An exploration of affective events influencing job satisfaction amongst secondary school teachers

by

Danelle du Preez

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Declaration

I declare that this mini-dissertation is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master in Education Leadership and Management Policy Studies at the University of Pretoria. It has not been submitted before for any degree or examination in any other university. I declare that I have obtained the necessary authorisation and consent to carry out this research.

Signature:

Date: 28 July 2016

Ethical Clearance Certificate

The author, whose name appears on the title page of this mini-dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy guidelines for responsible research.*

Language editor's declaration

I, Ms Charmaine van den Berg, as the language editor declare that I have read "An exploration of affective events influencing job satisfaction amongst secondary school teachers".

Signature: _____

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Abstract

The purpose of this study was to explore what affective events influence job satisfaction amongst secondary school teachers of two private schools in Gauteng. The theoretical framework for this study was the Affective Events Theory as proposed by Weiss and Cropanzano. A total of 37 participants completed an open-ended questionnaire presenting an emotion and asking participants to describe an event that could be linked to the emotion experienced in as much detail as possible. Thereafter 6 participants were selected for follow-up interviews, based on age, gender and years' teaching experience to enquire about their perception on the role of leadership behaviour played in creating these events as well as investigating possible turnover intent. The results from this study highlighted that events which resulted in positive affectivity were mostly connected to learners as negative affective events involved leadership behaviour. It also highlighted how leadership behaviour contributed to these events and expressed possible turnover intent as a result of their experiences of these events at school.

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Abbreviations

AET   Affective Events Theory

CDE   Centre for Development and Enterprise

DoE   Department of Education

HRM   Human Resource Management

IEB   Independent Examinations Board

SMT   School Management Team

UIS   UNESCO Institute for Statistics

UK   United Kingdom

USA   United States of America

Key words

Affective events

Attrition

Educator

Emotional reaction

Emotions

Emotive

Engagement

Job attitude

Job satisfaction

Retention

Secondary school teacher

School Management

Teacher

Turnover

CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 <u>Introduction</u>

Work life occupies a substantial amount of time in a person's day and an estimate of a third of a person's lifetime will be occupied by time spent at work (Vorster, 2010:11). According to a study monitoring work hours in the United States of America (USA) the average worker worked 181 hours or 10.7% hours more per annum in 2007 compared to working hours recorded in 1979 (Michel, 2013:[online]). With the world economy currently in distress and job losses a universal reality, a greater importance has been placed on a person's job (James, 2014:275). Research has confirmed a positive relation between job satisfaction and an increase in overall well-being (Griffin, 2010:56; Sharma & Jyoti, 2009:51) with imbalances in work-life directly linked to increased stress, frustration and work related illnesses (James, 2014:275-276).

These emotional experiences towards one's job are referred to as job satisfaction. Job satisfaction can be defined as the feeling or attitude an individual has towards their job (Armstrong, 2009:343). Various studies have found a positive relation between job satisfaction and commitment, service delivery, productivity, engagement and turnover intent (Brief & Weiss, 2002; Fisher, 2002; Mackenzie, 2008; Morgan, Ludlow, Kitching, O'Leary, & Clarke, 2010; Bouckenooghe, Raja & Butt, 2013). Kelly and Hoffman (1997:423) confirmed a positive relation between employees' emotions and job performance and have concluded that positive emotions resulted in improved customer relationships.

This is especially true for individuals in the service industry, like health care workers and educators. Service industries could be defined as organisations or companies whose core business consists of service provision rather than exchanging of goods (Lee, Kim, Son & Lee, 2011:942). These industries are dependent on employee behaviour and client interaction for business success. Therefore, it is of the utmost importance for companies and organisations to create a working environment which

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will stimulate employees' positive emotions towards their work, or to create job satisfaction.

This is especially applicable to situations in schools, as educators all over the world influence learners on various levels and at different stages in their lives. It is consequently imperative that teachers engage in their work in order to influence learners positively. Hastings and Agrawal (2015:[online]) report that research in the USA has connected employee disengagement with poor well-being, absenteeism, attrition, lower productivity and profitability than their engaged counterparts. According to the Teacher Support Network's website (Hodge, 2015:[online]) job satisfaction amongst teachers in the United Kingdom (UK) is important because:

> "Finding a balance between maintaining and driving up standards while supporting teachers is in the best interest of children, parents, governors and school leaders. Health and wellbeing matters are not soft options but have a direct impact on the culture of a school, recruitment and retention of staff and student outcomes".

Therefore, it is imperative that we ensure that educators facilitate learning in a positive and enthusiastic manner, which are all dependent on the individual's attitude and feeling towards his/her job (job satisfaction). But negative newspaper headings and television broadcasts regarding the state of teaching, especially in South Africa (Nel, 2014:[online]; Rademeyer, 2013:[online]) raise a concern with regards to teachers' heavy workloads, rising stress levels, increased incidents of burnout, attrition and consequent teacher shortages (Janse van Rensburg, 2016:[online]).

Job dissatisfaction has been linked to turnover intent or the individual's intention to leave the organisation or profession (Bouckenooghe et al., 2013:117) which is crucial for a country, like South Africa, experiencing an alarming shortage in the quantity and quality of educators. According to a report by the Department of Education (DoE) in 2005 the teacher attrition rate was estimated to be 5.5% with 20 000 teachers leaving the system in 2007 and only 6000 entering which escalated to an estimated shortage of 15 000 – 22 000 teachers by 2015 (Marnewick, 2013:[online]). In a report published by the Centre for Development and Enterprise

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(CDE) (2015:3) the gap could be filled by 2025, but still raises concern about the possible lack in competent and qualified teachers across all subjects and school phases. It is specifically the number of skilled teachers aged 40-49, the group from which managerial positions, like principals are selected, that is the most worrying (CDE, 2015:6).

1.2   Research problem

Leedy and Ormrod (2005:47) describe the research problem as the heart of a research project. Therefore, at the heart of this research lies the question of what events cause teachers to experience positive and negative affectivity that consequently influences their job satisfaction. The answer to this question could provide insight into what school leaders need to do in order to change events that create negative affectivity and alter them to increase teachers' job satisfaction. This is important as skills shortages are a global phenomenon and has resulted in fierce competition for talented labour in the past few years. This has seen increased efforts from companies to retain talented individuals.

Even though South Africa is experiencing alarming teacher shortages especially in the fields of languages and mathematics (CDE, 2015:4) it has become a popular source for recruiting educators to fill educator shortfalls especially in the Middle East and Eastern countries. In their report on teacher supply and demand, the CDE found that only a third of an estimated 25 000 new teachers needed in South Africa each year, qualify as teachers (CDE, 2015:6) and of that third not all of the qualified individuals necessarily end up in teaching. Apart from recruiting new students, it is crucial that every attempt is made to retain qualified and outstanding teachers currently in the teaching profession (Van der Berg, Taylor, Gustafsson, Spaull & Armstrong, 2011:1).

With an established link between job satisfaction and an individual's intent to leave the organisation (Bouckenooghe et al., 2013:117), it is important for managers to strive to increase job satisfaction in an attempt to retain employees. In order to do this, managers need to understand what it is that makes their employees experience positive feelings about their job and focus on enhancing those experiences, as well

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as making every effort to limit negative experiences that might lead to job dissatisfaction. Cochran-Smith (2004:374) confirmed that many teachers enter the profession with the ideals of changing learners' lives, but that alone wasn't sufficient to make them stay in the profession. Teaching conditions, engagement with other colleagues, professional growth and recognition were some aspects that kept them motivated to stay in the profession (Cochran-Smith, 2004: 391). This was confirmed by a study measuring South African teachers' attrition intent which reported that engaging with learners, autonomy, interaction with colleagues, learner discipline and receiving respect increased job satisfaction and consequently limiting attrition intent (Hall, Altman, Nkomo, Peltzer & Zuma, 2005:18).

Job satisfaction has been the focus of various studies in organisational behaviour with most of the research focusing on the cognitive aspect, leaving little research exploring the emotional aspects of job satisfaction (Meeusen, Van Dam, Van Zundert & Knape, 2010:86).   Many studies focusing on the emotional component of one's feeling towards one's job were conducted in the service industries, like healthcare practitioners and call centre agents (Wegge, Van Dick, Fisher, West, & Dawson, 2006; Griffin, 2010; Ferguson, Ashcroft & Hassell, 2011; McKinney, 2011). Teaching too is considered a profession in the service industry as they provide a service to learners and their parents which involve constant emotional reactions and experiences (Hargreaves, 2005:968). However, research in the education field on job satisfaction from an affective events perspective is quite limited as the literature study report in Chapter 2 will point out. Nonetheless it is vital for management and leadership of schools to have an increased awareness of these emotional experiences in an effort to stimulate more positive events that could lead to job satisfaction (Skaalvik & Skaalvik, 2011:1030) in an effort to increase retention rates (Bouckenooghe et al., 2013:117).

1.3   Research Question and Sub-questions

From the problem statement above, the following primary research question was derived:

"What affective events influence job satisfaction amongst secondary school teachers in the private school sector?"

From this question the following sub-questions guided this study in answering the primary question:

a) What events create positive and negative affectivity amongst secondary school teachers towards their job?

b) What perceived role does leadership behaviour play in these events?

c) How do participants' experiences of affective events impact possible turnover intent?

1.4   The purpose of this study

The purpose of this research is to explore which events stimulate positive and negative affectivity which can influence the attitudes or perceived job satisfaction of educators in senior secondary schools. As teachers are part of the service industry, which is highly reliant on service delivery, it is important to increase events that stimulate positive affectivity. This is important as research has shown that teachers who experience job satisfaction are more likely to create a classroom environment that promotes elements of trust, intentionality, respect and positivity (Purkey & Strahan, 2002:71) and are more likely to stay in the profession (João & Coetzee, 2011:46).

This research further wanted to identify the possible role of leadership behaviour in creating events and has led to possible suggestions, discussed in Chapter 4 on ways in which school leaders may influence events in order to stimulate positive affectivity, limit negative affectivity and ultimately increase job satisfaction as a way to retain talented educators at their school.

1.5   The rationale for the study

My interest in this issue stems from a curiosity about what makes people feel content in their jobs. From my experience, I have seen a decrease in the morale of my colleagues and an increase in stress and burnout, which has been the study of numerous researchers especially in education (Tadić, Bakker & Oerlemans, 2013; Roffey, 2012). The majority of corporate companies have a Human Resource Management (HRM) Department with specialists as part of their team in an effort to oversee the different aspects of how human capital is treated and managed within the organisation (Armstrong, 2009:5). Various studies in the HRM field have established a positive link to employees' job satisfaction and productivity as well as employees' intent to leave the organisation or profession (Vorster, 2010:12; Hsieh, 2016:90). Thus, if leadership in schools could manage to increase teachers' job satisfaction by creating more positive affective experiences, it could not only assist teaching and learning, but also curb teacher shortages by retaining teachers in the profession.

It is alarming that in education which is part of the service industry and a school as an organisation's core business centres around their human resources, accountable HRM practices seems to be broadly neglected. One can debate whether it is the inability or lack of knowledge of principals to manage people or the fact that they are likely to be held accountable for the administration and finances, but not for teacher attrition? Nonetheless school leaders are not taking care of their educators' emotional well-being, often resulting in negative feelings towards the profession or job dissatisfaction, which in turn negatively influences teaching and learning (Griffin, 2010:56).

Job satisfaction is a widely researched topic, especially in organisational behaviour, with limited studies conducted in the educational field. To a large extent these studies have only investigated factors influencing job satisfaction, thus focusing on the cognitive component of job satisfaction. Consequently, the majority of measurement instruments were developed to measure job satisfaction within the cognitive domain (Niklas & Dormann, 2005:368) and for quantitative studies. However, in the late twentieth century, researchers started focusing on the emotional aspect of job satisfaction, because "individual emotions are unavoidable, and are thus inherently a part of organisational life" (Dasborough, 2006:164). But, Mitchell

(2011:53) warns that common affective experiences, also referred to as moods are often given preference in research studies rather than focusing on specific experiences, that are connected to emotional responses.

From the literature review reported in Chapter 2 it is evident that few studies on the emotional component of job satisfaction have been conducted in South Africa, with the majority of these studies in industrial psychology, but none within the educational field. Therefore, the goal of this study was to identify specific events that stimulated positive or negative affectivity as had been recalled by educators and to investigate how these events influenced their perceived job satisfaction or dissatisfaction.

Furthermore this study aimed to investigate the possible role of school leaders' behaviour in stimulating or limiting these affective events. This was conducted in an effort not only to confirm the importance and need for responsible HRM at school level, but also to highlight what events are perceived negatively and why. This study highlighted areas that leaders can focus on to create more frequent affective events, to create job satisfaction and retain outstanding teachers.

1.6   **Theoretical framework**

In order for an organisation to excel as a centre where optimal teaching and learning takes place, it is necessary to pay attention to factors that encourage and motivate staff in order to create job satisfaction and ultimately retain outstanding staff. In the mid-1990s researchers showed an interest in the effect of specific emotions and moods at work which resulted in the Affective Events Theory (hereafter AET) proposed by Weiss and Cropanzano, as a new framework for studying job satisfaction (Wegge, Van Dick, Fisher, West & Dawson, 2006:238).

The most basic assumption of AET is that job satisfaction is the "evaluative judgement about one's job" (Wegge et al., 2006:238). Although similar to other definitions of job satisfaction, AET further proposes that every event occurring at work which is regarded as significant by the individual will stimulate affective reactions (Niklas & Dormann, 2005:368). In other words, according to AET it is the

occurrence of events that influences the way a person feels about their job that results in satisfaction or dissatisfaction

AET posits that employees' emotional experiences in response to important events on the job, influences their attitudes towards their job as well as their organisational behaviour (Weiss & Cropanzano, 1996:11). Thus, AET focuses on how people feel about their work, what events cause those feelings and how those feelings influence their overall attitude about their job (job satisfaction). Even though job attitudes, in specific commitment and engagement have been studied throughout the literature, AET specifically identifies job satisfaction as a job attitude that may be affected by emotional experiences in the workplace as they occur over a period of time (Mitchell, 2010:15).

Weiss and Cropanzano's AET theory (1996:11-12) enriches traditional theories on job satisfaction in the following way:

- AET focuses on the "structure, causes and consequences of affective experiences at work" (Weiss & Cropanzano, 1996:11) thus focusing on the type, the reason and the significance of emotions experienced in the workplace.
- It acknowledges events as the main stimulus of affective reactions in that people are not only influenced by what they do and where they work, but are mainly influenced by what happens at work.
- AET considers time as a constraint in that a person's emotions can change over time and emotions experienced in real time can often differ from retrospective emotions experienced.
- Lastly AET emphasises the fact that affective reactions are multidimensional and are as important as the environment in which these events take place. Therefore, different people can have different reactions to the same event and consequently experience different emotions and react differently as a result.

The research methodology used for this study is described below.

1.7   Research design and methodology in brief

For this research a constructivist paradigm was used to identify possible events that caused affectivity in the workplace. Creswell (2013:8) describes social constructivists as individuals who seek to gain better insight into their workplace and surroundings. This study also looked at how these events influenced participants' feelings towards their job which, from literature, could directly be linked to possible turnover intentions.

Therefore, this study only focused on identifying and isolating affective events followed by interpretations of participants' own experiences as to the positive and negative affectivity and possible turnover intent in order to construct a better understanding of their experiences and perceptions at their workplace. As this study is based on seeking insight into people's experiences and perceptions, it serves as a strong motivator for a qualitative approach (Leedy & Ormrod, 2005:133).

Locke (1969:334) argued that when measuring a phenomenon such as job satisfaction, some attributes and characteristics involved should first be identified before it can be measured. Consequently, this study took a qualitative approach. Creswell (2013:8) notes that in a qualitative approach the researcher mostly relies on the participants' experiences and reflections, or in the case of this study, participants' experiences and feelings about their workplace.

Thus, the qualitative approach directed the study in identifying affective events influencing job satisfaction amongst secondary school teachers in an effort to provide a more complete picture of how teachers felt about their workplace or how they were managed and whether it influenced a possible turnover intent.   This approach was further substantiated by the fact that it relied on methods based on "multiple meanings of individual experiences, meanings socially and historically constructed, and with the intent of developing a theory or pattern" (Creswell, 2013:18).

For this qualitative study I chose a case study research design to explore a single aspect within a larger group of similar components (Gerring, 2004:341) in an effort to

gain better insight and to describe how people feel about events in their workplace and how it contributed to their attitude towards their job.

