

#### 2.4.8 The professional authority of the practitioner of the profession and rendering of service

The authority that teachers hold stems from the fact that teachers have undertaken academic and professional studies, and that they have specific skills and have gone through specialised training (Ornstein & Levine 1989: 43). Joubert & Prinsloo (2001: 150) also support this argument when they say that the teachers' professional authority stems from his/her specialised knowledge and skills. Therefore, the extent to which an educator and the education profession excel will determine how much professional authority they deserve and will be awarded. The professional training of teachers all over the whole world can give teachers authority over other people. This implies that teachers, by virtue of their training, are only separated from doctors, lawyers and other professionals because of the service they provide to the community (that is teaching). As Graham (1999: 12) puts it, an educator is placed in a relationship of professional authority with the governing body and the parent community to whom he or she renders a service.

Moreover, the Technical Committee on the Revision of Norms and Standards has identified a number of weaknesses and strengths in teacher education in South Africa (Department of Education 1997c: 13). There are less strengths than weaknesses. The strengths are listed as follows:

- a) teacher education is the largest sector in higher education, and in Mpumalanga and the Northern Cape teacher education is the only form of higher education
- b) there are enough institutions for the training of teachers required for the national educational system
- c) the institutions are relatively well-distributed throughout the country and the output exceeds demand at present
- d) through partnerships with other institutions some colleges have managed to improve the quality of their programmes and their institutional capacity in dealing with curriculum, teaching and learning issues.

The weaknesses in teacher education are listed below:

- a) a highly-fragmented, diverse and overloaded system
- b) an overproduction of teachers
- c) poorly prepared staff who still practice unsuitable approaches to learning and consequent poor quality of delivery
- d) inadequate or neglected training of teachers in Mathematics, Science and technology, and in specialised education
- e) a lack of commitment in pursuing the teaching profession
- f) a lack of a national policy framework or poor implementation of the policies
- g) the curriculum in most colleges is dominated by:
  - old-fashioned concepts
  - inappropriate philosophies
  - inadequate methodologies and modes of assessment
  - negative institutional cultures
  - lack of professionalism
  - limited subject knowledge
  - little teaching experience in the staff
  - disjunction between theory and practice (Department of Education 1997c: 13).

These weaknesses imply that the professional status of teaching is still not fully achieved. Teacher training or training for any profession, is what makes it to be recognised, to be given authority and the necessary respect and honour. If teacher training has so many disadvantages in South Africa, this implies that a lot of effort is needed from all the stakeholders to improve the situation. That is why the technical committee was formed to investigate the matter in 1997. The latest developments in this terrain have included amongst others the promulgation of the Higher Education Act number 55 of 1997, which was amended in 1999, and also the incorporation and merging of higher education institutions.



Finally, as MacGregor (1999: 51) puts it, poorly qualified teachers impact on the educational experience of pupils, and the measure of his/her authority depends on the trust placed on the professional by the learner, parents and the society at large. Therefore, the teachers' professional authority is likely to be undermined if he/she does not perform well, not motivated enough and not professional in the execution of his/her duties. In such a situation, it might be difficult to enhance learner performance and also help in the restoration of COLT in schools. Therefore, teachers have to be aware of their importance in education and the need for a positive attitude towards their work. A positive attitude, motivation and professionalism can help create a conducive environment for COLT to thrive.

## 2.5 POSITIVE CHARACTERISTICS OF TEACHERS

According to the Educators Employment Act no.76 of 1998, an educator means any person who teaches, educates or trains other persons, or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution (Republic of South Africa 1998b: 1-2). This means that teachers or educators as they are referred to lately, are expected to teach in such a way that effective learning can take place. That is why the Culture of Learning, Teaching and Services (COLTS) campaign has come up with the slogan that 'Teachers must teach, learners learn and parents co-operate'. Therefore, the professional conduct of teachers and positive characteristics will include, amongst other things, the following:

- a) The teacher's commitment to the teaching profession
- b) Responsibility towards professional association
- c) A spirit of dedication and willingness to contribute towards the regard for and status of the teaching profession at all times
- d) Allegiance and loyalty towards the profession
- e) Utilization of channels for professional development
- f) Professional educational expertise

- g) Academic grounding in terms of qualifications
- h) Expertise in teaching
- i) Responsibility towards the community
- j) Cultural enrichment
- k) Respect for oneself, the school and education
- l) Knowledge and understanding of the child (Van Wyk 1987: 63).

These professional characteristics of teachers are what make them recognised by any society as professionals, which seem to be lacking amongst the majority of teachers in this country. Nkonka (1996: 8) adds that there is no substitute for a constructive, positive attitude towards one's career, for dedication and hard work in the working place, towards the learners that one has to take care of, towards the subject one is teaching, towards the school one is managing. All these are characteristics of a positive and motivated teacher. If teachers can show signs these attributes in their behaviour, the lost COLT can be restored in schools.

In addition, the personal characteristics of teachers underlie their effectiveness. For instance, a teacher's willingness to work hard and a willingness to learn and to reflect on teaching is one aspect that no teacher can do without (Cullingford 1995: 10). Willingness, dedication and motivation are positive characteristics of effective teachers. Another way in which a good teacher can be detected is the way he/she manages the classroom. These signs are:

- A shared working atmosphere between the teacher and the learners
- An awareness of the needs of each pupil
- A purposeful and well-organised classroom
- The celebration of successes, teachers have to give incentives, encourage learners and congratulate them (Glasser 1993: 5).

