delineate job responsibilities and enhance the job satisfaction of employees” (Hoy and Miskel, 1982 : 338).

4.2.14 ATTRACT AND RETAIN HIGHLY TALENTED AND WELL TRAINED EDUCATORS

Senior management should try to attract and retain skillful and competent educators (Lester, 1990 : 274). In order to attract highly proficient educators, advertisements should stipulate that educators with experience and impeccable credentials are required. Motivated and enthusiastic personnel should also be cared for, valued and nurtured. This could be achieved by offering attractive remuneration packages, monetary rewards and incentives so that they do not leave the institutions.

4.2.15 REDUCE EDUCATORS' HEAVY WORKLOADS

Educators in public secondary schools are overwhelmed with their workloads and show signs of extreme stress and frustration. It is wrong to expect educators to supervise as many

as sixty pupils during one lesson period. Increased workloads lower the morale of educators. Senior management should employ additional educators on a part-time basis to relieve the heavy workloads of educators.

4.2.16 CREATE A HEALTHY SCHOOL CLIMATE

Senior management can influence educators because they enjoy wide powers in a formal manner to create a balanced social relationship, offer support, engage in open dialogue, maintain good staff relationships, develop new skills and update community values and encourage educators in subordinate positions to take part in decision making (Bush *et al.*, 1980 : 75). Educators who experience low morale need to be guided and supported to build their self-concept and self-esteem. Senior management should encourage educators to participate in school activities by creating a healthy school climate, for example, outdoor picnics and family gatherings for educators.

Senior management should be directly and personally involved in maintaining good relations with school stakeholders. This can be achieved if they work closely with all school stakeholders which includes educators, learners, parents, the community, social workers, businesses, colleges and universities, teacher unions, ex-learners and sponsors. Strategies may be developed to involve and encourage participation and have an “open door” policy.

4.2.17 APPRAISING EDUCATORS' PERFORMANCES

Regular monitoring of educators' performance by senior management leads to improved performances. In his article on leadership and teacher development, Blasé discusses

support, guidance, encouragement, assistance and advice that senior management can offer educators (1999 : 350). Evaluation and appraisal needs to be introduced at schools by undertaking tutorial supervision and evaluation (Sutherland, 1992 : 18). Senior management should discourage “snoopervision”. They could provide a supervision/evaluation system that is workable and affords educators with adequate professional growth (Sutherland, 1992 : 34). Evaluators and appraisees must understand the mechanics of the evaluation. Participants in the evaluation and appraising mechanisms must accept the validity of the system. Senior management should train evaluators, outline criteria to appraise and provide feedback to participants of the evaluation. The diagram below shows the performance appraisal process:

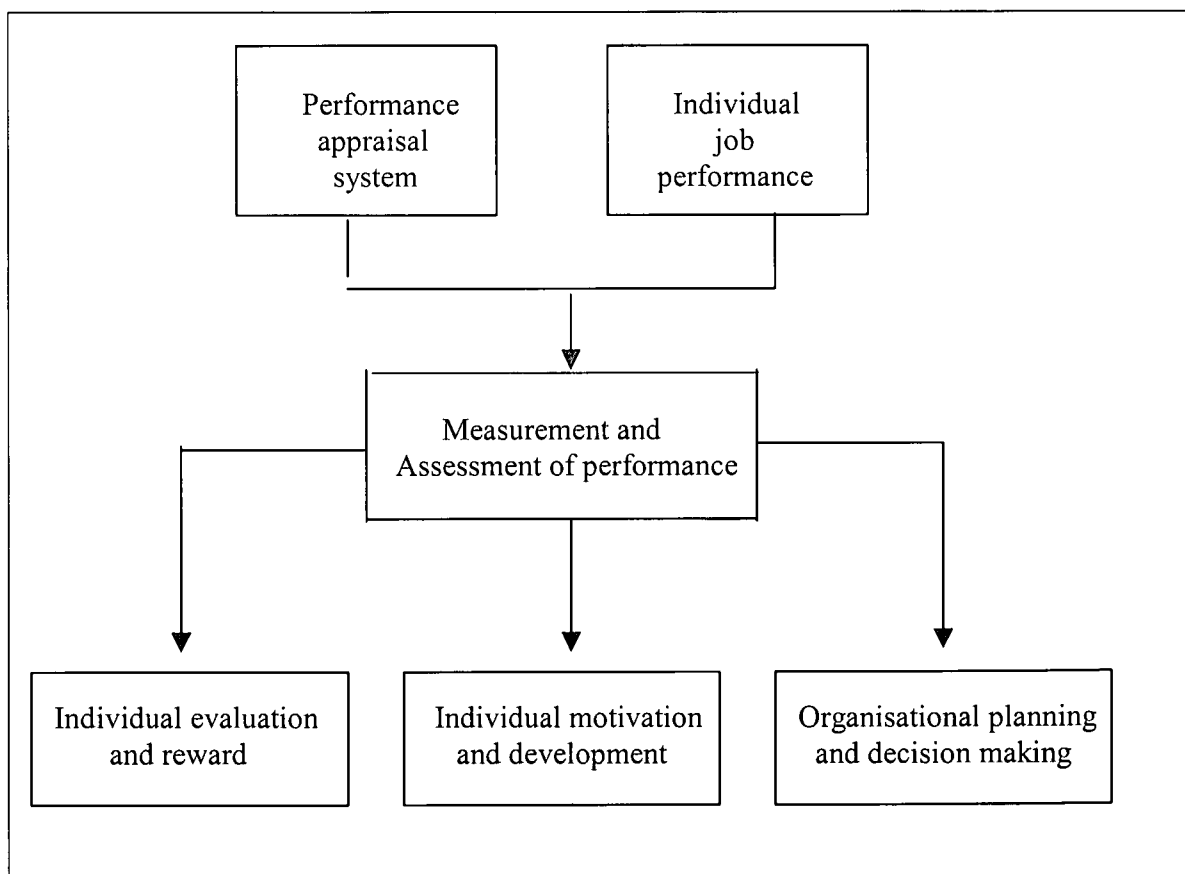


Figure 4-1: Model of the Performance Appraisal Process
(Arnold and Feldman, 1986 : 306)

4.2.18 INTRODUCE MECHANISMS FOR REDUCING EDUCATOR ABSENTEEISM.

A topic frequently discussed by senior management includes absence of educators. There is low morale experienced in the teaching profession and educators are criticised that they often absent themselves from school. Some educators lack the will to come to school and therefore do not accomplish tasks that are given to them.

Sloan, Gruman and Allegrante (1987 : 57) suggest that by reducing absenteeism, productivity increases. He recommends that workplace health promotion programmes be introduced. This could lead to improving employee morale and job satisfaction, increased productivity, reducing employee turnover, absenteeism and tardiness.

4.2.19 SENIOR MANAGEMENT SHOULD MOTIVATE DEMORALISED EDUCATORS

Educators lack motivation when there is little prospect of promotion. According to the equity theory of motivation members of an organisation are “influenced by the extent to which they feel that they are being treated fairly and equitably” (Arnold and Feldman, 1986 : 61). When educators believe that they are treated fairly they are motivated to perform at a higher level. Educators who perceive that they are being treated unfairly experience demotivation. The educator will consider what he contributes to the school and what benefit he derives. If the educator perceives an imbalance an inequity exists. The educator will act to resolve the inequity. Changing inputs may mean working harder or working less. The demoralised educator will decrease outputs.

Senior management should treat all educators fairly and equitably. Inconsistent treatment

leads to demoralisation. Demoralised educators should see that no educator receives preferential treatment. Although educators may perceive situations as usual, most believe that senior management does not treat all educators fairly, for example, some educators are given preference to attend in-service courses. There should be fair and consistent treatment of educators (Arnold and Feldman, 1986 : 51). Some educators in public secondary schools are apathetic about deadlines although they have the ability and skill required to complete the task. The educator makes a choice in not completing the task.

4.3 CONCLUSION

Many factors contribute to demoralisation of educators. Senior management is obliged to attend to the problems so that educators experience satisfaction. The researcher finally concludes that senior management is responsible for raising the morale of educators. However, they cannot be solely accountable, the responsibility needs to be shared amongst the Department of Education, educator unions, senior management and the educators themselves. If the negative plight of educators is not addressed, ineffective education will result.

In order to improve the standard of education, educators should not anticipate immediate improvement since raising one's morale cannot be achieved overnight. Senior management can take steps to improve morale by initiating improvement for themselves. After all, good morale is contagious.

4.4 SUMMARY

This Chapter outlined recommendations that senior management should adopt in order to raise the morale of educators in public secondary schools in the Durban Central Area.

Senior management in each public secondary school is largely responsible for the morale of their staff members and should attend to all aspects within the ambit of their authority.

The writer recommends that all senior management, in their respective institutions, implement the above measures in order to improve educator morale.

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QUESTIONNAIRE

Kindly assist by completing the following questionnaire.
(Duration \pm 10 minutes). The aim of the questionnaire is:

To determine the role of senior management in raising the morale of demoralised educators.

Use will be made of two questionnaires.

ANNEXURE A will be completed by members of senior management of the school.

ANNEXURE B will be completed by educators.

Use the Likert Scale when responding to the following questions. Mark the appropriate block with a cross (X). The scale rating is as follows:

1	2	3	4	5
---	---	---	---	---

- 1 strongly agree
- 2 agree
- 3 undecided
- 4 disagree
- 5 strongly disagree

EXAMPLE:

The first question is an example and the answer has been filled in accordingly.

Senior management should keep abreast with current educational and management issues.

1	2	3	4	5
---	---	---	---	---

ANSWER:

X 1	2	3	4	5
-----	---	---	---	---

ANNEXURE A (to be filled in by members of SENIOR MANAGEMENT)

QUESTION ONE

There is a need to address the deteriorating performance of educators and to improve their morale.