1.7.1 Data collection methods

The actual data collection process consisted of the following:

1.7.1.1 Sampling

In selecting participants for this study, I have used purposive sampling, defined by Leedy and Ormrod (2005:145) as choosing a specific site (in this case specific schools) for a particular purpose. Teachers from two private schools, both writing the Independent Examinations Board's (IEB) Senior Certificate examination were identified for this study. From information obtained from different schools' websites, as well as telephonic enquiry to the schools' switchboard operators, these schools were selected as they revealed similar characteristics. Quantitative studies on job satisfaction identified cognitive factors influencing job satisfaction as amongst others working conditions, remuneration and workload (Griffin, 2010:56; Grant, 2011:20-24). These schools were selected in an effort to eliminate cognitive to a certain extent to enable teachers to only reflect on affective events in their responses. As these schools were smaller in size with fewer teachers, purposive sampling did not apply to participants and in order to identify events that resulted in positive and negative affectivity, all teachers were invited to voluntarily fill in the open-ended questionnaire and indicate their availability for a follow-up interview.

Dasborough (2006:166) found that leadership behaviour influences affective events with Meeusen et al. (2010:87) concluding that both leadership behaviour and social relations affect job satisfaction. Consequently participants were selected for a follow-up interview based on biographical obtained by means of the open-ended questionnaire to further investigate the above mentioned from their perspectives.

1.7.1.2 Open-ended questionnaires

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As mentioned above, the open-ended questionnaires were distributed to all the staff members of both schools who completed them voluntarily. The open-ended questionnaire collected biographical information which provided an overall portrait of the participant and assisted in assessing information collected from the open-ended questionnaire. Furthermore the open-ended questionnaire presented emotions to which the participants had to describe an event during which the particular emotion (e.g. happiness, frustration, loyalty, discontent, etc.) was experienced. The main advantage of this type of questionnaire was its flexibility (Leedy & Ormrod, 2005:185) which enabled the researcher to explore an array of emergent themes from participants' rich descriptions of emotions experienced and the events that triggered those emotions.

The questionnaire also provided space for respondents to indicate their availability for a follow-up interview and to provide their contact details should they be available for a follow-up interview.

1.7.1.3   Follow-up interviews

From the completed questionnaires, six participants were selected for a follow-up interview in an effort to explore underlying themes and to gain greater insight into events that lead to affective experiences. Interviewees were selected based on biographical information provided that differed in gender, age groups and experience levels in order to gain a wider scope of responses with possible links in biographical selection. An Interview Schedule was drawn up with broad topics (see Appendix D) aimed at clarifying uncertainties with regards to the questionnaires they had filled in and to investigate the role they perceived leadership behaviour to play in creating or managing these events. Thirdly, it questioned interviewees' turnover intent to investigate how these affective experiences might influence retention. A more comprehensive discussion will follow in in Chapter 3.

1.7.1.4   Non-participant observation

Non-participatory observations were conducted during interactions while the semi-structured interviews were conducted. This was done in an effort to establish if the

participants' attitude and behaviour reiterated what was verbally conveyed, the proverbial "practice what you preach". The main purpose of the non-participative observation was to assist in triangulation as a means of establishing validity in the research.

1.8   <u>Summary</u>

This research was conducted to investigate events that stimulate positive and negative affectivity amongst educators which ultimately lead to job satisfaction/ dissatisfaction. Furthermore, it investigated what perceived role leadership behaviour plays in creating these events. This is important for leaders in an effort to create more frequent episodes stimulating positive affectivity. Literature consulted has shown that teachers who experience job satisfaction were more likely to engage with learners and were also more prone to stay at their current school and in the profession.

This chapter briefly outlined the foundation of this study, focusing on both the reason for and the methods used to conduct the research. Chapter 2 is an overview of the literature consulted in order to find answers to the research problem by critically analysing existing literature, using the AET as theoretical framework for this study.

CHAPTER 2: JOB SATISFACTION THEORY AND SIGNIFICANCE

2.1 Introduction

While Chapter 1 provided an insight into the purpose and methods of this study, Chapter 2 serves as an overview of what literature establishes as job satisfaction, how it affects people and its significance to leaders and managers of schools, especially in retaining talented teachers.

A literature review serves as an assessment of research already conducted as well as theories pertaining to the chosen subject (Leedy & Ormrod, 2005:64). This chapter starts by defining job satisfaction and continues with a discussion on different perspectives on job satisfaction. Secondly, the chapter explores affectivity in relation to job satisfaction and also looks at the theoretical framework of AET. Thirdly, an overview of job satisfaction within the service sector and a specific reference to research being done in education is discussed. The fourth and final part of the chapter takes a look at the significance of leadership and management and is further discussed under the headings of Commitment and effectiveness, Accountability and learner achievement, Well-being and Retention.

2.2 Job satisfaction

Work occupies a substantial amount of time per day and the increased prominence our work-lives play impacts not only our moods and emotions, but also who we are perceived to be. Universal problems like inflation, outsourcing, shrinking labour supply, world markets in distress and slow economic growth has tipped the balancing scale between work and family life (Griffin, 2010:56). Therefore, it is imperative that people enjoy positive experiences at work and are content with what their jobs require in order to create overall well-being (Sharma & Jyoti, 2009:5; Griffin, 2010:56). This is especially true for employees in the service industry, such as nurses, hospitality employees and teachers.

Being content with what your job offers and what you are experiencing at work is what is referred to as job satisfaction (Locke, 1969:317).

2.2.1 Defining job satisfaction

Job satisfaction continuously and intensively has been researched in the field of organisational behaviour (Pietersen, 2005:19). It can be described as "how people feel about different aspects of their jobs" (Spector, 1997:2) or an attitude one has towards one's job (Niklas & Dormann, 2005:367; Armstrong, 2009:343; Griffin, 2010:57). Locke (1969:316) defined it as a pleasurable or positive emotional state a person experiences as a result of their job appraisal, which includes their daily activities, responsibilities and relationships with colleagues. Cranny, Smith and Stone (1992:1) describes it as "an affective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired".

From these definitions it is evident that job satisfaction is based on emotions, implied by the use of "feeling", "attitude" and "experience" in the definition. When described as an attitude, job satisfaction encompasses two components: a cognitive and an affective component (Meeusen et al., 2010:85).

2.2.2 Different perspectives on job satisfaction

Weiss (2002:174) claimed that differentiation between three definite constructs of job satisfaction should be acknowledged, namely "evaluations of jobs, beliefs about jobs, and affective experiences" on jobs, with the first two being "cognitive" and the latter "emotional". Later Eagly and Chaiken (in Niklas & Dormann, 2005:367) added another component to job satisfaction, namely a behavioural component. A broader discussion of each element is set out below.

2.2.2.1   The cognitive component of job satisfaction

The cognitive component of job satisfaction entails the evaluative reasoning, assessment or judgments about one's job (Breckler & Wiggins, 1989:254) and is represented by the evaluation of aspects like "pay levels, job characteristics and career mobility" (Meeusen et al., 2010:85). Employees measure these concrete features against their own set of values and needs and the degree to which these

two coincide reflects their level of cognitive job satisfaction (Weiss & Cropanzano, 1996:4; Grant, 2011:20-24).

Researchers have identified factors influencing cognitive job satisfaction which includes working conditions, autonomy, salary and workload (Grant, 2011:20-24) as well as career opportunities, collegial relationships and job challenges (Purcell, Kinnie, Hutchinson, Rayton & Swart, 2003:53). Weiss, Dawis, England and Lofquist (in João & Coetzee, 2011:42) noted that job satisfaction could be influenced by both "intrinsic" and "extrinsic" motivating factors.

Intrinsic satisfaction refers to the individual's feelings towards the nature of what they need to do in their job, in other words what the job entails as opposed to extrinsic satisfaction which refers to the environment, management and working conditions in which the person needs to perform their tasks. When a person experiences intrinsic satisfaction in the sense that he feels that the job tasks are stimulating and exciting (intrinsic) but experiences that he needs to complete tasks without the backup and support from management (extrinsic), it will result in the individual experiencing job dissatisfaction. Weiss and Cropanzano (1996:4) also note that the cognitive component of job satisfaction fluctuated the least over a longer time period where the emotional and behavioral components showed certain changes over a period of time.

2.2.2.2. The emotional component of job satisfaction

Job satisfaction is also described as "intense emotional reactions to the job" (Locke, 1969:314). According to Locke (1969:314) emotions occur when a person observes experiences through introspection and "experiences different degrees of pleasure or displeasure on different jobs and/or with different aspects of the same job". Meeusen et al. (2010:86) reiterate the fact that research focusing on the emotional component of job satisfaction is very limited and focuses mostly on the cognitive component with the majority of research taking a quantitative approach (Niklas & Dormann, 2005:368).

The emotional component of job satisfaction refers to an individual's emotional reaction to an actual event in the workplace with no two individuals experiencing the exact same emotion with the same intensity (Meeusen et al., 2010:86). Weiss and Cropanzano (1996:5) stated that when studying affective reactions one must keep in mind that they have their own outstanding structures resulting in people who, when experiencing negative emotions such as anger, frustration and shame, have different reactions to that emotion.

Affective experiences start with an event which is evaluated for importance and leads to an emotional response to the event, creating positive or negative feelings about their job and ultimately their satisfaction or dissatisfaction towards their job (Kafetsios & Zampetakis, 2008:714; Meeusen et al., 2010:86). This is significant for any employer who, in an effort to increase job satisfaction, needs to create events that will stimulate positive emotions related to job satisfaction and limit events resulting in negative emotions.

Both Meeusen et al. (2010:86) and Weiss and Cropanzano (1996:10) acknowledged the importance of both cognitive and affective components of job satisfaction stressing their interconnectedness and interdependency.

2.2.2.3   The behavioural component of job satisfaction

Niklas and Dormann (2005:367) added a third component to job satisfaction, namely the behavioural component arguing that negative actions like low productivity, absenteeism and turnover should rather be regarded as a component of job satisfaction attitude, instead of a consequence of job dissatisfaction. To any employer, the levels of employees' job satisfaction are important, as job satisfaction increases efficiency, commitment and retention rates (Vorster, 2010:12; Hsieh, 2016:90).

Therefore, it is clear that job satisfaction cannot be seen as a result of a single motivating factor or component, but is rather the result of a collection of activities and situations at work (Griffin, 2010:57). Furthermore, this implied by the use of the synonym job *attitude* for job satisfaction. According to Weiss (2002:174) the

structure of attitude encompasses "affective responses", "beliefs about the object", and "behaviours in relation to the object". Weiss and Cropanzano (1996:2) thus acknowledges that satisfaction is an evaluative judgment a person has about their job and is partly constructed by emotional experiences at work and partly the result of the individual's views they have about their own job.

2.3   Affectivity and job satisfaction

As pointed out before, research studying the affect related influences on job satisfaction has been minimal even though work affect has been acknowledged as an important aspect of the work experience and attitude (Kafetsios & Zampetakis, 2008:714). According to Beal, Weiss, Barros and MacDermid (2005:1055) Barker was the first to acknowledge that a person's daily life consisted of different events which influenced a person's behaviour. Later on, Weiss and Cropanzano (1996:1) also identified the gap and the lack of research to "the causes and consequences of true affective experiences in work settings".

In the past decades an increasing number of studies have been conducted, focusing on the way people think and feel (Ashkanasy, 2002:14). This resulted in the Affective Events Theory (AET) of Weiss and Cropanzano which, as discussed in Chapter 1, underpins this research. Weiss and Cropanzano (1996:12) clearly illustrate their theory in Figure 1. The theory proposes that a variety of events that occur in the workplace results in affective experiences and has a direct impact on a person's attitude towards their job (Kafetsios & Zampetakis, 2008:714).   As illustrated in Figure 1 it also results in affect driven behaviour, a consequent behaviour from the emotion experienced, and not directly related to a person's overall attitude towards their job (Weiss & Cropanzano, 1996:13).

Work Environment Features

Work Events

Affective Reactions

Dispositions

Judgment Driven Behaviour

Work Attitudes

Affect Driven Behaviours
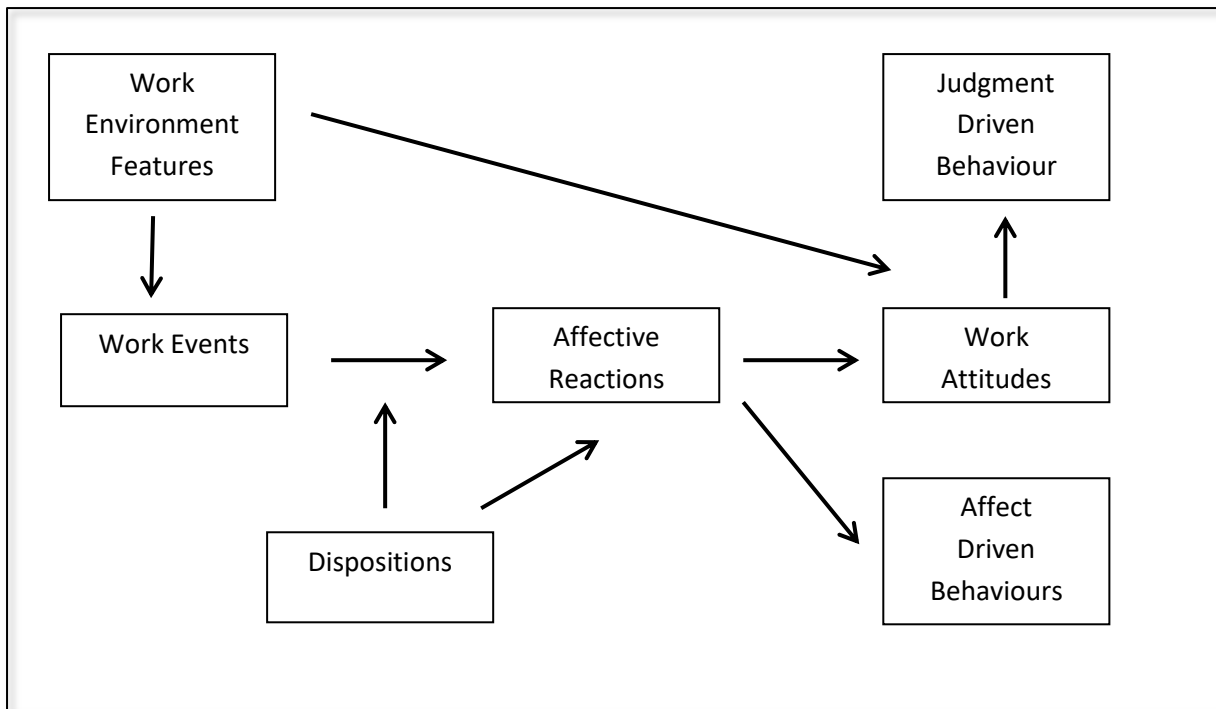
Figure 1: Affective Events Theory. *Source:* Weiss and Cropanzano (1996:12)

AET posits that events that occur in the workplace result in employees experiencing "hassles" and "uplifts" which in turn is referred to as affective events (Ashkanasy, 2002:14). According to Beal et al. (2005:1054) an event is a fleeting experience, therefore short-lived and momentary. Frijda (in Kafetsios & Zampetakis, 2008:714) describes affect as a "subjective feeling state", rather than a mood or emotion, which occurs in reaction to a particular event. However, for this purpose it is important to differentiate between mood and emotion.

Moods are more general affective states and can generally be described as positive or negative (Mitchell, 2011:46). Moods have the characteristic that they often vary in their intensity (Weiss & Cropanzano, 1996:17-18) and is time-bound (Beal et al., 2005:1054) implying that it could change over a period of time. In other words, a mood can be described as a response to a certain object which is either positive or negative and varies in intensity depending on the spectator's evaluation thereof. Moods are also time-bound with a mood experienced earlier in the day often changing as a result of other events and interactions, with a person experiencing a different mood altogether later in the day.

Emotions on the other hand, are more difficult to define since an emotional reaction is not one reaction in itself, but a collection of linked reactions (Weiss & Cropanzano, 1996:17). However, Mitchell (2011:46) describes it aptly when referring to emotions as "specific, in-the-moment reactions to someone or some event." For instance, some of these emotions could be the experience of pride (emotion) when reading about your school's achievements in the newspaper.