An organised classroom provides a conducive environment for teaching and learning processes to take place. If the environment is conducive for the teaching and learning to



take place, this can help to improve the school climate, which refers to the perceivable influence of all aspects of the school, the attitude, motivation and work of all the people in the school (Badenhorst 1987: 79). Therefore, teachers can help to establish a conducive environment for teaching and learning in a school. This in turn could help to improve COLT in the schools. Van der Westhuizen (1996: 112) also lists the following positive characteristics of teachers:

- a) **Intimacy** that is, the extent to which teachers group socially within the school-the teacher-teacher relationships
- b) **Engagement** refers to the extent to which teachers work to attain the goals set for the school. This depends on the willingness and levels of teacher motivation
- c) **Espirit** is the morale of the teachers individually and as a group. This will determine the performance of teachers in as far as their work is concerned, which in turn influences the performance of learners
- d) **Interference** is the extent to which regulations and administrative work interfere with the functional work of the teachers, for example Heads of Departments tend to have more administrative work than level one teachers who have more time for teaching which is functional work (Van der Westhuizen 1996: 112).

This implies that those teachers rated nearer the positive pole possess those characteristics which make them effective teachers.

Perrot (1982: 3) conducted another research and his associates came about with more positive characteristics which are displayed by teachers in class:

- a) Teacher asks questions
- b) Teacher accepts pupil's feelings
- c) Teacher acknowledges pupils' ideas
- d) Teacher praises and encourages pupils (Perrot 1982: 3).

These characteristics can help to make the learners appreciate and understand what is being taught, because the teacher involves learners in the teaching-learning process. This is what South African teachers need to display – that is, passion and interest in their work. These positive characteristics are much more likely to be displayed by those teachers who are motivated to teach and those who enjoy being in the profession, rather than just teaching for the sake of teaching.

In addition, other positive traits which can increase the teachers' effectiveness are: approachability, cheerfulness, dependability, enthusiasm, fairness, honesty, intelligence, patience, a spirit of inquiry and a sense of efficacy – which is also called a 'can do' attitude (Anderson 1989: 17). Amongst all these positive characteristics, the teachers' sense of efficacy – that 'I can do it' attitude is one of the major components of COLT. This sense of efficacy entails the teachers' positive attitude towards their work, their dedication and willingness to help learners to achieve academic excellence. Anderson (1989: 18) says that teachers who have a sense of efficacy are said to have a 'can do' attitude, and such teachers believe that they can make a difference in the lives of their students. Such teachers also take pride in the accomplishments of their learners. These positive trait tallies with the theories and beliefs held by psychologists in relation to what they call achievement motivation (Alschuler, Tabor and McIntyre 1970: 6; Child 1986: 48 and Mwamwenda 1995: 262). This concept will be discussed later in the chapter.

Lastly, a study was conducted in England in 1993 relating to the characteristics and behaviour of teachers which learners found positive and much more likely to increase the teachers' effectiveness (Stephens & Crawley 1994: 9). This study was undertaken because it is believed that the learners' success and achievement can help to determine the teachers' efficiency and their dedication to do their work. Stephens & Crawley (1994: 9) listed the following characteristics:

- a) created a relaxed and enjoyable atmosphere in the classroom
- b) did not lose their 'cool' when exercising control
- c) presented their subject in an interesting and engaging manner



- d) made lessons understandable
- e) gave clear instructions of what to do and what students should try to achieve
- f) set work that students could reasonably achieve
- g) helped students with difficulties
- h) encouraged students to raise their expectations of themselves
- i) cared about students and treated them as mature individuals
- j) had certain 'star-quality' talents (subject-related or other) Stephens & Crawley (1994: 9).

This implies that teachers, as professionals need to realise those attributes and characteristics which can help to enhance their work. Teacher motivation forms a major part of this research, as a factor which can help to establish a conducive environment for teaching and learning to take place. Hence, this significant aspect will be discussed in the next section, as well as those factors which have led to loss of teacher motivation and professionalism.

## 2.6 MOTIVATION

### 2.6.1 Introduction

The campaign to restructure education in South Africa started after the 1994 democratic elections. In the "Implementation plan for 'Tirisano' – January 2000 – 2004, the Department of Education's Director General stated that the Government has since 1994 begun reconstructing and redefining the education and training system in order that satisfies the aspirations of all South Africans (Department of Education: 2000b: 3). The Director General continues to point out that the challenge to make a significant impact on the quality and extent of learning attainment for the majority of South Africans still remains elusive. In addition, Asmal (1999: 2) in his document called " Call to action: mobilising citizens to build a South African education and training system for the 21<sup>st</sup> century" identified the most crucial challenges facing the education system, which include the massive inequalities in access and facilities, the serious state of the morale of the

teaching force, failures in governance, and the poor quality of learning in much of the system.

Moreover, Vally (1999: 7) also adds that the teachers' low level of motivation is another problematic area. Whilst Sayed & Jansen (2001: 1) point out at another challenge which is that the political problem was that, for all the dazzle of post apartheid education policies, there was considerable distance between policy (official statements of intent) and practice (experiences of teachers and learners in educational institutions). The implementation of policies and the restructuring of the education system depends largely on teachers, their participation and motivation to perform well and implement the given policies. As a result, teacher motivation to perform well and professionalism could help in the proper implementation of whatever policies and strategies that the Department of Education and principals comes with in order to improve the education system and specifically towards the enhancement of COLT.

The next section will discuss motivation, and its types, that is, intrinsic and extrinsic motivation. Then the following theories will be discussed in relation to teachers: Maslow's hierarchy of needs, McClelland's achievement motivation and McGregors' theory of X and Y. Since there are two types of motivation, the choice of the motivational studies discussed in this study involves both intrinsic motivation theorists such as Maslow's hierarchy of needs and McClelland's achievement motivation, and for extrinsic motivation McGregors' theory of X and Y will also be discussed. More detail regarding these theories will be discussed in the following section.

### **2.6.2 Definition of motivation**

Motivation is an internal state that arouses, directs and maintains the behaviour of a person (Woolfolk 1995: 333). Again, motivation is also a concept used to explain the way a person or an organism behaves, or the same concept is used to refer an to energiser or a driving force, a desire or an urge that causes an individual to engage in a certain behaviour (Mwamwenda 1995: 259). In addition, Ingule, Rono & Ndambuki (1996:330)



point out that motivation addresses itself to the question of why an individual does what he does. For instance, teachers' behaviour has been characterised for a long time by absenteeism, poor performance, unpreparedness and unwillingness to work (Vally 1999: 8). Therefore, one can try to find out through literature review (See section 2.7) and also through empirical research (See Chapter 5).