1	2	3	4	5
---	---	---	---	---

QUESTION TWO

The role of senior management is to motivate educators.

1	2	3	4	5
---	---	---	---	---

QUESTION THREE

Educators who are motivated will achieve effective teaching and learning.

1	2	3	4	5
---	---	---	---	---

QUESTION FOUR

Resistance by educators to change has led to demoralisation.

1	2	3	4	5
---	---	---	---	---

QUESTION FIVE

Senior management should create a working environment that is conducive to good teaching.

1	2	3	4	5
---	---	---	---	---

QUESTION SIX

Tasks of senior management include planning, motivating of educators, implementing of policies, co-ordinating school activities and appraising and evaluating of educators.

1	2	3	4	5
---	---	---	---	---

QUESTION SEVEN

Senior management should be responsible for improving the poor performance of educators.

1	2	3	4	5
---	---	---	---	---

QUESTION EIGHT

Senior management should receive training in the assessment and motivation of educators' performance.

1	2	3	4	5
---	---	---	---	---

QUESTION NINE

An in-service training course in management is essential when staff members are promoted.

1	2	3	4	5
---	---	---	---	---

QUESTION TEN

In-service management courses should be designed to train senior staff to deal effectively with current problems.

1	2	3	4	5
---	---	---	---	---

ANNEXURE B (to be filled in by EDUCATORS)

QUESTION ONE

An environment that lacks discipline and educator-learner respect will lead to ineffective learning

1	2	3	4	5
---	---	---	---	---

QUESTION TWO

The leadership styles of senior management determine the commitment of educators.

1	2	3	4	5
---	---	---	---	---

QUESTION THREE

Senior management should be directly and personally involved in maintaining good relations with school stakeholders.

1	2	3	4	5
---	---	---	---	---

QUESTION FOUR

Educators experience difficulties in a school if senior management is not involved directly with stakeholders.

1	2	3	4	5
---	---	---	---	---

QUESTION FIVE

It is the duty of senior management to draw up the school activities for the whole year.

1	2	3	4	5
---	---	---	---	---

QUESTION SIX

Regular monitoring of educators' performance by senior management leads to an improvement in academic results.

1	2	3	4	5
---	---	---	---	---

QUESTION SEVEN

Senior management should always be available to assist and advise educators in all aspects of their work.

1	2	3	4	5
---	---	---	---	---

QUESTION EIGHT

The task of senior management is to deal with the problems of educators' absenteeism, inter-personal conflict and deviant behaviour.

1	2	3	4	5
---	---	---	---	---

QUESTION NINE

Senior management should be trained to inspire commitment from educators.

1	2	3	4	5
---	---	---	---	---

QUESTION TEN

Lack of government funding, overloading of educators' time-tables and undue stress demoralise educators.

1	2	3	4	5
---	---	---	---	---

QUESTION ELEVEN

The present appraisal policy, used to evaluate educators, will lead to increased demoralisation.

1	2	3	4	5
---	---	---	---	---

Mrs F.B. Simjee

P.O. Box 1895
DURBAN
4000

..... 20

The Chairperson

.....

.....

.....

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH: MASTER'S DEGREE IN TECHNOLOGY:
EDUCATION (MANAGEMENT).

In South Africa there is a crisis in education. Educator morale is low.

My topic is:

An investigation into the role of senior management in improving educators' morale in public secondary schools in the Durban central area.

I have registered the topic with Technikon Natal for the Master's Degree in Technology: Education (Management). My student number is 9803896. In order to research the above topic I need to interview senior management and educators in the Durban Central area. I hereby apply for permission for access to your staff.

In support of my application I undertake the following:

1. that educators and senior management will respond to the questionnaire of their own accord.
2. that information will be only obtained via the questionnaire.
3. that all information gathered will be strictly for the purpose of this study and will remain confidential.
4. that the survey will be conducted strictly outside school hours.
5. that the results of this research will be made known to the educators concerned.

I look forward to working with educators and senior management of your school. In contributing to this study, the educators will be able to assist in finding solutions so that schools are run efficiently and effectively.

Thank you for your assistance.

F.B. SIMJEE (Mrs)

MRS F.B. SIMJEE

P.O. Box 1895

DURBAN

4000

17 August 2001

Dear Sir/Madam

I have registered for the Master's Degree in Technology: Education Management through the Natal Technikon. My topic is:

An investigation into the role of senior management in improving educators' morale in public secondary schools in the Durban central area.

I would appreciate if you would respond to my questionnaire. The duration of questionnaire is \pm 10 minutes.

In support of my application I undertake the following:

1. that you will respond to the questionnaire of your own accord.
2. that information will be only obtained via the questionnaire.
3. that all information gathered will be strictly for the purpose of this study and will remain confidential and anonymous.
4. that the survey will be conducted strictly outside school hours.
5. that the results of this research will be made known to the educators concerned.

I look forward to receiving your response that will assist me in finding solutions so that schools are run efficiently and effectively.

Thank you

F.B. SIMJEE (Mrs)