Furthermore, research has shown that emotions can be divided into "primary" (fundamental) and "secondary" emotions (Shaver, Schwartz, Kirson & O'Connor, 1987:1061). For instance, when an employee experiences an affective event, like being informed that the school will merge with a neighbouring school and the language policy will change from single medium to double medium, he might experience anger as a primary emotion, with secondary emotions of disgust and rage (Becker, Ullrich & Van Dick, 2013:137). This in turn sparks other events, like discussions with colleagues, outbursts, etc. During such an episode, an employee can experiences a "heightened level of arousal" giving normal events much more significance than warranted and can result in a series of fluctuating emotions (Bergman, Benzer, Kabins, Bhupatkar & Panina, 2013:151).

Work attitude on the other hand is more stable than emotions (Fisher, 2002:24), and connects to a specific objective and has an influence on the way we feel and think about our jobs (Cranny et al., 1992:1). Becker et al. (2013:137) note that people "often construct their attitudes at the time the attitude is called for, rather than carrying the attitude around with them". Consequently, a person's attitude can change from situation to situation and is constructed, rather than recalled.

Therefore, a teacher whose objective it is to improve their subjects' matric average at the end of that specific academic year could experience frustration at other activities influencing the academic time. If these interruptions are repetitive events the teacher might experience continuous frustration which can result in a negative attitude towards their job. When experiencing a negative attitude they may feel that the school's management doesn't care about the academic programme (the *way* we think) and consequently feel they are not valued as an individual (*what* we think).

Coghlan and Pearce (2009:44) suggest that positive emotions will influence a person's attitude through affecting what the person notices, how he encodes the experience and what information he retrieves in constructing his attitude. Therefore, the reoccurrence of negative ("hassles") or positive ("uplifts") affective events will result in a negative or positive affective state, which in turn influences the employee's attitude and behaviour positively or negatively (Ashkanasy, 2002:14).

However, in a study conducted by Wegge et al. (2006:237) a direct link was found between positive affective experiences and job satisfaction and found a link to extrinsic organisational factors and job satisfaction, with employees who experience events in which they feel the organisation provides them with support and growth opportunities for example, reported higher job satisfaction than those whose experiences were differently perceived. In the example mentioned earlier, the case of the two merging schools, if the merger and the adoption of a new policy were the first steps in a series of transformative events which changed the school's character and culture, the employee might become angry and resentful (an affective state) which can lead to job dissatisfaction (an attitudinal state) causing the employee to resign (a behavioural state). This is illustrated in Figure 2, illustrating the relationship between events, emotions, attitudes and behaviour.

However, as the research of Wegge et al. (2006:237) indicated, if there was a strong support system in place, managing and leading discussions and keeping employees informed of changes every step of the way, an employee experiencing job dissatisfaction might change his attitudinal state and consequently his behaviour. Consequently, it is important for leadership and management in organisations to be aware of events that might lead to job dissatisfaction and possible attrition and consciously focus on creating more frequent positive events in order to have a committed and accountable work force, as Figure 2 illustrates.
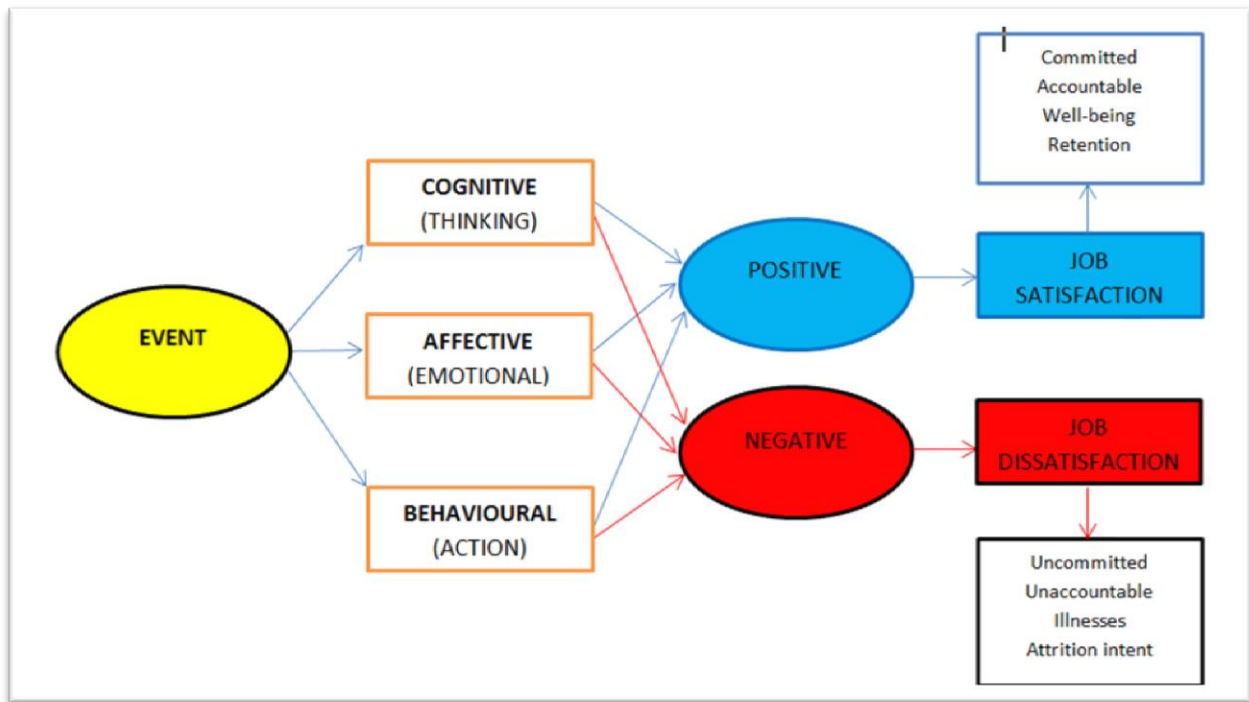
Figure 2. The relationship between emotion, attitude and behaviour (*adapted from* Wegge et al., 2006:238).

AET concentrates on specific feelings people experience at work and what incidents cause those feelings. Furthermore, it focuses on how these feelings influence a person's attitude towards his work which in turn has a profound influence on his behaviour. Thus, AET differs from the traditional focus of investigating the factors of the environment that influence job satisfaction to an events based focus (Weiss & Cropanzano, 1996:11).

AET (Weiss & Cropanzano, 1996:7) consists of four components, which are:

- the type, source and result of the emotion
- the event that created the emotion
- the fact that emotions change over time and can be predicted and
- that emotions consists of different dimensions.

According to Weiss and Cropanzano (1996:23) AET also suggests that a specific work event can arouse strong emotions in one person while another person's emotions remain unchanged and that these strong emotional reactions showed a

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direct link to job satisfaction. Moreover, AET advocates that affective states at work act as the triggers of personality and organisational influences on job satisfaction and performance (Kafetsios & Zampetakis, 2008:713) as can be seen in Figure 2. Therefore, one can conclude that should a person experience an event that results in them being enthusiastic (a positive affective state) chances are that those experiences in return will trigger a positive outlook on their work (attitude) and will positively influence something like team work and commitment to the organisation (behaviour).

Different from the traditional factors identified with job satisfaction and AET is that the latter does not advocate a specific set of events that result in positive or negative affectivity, not only because not all events result in affective experiences, but also because reactions to events differ from one individual to another. Neither has research up to now been able to establish the degree to which the cognitive and affective factors influence job satisfaction (Schlett & Ziegler, 2014:74). However, Weiss and Cropanzano (1996:11) have found that a person's affectivity can predict a person's attitude towards their job if the same affective state has been reinforced by a series of events in the work place and as illustrated in Figure 2.

Research has shown that smaller, repetitive events ("hassles") have a much more significant impact when compared to a major but periodic event, concluding that the frequency of an affective event, rather than the intensity of such an event is what influences a person's attitude towards their job (Morgan et al.*,* 2010:200).

AET highlights the fact that a person's affective state may fluctuate over a period of time and in turn might influence the link between affect and behaviour (Becker et al., 2013:136). Research conducted by Judge, Scott and Ilies (2006:779) found that employees' job satisfaction was directly related to their perception of organisational fairness or hostility, which could also predict certain behaviour in the workplace. Employees who experienced hostility in their workplace reported strong job dissatisfaction which resulted in sluggishness and apathy in their work as well as an increased tendency to litter (Mitchell, 2011:48).

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This plays a fundamental role for any management team, since employee attitude and behaviour has a direct impact on business success and even more so in the service industry, as will be discussed in Section 2.4 below. Unilever which was voted the 2014 Best Company to work for in South Africa (Harrison, 2014:[online]) believes that their success is rooted in their employees, even though it is a company that sells goods, values employees' job satisfaction. Irvine, HR vice-president of Unilever stated their viewpoint by saying:

"The thing that is really going to define companies in the future is its people. Technology is going to be the same; the hardware is going to be the same, but it's actually having fantastic talent that know the company and that are engaged and that want to make a difference. With the lure of overseas jobs South African employers need to consider how they will invest in their people, since the company believes it plays a hugely important part in determining the success of a business" (Harrison, 2014:[online]).

This is especially true for companies in the service industry, like call centres, schools and hospitals, where your employees are your core (or only) business.

2.4   The service sector and job satisfaction

The past years have seen an increase in companies that provide services rather than manufacture goods and with that come a demand for more interpersonal skills and the ability to work with people (Hochschild, 1983:9). This is referred to as the service industry or the service sector. Lee et al. (2011:942) describes the service sector as companies in which employment relies on customer or client interactions rather than trading. Hülsheger, Alberts, Feinholdt and Lang (2013:311) confirmed that "in these jobs, employees are frequently confronted with emotional labour, they face emotionally charged encounters, and they need to manage their emotions as part of their job".

Researchers have long been interested in the influence of emotions on the individual and on organisations as well as people's emotional reactions to their job. It was

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specifically the research of Hochschild (1989:7) that resulted in the concept of emotional labour, which she defined as "the management of feeling to create a publicly observable facial and bodily display". This is especially applicable to jobs in the service sector, as employees need to take control and often repress their emotions because of employer expectations or job requirements.

Consequently, Hochschild (1983:137) proposes the following job requirements in order for a job to be regarded as emotional labour:

- Personal and emotional interaction with customers or clients.
- Control of employees' affective activities by the organisation.

Therefore, it is required for workers in the service industry to distance themselves from their personal emotions and adapt to the emotion that is expected of them to execute their job. These employees have to conform to the rules on emotion as stipulated by their job description or role in the organisation with the latter prescribing what and how they should express themselves (Rafaeli & Sutton, 1987:29).

Hochschild (1983:33) further identified two types of emotional labour, namely "surface acting" and "deep acting". "Surface acting" refers to an employee's ability to mask what he is feeling and adopts the expected emotion towards a client or customer. "Deep acting" on the other hand is an attempt to align one's personal emotions with what is ideally expected as the norm, in other words convincing oneself to adopt an expected emotion as well as customers or clients (Hochschild, 1983:33). Grandey (2000:96) warns that when employees' expected emotions are suppressed because they differ from their own ("surface acting") the result would most probably be emotional exhaustion and job dissatisfaction.

With surface acting, employees change their emotional expressions without changing what they really feel. In other words, employees who hold a job that requires positive emotional communication with customers and clients will need to suppress any negative emotions they have and pretend to have a positive emotional expression when conducting their job (Rafaeli & Sutton, 1987:23). Consequently, research has shown that emotional labour influences employee well-being,

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emotional exhaustion and job satisfaction because surface acting reduces employees' mental resources, prevents them from expressing their real emotions and negatively influences the relationship between employees and customers or clients (Grandey, 2000:96; Hülsheger et al*.,* 2013:314).

As mentioned before, the teaching profession is part of the service industry. According to Hargreaves (2005:968) teaching is not only about providing a service to learners and their parents, but also emotional labour because they need to "reach into the past store of their own emotional experience to interpret and unravel, instantaneously, at-a glance, the emotional experiences and responses of others". "Surface" and "deep acting" are concepts teachers are quite familiar with since they have to deal with learners and parents (customers) with a friendly smile on their faces and an inviting tone of voice every day and conduct "surface acting" through a large part of their workday and sometimes at home.

For example, a teacher whose child is sick and in midst of a divorce will receive her class in an inviting manner, put on a smile and teach her class with energy and vigour. Thus she will engage in surface acting while conducting her job and when she gets home, she needs to console and take care of her sick child, suppressing her feelings of frustration she had been carrying around all day. Continuous acting for people working as emotional labourers not only makes them prone to emotional exhaustion, but also showed an increase in problems influencing their psychological and overall well-being (Grandey, 2000:96; Wharton, 2009:149).

This can develop into a downward spiral, as Griffin (2010:56) dually notes, since the influence that a person's well-being and level of job satisfaction is not limited to that specific individual, but also influences people that individuals interacts with. Therefore, teachers who experience low levels of job satisfaction do not only influence their attitude towards and behaviour in their job, but also influences interaction with learners and colleagues which in turn can influence the attitudes and behaviour of those they come into contact with. If teachers do not have good relationships in their classroom environment, learners' excitement can be interpreted as hostility and a lack of emotional understanding amongst colleagues will be the

order of the day if closeness in relationships and unified identity is not cultivated (Hargreaves, 2005:968).

Swanepoel (2009:464-465) found that a "lack of job satisfaction resulted in frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners, psychological withdrawal from work, burn-out, and early exits from the teaching profession". Teachers have a profound impact on learners' lives and a teacher's level of job satisfaction will not only influence the emotional state of the teacher, but also those the teacher interacts with (Griffin, 2010:60). This was confirmed by Bouckenooghe et al. (2013:114) who found that high job satisfaction strengthened the positive relationship between positive affectivity and job performance.

According to Morgan et al. (2010:192) affective events are the "building blocks" for teachers' emotions and have the following characteristics:

- "they are coloured by a positive or negative feeling,
- they are normally triggered by an interaction involving teachers' professional work and identity,
- they have a beginning marked by the triggering of a feeling and end with the dissipation of that feeling and
- they have the potential to recur routinely".

As teaching is emotional labour teachers are continuously confronted with emotionally charged events in which they need to suppress their own emotions as part of professional expectations and consequently engage in "surface" acting (Hülsheger et al., 2013:314) and consequently experience stress and burnout (Grandey, 2000:96). Therefore, it is important for organisations to invest in the emotional well-being of their employees, especially so in the service industry, as employees' emotions directly impacts the way in which they interact with customers or clients (Griffin, 2010:56).

2.5 Significance of affective events and job satisfaction with regards to leadership and management

Research conducted by Dasborough (2006:166) found that the behaviour of organisational leaders influenced affective events experienced by employees. Wegge et al. (2006:237) also established the link between organisational factors and job satisfaction, such as autonomy and support from supervisors which showed a strong correlation to employees' job satisfaction or dissatisfaction.

With the presence of a strong relation between emotions experienced as a result of certain events and the construction of attitude (Coghlan & Pearce, 2009:44) leaders and managers in organisations, especially in schools play a pivotal role in employee job satisfaction as they are the ones who need to manage negative events and can make decisions that will reinforce positive events in order to create job satisfaction. Furthermore, their decisions influence behaviour (Ashkanasy, 2002:14) since behaviour was directly related to employees' attitudes as a result of reoccurring "hassles" or "uplifts" experienced during affective events.

Morgan et al. (2010:194) posits that one should differentiate between everyday events in terms of their perceived origin, namely whether its origin is "proximal" (classroom or school based) or "distal" (national or global). In differentiating between the origin of these events leaders and managers can distribute leadership in an effort to manage affective events. Thus, if an event is "proximal" in origin and classroom based, it will most probably only affect the teacher in that specific classroom, with leadership then distributed to the person responsible for that department as the event only influences the individual. However, when an affective event is school based, the school's management team (SMT) will play a vital role in the management of that affective event, since it influences a larger group of employees or school community.

Morgan et al. (2010:194) also suggest that events that are "proximal" in origin have a more significant influence than events from "distal" origin, as it often influences the teacher directly, thus creating an affective state, whereas "distal" events might not have any influence on their affective state.