Furthermore, motivation is one of the attributes that a teacher must possess in order to perform his/her duties as effectively as possible because teachers have a lot of responsibility in as far as a learner's life is concerned. That is why Minarik (1992: 38) asserts that motivation is an individual process which closely interacts with the work environment and its centres of influence such as:

- Individualising a job allows personal abilities to be applied broadly and stimulates the development of creative individualism
- Transferring authority, duties and responsibilities to the person who carries out the job further motivates and broadens an employees' field of activity
- Finally, information on the company/institutions' results and performance.

Firstly, this implies that to a certain extent teachers' motivation can depend on the flexibility of the job which allows them to exercise what is sometimes called "professional autonomy and authority, so that they can be as creative as possible and use their personal abilities to the maximum. Secondly, the principals' delegation of duties to the teachers can also help to enhance their motivation and also broaden their knowledge in the profession. Lastly, the learners' performance can have a great impact on the teachers' motivation, since this can be said to determine the teachers' performance. If the learners perform well, teachers are more likely to be motivated to work harder since they are able to see the results of their hard work.

As it has been mentioned earlier (section 2.4.2), teaching like all the other professions places a huge emphasis on teacher intellectual and mental abilities whereby a teacher who knows his/her subject well and is creative enough to help enhance learners' understanding of the subject taught. For teachers, the learners' understanding of what is taught is one of

the factors that can motivate him/her to work harder for the reward can be gained from the learners' performance. Thus the teacher's mental abilities can be motivational since he/she is able to perform the teaching task well and with limited difficulty.

In this study, there are a few questions that can be asked regarding teacher motivation:

- Are teachers motivated to perform their duties effectively?
- Who or what motivates teachers?
- How can teachers be motivated to teach?

This implies that the teachers' level of motivation has to be very high, so that they will be able to exercise all these mental abilities. There are two types of motivation, namely, intrinsic motivation which focuses on internal factors within the teacher, such as their need to be successful. On the other hand, extrinsic motivation deals with external factors such as a good salary, satisfactory working conditions and others (Fox 1993: 106). These two types of motivation will be dealt with in detail in the following sections. Ingule, Rono & Ndambuki (1996:334) list some factors which can influence a person's motivation, namely:

- a) the physiological system of the organism (which are discussed in length by Maslow)
- b) Emotions: a person's emotional state act as a drive and emotions can reinforce the motive in progress and increase one's desire to do something
- c) Habits: Not all habits work as motivating, for instance people who make it a habit of working hard can be successful in life, but those who make a habit of lazing around might not be successful
- d) Mental assets, values and attitudes of the individual which influence motivational process
- e) Environmental factors and incentives also play an important role.

The next section will discuss intrinsic motivation in detail.



### 2.6.2.1. Intrinsic motivation

Motivation that stems from factors such as interest or curiosity is called intrinsic motivation. Intrinsic motivation is the natural tendency to pursue personal interests and exercise capabilities, and in doing so, seek out and conquer challenges (Woolfolk 1995: 332). This implies that when people are intrinsically motivated, they do not need incentives or punishment to work because the activity is rewarding in itself. Ingule, Rono & Ndambuki (1996: 34) also assert that intrinsic motivation is the desire to be effective and to perform a behaviour for its own sake. This is proven by the fact that teachers' satisfaction is determined by the extent to which they feel successful in advancing students' learning and growth (Ornstein & Levine 1989: 6). The learners' achievement can be one of the factors which makes the teacher satisfied and urges him/her to work harder. The opposite could be that if learners fail, teachers lose interest, and they become discouraged because they do not see the results of their work.

People are seen as active and curious, searching for information to solve personally relevant problems, ignoring even hunger or enduring discomfort to focus on self-selected goals. People working hard to fulfill commitments to deadlines because the work itself is rewarding are an example of an intrinsically motivated people (Woolfolk 1995: 320; Fox 1993: 116). Fox (1993: 108; Child 1997: 46) also refer to the internal factors of motivation or intrinsic motivation as a need-driven kind of motivation which is based on a persons' needs as described by Maslow. Therefore, in teachers situation, they need to have the desire for competence, achievement, adequacy, confidence in front of one's fellows, independence, freedom, recognition, reputation and prestige, attention, importance and appreciation by others (Child 1986: 43; Child 1997: 45). All these qualities and attributes are what builds a person's self-esteem according to Maslow's hierarchy of needs which will be discussed later in this chapter (Maslow 1970: 145). However, these attributes are less likely to be evident in teachers who are not motivated to work hard and adhere to the professional demands of the teaching field.

There are three kinds of intrinsic motives or concepts that imply intrinsic motivation, these include interest, competence and curiosity (Klausmeier 1985: 229; Child 1997: 45). These concepts are discussed in detail below. There are those activities that people engage in because they are interesting, satisfying or fulfilling – these are called endogenous activities. Teaching is supposed to be an endogenous activity because a teacher enjoys teaching and finds it a fulfilling activity (Klausmeier 1985: 229). Thus, teachers need to enjoy their profession and the sense of accomplishment it brings when learners pass because such a teacher has worked hard and he/she feels rewarded even if it is not materially. However, there are those teachers who take teaching as an exogenous activity in which one does not enjoy teaching, but does it for the salary (Klausmeier 1985: 229, Fox 1996: 108). No one can deny the fact that when one chooses a career; one expects to earn a living from it. But, in teaching there is much more expected from a teacher besides the salaries which are still not satisfactory for teachers. Teachers need to be committed to their work, they need to be dedicated and motivated in order to produce good results.

Klausmeier (1985: 229) gives the following intrinsic motives:

a) **Interest**

This term refers to a person's perception that engaging in an activity is worthwhile or enjoyable for its own sake, and no reward is sought or expected from participating in the activity (Mwamwenda 1995: 260). This point goes back to the time when a person chooses teaching as a career. A person who takes teaching to be as endogenous activity is one who has interest in teaching – he/she is doing it because of a love of the profession, love of children or love of the subject, not for a reward.

b) **Competence**

Competence is an intrinsic need to deal effectively with the environment, this means that there is an inherent tendency for people to wish to perform competently or gain mastery over their environment or a certain body of skills or knowledge (Mwamwenda 1995: 260; Child 1997: 47). This concept leads one to think of the teacher-training institutions and



in-service facilities that are offered to teachers. Do they enhance the teachers' competence and confidence to teach their respective subjects excellently? Or do teachers come out of a college and university not competent enough to teach, to handle disciplinary problems, to co-operate with other teachers and parents? If a person is not competent enough to perform his/her duties, such a person is not intrinsically motivated at all.

c) **Curiosity**

Curiosity is intrinsic in that it energises exploratory activity without expectation of external rewards or reinforcement (Klausemeier 1985: 230; Fox 1993: 135). Teachers need in-service courses in order to enhance their skills and improve their teaching methods. Only curious teachers feel and show interest in such activities because they are curious to know what is new in their teaching field, what has improved and what are the alternative methods/ books to be used in their specific subjects. In some cases, those who lack curiosity might attend important courses, but because of their lack of motivation and curiosity may never use the new information, skills and methods in their classrooms. This type of behaviour cannot help to restore COLT.

The most important question to ask could be the reason(s) why some people chose teaching as a career; that is, what motivates people to become teachers. A person's reasons for choosing teaching as a career will undoubtedly affect his/her attitude and behaviour with students, whether the motivation was intrinsic (for example, a desire to impart knowledge and perform a valuable service to society) or extrinsic (for example, relatively short working days and long vacations, job security, and others). This implies that a teacher's performance can be determined by the kind of motivation he/she has. Mwamwenda (1995: 259) concludes that intrinsic motivation is superior. Interest, competence, curiosity and self-actualization are concepts that imply intrinsic motivation (Klausmeier 1985: 229). These are the qualities that teachers need to possess in order to succeed.

### 2.6.2.2 Extrinsic motivation

When people do something in order to earn a grade or reward, avoid punishment, please someone else, or for some other reason that has very little to do with the task itself, they experience extrinsic motivation (Child 1986: 33). Ingule, Rono & Ndambuki (1996: 144) state that intrinsic motivation refers to the process of being moved by external rewards and punishment. Fox (1993: 112) also adds that external rewards and reinforcements can be used to motivate people to work harder. Whilst accepting the value of intrinsic motivation for long-term rewards, it is acknowledged that extrinsic motivation can do a lot of good for a person (Child 1997: 48). This follows Thorndike's 'law of effect' which tells us that if our efforts are rewarded with something we like to receive, we are more likely to repeat our efforts and thus habits are born (Child 1986: 44).

In the teaching field, extrinsic motivations can be:

- increased salaries
- competitions and awards for teacher performance
- better working conditions
- protection against crime
- improved facilities and infrastructure in schools and many others.

Being given a reward, praised or reinforced as a teacher can mean that those people whom the teachers render their service to acknowledge the teacher's hard work. That is, the Department of Education, principals, parents and learners need to praise teachers if they have done well in order to motivate them. Therefore, both intrinsic and extrinsic motivation are important in education, even though intrinsic motivation is superior to extrinsic motivation (Woolfolk 1995: 332 and Mwamwenda 1995: 258). This could imply that intrinsic motivation is superior because it has long-term results and people enjoy the activity whereas in extrinsic motivation if the rewards are not given, people are more likely to be demotivated. In this case, those who join teaching for the sake of salaries and other material benefits can be least motivated.



In this study, Maslow's hierarchy of needs has been used as theory which falls under intrinsic motivation theory, whilst McGregor's theory of X and Y has been used to illustrate extrinsic motivation. Achievement motivation is another theory which was developed by McClelland which can be classified as a theory which caters for both intrinsic and extrinsic motivation. The next section discusses these three theories in detail.

### 2.6.3 Maslow's hierarchy of needs

Abraham Maslow is an important figure that stresses the role of needs in personality. Central to his humanistic approach to motivation is the notion that people have a variety of needs arrayed in a hierarchy. The needs that are usually taken as a starting point for motivation theory are called physiological drives, which include a need to obtain food, water and shelter, a need to engage in sexual act, and to void wastes (Maslow 1970: 35). People must satisfy these lower needs before they can satisfy the higher needs which include safety, a feeling of belonging and love, self-esteem and self-actualisation (Peterson 1988: 307). It is important to note that a very peculiar characteristic of the human organism is that when it is dominated by a certain need, the whole philosophy of its future and perception of life changes (Maslow 1970: 37). In addition, motivation, according to Maslow's theory is concerned with the degree of inclination towards an activity, but that degree of inclination is determined by the pursuit of goals which will satisfy needs (Evans 1998: 40).

According to Table 5.16, the teachers listed "low and unsatisfactory salaries" as the first factor which demotivates them. Teachers are not satisfied with the fact that their salaries cannot afford to buy them enough food and satisfactory clothing and they cannot build the houses they want. As a result, the salaries they get do not meet their basic and physiological needs. It is important that the DOE pays attention to the basic needs of teachers, like the increase of salaries, physical facilities in schools and safe working conditions. The fulfillment of these basic needs will enable the teachers to focus on their

teaching, professionalism and motivation, which are higher needs according to Maslow (1970: 36).