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Dasborough's (2006:171) research identified that leader behaviour that reflected empathy, respect, autonomy and open communication evoked positive experiences to events, while being kept in the dark, rudeness and the lack of appraisal resulted in negative affectivity. Therefore, within the framework of AET one can conclude that leadership behaviour influences employee emotions, attitude and behaviour and ultimately organisational outcomes. In schools the behaviour of principals and the SMT can have a profound influence on the following areas:

2.5.1 Commitment and effectiveness

Simons and Buitendach (2013:3) define organisational commitment from an affective perspective as employees' "emotional attachment to, identification with and involvement in the organisation". Furthermore, their research has confirmed a strong link between commitment and work engagement (Simons & Buitendach, 2013:4) which implies that employees who are devoted to and can identify with the organisation are not only committed, but also more engaged. As far as schools are concerned, Morgen et al. (2010:191-195) have found that not only negative affective experiences but also the absence of positive experiences amongst teachers undermined commitment and performance and showed a positive relationship to teacher's attrition intent.

Bouckenooghe et al. (2013:116) have confirmed a correlation between positive affectivity and effectiveness in the workplace as well as their intention to leave the organisation. Therefore, employees who experience positive emotions associated with events at their workplace perform their tasks better and will commit to the organisation for longer (Simons & Buitendach, 2013:8). Fredrickson (2004:[online]) developed the Broaden-and-Build Theory of positive emotions that posits that positive emotions increase the creative thinking processes and result in a broadened perspective to their work and overall better performance, attitude and engagement. Therefore it is important that school leaders acknowledge the importance of enforcing continuous positive affective events in an effort to gain teacher commitment to the school and to their learners which will ultimately lead to an increase in job satisfaction and performance and a positive influence on turnover intent.

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2.5.2 Accountability / learner achievement

Apart from the fact that positive affective reactions directly impact an employees' affective commitment (Fisher, 2002:12) and efficiency (Brief & Weiss, 2002:296) research has linked teacher affective states to learners' teaching and learning (Morgan et al., 2010:203).

Bakker (2005:41) concluded that teachers who experience positive affective states (like happiness) encourage positive affective states in their learners which are predictive of school performance. Teachers' positive affectivity increased their motivation and well-being which enhanced the quality of teaching and spiralled into more motivated learners and increased academic performance (Roffey, 2012:8). However, Roffey (2012:8) also found that learner achievement in turn increased teacher affectivity even more, thus having a (positive) snow-ball effect.

2.5.3 Well-being

Experiencing happiness at work has been a key indicator of work-related well-being, since it can positively be connected to job satisfaction (Sharma & Jyoti, 2009:51; Griffin, 2010:56) and performance (Tadić et al., 2013:735). Within the framework of AET, Wegge et al. (2006:237) have also highlighted the connection between organisational attitudes and the well-being of employees. Furthermore, research has indicated that "surface acting" had a profound influence on employee well-being because pretence is emotionally draining which in turn results in negative affectivity (Hülsheger et al., 2013:314) and that these imbalances in work-life increases stress, frustration and work related illnesses (James, 2014:275-276).

Research in the USA has confirmed a positive relationship between employee disengagement with poor well-being, absenteeism, attrition and lower productivity (Hastings & Agrawal, 2015:[online]). This is also true for educators, since Kafetsios, Athanasiadou and Dimou (2014:4) found that leadership at schools who didn't possess confidence, good communication skills and empathy for their subordinates influenced teachers' stress and well-being negatively. Therefore, schools' leadership should make an effort to increase the emotional well-being of their teachers as

research has shown that it not only affects job satisfaction but also enhanced teaching and learning (Griffin, 2010:56).

2.5.4 Retention

Turnover intention, which refers to an individual's intent to leave the organisation, has been directly linked to an employee's level of job satisfaction (Bouckenooghe et al., 2013:116) as employees who experience higher levels of job satisfaction are less likely to leave the organisation (Mitchell, 2011:44). This should encourage leaders and managers in schools to identify and differentiate between positive and negative affective events in an attempt to increase positive affectivity connected to higher job satisfaction and ultimately reduce employee turnover intent.

There is an estimated shortage of 2.7 million teachers globally which will grow to approximately 25.8 million in 2030 (UNESCO Institute for Statistics (UIS), 2015:[online]). In South Africa the DoE reported in 2005 that teacher shortages would amount to an estimate 15 000 – 22 000 teachers in 2015 (Marnewick, 2013:[online]) as only about a third of teachers needed to fill vacancies are produced annually (CDE, 2015:4) Laurence (2015:[online]) further reports that talented teachers leaving the profession in South Africa has placed the profession in such a negative light that it has been discouraging to teachers staying behind or those who are considering teaching as a career.

Thus, to address shortages, recruiting new teachers alone will not be sufficient, but a conscious effort should be made to retain especially qualified and quality teachers (Van der Berg et al., 2011:1). In a study measuring South African teachers' turnover intent teachers reported that job satisfaction was positively related to experiences involving learners and colleagues, and being respected (Hall et al., 2005:18). Teachers also noted that their teaching conditions, engagement with other colleagues, professional growth and recognition were significant motivators for them to stay in the profession (Cochran-Smith, 2004:391). Teachers have noted the following as reasons for leaving the teaching profession: constant policy changes, poor management, learner behaviour, stress and fatigue, workload, salaries and limited career opportunities within the education field (Laurence, 2015:[online]).

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Therefore, it is imperative that management should invest in constructing a work environment and events that create positive affectivity in an effort to reduce employees' turnover intention (Bouckenhooge et al., 2013:117).

Morgan et al. (2010:195) note that positive emotions, "proximal" in origin (classroom and school), are more closely linked to teachers' commitment to stay in teaching than events of "distal" (national or global) origin. With an established link between teacher-learner engagement and teacher well-being, the latter is important to create a better understanding of the career motivation for teachers in order to restructure teachers' job design and ultimately retain teachers in the profession (Spilt, Koomen & Thijs, 2011:457-458). Therefore, leaders and managers should protect and provide teachers with greater classroom support and autonomy in order to keep talented individuals at their school.

2.6   Conclusion

From this literature research it is evident that events play an important part in any organisation, as it provides information to employees about the organisation's characteristics (culture, climate, etc.) and its members (management and colleagues) which assist them in evaluating their fit to the organisation (Bergman et al., 2013:151). With a direct link between affective events to attitude, emotion and behaviour in the workplace, the literature has shown that affective experiences will influence work satisfaction, performance, commitment and ultimately employee wellbeing and attrition intention.

Important to leadership and management is the fact that not only negative affective experiences but also the absence of positive experiences amongst teachers undermined commitment and performance and showed a positive relationship to teacher's attrition intent (Morgen et al., 2010:191-195). Schools in South Africa are facing a dilemma with severe teacher shortages, especially in the foundation phase (CDE, 2015:4). As positive affective events have been linked to job satisfaction (Kafetsios & Zampetakis, 2008:714), performance and commitment (Simons & Buitendach, 2013:8), accountability and learner achievement (Morgan et al., 2010:203), well-being (Sharma & Jyoti, 2009:51; Griffin, 2010:56) and attrition intent

(Bouckenooghe et al., 2013:116) it should become a high priority of every principal to create a positive work environment where positive emotions are valued and the school's management policy and Human Resources (HR) plan contains specific strategies to support and guide teachers.

With the said research and literature review, Chapter 3 contains a discussion of the research design and methodology, data capturing methods as well as possible ethical considerations and data analysis.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The research was structured around the problem of identifying events that influenced secondary school teachers' job satisfaction and was based on two case studies involving participants who are in the employ of two independent schools. The research consisted of an open-ended questionnaire as well as a follow-up interview coupled with non-participatory observation.

In this chapter the motivation for the selected research paradigm, research approach and design, as well as participants' selection, data collection, the interpretation and analysis of data will be discussed. The last part of this chapter will be a discussion of the ethical issues and validity of the study.

3.2 Methodology

As stated in Chapter 1 this study was based on a constructivist paradigm with a qualitative approach and a case study design as a map for conducting this research.

3.2.1 Constructivist paradigm

A constructivist is someone whose social reality is generated from experiences, beliefs and interactions rather than an assessment of literal objects (Mertens, 2005:8). Creswell (2013:8) sums up a constructivist paradigm as follows:

> "Assumptions identified in these works hold that individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences-meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas."

This research is aimed at exploring what events resulted in respondents experiencing positive or negative affectivity which required respondents to reveal "subjective meanings" and their emotional experiences. Leedy and Ormrod (2005:134) further stress how constructivists create understanding, gain new perspectives on theory or determine issues within a particular phenomenon. This is confirmed by Basit (2010:14) who also noted that as these are personal perspectives from participants, the constructivist paradigm doesn't allow the research to generalise findings.

Thus, this study investigated affective events with the intent to firstly identify events that create a particular reactive response and try to create an understanding of the respondent's affective experience within their working environment. The study further serves as an exploration to discover the perceived role leadership behaviour plays in creating these events and then could draw certain connections based on the theoretical framework of AET.

Communication is essential for a constructivist paradigm as participants and the researcher needs to engage in open dialogue to construct reality together and then develop a "pattern of meanings" in order to construct meaning (Creswell, 2013:8-9). Therefore, this paradigm is suitable for fewer participants and a more in-depth investigation into people's reactions by considering similarities and differences (Basit, 2010:14).

3.2.2 Qualitative Approach

Although a variety of designs exist within qualitative research approach Leedy and Ormrod (2005:133) note two denominators that qualify an approach as qualitative namely that the research takes place in a "natural setting" and that a qualitative approach aims at studying the complex nature of the phenomenon. Furthermore, Creswell (2013:8) notes that in a qualitative approach the researcher mostly relies on the participants' perception of the phenomenon. Therefore, a qualitative approach provided a fit for the intended research as participants had to give their interpretation on events as well as their affective responses to the recalled experiences, thus not

measuring a quantified action but an investigation into the complexity of personal feelings as they take place at the participants' workplace.

Basit (2010:16) emphasise the fact that a qualitative approach aims at research that relies on participant' experiences, subjective in nature and that findings will be explained from the said participants' perspective. Therefore, this research relied on the researcher's interpretations of data communicated and consequently a report of findings from the researcher's point of view (Leedy & Ormorod, 2005:133) thus serving as a motivator for a qualitative approach.

The open-ended questionnaires were designed in such way as to give an in-depth perspective on their experiences with some respondents using more than the space provided in their recollection.

The semi-structured interviews provided more in-depth knowledge as participants were given the opportunity to elaborate on their emotions and perceptions. Interviewees were also asked about turnover intent in reaction to events experienced which was quite personal for many of them. Even though none of the participants had any knowledge or was made aware of AET, summarising their experiences, feelings and attitudes could be compared to other studies in AET that concluded and provided a better insight for the researcher.

Furthermore, Leedy and Ormrod (2005:133) explain that a qualitative approach acknowledges that "there isn't necessarily a single, ultimate Truth to be discovered… (but aims)… to reveal the nature of these multiple perspectives". At no stage was the intention of this research to generalise or find a single "Truth", but was rather sparked by a curiosity as to what events create affective experiences and how the same event was experienced by different individuals in order to compare it to findings from other overseas studies, as discussed in the literature review.

Denzin and Lincoln (in Swanson & Holton, 1997:91) describe qualitative research as "a bricolage", something that is pieced together, a close-knit set of practices that provide solutions to a problem in a concrete situation. Furthermore, qualitative studies are limited in that their findings cannot be generalised but are reliant on descriptions of experiences and events (Leedy & Ormrod, 2005:100).

For this study a qualitative approach doesn't measure real time affectivity, but rather relies on human memory, which is rarely an accurate recollection of as employees' emotional reactions to work events over time may affect their attitudes toward the organisation (Weiss & Cropanzano, 1996:11). However, by providing a recollection of their affective experiences, participants' responses will enable the researcher to identify specific events, the role leadership behaviour plays in creating these events and how interviewees' experiences might influence turnover intent.

3.2.3 Case study design

A case study can be defined as "an examination of a specific phenomenon, such as a program, and event, a process, an institution, or a social group (Merriam, 1998:9). Nieuwenhuis (2007:75) refers to a case study as an investigation into an event in an effort to study a phenomenon and Basit (2010:19) reiterates Nieuwenhuis's reference by adding that a case study enables a researcher to portray a real person in a real setting by referring to events that occurred. As the title of this study indicates it is an exploration of affective events influencing job satisfaction.

The epicentre around which this research was built was event based and consequently motivated by a case study design. In order to find "patterns of meaning" a collective case study design was used in order to enable the researcher to find similarities and differences. Leedy and Ormrod (2005:135) motivate multiple or collective case study design to research a fairly unknown phenomenon in which evaluations and comparisons can be made or for generating theory.

Wallace (1998:164) regards the use of case studies especially appropriate in the event of a researcher trying to solve a particular problem or the desire to apply a theory to a real situation. Furthermore, its strength lies in the fact that a case study encompasses different types of data (Merriam, 1998:8) as is the case with this research in which data was collected by means of an open-ended questionnaire as well as semi-structured interviews and non-participatory observation that was utilised for triangulation. Merriam (1998:33) also notes that a case study design is advantageous for research focusing on processes, as is the case of this research, as it investigates affective reactions to events and its influence on job satisfaction.

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However, the case study design's disadvantage or weakness is the fact that findings cannot be generalised (Leedy & Ormrod, 2005:135) but as this was never the intent of the researcher and consequently not detrimental to this study at all.

3.2.4 Sampling

As a case study research design often relies on different sources of data (Merriam, 1998:8) the sample often depends on the problem statement and consequently is sampling for qualitative research mostly purposive, or participants purposely selected for a specific reason (Leedy & Ormrod, 2005:145; Cohen, Manion & Morrison, 2007:110).   Further, Cohen et al. (2007:113) notes that purposive sampling is a group specifically targeted by the researcher who knows that they are not representable of larger whole but has the advantage that it is more manageable and is adequate as long as the researcher's intent is not to generalise, but to answer a problem statement.

For this study the schools selected as samples were purposeful. From the literature review factors influencing job satisfaction for teachers included   working environment, salary and   workload (Grant, 2011:20-24), career opportunities, collegial relationships (Purcell et al., 2003:53) as well as constant policy changes and learner discipline (Laurence, 2015:[online]). To eliminate the aforementioned factors to a certain extent, it was decided to focus on smaller private schools falling under the IEB. By doing research of private schools in Gauteng by means of studying web sites and doing a general telephonic enquiry, two schools were specifically selected based on good discipline, smaller classes in a more intimate environment and less extramural activities offered than at larger schools.

 A school setting was specifically selected for the research of this nature, as AET as a theoretic framework hasn't been researched in a school setting in South Africa. Furthermore, Creswell (2013:8) duly notes that with a qualitative approach, researchers' personal experience and background undoubtedly influences their perception and assessments and being from an education background at an IEB school added to the samples being from this environment.

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However, Leedy and Ormrod (2005:145) warns that sampling in qualitative research is often limited, even more so in purposive sampling, as well as the fact that the data that is analysed will not sketch a comprehensive picture of the phenomenon researched and will not be generally applicable. However, since the intent of this study is not to generalise but to interpret individual's emotional experiences and their perception of job satisfaction, this did not prove to be a stumbling block to the conduct of the research.

3.2.5 Data Collection

Data collection in qualitative research is regarded as a cyclical process in which the gathered data is immediately analysed in order to direct further analysis, sampling and reporting and is not a chronological process as in the case of quantitative studies (Cohen et al., 2007:178). Because of the multi-dimensionality of the research on job satisfaction (Weiss & Cropanzano, 1996:12) and the "eclectic" quality of data collection in qualitative research (Cohen et al., 2007:182-183) the methods used for collecting data for this research was an open-ended questionnaire coupled with semi-structured interviews. To assist with triangulation, non-participatory observation was also conducted before and during interviews and field notes compiled throughout.

The data collection process followed the following steps:

3.2.5.1   Step 1 – Introductory meeting

As mentioned before, purposive sampling was used for this research. Preliminary enquiry in selecting the two samples was done by word of mouth and studying the schools' websites. The first contact with the respective schools occurred telephonically, followed by being granted an introductory meeting with the principal at one school and the deputy principal of another. The purpose of the introductory meeting was to familiarise the school's representative with the purpose and objectives of my research as well as an informal conversation enquiring about the leadership philosophy, ethos, climate and other biographical information on the

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school that wasn't available on their webpage or to clarify sections that were not clear but of importance to the researcher.

After the introductory meeting, permission was granted for the distribution of the questionnaires and the Permission to Conduct Research (see Appendix A) was completed, signed by the respective principals and sent to the researcher prior to the commencement of the research. The researcher and representatives also negotiated a suitable date and time for the distribution of questionnaires as the second step of the data collection process.