As Maslow (1970: 37) and Evans (1999: 78) put it people whose basic needs are not satisfied change their perception of life. For instance, if the teachers' salaries are increased, their performance, motivation, and professionalism might change for the better. Some of the factors that have been identified as demoralising teachers in this research are: the poor infrastructure and facilities, the high level of crime and violence in schools, the abolishment of corporal punishment, the influence of other teachers, unions and the struggle against apartheid, the poor administration and management of schools, and poor teacher training (see Tables 5.15 and 5.16). For instance, if teachers' salaries are increased, but the facilities in the schools are still poor, their performance might not improve because they would not have adequate facilities for teaching. Hence, the DOE, principals and unions have to start a conscientisation campaign to make teachers aware that their complaint about salaries is a valid one, but this does not mean that they have to neglect their duties. The DOE and the principals have to be serious about the DOE' policy of 'no work, no pay'. Teachers who go out and join strikes on school days should not get their full salaries. The principals should submit the names of the teachers who were absent to the DOE, and then the salary cuts have to be implemented as soon as possible. Such a move may discourage teachers to join strikes because it is taking away some of the basic needs which may motivate the teachers to work harder. On the other hand, teachers have to improve their professionalism and work harder; so perhaps the DOE should recognize their effort and increase their salaries.

Therefore, it is important for teachers to know that salaries alone will not improve their professionalism and motivation; there are other factors such as the infrastructure, facilities and others. Again, one of the characteristics of a profession is that a professional puts more emphasis on service rendered rather than on the financial reward he/she gets. This leads to the question of what kind of motivation the teachers think that people should possess when they choose teaching. Table 5.10 reflects that both teachers and principals agreed that intrinsically motivated reasons are the best reasons why people should choose



teaching. However, extrinsic motivation is also important, which is why teachers whose performance is superb need to be acknowledged. There is another theory of motivation, which can help teachers to improve their professionalism and motivation. Achievement motivation is an intrinsic type of motivation, which can help teachers to improve their performance.

#### **2.6.4 Achievement motivation**

David C McClelland developed achievement motivation theory in 1958, which he adopted from Henry Murray (McClelland 1972: 97). His efforts focused upon the need to achieve, which he defined as a desire to do with some standard of excellence. According to McClelland, the need to achieve is a desire to accomplish something; it causes a person to overcome great obstacles and to attain a high standard of excellence. Evans (1998: 37) points out that there are four characteristics of individuals whose need for achievement was prominent, these include: a strong desire to assume personal responsibility for finding solutions to a problem or for performing a task; a tendency towards setting moderately difficult achievement goals and towards risk-taking; a strong desire for concrete performance feedback on task; and single-mindedness in relation to task accomplishment. This could imply that a person who is a high achiever is ambitious, competitive, and determined to succeed and has achievement motivation. This could also mean that people who possess achievement motivation have an underlying interest to excel regardless of the situation, or whether they would get any financial rewards.

Furthermore, Ingule, Rono & Ndambuki (1996: 342) point out that achievement motivation is intrinsic, and it is also referred to as “achievement motive” or “a need for achievement” or the “n Ach”. The authors continue to point out that such people simply seek to do their best without necessarily looking for money, and these people have internalised the standards of excellence that motivate their behaviour. Van der Westhuizen (1991: 201) also adds that this theory is also called “the theory of self-realisation” in a sense that the achievement of objectives and the realisation of ideals are pleasant and provide further motivation for further achievement.

According to Table 5.15, one of the intrinsic factors, which demotivate teachers, is that “teachers do not feel that their work is fruitful because the learners continue to fail the examinations, drop out or repeat classes”- 66,76% of teachers and 76,73% of principals agree that the performance of learners has an impact on teachers’ morale. When learners fail their examinations, repeat classes or drop out, the teachers’ desire, and need to achieve is not satisfied. The learners’ success is one of the factors which can inspire teacher’s achievement motivation. On Maslow’s hierarchy of needs, self-realisation is one of the highest-order needs, which can be satisfied only after a person’s basic and low-order needs have been satisfied.

Finally, Maslow’s hierarchy of needs can be said to provide for the basic needs, whilst the McClelland’s achievement motivation deals with a higher level of needs in Maslow’s hierarchy of needs. In any case, these two theories are both intrinsic; thus the following section will discuss McGregor’s theory of X and Y which can be said to be extrinsic. However the extrinsic motivators such as rewards, praise, and acknowledgements keep it going. The reason why a person chooses teaching has an impact on the teacher’s achievement motivation. The possession of achievement motivation may help to motivate teachers to work harder and improve their professionalism so as to enhance COLT in schools.

## **2.6.5 McGregor’s theory of X and Y**

### **2.6.5.1 Introduction**

Douglas McGregor (1968: 24) is responsible for introducing a dual theme of ‘theory X and Y’ into management literature. After observing the actual practices of many traditional managers (which includes principals), he proposed that these managers were operating on a set of assumptions, which he labeled theory X and theory Y. During McGregors’ observation, he pointed out that managers cannot always control the actions and behaviour of employees as though they are chess pawns on a chessboard (Van der



Westhuizen 1991: 197; Thomson 1993: 52; Child 1997: 63). This could imply that managers/employers in education (i.e. principals and the Department of Education) need to listen to the teachers' grievances and complaints and try to satisfy them as much as possible, instead of giving them orders whilst their basic needs are still not met. These two theories will be briefly discussed. Theory Y can be said to be more realistic and a positive assessment of and approaches to the capabilities of people and can be used as a basis for the guidelines, which may help to improve teachers' motivation and professionalism.

### 2.6.5.2 Theory X

In McGregor's (1968: 25; Thomson 1993: 47) theory X refers to the following assumptions of management:

- a) The average person does not like to work, and will avoid it at all costs
- b) As a result of this resistance and antagonism to work, it follows that people need strong control, need to be controlled and sometimes forced. They should be threatened with disciplinary measures and punished in an effort to bring about the goals of the organisation
- c) The average employee prefers an openly prescriptive approach on the part of his senior. He likes to receive unmotivated orders from his leader. In addition, he would like to avoid responsibility, and one of the important drives in his work is his need for security (McGregor 1968: 25, Flippo 1980: 330 & Van der Westhuizen 1991: 197).

This approach to management can be unrealistic and negative, and can lead to a negative style of management on the side of the leader. If a leader were to follow these assumptions, such a leader would be likely to use an autocratic type of management, which is rigid, non-participative and leaves the people with nothing to do except to listen to orders. This theory is most unlikely to work in the teaching profession because it is difficult to control a teacher in his/her work. A teacher as a professional cannot be expected to be controlled by a leader. A principal may force a teacher to go to class, but

what if the teacher has not prepared what to teach? Alternatively, when he/she comes to class he/she does not teach, but cracks jokes with the learners. Each teacher also has a different subject to teach, so it will not be possible for a principal who teaches Mathematics to tell a Geography teacher how to teach the subject. As a result, this theory cannot apply in teaching and it can demotivate teachers.

### **2.6.5.3 Theory Y**

In disagreement with the assumptions of theory X, McGregor feels that theory X underestimates the interests and capabilities of workers (Flippo 1980: 331). On the basis of psychological and social research results, he then formulated theory Y, which is more realistic and down-to-earth (Thomson 1993: 47). In this case, a principal who has a positive attitude towards the teachers, and he uses a democratic and participative style of management can be more likely to motivate teachers and enhance their professionalism, which can help to enhance COLT in schools. Each assumption for theory Y will be discussed, and guidelines will be provided where possible as to how teachers can be motivated in relation to each assumption.

### **2.6.5.4 Assumptions of theory Y**

- a) Control and threats of punishment are not the only way to motivate workers to do their best, and to achieve specific objectives to which they are intensely involved and committed (McGregor 1968: 26).

According to Van der Westhuizen (1991: 198) asserts that most individuals have a built-in awareness of duty and will exert a type of intrinsic control on themselves. Thomson (1993: 48) also adds that most people do not inherently dislike work, however the work conditions may be either a source of satisfaction or dissatisfaction. This is what makes McGregor's theory to be more extrinsically motivated since issues such as work conditions, facilities and others may have either a negative or positive motivation to teachers in schools.



In the beginning of the year (2001), the Minister of Education, the provincial Members of the Executive Council (MEC) and other DOE officials visited the schools in all provinces without prior notice. It was an erratic start to schooling especially for most township schools in most provinces. Mecoamere (2001: 6) reported that in some schools teachers and learners came very late, there were reports of violence in which a learner stabbed his schoolmate with a knife in the Northern Province. In other schools, principals were still busy either admitting new learners or allocating classes to old ones. All in all, the teaching and learning process did not take place on the first day of schooling in all schools as the Department of Education (1996c: 15) stipulates it ought to. The Minister of Education threatened to close down some schools whose matric results were below 20% pass rate, he threatened to expel those teachers who were not at work on the first day of school, and talked seriously to the principals whose schools had not started actual teaching. In a way, the Department of Education threatened the teachers in those schools which had not started teaching, and for the first two weeks or so, teachers seemed to be dedicated. But with time, they lost interest and lapsed into their usual behaviour.

Furthermore, as this assumption suggests, people feel more committed to the objectives and goals which they were involved in making (Evans 1998: 42). Therefore, principals need to use a democratic style of management where all teachers participate in decision-making and policy-making in the school. Principals also have to delegate some important duties to other teachers, such as disciplinary hearings and others. This can help to motivate teachers, increase their sense of belonging to the school and commitment to the set objectives and goals.

- b) People are naturally antagonistic towards work, and they have a strong desire to relax. Circumstances and negative experiences influence a person's experience of work and also have positive and negative attitude towards their work (McGregor 1968: 26).

Tables 5.15 and 5.16 have dealt with those factors that demotivate teachers. Since people naturally hate to work and would prefer to relax, these factors are highly likely to make

teachers to have a negative attitude towards their work. There are factors within the teachers' workplace such as poor salaries, violence, poor infrastructure and facilities, poor administration and management of schools, the influence of apartheid, unions and some irresponsible teachers, the rationalization and redeployment process, poor subject knowledge, and many other factors. There are also some factors, which are within teachers such as a feeling that teaching is a bad choice of a career, lack of occupational prestige and little praise for those teachers who perform well. All these concerns need to be addressed by all the stakeholders in education, and some of them have already been discussed in the previous sections.

The problems of poor salaries, crime and violence in schools, and the rationalisation and redeployment process depend on the DOE. The issue of teachers' salaries plays an important role in the teachers' intrinsic motivation.

- c) The willingness to attain certain goals is closely linked to the reward, which might not be material, but to satisfaction of higher needs such as acceptance, prestige, self-confidence, and degree of self-realisation (McGregor 1968: 27).

This is a good assumption, although teachers still experience problems as far as it is concerned. The material reward, which refers to salaries, is not satisfactory at present, which relates to the lower needs stipulated by Maslow in his hierarchy of needs. As a result, it might not be easy for teachers to satisfy these higher needs such as acceptance, prestige, self-confidence and self-realisation whilst the lower needs are not satisfied as has been discussed under Maslow's hierarchy of needs.

- d) Abilities such as creativity, originality and imagination are not as scarce as generally accepted. Most people have these abilities although they might not be visible and developed (McGregor 1968: 27).

Teachers, like everyone else, possess these positive characteristics, which can enhance their teaching and professionalism. According to Table 5.12, 98,68% of teachers and



98% of principals agree that teachers have to be warm, understanding, stimulating, and imaginative. Hence, the principal has to encourage and create opportunities for teachers to be creative and imaginative in their various subjects. An average person learns quickly—particularly when the correct motivational factors are strong enough, not only to accept given responsibilities but also to assume new responsibilities through his/her own initiative (McGregor 1968: 28).

Principals have to create the opportunities for teachers to learn by allowing them to go for workshops, conferences and other activities. All teachers should be given a chance to attend workshops, not only certain individuals. Those teachers who come with new ideas and who take on new responsibilities on their own need to be praised and acknowledged. This can start the process where teachers are motivated by their initiative. In a way, teacher professionalism and COLT can be enhanced.

- e) The average person learns quickly – particularly when the correct motivational factors are strong enough, not only to accept his given responsibilities, but also to assume new responsibilities through his/her own initiative (McGregor 1968: 27).