3.2.5.2   Step 2 – Distribution of open-ended questionnaires

Both schools invited their whole staff compliment to be part of the study, taking into account the ethical prescription of voluntary participation, as discussed in Section 3.5 Ethical Considerations. A representative of the school managed the distribution and collection of the Participant's Consent Form (Appendix B) and the Open-ended Questionnaire (Appendix C). The latter was intended to provide insight into what events at school create affective reactions, both positive and negative.

The open-ended questionnaire consisted of two sections: Section A collected biographical information to assist with the interpretation of data and Section B presented an emotion to which participants had to respond with a recollection of an event that lead to the participant experiencing that particular emotion. The emotions presented to participants were pride, happiness, frustration, discontent, disappointment and also what motivated or encouraged them.

This questionnaire was based on the Affective events-emotions matrix of Basch and Fisher (2000:44-46), but on a much simpler scale. Basch and Fisher presented 101 hotel employees with 10 different emotions and enquired them to recall an incident in which the presented emotion was experienced (Grandey, Tam & Brauburger, 2002:33; Wegge et al., 2006:240).

Therefore, this type of open-ended questionnaire was deemed suitable to answer the research question on what affective events occur at schools that influenced teachers' job satisfaction.

The open-ended questionnaires were made available to participants either in hard copy or as an electronic version or both to cater to their personal preference. As the questionnaire was open-ended, participants could elaborate and provide detailed recollections of what events created the proposed affective responses. The last section of the questionnaire asked participants on their availability for a follow-up interview, should they be selected for one as prescribed in Section 3.2.5.4, which was the only section where their personal details would be provided.

3.2.5.3   Step 3 – Collection of questionnaires and analysis

Upon selection each questionnaire was coded to protect the identity of the participant followed by capturing information provided in both sections A and B on an Excel spreadsheet. The data was captured under the following columns: Happiness, Frustration, Pride, Motivation, Disappointment and Discontent with events stipulated under each in a row dedicated to the participant as referenced by their code.

After the capturing of data, an evident pattern of events became visible, namely, events involving learners, colleagues, parent involvement, the environment, leadership behaviour, workload, remuneration and unrealistic expectations which were recurring themes in participants' responses.

To further investigate these themes and because of the multi-dimensionality of job satisfaction, participants were selected (as described in Section 3.2.5.4) and contacted for semi-structured interviews, as discussed below.

3.2.5.4   Step 4 – Selection of interviewees

After establishing commonalities within events that were experienced, six participants were contacted for a follow-up interview. Again, purposive sampling was used for selecting participants for the follow-up interviews as part of the cyclical

process of conducting qualitative research (Creswell, 2013:8). These participants were selected to differ in gender, age and experience. An appointment was made to suit the participant's schedule and was accompanied by non-participatory observation before and during the interview during which field notes were compiled.

3.2.5.5   Step 5 - Semi-structured interviews

The format of the interview was semi-structured as opposed to the unstructured interview format. Even though unstructured interviews provide more flexibility, it can result in different information from different interviewees which makes comparison between the information impossible (Leedy & Ormrod, 20075:146). A semi-structured interview outlines a framework of questions to ensure that discussions are based on the same topics and issues (Basit, 2010:103). The Interview Protocol used for this research (see Appendix D) was made available to participants before the interview took place to alleviate uncertainties accompanied by the reservations some of the participants may have had (Eberlein, 2009:7).

For the interview protocol a set of 10 questions provided the guidelines for the discussion which focused mainly on exploring the nature and length of the emotions participants have experienced and an overall summary of their attitude towards their job.   Some questions for the semi-structured interview probed participants' perception on the role of leadership behaviour and their intent to leave the organisation.   As this aspect is quite sensitive and personal extreme caution was made to protect the sensitive nature of this information.   Being aware that discussions of this nature could be upsetting for the interviewees, two of them commented on the therapeutic value the discussion had, as they didn't feel comfortable discussing job satisfaction and attrition intent with any of their colleagues or school's leadership.

The interviews were recorded and then transcribed for analysis.   The interview transcriptions were analysed according to the spreadsheet used for the open-ended questionnaire with added sections for job satisfaction, perceived leadership behaviour and turnover intent.

3.2.5.6 Step 6 - Non-participatory observation.

Observations in a qualitative study are "intentionally unstructured and free-flowing" and will enable a researcher to "take advantage of unforeseen data sources as they surface" (Leedy & Ormrod, 2005:145). For this research the observation intent was only for purposes of triangulation and conducted during interaction with the participants, observing body language, attitude and if their interaction relates to their responses and observation remarks recorded as field notes.

In some cases and upon request some interviews were conducted outside the school's premises which added to the right of privacy of the participants.

3.3 Data interpretation and analysis

Qualitative data analysis enables the researcher to clarify experiences, draw patterns, categorise events and establish themes (Cohen et al., 2007: 461). Even though data interpretation in qualitative research is not a linear process (Creswell, 2013:8), Cohen et al., (2007: 461) recommended the following steps in data interpretation and analysis:

- Establish similarities and differences
- Group similar parts into one field
- Link and find connections between the different fields
- Test suggestions and conclusions
- Summarise findings

Data collected from the open-ended questionnaire was captured on an Excel spreadsheet with the participant's code as reference in the row and their experienced events listed under the emotions presented, namely, Happiness, Frustration, Pride, Motivation, Disappointment and Discontent. Evident patterns highlighted similar events; consequently these were grouped into different fields namely, events involving learners, colleagues, parents, the teaching environment, leadership behaviour, workload, remuneration and unrealistic expectations.

As mentioned before, the study followed a simplified construct as the research by Basch and Fisher (2000:36-48). Furthermore, the research depended heavily on Griffin's (2010:56-77) research on affective motivation and job satisfaction amongst Bahamian and Jamaican teachers. These studies were referred to in analysing the data as well as concepts of AET of Weiss and Cropanzano (1996:1-74). Thus, the conclusions were tested against findings and concepts from the literature highlighted above and will be discussed in detail in Chapter 4.

The data for the two schools were captured and analysed separately to ensure that both cases were evaluated on their own merit.

3.4 **Assuring the validity and trustworthiness of the study**

"In qualitative research validity relies on credibility and dependability" (Holder, 2014:122) which can include triangulation as well as returning the data to participants for confirmation on accuracy (Merriam, 1998:204-205). Although validity in qualitative research has been the topic of numerous debates, Cohen et al. (2007:133) is of the opinion that validity can be obtained in the "richness and scope of the data achieved. For external validity Guba and Lincoln (1981:115) suggest applying findings to that of other studies and to validate to what extent they overlap. This was done by referring to the studies of Basch and Fisher (2000) and Griffin (2010) with commonalities amongst the two studies and the research conducted, thus adding to external validity of this research.

For internal validity the process of triangulation was followed. Triangulation is defined as the use of multiple methods to collect data in especially studying the complexity of human behaviour (Cohen et al., 2007:141). Therefore, as the research into job satisfaction is multi-dimensional (Weiss & Cropanzano, 1996:12) and in order to establish triangulation this research study made use of an open-ended questionnaire, a semi-structured interview as well as non-participatory observation to establish to what extent these different data sets yielded similar results in order to add validity to the study.

3.5 Ethical considerations

Leedy and Ormrod (2005:101) clearly indicate that researchers must look closely at ethical implications when investigating human behaviour. The two selected schools were both independent schools and privately owned; therefore, permission from only the principals were needed. Both principals signed the Permission to Conduct Research (Appendix A) and returned it to the researcher after an introductory meeting, set out in Section 2.5.1 above.

The process of conducting the research followed strict principles as prescribed by the University of Pretoria, namely:

3.5.1 Voluntary participation

As mentioned before, the completion of the open-ended questionnaire was voluntary and the questionnaire included a section where participants could make themselves available for a follow-up interview. Those who were not interested did not fill in this section and only received a code as reference to the participant. Participants who were contacted for the follow-up interview were again made aware of the fact that they could withdraw from the research at any time.

3.5.2 Informed consent

All participants who completed the open-ended questionnaire also completed an Informed Consent Form (Appendix B) prior to filling in the questionnaire. The consent form depicted the purpose for the research as well as the process, together with contact details of the researcher, should they wanted to obtain more detailed information on the topic.

Led by the suggestions of Leedy and Ormrod (2005:101-102) the consent form included the following:

- A brief description of the nature of the study
- A description of what participation will entail

- An indication that participation is voluntary and can be terminated at any time
- A guarantee that responses will remain confidential and anonymous
- The researcher's name and contact details
- An offer to provide detailed information about the study upon its completion

As with the open-ended questionnaire, participants had the option of an electronic or hard copy for the completion and an option to email it directly to the researcher for increased confidentiality.

3.5.3 Safety in participation

Because of the nature of this study, no participant was placed at risk or subjected to research that could prove to be harmful to them in any way. As participants had to disclose and discuss personal emotions the researcher approached topics with utmost sensitivity taking into account that the discussions could result in an emotional outburst. However, from interviewees' responses it proved to have therapeutic value as they did not feel comfortable discussing job satisfaction and attrition intent with any of their colleagues or school's leadership.

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3.5.4 Right to privacy

"Any research study should respect the participants' right to privacy" (Leedy & Ormrod, 2005:102). Therefore, no reference will be made to the school's identity and participants have been assigned codes to assure anonymity. Apart from the right to privacy in reporting, the researcher has gone to great lengths to keep participants confidentiality intact during interviews with some interviews being conducted away from the school's premises at a venue of the participant's choice.

3.5.5 Trust

In this study, participants were encouraged to respond in an honest and truthful manner to add to the authenticity of the research process and published outcomes. As it was made evident at the beginning of the interview, the fact that the researcher came from the same background as the participants established a form of common

ground from which participants could relate and which assisted in developing a trust relationship. At no stage did the researcher experience uneasiness or an attempt to be deceitful, but is convinced that respondents communicated their experiences truthfully and honestly.

3.6 Conclusion

This chapter described the process of collecting and analysing research. Careful consideration was taken in the sampling, data collection instruments and analysis of the data so as to be appropriate in answering the research questions of what affective events influences secondary teachers' job satisfaction.

In the sampling of the two schools the researcher tried to equalise the cognitive factors influencing job satisfaction as reported by Grant (2011:20). In the design of the questionnaire, the researcher wanted to pinpoint the emotional component of job satisfaction namely events that created affective experiences as proposed by Weiss and Cropanzano's AET theory (1996). To add to the validity concepts and themes from research conducted by Basch and Fisher (2000) and Griffin (2010) respectively were used in the design and analysis of data collected from the open-ended questionnaire. This was followed by interviewees selected from respondents for a follow-up semi-structured interview to gain more clarity on two components of job satisfaction, namely, the emotional as well as the behavioural component added by Eagly and Chaiken (1993).

Cohen (2007:132) warns researchers that almost all research conducted in an educational setting should be regarded as sensitive and approached as such. Therefore, this chapter also summarised the ethical considerations during the process of conducting the research according to the strict principles as prescribed by the University of Pretoria. Chapter 4 consists of an in-depth discussion as to the findings of the conducted research.

CHAPTER 4: PRESENTATION OF THE RESEARCH FINDINGS

4.1 <u>Introduction</u>

The purpose of this study was to explore what affective events influenced teachers' job satisfaction. The paradigm for this research was a constructivist paradigm with a qualitative approach. The design of the research followed a multiple case study design, defined by Cohen (2007:255) as "groups of individual studies that are undertaken to gain a fuller picture" which involved two independent schools in Gauteng. Each school's case was studied independently to ensure that both cases were evaluated on their own merit.

The selection of the schools was purposive as to equalise possible cognitive factors that influence job satisfaction as cited by Grant (2011:20-24). The two specific schools also possessed various similarities in the size of the school, teacher-pupil ratio and the fact that they both write the IEB examination. Both schools are situated in residential areas and provide private education to learners in their vicinity. The population in the location of both schools are middle-income groups with similar prices for properties, consisting of residential houses, townhouses and flats as well as accessibility to public transport routes (Private Property, 2016:[online]).

As this research investigated a multi-dimensional topic (Weiss & Cropanzano, 1996:12) data was collected by means of an open-ended questionnaire followed by a semi-structured interview as well as non-participatory observation. As job satisfaction and participants' experiences are personal and confidential, the schools will only be referred to as School A and School B to ensure the schools cannot be identified and the alphabetical order is also representative of the order in which they were visited. To keep confidentiality, participants filling in the open-ended questionnaire were each awarded a code (firstly a number and secondly an A or B as reference to the particular case study) for data analysis and interviewees taking part in the semi-structured interviews have been referred to by their pseudonyms.

The layout of this chapter consists of an introduction and background, first based on the research conducted at School A followed by the biographical information which will consist of the following presented in table format:

- The management structure and the gender composite thereof
- The total number of staff members at the school
- The number of participants who responded
- The number of male participants
- The number of female participants
- The average age of all the participants
- The average years' teaching experience of participants
- The average number of years participants have been teaching at the school.

This will be followed by a presentation of the results from the open-ended questionnaire followed by the semi-structured interviews' responses and the non-participatory observations. The second part will be a repetition of all of the above mentioned based on the research conducted at School B.

4.2 <u>Case Study 1 – School A</u>

School A is a dynamic secondary school that advocates an academic focus and high quality education based on a strong values driven system. The background of the school was based on information provided on their website, word of mouth from people involved with the school and from the introductory meeting with the school principal. The school was established in 2011 and has grown rapidly over the past 5 years. They focus on providing private education to learners from their community and surrounding areas and do not have a boarding house to accommodate learners traveling far.

With the back-up of strong sponsors they believe in educating learners that are inquisitive, knowledgeable and equipped with skills needed to succeed in the twenty-first century. The directors/ owners together with the SMT believe that this can be accomplished through individual attention and a holistic approach involving state of the art technology and current educational practices. Therefore, the school engages

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in continuous teacher training and development, especially in effective classroom methodology and the use of technology.

4.2.1 General biographical information

The biographical information was obtained from Section A in the open-ended questionnaire and verified with participants selected for a follow-up interview. A summary of the biographical information is presented in table 1 below:

DESCRIPTOR	SCHOOL A
Management structure:	Principal (male) and two deputy principals (female) reporting to the directors/ owners of the school.
Total teaching staff complement	23
Number of staff that completed the questionnaire:	21
Total number of participants: male:	6
Total number of participants: female:	15
Average age of participants:	30-39 years
Average years teaching experience:	6-10 years
Average years at the current school:	3 years

Table 1: Biographical information of School A.

4.2.2 Results from the open-ended questionnaire

The questions in Section B of the open-ended questionnaire were based on the research conducted by Basch and Fisher (2000) in which 101 employees in the hospitality industry were presented with 10 different emotions during an interview to which they had to relate an event that resulted in that particular emotion.

For this research participants were presented with 6 emotions and were instructed to describe events that resulted in them experiencing those emotions. A discussion on the results for each emotion is presented below.

4.2.2.1   Happiness

From the participants' responses clear patterns emerged as to what events created feelings of happiness. These events could be grouped under the following themes for School A and are listed with the most common events mentioned first.

a) Learners
b) Colleagues
c) Management
d) Facilities
e) Discipline

"What makes me the happiest is working with children, engaging with them and teaching them the content of my subject" (1A). "It makes me happy to have a relationship with my students" (6A).

These are typical responses from participants with the majority stressing events that involved the engagement with learners either in the classroom, on the sporting field or engaging with a learner one a one-to-one basis that resulted in them experiencing happiness.

"As we have smaller classes we are able to really build relationships with our learners. We have the opportunity to help them grow as individuals [sic] because [sic] we know them very well. Having small classes gives me a chance to meet every child on his/ her level and maximise their potential to the fullest" (4A).

For School A events that exhibited collegial relationships as well as those in which educators received support from their colleagues rated the second highest event that resulted in the participants experiencing feelings of happiness (8A, 14A, 15A & 20A).

Next on the list was management who, from the open-ended questionnaire seemed to play an important role in creating a variety of events that created happiness.

Respondents mentioned events in which they "received respect from management" (19A) and "management was willing to listen and lend a helping hand" (14A).

The school's facilities, especially as the board of directors are focused on providing teachers and learners with the latest teaching technology available ranked fourth amongst the creators of happiness. Although facilities are not an event as such, but was noted repeatedly by respondents as they feel the fact that they are provided with the latest technology of teaching available means that they were empowered to provide more effective teaching and learning" (2A &16A).

Some of the other events mentioned was a good disciplinary structure (9A &18A) and the "holistic approach" to teaching where "winning is not everything" (7A).