The issues of crime, poor salaries, unsatisfactory state of facilities and resources in most schools can make it difficult for most teachers to take initiative in most cases. Thomson (1993: 48) supports this when he says that in order to obtain commitment from employees, rewards should fulfil an individual's self-actualisation needs, which refer to the need to do the work we like. Therefore, maybe the other two other types of motivational theories discussed need to be adhered to first before this theory can be applied.

To conclude, the assumptions of theory Y encourage the leader/manager (who is the principal in this case) to carry out his/her introspection honestly and openly, because experience has shown that this will determine the way he will operate to lead and motivate his staff (Van der Westhuizen 1991: 198). This theory advocates that as much as people

need to have intrinsic motivation in order to engage in an activity, extrinsic factors such as the management style of the leader play a very important role in the motivation of the people. This implies that an effective principal needs to be motivated, so that he too is able to motivate both the teachers and the learners. If the teachers are motivated, they are more likely to be professionals who will help in the restoration of COLT in the school.

The section below deals with those factors which led to the teachers' loss of motivation to perform well.

## **2.7. FACTORS THAT HAVE LED TO A LOSS OF TEACHER MOTIVATION**

### **2.7.1 Political instability in the apartheid years**

All educational reform is intertwined with political decision-making (La Belle & Ward 1990: 103). This implies that politics have a great impact on the education system of any country. The government that rules seeks to bring its own ideology into the curriculum through a variety of means. For instance, the Bantu Education Act of 1953 was enforced with the policy of the use of Afrikaans as a medium of instruction in all schools (Brooks & Brickhill 1980: 25). To support this argument, the following countries are given as examples:

- a) In China, after assuming power, the new government eliminated courses on Confucian ethics and put Mao's writings and Communist Party documents into the curriculum.
- b) In Algeria, after independence in 1962, the government instituted policies of Algerianisation, which meant more Algerian history, Arab world history and geography and Islamic values and morals in the curriculum.
- c) In Iran, the new government pushed for the Islamisation of education, but faced a major opposition in the universities which had become strongholds for Marxist groups (La Belle & Ward 1990: 101)



In a way politics had an impact on education in these countries. The same situation occurred in South Africa.

Upon coming into power, the Afrikaner-led National Party government introduced many apartheid laws, including the Bantu Education Act of 1953. This Act had some provisions which did not satisfy black people. The struggle against the Bantu Education system began. Both teachers and learners had a negative attitude towards the whole system. Kitchen (1988: 68) sums up the whole situation regarding teachers by saying that the teachers suffered a debilitating loss of self-respect as a result of working within a system of which they disapproved. This is one of the factors which led to the loss of teacher motivation and COLT as a whole.

### **2.7.2 Political instability in the 1990s and onwards**

During the 1990s the milestones on the path to change were the unbanning of the African National Congress and other political parties, and the scrapping of all the apartheid laws including the Bantu Education Act of 1953 (Christie 1992: 38). Calls have been made to teachers and learners to move from a 'culture of resistance' to a 'culture of learning and teaching' but it was all in vain (Chisholm & Vally 1996: 30). This is indicated by the negative attitude of both teachers and learners. Teachers are not punctual, they are ill disciplined, they dodge classes or come unprepared, and all in all they lack commitment and their culture of hard work is non-existent (Lethoko 1999: 140). This negative attitude and demotivation must change.

Political changes can have either a negative or a positive impact on education. For instance in Zimbabwe, the 1979 Education Act sought to establish an officially non-racial education system (Lemon 1995: 103). Most Zimbabweans welcomed this change because it was a move away from a racist and segregated system of education. However, the Zimbabwean government was quickly confronted with the rising costs of its expansionary education policies. The analysis of academic performance in the nine secondary schools surveyed proved less conclusive than might have been expected, because of the

inequalities of teachers, facilities and equipment (Lemon 1995: 107). This situation in Zimbabwe after the change of the education legislation seemed to be promising, but the Zimbabweans still experienced problems of financing education, shortage of teachers and unsatisfactory results. The same thing happened in South Africa after all the apartheid laws had been repealed. Many South Africans thought that the new policies, legislation and other improvements will turn the South African education system into a success overnight. But as the Department of Education (2001) shows it, there is still a long way to go. The negative attitudes of teachers amongst other factors can hinder the restoration of COLT in schools.

### **2.7.3 A Unionist approach to teaching**

Some teachers have a unionist attitude towards their work – they allow politics to enter the classroom. Unions have become a refuge for those who cannot succeed in the teaching profession. The main focus of influential unions such as the South African Democratic Teachers Union (SADTU) and Congress of South African Students (COSAS) is to empower teachers and students respectively to get things done their way (Smith & Schalekamp 1997: 10). This is because in a unionist approach teaching is regarded as a job in which the worker's rights receive first priority, not as a profession and a calling in which teachers commit themselves to the education of learners. These teachers are not motivated to work hard and provide the highest level of teaching. Chapter Three will discuss the influence of unions in the teaching profession in detail.

### **2.7.4 Poor parental co-operation**

Parents are major stakeholders in education. When children leave school, they go back to their homes in which parents are expected to help their children with their homework and other academic things. Besides that, parents have to be exemplary, and contribute in disciplining their own children. Nxumalo (1993: 57) describes these problems regarding parents: 'they fear to exercise discipline over their children and frequently do not have time for them, they are un-supportive and lack interest in school issues especially fathers'.



This implies that working with parents and learners who do not care about education is likely to influence the teachers to lose their morale too. If nobody cares, why should teachers care? This is an unhealthy attitude which impedes the restoration and enhancement of COLT. Most principals complained about the poor attendance at meetings by parents, which is a symptom of parents who are not interested in their children's education and future (Lethoko 1999: 141).

In the United States of America, the Education Acts of 1980, 1981, 1986 and 1988 have given parents more rights, these include the establishment of an annual report to parents by governors and an annual meeting at which parents may pass a motion on some aspect of school governance, teaching methods, curriculum and other important aspects (Macleod 1989: 146). This could imply that parental involvement and co-operation with teachers and administration can help to improve learner discipline which stresses and demotivates teachers.