4.2.2.2   Frustration

The most common and recurring groups of events that lead participants to experience frustration in the workplace were the following:

a) Workload
b) Communication
c) Management
d) Learners
e) Parents

Workload is one of the cognitive factors influencing job satisfaction (Grant, 2011:24) but was cited the most often when it came to creating feelings of frustration. One respondent described an event when she was informed of an extra responsibility on short notice, reacting with, "I feel frustrated about the fact that I already have too much on my plate and no time on my hands. It feels as if I am in a constant rush. I am stressed out and sometimes I do not enjoy my job (because of this). I chose teaching because I love to teach, not do all this other stuff" (15A).

Respondents also noted that events where they had to record statistics, filling in of forms and other administrative duties was an innate source of frustration (6A & 9A). "I feel that I am overloaded with admin and meetings resulting in less time for actual

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effective teaching and learning" (2A). One respondent even commented that "I wish I could be involved with less academic responsibilities to enable me to do everything that is expected of me" (18A).

Events that reflected "poor communication" (11A) and "miscommunication" (21A) or "only (being) informed of extra-mural activities at the very last minute" (3A) featured often as a cause of frustration.

Although workload and communication can all reside under the larger umbrella of management, it was deliberately separated to indicate the level of frustration the two aspects cause respectively and respondents did not necessarily link the event to a broader management issue, but only focused on the recollection of the experience. However, Management was mentioned by one participant (5A) who described an event saying that, "they (management) become involved in situations that are under control and then tend to take over".

Another aspect that caused frustration was "learners not being held accountable" (13A) and parents that had unrealistic expectations, insisting that learners take a certain subject although they do not have the interest or the ability (1A) or parents blaming teachers for their child not performing (17A).

4.2.2.3   Pride

As with happiness, the events involving learner achievement ranked by far the highest amongst events that resulted in the participants experiencing pride. The grouping of events reflected the following:

a) Learner achievement
b) School achievement
c) Values

The overwhelming response to events that resulted in the participants experiencing pride involved learner achievement or incidents teachers felt that they were "part of students' development and growth" (8A, 14A, 15A & 18A). One respondent recalled,

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"I coach a cricket team and I was so proud when they showed [sic] growth and improvement" (2A).

Secondly was the e*sprit de corps* which summarised the response from a large number of respondents who felt pride when the school as a whole achieved in amongst others the inter high athletics (that took place a week before the distribution of the questionnaire) functions that involved or instilled traditions, like the grade 8 inauguration and merit function, as well as positive public feedback.

"I am proud when I see the way our learners are dressed neatly, greeting everyone and being proud to be part of this beautiful school" (4A) with other respondents (9A, 10A, 18A) noting learner behaviour, or when learners apply the values instilled by [sic] the school by means of a public display.

4.2.2.4   Motivation

With the question requesting participants to reflect on an event that motivated them, respondents' answers were grouped under the following headings:
   a) Learners
   b) Management
   c) Acknowledgement
   d) Colleagues

As with the other positive affectivity incidents, events involving learners proved to motivate respondents. One mentioned that "a child's gratitude when he/ she accomplishes [sic] something that he/ she could not do previously" (18A) served as a strong motivator.   "At the end of one of my lessons a learner came to me and thanked me for the interesting lesson. That motivated me to put in more effort."(14A)

Another person involved with the grade 8 pupils recalled an event when the primary school principal asked a learner if they enjoyed high school, the learner's spontaneously replied, 'My dream came true' (19A), which served as a motivator to keep engaging with learners.

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It was also clear that incidents involving management, especially those in which participants experienced support and acknowledgement resulted in them experiencing increased feelings of motivation. Respondents used words like "(they) took my opinion seriously" (17A); "the principal makes me feel appreciated" (6A); "the principal is very accessible" (7A) and "he goes out of his way to make me feel valued" (7A). From this it was clear that participants valued the feedback from the principal as a strong motivator and not necessarily that from the SMT.

Other events reflected being acknowledged (15A) for "when you are recognised and acknowledged for your work, it greatly motivates you" (21A) as well as an incident where colleagues motivated and encouraged other teachers by means of academic as well as emotional support (15A, 9A & 20A).

4.2.2.5   Disappointment

The respondents reported that events under the following themes had left them with disappointment:

a) Management
b) Learners
c) Acknowledgement
d) Colleagues
e) Workload

In response to an event one respondent replied "in our school management have a different set of rules for different people" (1A). "I am disappointed about certain approaches the management of the school has toward certain priorities" and elaborated on a request for shaded parking bays being disapproved because of cost but elaborate functions with expensive décor hire and projects improving the aesthetics of the school enjoying privilege (5A).

As strong affectivity has been related to events involving learners, it also appeared in the case of disappointment. "I received the blame from parents for their child not

achieving academically. I felt disappointed that the parent could make accusations and I had to accept (because) the 'client is always right'." (17A)

Acknowledgement was also noted with one respondent saying, "various things happen that makes me feel that I am not always trusted nor appreciated" (18A). From the other events mentioned were office politics and gossip (11A & 20A). It was also mentioned that after a request for another staff member in their department the request was rejected it "left other teachers with extra periods and the stress of extra classes with little time to prepare efficiently". (15A)

4.2.2.6 Discontent

Bouckenooghe et al. (2013:116) posits that "when organisational members are dissatisfied with their jobs, this discontent can be a trigger for change". Therefore, the question of discontent was important to show what aspects might be triggers for educators to leave the school or the profession. The following themes could be derived from the events described:

a) Management
b) Workload
c) Communication

Respondents noted events which they feel management are involved in as the most recurring events, including events relating to "unrealistic expectations from management" (1A, 9A) and "unexpected events that interrupts academic time" (13A). One respondent replied with, "I do my best to stick to my planning, but it happens so often that things are scheduled during academic time and this greatly adds to the pressure and stress in my life" (5A). Another respondent noted that "we are often only informed of changes and decision that affect us without having a choice or a say" for instance, in the compulsory wearing of corporate wear and having to pay for it themselves (11A).

Some of the other events noted were the full extra-curricular time-table (19A); having meetings during breaks and consequently not having time to do personal admin (11A) and not being kept up to date with changes (15A).

4.2.3 Semi-structured interviews and observations

Three interviewees were selected form School A and were given pseudonyms to protect their identity as stipulated in Section 3.5 Ethical considerations. The first interviewee, Angela is between 20-29 years of age, with 0-5 years' experience with the second participant, Bridget aged 30-39 and 11-15 years' teaching experience. Both of them have been at the current school 1-2 years. Interviewee 3, Cindy is part of the SMT, aged 50-59 and has 21 years or more teaching experience of which the last three have been with her current school.

The central questions revolved around the person's experience of job satisfaction or dissatisfaction, the role of leadership behaviour in affective events and employees' turnover intention. Before and during the interviews the participants' interaction with colleagues and overall attitude were observed, as well as during the interviews as a form of triangulation to underline what the person is saying. The results of the semi-structured interview and non-participatory observation is summarised below:

4.2.3.1   Interviewee 1: Angela

Angela has a cheerful and friendly approach and laughs easily. She is very outgoing and has a jovial attitude towards her colleagues during break. During the interview Angela described her overall attitude as positive although she admitted that it wasn't a hundred percent. In reflecting on events that caused her to experience happiness, it was evident that she was excited about teaching:

> "The kids, but mostly for me the kids and the subject I teach (excites me). I have a passion for my subject. I love doing things that get kids excited and showing them cool stuff."

This "passion" for teaching is evident in her interaction with a learner who came to ask her about a project during break. As she leaned forward to make sure she heard what the learner had to say, she laughed and spontaneously used her hands in an open gesture. The interaction between teacher and learner could be described as spontaneous and comfortable.

There was a spontaneous excitement when she talked about "her" learners as well as her subject, as she started accelerating her speech mentioning things that she experienced in her classes, but did hint that there had been conflict between her and other colleagues by saying that "classes are smaller, therefore I have a better bond with kids, which makes conflict with colleagues or other things bearable".

She continued to note that these "uplifts" occur on a daily basis as well as having periodic experiences of pride. However, this is not continuous. From the interview it was evident that there was a strong link between her "uplifts" and leadership behaviour as she felt that she had the opportunity to suggest projects, like a photography club with which she felt comfortable enough to approach the principal and was given the opportunity and support to start the photography club. She makes specific reference to the principal's role in creating these positive affective experiences by listening and supporting her.

Her negative affectivity was mostly events related to colleagues and the conflict between work-family life. From the interview she indicated that there was always a possibility for her to leave the school, but it wouldn't be from a single incident, but if it occurred on a continuous basis and turn into a "big thing" it would motivate her to leave the school.

Recurring words were "communication" and "acting professional" when she referred to events relating to feelings of frustration, "I just think communication could be better. I'm big on communication if I have a problem I will talk to them in a professional manner and don't need to involve other people."

She didn't link management to the occurrence of negative affective events, but did mention that she felt they could play a more prominent role in preventing conflict

amongst staff, since she felt the way in which management handled certain situations did not fit or benefit the situation at all. When negative affectivity was discussed she did not refer to the principal as management, but rather referred to the SMT.

She confirmed her stance that working at the school was like working for any business, "what you put in is what you want to get out". On her intent to leave she affirmed that she was not afraid of change and that "if I again feel that I don't have quality of life I will definitely go".

As she is still young and joyful I can imagine that learners could relate well to her, she is energetic and passionate about education and with her focused professional integrity she can contribute positively to the whole-school environment, but if not looked after, the school will definitely lose her.

4.2.3.2   Interviewee 2: Bridget

Bridget is evidently a positive nurturing figure as she enquired about people's personal troubles sincerely (one with a sick child and the other's dog in hospital) and honestly during her interaction with colleagues during break. She seems to be friendly and well liked amongst her peers.

From the first introduction it was evident that she is also passionate about her work and her being able to work with learners gives her much joy. She mentioned that the reason for her move to her current school was a family based decision, as she would be less involved in extra-curricular activities, giving her more time with her family over weekends and the evenings during the week.

Bridget seems to have a very curious mind, asking about my studies and a wide variety of topics. It was evident that the technologically advanced environment stimulated her curiosity and she was quick to explain the latest developments and teaching methodology implemented at school to great lengths and with excitement in her voice:

> "It is incredible to be able to work this way. I don't think I'll ever be able to teach in a different environment".

This was followed by and intense discussion of some of "her" pupils and it was clear that she has a personal rapport with the majority of her students using affectionate terminology when referring to them, like "it was so cute" or "he is such a sweetie pie", which is reminiscent of a mother speaking about her own children.

She was very positive about the way in which management reflected leadership and especially described the principal as approachable and willing to listen. Further, she referred to him as just being one of the staff who never regards himself as being more prominent than the rest of the staff and mentioned that when she started, he went out of his way to make her feel welcome. Again the positive affectivity was directly linked to the principal in reference to management, rather than the SMT.

For Bridget her source of frustration was also learner focused, mentioning that:

> "Our learners are spoon-fed and spoilt. I am often disappointed because they don't take responsibility for their actions."

She did not blame management as such, but believed it was more a syndrome of being a fairly young school that was still developing and was convinced that it would improve over time.

Throughout the interview, Bridget was positive and comfortable in answering the questions. This was also true for the questions on her attrition intent. She spontaneously responded that if given the opportunity to be a stay-at-home-mom she would take it, but interrupted herself by saying she thinks it sounded more idyllic than it probably was. She immediately noted that she is quite happy at her school, citing convenience and time to juggle her family responsibilities as reasons for her staying at the current school and mentioned on a lighter note that she would probably retire as a teacher.

For me, Bridget reflected an inner calm which was evident in her approach and I am sure it would also be the case in her academic contact situations. From our conversation it appeared as if teaching to her was a higher calling and not just a day job – she is someone who lives teaching and an asset to any school.

4.2.3.3   Interviewee 3: Cindy

Cindy seems to be focused, but friendly and during our interview it became evident that she is not afraid to make a stand or advocate an issue on behalf of others if she believes in the cause. She is part of the SMT and during the non-participatory observation it became evident that she was overwhelmed with people who approached her to ask questions, discuss matters like disciplinary issues and just to chit-chat. She would give all the people the time of day, turning towards them while standing or inviting them to take a seat next to her and turning her whole body to discuss the issue at hand.

Although she appeared very strict and serious at first, this perception quickly changed early on in the interview. She noted that she enjoyed the challenges her current position and environment offered. This encouraged her to keep on initiating projects and supporting those who do. When referring to positive affectivity, she referred to management in the form of the principal as well as the directors. Both these aspects of management played a profound role in creating events that resulted in her feeling that she was trusted, had a voice and that her opinion was valued. As part of the SMT she tried to apply what she had experienced in the way that she treated her subordinates and stated that "I feel my colleagues trust me and I hope they know that whatever they ask, I'll do everything in my power to make it happen".

According to Cindy, loyalty is one of the things that often resulted in dividing post level one teachers and the SMT, as they feel management is not loyal to them. She continued to note the importance of loyalty and trust in order to be able to win staff over. When asked about her negative affectivity her experiences again related to loyalty and trust.

> "At the beginning it felt as if my ideas were just wiped from the table … staff members were disloyal and people gossiped and discussed colleagues between each other. Management often talks about trust, but it starts with them. I also feel my colleagues gossip about me … it is often not what is said, but the way in which it is communicated that can be hurtful."

She made it clear that her philosophy was "practice what you preach" and had made those two aspects a priority in her daily interaction with colleagues and learners. Another aspect that resulted in negative affectivity was workload and pressure with her mentioning that those could result in her leaving the organisation if it escalated. That, together with the possibility of growth opportunities could result in her attrition, but confirmed that she was not actively seeking other opportunities.

With reference to negative affectivity she did not mention the principal at all, but rather noted the directors who based decisions often on business acumen instead of a deeper understanding of education. Regardless, she remains extremely positive and viewed these negative events as temporary as the school is still growing. Again she reiterated that the support from management (the principal and directors) and the fact that she had a platform and the opportunity to leave her mark at the school would be encouragement for her to stay in her current position noting that "I will probably retire here".

4.3 Case Study 2 – School B

School B is a Christian centred school that advocates academic excellence and nurturing and happy environment. The school was established
in 1995 and has 185 learners with 18 teaching staff members. As their vision confirms, "The stronger the foundation, the more likely it is that the building will stand".

4.3.1 General biographical information

DESCRIPTOR	SCHOOL B
Management structure:	Principal (female) and two deputy principals (one male and one female) reporting to a School Board consisting mostly of current parents from the school.
Total teaching staff complement	18
Number of staff that completed the questionnaire:	17
Total number of participants: male:	2
Total number of participants: female:	14
Average age of staff:	40-49 years
Average years teaching experience:	11-20 years
Average years at the current school:	3 years

Table 2: Biographical information of School B.

4.3.2 Results from the questionnaire

The same open-ended questionnaire as discussed in 2.2 was distributed to the staff of School B with a summary of the results below:

4.3.2.1 Happiness

From the participants' responses clear patterns emerged as to what events created feelings of happiness at School B as ranked below from most important:

  a) Learners
  b) Colleagues
  c) Autonomy
  d) Management
  e) Ethos

"I love working with learners and teaching" (14B) is a basic summary of the majority of responses to this question. Other events concerning experiencing happiness related to small classes (1B, 2B, 9B & 10B) with another respondent noting, "I have the opportunity to engage with each student on a one-on-one basis... and really (get to) know them" (2B).

Participants also noted events relating to collegial relationships (9B & 11B), the school's Christian ethics (4B) and ethos (10B) as well as autonomy (8B, 11B &12B) with one respondent noting "I have freedom in how I teach and nobody really breathes down my neck all the time" (5B). In School B events that involved management were rated fourth with events confirming the approachability of management (6B) and one event in which the respondent had to deal with a personal issue referred to the principal's actions as "very understanding" (9B) and resulted in participants experiencing happiness.

4.3.2.2   Frustration

The most common and recurring groups of events that lead to participants experiencing frustration in the workplace were the following:

a) Management
b) Parents
c) Communication
d) Workload
e) Learners

"Parents have gone directly to the chairman when a learner received a demerit for bad behaviour. I was 'called in' and felt like the child in the principal's office to explain my actions and decisions – and I am a professional. This is undermining teachers and the profession and is only empowering the children as the one child said to me that they can do as they want to because they pay my salary" (2B). Some other management issues noted were the interference from the School Board (10B) and management planning events that interrupted academic time (4B).

There was a sense of helplessness expressed by teachers who experienced events that related to parents' unrealistic expectations (9B) and overall absent parents (11B). Events concerning the lack of communication also played a huge role in creating frustration (7B, 8B & 12B) with one respondent reacting with "it sometimes feels as if only a few know about things that affect us all" (13B).

Two respondents referred to instances where they received unexpected extra work or what they considered unreasonable work distribution (13B & 17B) and two more events during which learners expressed negative behaviour in their respective classes (10B & 16B) .

4.3.2.3   Pride

The results for School B reflected similarities in the ranking order of School A with learner centred events being the highest motivator. Events were grouped as follows:

a) Learner achievement
b) Values
c) Colleagues

For the school to maintain a hundred percent matric pass rate instilled a great deal of pride in a majority of teachers (4B, 10B & 12B) with others mentioning learner's extra-curricular achievements (2 B, 6B, 9B & 15B). It is clear that there is a shared sense of pride whenever learners achieve and reflect the values instilled by the school. One responded to her experiencing pride was "whenever we are at a sports meeting or an outside event, tour or camp and the children behave in an exemplary way" (10B).

The last aspect to instil pride was two participants' experience of *camaraderie* when behaviour of and support from colleagues made them proud to be part of School B (1B & 8B).

4.3.2.4   Motivation

With the question requesting participants to reflect on an event that motivated them, respondents' answers were grouped into the following themes:

    a) Management

    b) Learners

    c) Acknowledgement

It is clear that management at School B created various events that motivated employees. "When I had a personal responsibility to take care of, management handled the situation well and supported me" (3B). Another expressed her appreciation noting "I feel that I am trusted and not checked up on all the time. The principal conducts visits from time-to- time to see that all is well" (8B).

Acknowledgement from management was noted as very important (3A & 5A) with one writing, "I once received a note from the principal telling me that she appreciates what I do" (12B) and "I got an unexpected raise in my salary where the school board commented on my good work" (9B).

Episodes involving learners featured second highest amongst the motivators with one participant responding "I am encouraged and motivated when a student suddenly grasps a concept … or when I receive a 'heartfelt thank you' (from learners)" (2B) or an event in which a learner did "more than you actually expected" (4B).

4.3.2.5   Disappointment

The respondents reported various events that had left them with disappointment, namely:

    a) Management

    b) Colleagues

    c) Learners

    d) Workload

Management was noted as being perceived to create events that left respondents feeling disappointed, for instance "when something is suggested or planned and then nothing gets done about it" (4B) or "there was an issue between management and the staff and amongst staff members and I was greatly disappointed when it wasn't handled in a mature manner" (6B) and a reference to the same event in which "staff members and the parties in question were not confronted directly and the staff as a whole were dragged into irrelevant issues" (8B). It is sometimes not the fact that management acts or creates a certain event, but also the absence of action that left participants with negative affectivity.

Secondly, participants reported that they experienced disappointment as a result of interaction with colleagues, noting that "…staff who thrive on badmouthing and gossiping…" (2B); "pettiness of staff" (9B); "teachers undermining one another" (10B) and staff not doing their jobs properly (11B). Events that could be grouped under learner behaviour were also mentioned as a cause of negative affectivity and feelings of disappointment (12B &15B).

4.3.2.6   Discontent

Discontent experienced by the participants could mainly be grouped under the following themes:

a) Management
b) Colleagues
c) Workload

Respondents reacted strongly to feelings of discontent recording the following events: "The school board interfered with the promotion of learners who didn't meet the requirements and were promoted to the next grade" (1B); "A decision I had [sic] made was overturned by management without good reason" (6B) and "I like to feel appreciated and acknowledged, so if I am ignored I feel like I am not useful or doing a good job" (14B).

The respondents again referred to gossip amongst staff (4B & 10B) with the first respondent noting that she experienced discontent over other staff leaving the school and consequently also considered attrition. One responded to a situation where another teacher's workload was redistributed and some of it given to her, even though she felt that her workload and discipline issues were exactly the same as the said individual's (7B).

4.3.3 Semi-structured interviews and observations

Three interviewees were selected form School B. The interviewee four, Desiree is between 20-29 years of age, has 0-5 years' teaching experience and has been with the school for 4 years. The fifth interviewee is Elaine aged 40-49 and 11-20 years teaching experience who has been with the school for 4-6 years and Fred who is part of the SMT, aged 50-59 and has 21 and more years teaching experience of which the last 7-9 years had been with School B.

The same protocol was used as for School A and questions revolved around job satisfaction, the role of leadership behaviour and employees' turnover intent with an analysis of the findings from the field notes compiled during non-participatory observation. The results are summarised below:

4.3.3.1   Interviewee 4: Desiree

Desiree has an all overall positive attitude towards her job, but did acknowledge the fact that there were certain things (not specified) that caused her not experiencing happiness on a continuous basis. Her overall attitude was very neutral throughout the interview, and it was difficult establishing rapport at first. Upon visiting School B, Desiree met with her two friends during break and had tea together and made conversation without paying much attention to other staff members. They were discussing their own children which clearly served as a common denominator amongst the group.

At first she referred to her not being happy at the school, but as she started to make friends and settled in at the school, she became happy with pride something that she

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experienced throughout. When asked about what excites her about her work it was no surprise that she too referred to the contact with learners, explaining:

> "Definitely the kids I teach; the connection with the kids. It's nice to teach to make a difference in kids' lives. Especially those with problems and that you can make a difference. Kids saying thank you … every day is different, mostly the same but the students make it different. The way they experience things are different every time and that makes it (my work) exciting".

For her the role management played was more of a holistic role in that they created overall positive experiences and did not pin point a specific event that created positive affectivity. For instance, she mentioned the way they handled discipline and the fact that they deemed education important as being regarded as positive. She also reflected on the fact that she received support from management when she wanted to arrange an excursion, but appreciated the fact that management did not interfere with her classes or the way in which she taught, thus leaving her to do her own thing.

When asked about events that would cause her to leave the school, she mentioned career and personal growth. Negative affectivity was mentioned as a result of different groupings and gossip amongst staff and the lack of communication. However, she did note that the problem of poor communication was mentioned to management who made an effort, according to her, to improve it. She referred to an event that frustrated her responding to it by saying "Sometimes it feels as if when you do your work well, you just get more and for others it is just too easy to say 'no' and then their tasks are given to someone else".

When she responded to how she wanted management to handle negative events in order to create more positive affectivity she referred to "transparency, participative management, just being informed without any motivation" and referred to management as "them" and "us" and consequently did not experience staff as a unified group.

Desiree mentions that she would stay in the school as her current situation and location of the school was convenient. For her, being challenged excites her and also engaging with learners. She mentions more responsibility as something that would increase her job satisfaction, like being involved with the prefects or somewhere else she can feel that her "skills are utilised to make a difference".

4.3.3.2   Interviewee 5: Elaine

Elaine is a very neat person and stylishly dressed. At first she appeared to be reserved and formal, but remained friendly in her interaction with colleagues. It appeared as if the staffroom had definite groupings and she placed herself amongst a seemingly older age group that were not her peers. She remained mostly quiet throughout most of the conversations, cupping her coffee mug with both hands and crossing her legs while sitting amongst her colleagues.

It is obvious from her responses that she enjoyed teaching and the interaction with learners as well as more autonomy in her class when she stated:

> "I enjoy being able to share things in my subject, some not even applicable to the syllabus. We are actually very laid back here at school and there isn't someone who hovers over your shoulder the whole time. It is sometimes disappointing when you mark papers and you can see the learner hasn't studied at all, but it's always nice when they come back, especially after matric and you know they haven't forgotten you."

She reflected that she experienced pride in the learners' behaviour and confirmed that she made it a priority to remain loyal to the school. More positive affectivity was the fact that management embraced initiatives especially when those initiatives according to her, benefited the learners. She continued that relationships with teachers from others schools and within her cluster as well as them working closely together were aspects that excited her about her work.

In her response to the role of management in creating positive affectivity the answer was almost contradictory: It was a positive experience when management gave her

autonomy in the class, but noted that "it is as if management doesn't consider problems with learners seriously. It's as if they support positive things but when approaching them with a problem concerning a learner they feel you should handle it on your own". And then balances her negative remark by noting that the principal walked around which in her opinion was a sign of interest.

In her response to negative affectivity she started fidgeting, pushing her hair behind her ears. She appeared more uneasy than at the beginning of the interview in relating to a situation in which she experienced a profound negative event:

> "There was a conflict situation between me and a learner and it felt as if the school just took the learner's part and made decisions without consulting me. It is unfortunately a private school where it revolves around parents that pay their school fees and consequently have a firm grip on the school. This was a very bad experience for me and at one stage I almost felt like packing up and going, but luckily I don't only teach one child …"

With respect to this incident she revealed that she would have liked management to invite all parties involved to sit around a table and resolve the problem together instead of excluding certain parties. Frustrating for Elaine was clearly a lack of transparency and openness from management's side, suggesting a performance based assessment for instance, in establishing salary increases or evaluating a person's potential. It was clear that she wanted to contribute to her current school, but did not always feel the confidence to volunteer and noted that one of her reasons for staying at the school was convenience. She also confirmed that she would leave the school for an opportunity away from teaching, but that she was not actively seeking something else.

4.3.3.3   Interviewee 6: Fred

Fred is one of two male staff members and part of the SMT. He is clearly liked by various staff that made small talk with him during break and after school. His interaction with staff members was comfortable and open, nodding his head in affirmation while they were talking to him. He was very polite and offered to pour

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coffee for his female colleagues, queueing for coffee during break. He introduced me to some of the staff members and would lightly make physical contact to get their attention with neither parties expressing discomfort, which indicated that interaction was comfortable and that he appeared to be trusted by his subordinates.

Fred described his overall attitude toward his job as very positive and mentioned that he felt proud to be part of the school's development over the past few years. His positive experiences were related to learner interaction when he stated the following:

> "I think children will remain children, regardless of where you teach, but I enjoy working with children. I have always had a good relationship with those naughty kids nobody got along with".

Later on he described experiences where previous learners would walk up to him and come and greet him, some even sharing their successes with him. Another aspect was the fact that the school's teachings are based on strong Christian values was obviously a positive and a possible binding factor between him and other staff at school.

For the role management played in creating positive affectivity he mentioned that as the SMT they strived to create a safe, nurturing and intimate environment for learners and tried to enable them to do well academically but also believed in the holistic development of a child.

In as far as negative events are concerned, Fred described a situation in which a parent was not satisfied with an academic decision the school had taken and used the chairman of the school board to "bully" the school into submitting to his demands. While awaiting a follow-up decision the parent in question arrived at school and threatened to physically harm Fred and security had to escort him from the school premises. Clearly it had a significant impact on Fred who described that "I had never experienced anything like this in my life". This incident was accompanied by strong feelings of disappointment, as the chairperson of the school board used his position and influence to interfere in an academic matter which did not involve him at all and the final decision benefited the parent who did not abide by the school's decision.

It appears that this was not the only incident where the school board was involved in interfering with academic matters as he mentioned,

> "I think the school board should trust us (SMT) more and leave all academic matters and school's management issues to us. It happens too often that they interfere or raise an opinion about an incident because it affects them personally and one which isn't necessarily to the benefit of the school."

Another event that caused him frustration was the fact that "some days a whole day goes by during which you only dealt with negative things" and goes on to mention that because he was the only male member of the SMT, with only one other male teacher on their staff, every time there was a disciplinary or conflict issue, people would approach him first and this overwhelmed him from time to time.

As far as turnover intent, Fred mentioned during the interview that he had his own business after hours and if the business was sustainable, he would definitely leave the profession. However, the school presented him with the opportunity to do both and consequently, he did not consider leaving his current school. Furthermore, he noted that the current school he was at was convenient for him. "At this stage I know the school and know what is expected of me and also who is going to moan about what" he said with a wink and a smile, which summarised his contentment with his current situation.

4.4 <u>Conclusion</u>

This chapter presented the data collected from Schools A and B by means of an open-ended questionnaire as well as the semi-structured interviews and non-participatory observation.

It is clear that despite various differences there are common events identified that answered the research question of what affective events influenced teachers' job

satisfaction. It also provided insight into participants' turnover intent patterns with more detailed discussions in Chapter 5.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 <u>Introduction</u>

In Chapter 4 the events that made teachers experience positive and negative affectivity leading to job satisfaction/ dissatisfaction were reported as well as interviewees' perceptions on leadership behaviour and expectations and disclosure of possible turnover intent. In this chapter the discussion will firstly look at conclusions based on the data collected and secondly suggest recommendations to leadership in an effort to create positive affective events and retain employees.

In Chapter 1 the aim of the research was to identify events that caused teachers to experience positive and negative affectivity that could impact their job satisfaction. This was formulated in the primary research question, namely:

"What affective events influence job satisfaction amongst secondary school teachers in the private school sector?"

The secondary research questions that guided this study were the following:

- What events create positive and negative affectivity amongst secondary school teachers towards their job?

- What perceived role does leadership behaviour play in these events?

- How do participants' experiences of affective events impact possible turnover intent?

These questions steered research in order to firstly, identify these events by respondents linking events to list of emotions, positive and negative, presented to them in an open-ended questionnaire. Secondly, the research evaluated to what extent these events were influenced by leadership behaviour by means of a semi-structured interviews, as this could guide school leaders to create more recurring positive events in order to stimulate positive affectivity. Thirdly, the research

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questioned the influence the experienced affective events might ultimately have on participants' turnover intent. Therefore, the conclusions from the data reported in Chapter 4 will be discussed firstly by looking at the affective events and secondly the contribution of school leaders upon these events. Lastly, this chapter will highlight recommendations based on the literature consulted in Chapter 2.

5.2 Conclusions

5.2.1 Affective events

As per the open-ended questionnaire, the following events were identified by participants as stimuli for affective experiences.

5.2.1.1   Events linked to positive affectivity

The overwhelming response to positive affectivity (events linked to feelings of happiness, pride and which served as a motivator) were linked to learners. Events described involved learner-teacher interactions, teaching and learning as well as learners' successes which teachers shared with them. Learner achievement was also the trigger cited most often to stimulate feelings of pride, whether it was a learner achieving his/ her goals on the sporting field, the classroom, as an individual or together as a school. This correlates with findings from Roffey (2012:8) who found that learner achievement increased teachers' positive affectivity which in turn enhanced the quality of teaching, learner motivation and academic performance.

Events involving colleague support and interaction rated high in creating the positive affect of happiness amongst respondents. Positive relationships with colleagues also measured strongly in quantitative studies researching job satisfaction in South Africa (Hall et al., 2005:18) with an established positive relationship between colleague engagement and turnover intent (Cochran-Smith, 2004:391).

5.2.1.2   Events linked to negative affectivity

The overwhelming factor in events resulting in negative affectivity related to school management, with both schools indicating events involving management as the main trigger for experiencing disappointment and discontent and is further discussed under 2.3.

Communication was another aspect that could be regarded as an event influenced by management and created strong feelings of frustration as teachers related to as "always being the last to know". The overwhelming response to communication was a feeling that it interfered with teaching and learning, as well as a creator in incidents of conflict, which could according to participants be largely avoided had better communication been implemented.

Events resulting in teachers not coping or barely coping with their workload rated second highest in causing negative affective experiences at work. Teachers noted in the open-ended questionnaire and interviews that they felt their workload deprived them from time they would have spent of teaching and learning as well as tipping the balance between work and personal life. In a national study, workload was highlighted as a key factor for job dissatisfaction and possible teacher attrition (Laurence, 2015:[online]). As participant 15A noted, "I am stressed out and sometimes I do not enjoy my job (because of this). I chose teaching because I love to teach, not do all this other stuff."

It was evident that collegial relationships although linked to positive affectivity as well, were strongly linked to negative affective experiences with reference to "pettiness of staff", "undermining" and "gossip" strongly related to feelings of disappointment and discontent. Research by Skaalvik and Skaalvik (2011:1034) also found a positive relationship between relations with colleagues and job satisfaction. The latter study also found that positive collegial relationships were more frequent amongst younger teachers than their older colleagues (Skaalvik & Skaalvik, 2011, 1035). This was reflected in this study as well. From the open-ended questionnaire it was evident that younger teachers, aged between 20-39 years of age cited events that created feelings of happiness and which served as motivators as events

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involving relations with colleagues. However, this was in stark contrast to the group aged 50+ who described events involving colleagues as triggers of disappointment and discontent.