### **2.7.5 Violence in schools**

The levels of crime in the country are overwhelming and this has a terrible impact on the entire society including teachers. The media, that is, the newspapers, radio and television, have exposed deaths of teachers who have been killed by learners, in some cases in front of learners (Lekota 2000: 18). This has a debilitating effect on teachers' morale. Teachers in the United States continue to express considerable concern over violent student behaviour, that is why in 1988 the Committee of Enquiry was set up by the Secretary of State for Education to investigate the allegations that teachers are subjected to physical abuse by learners (Tattum 1989: 73). This kind of situation demotivates teachers for they are always in fear of their lives.

Assaults, harassment and killing of teachers is taking its toll on teachers. Some learners are rude and aggressive – they come to schools carrying dangerous weapons such as knives and guns (Nxumalo 1993: 56). This situation has instilled fear and insecurity in teachers, so much that in order for a teacher to ensure his/her own safety, he/she has to

try to fit in with the learners and abandon his/her responsibility (Metcalf 1997: 5). In the midst of all these teachers lose their motivation and commitment to teach, and focus on their safety and survival.

### **2.7.6 Poor administration and management of schools**

The leadership, management and administration of the school are crucial in ensuring a tone and ethos conducive to learning and teaching (Metcalf 1997: 5). Incapable principals, with little or no management training, tend to run schools in a dissatisfactory way. Sometimes, principals are accused of misusing the school funds, favouritism amongst teachers and learners and sometimes they conduct their personal business during working hours. This kind of behaviour can influence teachers to be irresponsible and abandon their duties because the principal does not show any signs of responsibility.

A positive learning and teaching climate is characterised by positive teaching. The relationship between the teachers and the principal can improve the trust, participation and contribution of teachers in matters of interest to the school. Then, if teachers feel as part of the school their motivation to perform will increase. Debilitating frustrations and dissatisfactions result in isolation, lack of communication and fragmentation, all of which have a profound effect on learning and teaching (Mnisi & Shilubane 1998: 7). This implies that positive principal-teacher relationships are essential in order to enhance the teachers' morale.

### **2.7.7 Poor infrastructure and facilities**

The condition of school buildings, space and facilities makes an incalculable difference to the climate of teaching and learning – schools with the worst pass rates have the worst facilities, while schools with a relatively higher pass rate have better facilities (Chisholm & Vally 1996: 14). Infrastructure refers to availability of the following in a school:

- electricity
- water



- decent ablution blocks with functioning sewerage systems
- telephones, faxes, photocopiers
- text books
- well -stocked libraries and well-equipped laboratories
- furniture such as desks and chairs
- repair of broken windows, doors and desks
- classroom space and many others (Chisholm & Vally 1996: 16).

The Department of Education, together with the Reconstruction and Development Programme (RDP) have since 1996 begun to work on the improvement of the facilities and buildings in most schools. Metcalfe (1997: 5) asserts that 'while structural improvements and the provision of facilities and equipment do not automatically translate into successful schools, adequate and decent facilities do create a positive environment and must provide the minimum conditions for effective teaching and learning'. Hence, in a way, the infrastructure of the school has an impact on the teachers' morale and motivation.

### 2.7.8 Poor performance of learners

Research indicates that the most important determinant of teachers' satisfaction is the extent to which they feel successful in advancing students' learning and growth (Ornstein & Levine 1989: 6). This implies that the success of learners is what satisfies a teacher that is why most psychologists indicate that achievement motivation is an effective motivation. The learners' success and achievement helps to boost their teachers' dedication and willingness to work hard. People with strong achievement motivation are generally self-confident individuals who are, at their best, taking personal responsibility in situations where they can control what happens to them (Alschuler, Tabor and McIntyre 1970: 6). This implies that it is natural and human for everyone to feel motivated by the fruits of their labour, and therefore teachers are normally inspired by good achievements of their learners.

### 2.7.9 The conduct of learners

At present, the quality of most learners existing in black schools is totally demotivating for teachers. Learners in most schools show these negative signs and behaviour:

- a) Shortcomings in the work ethos of learners
  - a culture of doing the minimum required to pass exists among most students
  - the majority of them do not know what it means to work hard over a prolonged period of time
  - students have never learned to study and lack effective study methods
- b) Lack of ability to concentrate in class
- c) Lack of self-discipline to study and to be punctual for school and for classes
- d) Alcohol and drug abuse
- d) Education is boring and meaningless to learners – they do not see its worth in a society where 'crime does pay' (Smith & Schalekamp 1997: 7-9, Lethoko 1999: 27-31).

During the interviews conducted in schools, some teachers and principals really worry about the situation and try their level best to assist and conscientise learners about the importance of education. On the other hand, more and more teachers take advantage of the above-mentioned situation and abandon their responsibilities as adults, parents and professionals. One principal complained that some teachers further their studies during the working hours, some go to check on their businesses and other personal affairs. Hence, one can tell that they are demotivated and have lost their sense of responsibility.

### 2.7.10 Salaries

It is commonly accepted that the remuneration offered in a profession is an important part of its professionalism (Badenhorst 1987: 144). Teachers have complained about their



salaries for a long time, and this issue seems to be a major reason why people leave teaching. Salaries are said to increase occupational prestige (Ornstein & Levine 1989: 11). Occupational prestige refers to the esteem in which individuals or groups hold an occupation in a particular society (Badenhorst 1988: 11). Hence the low salary and the decrease in the status of the teaching profession can lead to teacher demotivation.

## 2.8 SUMMARY

This chapter has discussed the present situation in schools, the factors which have led to the loss of teacher motivation, the positive characteristics of teachers, professionalism and its characteristics related to the motivation and performances of the teachers. Teacher motivation and professionalism can help to restore COLT in schools.

Chapter Three will deal with what the DOE has done or is doing to improve teachers' working conditions, and the role of teacher unions and organisations regarding teacher motivation and professionalism.