Teaching involves close contact with learners and not only did they rank highest as the triggers for positive affectivity but also the trigger for events resulting in feelings of frustration and disappointment – the learner that did not want to develop their potential, or the one that did not make the effort. Consequently, it is no surprise that teachers recorded events pertaining to teacher parent conflict as another source of frustration. This too was described by Locke (1969:319) who stated that "The causes of job satisfaction are not in the job or solely in man but lie in the relationship between them".

5.2.2 Leadership behaviour and affective events

From the responses it was clear that management, especially interactions with the principal were direct influences on positive affectivity. It was highlighted in participants' responses that acknowledgement, feelings of trust and support as well as compassion from the principal and not broader management, resulted in respondents experiencing positive affect. This coincided with findings by Grant (2011:45) linking a school's supportive culture to the principal and not management as a whole. The semi-structured interviews highlighted the importance of school leaders' affectivity, since they have a profound influence of the affectivity of the staff as a whole (George & Brief, 1992:331).

However, it was interesting that from both the questionnaires and the interviews, when referred to negative affectivity it was not the principal that was highlighted but a referral to management as a whole by post level one teachers. Even the deputy principals interviewed, referred to management as triggers of negative affective events, but in this case referred to the School Board or Board of directors, or in these cases the group of people making decisions about school policy and governance, instead of referring to an individual.

For respondents from School B, events involving conflict with management or management's lack of intervention were the main stimulators of frustration in the workplace. From these findings, school leadership needs to focus on creating more recurring positive events to stimulate positive affectivity and ultimately job satisfaction rather than trying to limit negative affective events as the absence of positive events might also result in employees experiencing negative affectivity (Fisher, 2002:24).

An example would be collegial conflict, with respondents experiencing management's lack of involvement in a negative light. However Kaplan, Cortina, Ruark, LaPort and Nicolaides (2014:571) does not place the onus to resolve collegial conflict upon management, but states that they need to provide the opportunity and train colleagues to solve these problems themselves.

5.2.3 Job satisfaction and turnover intent

The semi-structured interview further investigated participants' job satisfaction and their possible turnover intent which had been directly linked in research (Bouckenooghe et al., 2013:116).

From interviewees, responses it was clear that recurring affective experiences, either on a daily or a continuous basis resulted in predominantly positive and negative affectivity rather than the intensity of the emotion experienced as a result of the event. Interviewees confirmed that recurring negative events could result in their attrition from their current workplace, with respondent 6A stating, "If this (referring to an event that left her with discontent) happens more often … then yes, I would consider leaving". This was supported by a study by Morgan et al. (2010:200) who found that the frequency of an affective event, rather than the intensity of such an event are what influences a person's attitude towards their job.

From the demographic information it is clear that the turnover of teachers in School B is higher than that of School A, as School B, with staff averaging 40-49 years and a much higher level of teaching experience (11-20 years), but the amount of years teaching at their current school was the same as School A with an average age of

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30-39 years amongst staff and an experience level of between 6-10 years. This concludes that as School B's staff's average age as well as the school's years existence is much higher, their turnover is much higher resulting in teachers averaging 3 years teaching at School B.

This differs from the general U-shaped curve proposed by Herzberg, Mausner, Patterson and Capwell (in Griffin, 2010:58) who found that job satisfaction in general was high amongst younger employees and then showed a decline during mid-career and showed increase again as the employee's aged increased. This could be an indication of an existing cumbersome issue that results in the high turnover and could warrant further investigation should it become a problem to the school.

From the interviewees responses, post level and age also influenced turnover intent. Interviewees aged 20-29 indicated that workload, unbalanced work life as well as career and personal growth opportunities would make them consider leaving their current school. Interviewees aged between 30-39 years were focused on work-family balance and convenience as factors curbing their turnover intent. It was evident that this age group would consider leaving the profession if an opportunity presented itself, but specifically highlighted convenience as a retaining factor.

Turnover intent was not a priority for the two deputy principals who were not only in a higher age bracket than the other interviewees, but also found their position presented them with enough challenges and opportunities at their current schools. However, both indicated that should a promotional opportunity arise, that they would be open to it, but had set conditions, namely convenience, salary and growth as possible considerations before they would consider leaving the school and possibly the profession. Griffin (2010:58-64) had found that teachers above 46 years of age reported increased job satisfaction than their younger counterparts, with a possible explanation that individuals are content with less as they mature.

Between the dates of the interviews and publication of this study, one deputy principal was offered and accepted the position of principal in closer proximity to their area of residence as well as a salary increase.

From this study it is also important to highlight the important role leadership behaviour plays in employees' job satisfaction and possible turnover intent. For Ferguson et al. (2011:306) it was evident that an absence of recognition and support from school management could be directly connected to employees' turnover intent. Although participants in this study were from private schools, their responses reflect findings from a survey conducted amongst state school teachers which reported that "Teachers are not leaving because they don't enjoy teaching, but because they're prevented from fulfilling their primary roles" (Laurence, 2015:[online]).

5.3   Significance and contribution of the study

This study again emphasised the importance of emotions in the workplace, especially for employees in the service industry. The events identified in this study served as a clear indication of happenings at a school that can be linked to job satisfaction/ dissatisfaction. It has emphasised that the role of the principal and not the SMT in creating positive affectivity through engagement, acknowledgement and trust.

Respondents also gave a clear indication as to how these events might influence possible turnover intent and underlined studies all over the world that concluded that it is the frequency of events, rather than the intensity of the emotion experienced that influence job satisfaction to such an extent that an employee might consider attrition for their current position or career.

As the researcher was not connected to the respondents, they could open up to a third party about things that frustrated or disappointed them, where they often did not feel they had the same platform anywhere else. Being able to speak up about their feelings towards their job during the interview, participants felt that they had been given a voice. The value to participants, even if only momentarily, was summarised by Bridget, who noted after her interview that, "This was a good therapy session…".

The difference in viewpoints from the various age groups could form part of further research on this topic, primarily in education where research is quite limited as far as HR is concerned.

Overall, this study could contribute to emphasise the need for responsible HRM in the education field in order to cultivate enthusiastic and dedicated teachers and keep them motivated to engage with learners and answer their true calling.

5.4   Recommendations

From this study it is clear that teachers get job satisfaction from engaging and interacting with learners and colleagues and schools that create opportunities for the latter to happen have a definite advantage. It is also evident that the principal's actions can significantly contribute to teachers' positive experiences and as the leader of the organisation, the principal need to engage more with teachers on a one-on-one basis.

It is also recommended that communication should take a higher priority, as this was often sighted as the root of negative affectivity which linked dissatisfaction with events concerning the SMT. It is evident that teachers are discouraged if preventing from doing what they love, and that is working with learners in the classroom. A recommendation would be for SMTs to engage with individuals in designing their job responsibilities, consequently focusing on their strengths and getting their buy-in.

It was evident that little things could make a huge difference in the end, both positive and negative and the smallest gesture of gratitude can change not only the perception on the teacher involved, but also all the learners the teacher engages with.

This study could definitely have benefitted if it could incorporate the cognitive, affective (Meeusen et al., 2010:86) and behavioural components (Niklas & Dormann, 2005:367) of teachers' job satisfaction in order to retain outstanding teachers in the profession. For a more in depth study, personality traits could add to a better understanding of the responses and provide a more comprehensive picture.

Weiss and Cropanzano (1996:11) highlight the fact that there might be a discrepancy in real time affectivity and recalled emotions. This too could warrant further research.

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5.5 <u>Conclusion</u>

From this study it is clear that events at school, however trivial and seemingly unimportant, may have a profound role on an individual's affective state which in turn influences their job satisfaction and ultimately could have an impact on their turnover intent. The overwhelming majority of respondents linked affective events to learners and more specifically learner achievements. However, they also revealed that leadership behaviour, whether it was the SMT, principal or board of directors, directly influenced affective events from their perspective.

Therefore, the role of a principal is not limited to an instructional leader anymore, but rather that of a people engineer, who needs to create more frequent events that stimulate positive affectivity and limiting negative affective events in the workplace through leading by example as a supportive, positive and engaged leader in the organisation.

APPENDICES

Appendix A: Permission to conduct research

The Principal

_____

Dear Sir

Permission to conduct research in schools

I am presently a student at the University of Pretoria enrolled for my MEd in the Faculty of Education. In order to complete my research module I need to conduct research and write a research report about my work. Your school has been identified as one of two private schools where I would like to conduct my research.

The topic of my research is "**An exploration of affective events influencing job satisfaction amongst secondary school teachers**". From experience I am sure that you know that job satisfaction leads to overall wellbeing and because educators have such a profound influence on learners' lives, they need to be content in their work environment in order to create an atmosphere that promotes trust, respect and positivity in their classrooms. Although job satisfaction has been widely researched, this study will focus on events at school that evoke positive and negative emotions that in turn might lead to job satisfaction or dissatisfaction.

The research will consist of an open-ended questionnaire distributed to teachers and members of the management team. Completion of questionnaires will be voluntary with informed consent. Participants may be selected for a follow-up interview, which will be scheduled without any interference to school activities or teaching time.

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Furthermore, I would like to conduct non-participative observation on the social interaction of participants during a break or at a sporting event.

No names of either participants or schools involved in this research will be mentioned in order to protect their identities. The information provided will only be used for academic purposes and collected data will be safeguarded by my supervisor and I. After completion of this study, the material will be stored at the Science Mathematics and Technology Education Department at the University of Pretoria as stipulated by policy requirements.

If you agree to allow me to conduct this research at your school, please fill in the informed consent form provided below. Do not hesitate to contact either my supervisor or myself at the contact information given below, should you have any queries.

Yours faithfully

_____   _____

Mrs Danelle du Preez   Prof Rika Joubert (Supervisor)

Tel: 082 456 7645   Tel: 012 420 5514

email: d.dupreez@hotmail.com   email: rika.joubert@up.ac.za

INFORMED CONSENT: PRINCIPAL

I, _____(name), principal of _____ (school) hereby grant Danelle du Preez to conduct research at the school as part of the research project titled, "**An exploration of affective events influencing job satisfaction amongst secondary school teachers**".

I understand that teachers and members of the management team will voluntarily fill in an open-ended questionnaire and may engage in a possible follow-up interview. It is furthermore my understanding that these interviews will be scheduled at a time and place that doesn't interfere with teaching time and school activities and will be audiotaped. My consent include permission to engage in non-participative observation of participants' social interaction.

It is my understanding that the researcher will subscripe to the principles of:

- ❑ *Voluntary participation* in research, implying that the participants might withdraw from the research at any time.
- ❑ *Informed consent*, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
- ❑ *Safety in participation*; put differently, that the human respondents should not be placed at risk or harm of any kind e.g., research with young children.
- ❑ *Privacy*, meaning that the *confidentiality* and *anonymity* of human respondents should be protected at all times.
- ❑ *Trust*, which implies that human respondents will not be respondent to any acts of deception or betrayal in the research process or its published outcomes.

Signature:_____   Date:_____

Appendix B: Participants' consent form

Dear Participant

I am currently a student at the University of Pretoria enrolled for my MEd in the Faculty of Education. In order to complete my research module I need to conduct research and write a research report about my work. Therefore, I would like to enquire whether you would be willing to participate in this research.

The topic of my research is "**An exploration of affective events influencing job satisfaction amongst secondary school teachers**". From experience I am sure that you know that job satisfaction leads to overall wellbeing and because we as educators have such a profound influence on learners' lives, you need to be content in your work environment in order to create an atmosphere that promotes trust, respect and positivity in your classroom. Although job satisfaction has been widely researched, this study will focus on events at school that evoke positive and negative emotions that in turn might lead to job satisfaction or dissatisfaction. The research will include an open-ended questionnaire with a possible follow-up interview.

If you are selected for a follow-up interview, the interview can be scheduled at a time and place of your convenience, taking into account that it doesn't interfere with school activities or teaching time. The duration of the interview will be a maximum of 60 minutes and will be audio taped and transcribed for analytical purposes.

Participation in this research is voluntary and you will not be penalised in any way should you decide not to take part. However, if you decide to take part, you have the right to withdraw from the research at any time.

All information provided will be confidential and only my supervisor and I will have access to this information. A pseudonym will be used for your school as well as for all participants during data collection and analysis, ensuring your identity is protected. No identifying information and only pseudonyms will be used in my research report and other academic communication. The information provided will only be used for academic purposes and collected data will be safeguarded by my supervisor and I. After completion of this study, the material will be stored at the Science Mathematics and Technology Education Department at the University of Pretoria as stipulated by policy requirements.

If you agree to take part in this research, please fill in the informed consent form provided below. Do not hesitate to contact either my supervisor or myself at the contact information given below, should you have any queries.

Yours sincerely

_____   _____

Student - Mrs Danelle du Preez   **Supervisor** - Prof Rika Joubert

Tel: 082 456 7645   Tel: 012 420 5514

Email: d.dupreez@hotmail.com   Email: rika.joubert@up.ac.za

INFORMED CONSENT: PARTICIPANT

I, _____(name), agree to take part in the research project titled, "**An exploration of affective events influencing job satisfaction amongst secondary school teachers**". I understand participation will entail the filling in of an open-ended questionnaire and a possible follow-up interview, which will be audiotaped. I understand that if I am selected for a follow-up interview, the interview can be scheduled at a time and place that suits me, given that it doesn't interfere with teaching time and school activities.

It is my understanding that the researcher will subscripe to the principles of:

- ❑ *Voluntary participation* in research, implying that the participants might withdraw from the research at any time.
- ❑ *Informed consent*, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
- ❑ *Safety in participation*; put differently, that the human respondents should not be placed at risk or harm of any kind e.g., research with young children.
- ❑ *Privacy*, meaning that the *confidentiality* and *anonymity* of human respondents should be protected at all times.
- ❑ *Trust*, which implies that human respondents will not be respondent to any acts of deception or betrayal in the research process or its published outcomes.

Signature:_____   Date:_____

Appendix C: Participants' questionnaire

THE OPEN-ENDED QUESTIONNAIRE

Section A: Biographical information

Please tick the applicable block:

1. Gender: Male ☐   Female ☐

2. Age: 20-29 ☐   30-39 ☐   40-49 ☐   50-59 ☐   60+ ☐

3. Post level: Teacher ☐   Middle management ☐   Senior management ☐

4. Years teaching experience:

   0-5 years ☐   6-10 years ☐   11-20 years ☐   21 years or more ☐

5. Years at my current school:

   1 year ☐   2 years ☐   3 years ☐   4-6 years ☐   7-9 years ☐   10+ years ☐

Section B: Open-ended questions

Answer the following questions describing the events briefly:

6. What makes you happy about working at your current school?

7. In short, describe an event at your current school that left you feeling frustrated.

8. What events can you recall that made you feel proud to be associated with your current school?

9. Can you recall a happening that encouraged and/or motivated you at work? Briefly describe the situation.

10. Describe an event that occurred at school that filled you with disappointment.

11. What events result in you experiencing discontent at school?

12. Will you be available for a possible follow-up interview?

Yes ☐　　　No ☐

If you selected yes, please provide your contact details below:

Name: _____   Email: _____

Tel (h): _____   Tel (c): _____

Appendix D: Interview Schedule

THE PARTICIPANT SEMI-STRUCTURED INTERVIEW PROTOCOL
An exploration of affective events influencing job satisfaction amongst secondary school teachers.

Date: _____   Time of interview: _____

Place: _____   Duration: _____

Interviewer: _____

Interviewee: _____   Pseudonym _____

Thank you for agreeing to be part of this study and for availing yourself for this interview. For the record, the contents of this interview are for study purposes only. Neither you nor your school will be identified in any way. Hence your confidentiality is completely guaranteed. Please feel free to answer the questions honestly, freely and please be frank.

Questions:

1. How would you describe your overall attitude towards your job?
2. From your questionnaire you indicated events that evoke feelings of happiness in your work. Has this always been the case or have these events recently changed?
3. Is the feeling of pride event based or continuous?
4. What makes you excited about your work?
5. What role does the management team play in creating positive affective events?
6. You have described an event that left you disappointed. Did you ever consider leaving the organisation because of the specific event.
7. You also referred to events that frustrate you. What are the changes that you would like to propose in order to limit your frustration in these events?

8. From your questionnaire you mentioned certain events that created negative emotions towards your job (examples will be given). How can management alter this event to create a positive response from you?

9. What will encourage you to leave the organisation?

10. What will motivate you to stay in the organisation?

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