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**CONCEPTIONS OF BURNOUT AND MOTIVATION
AMONG PRIMARY AND SECONDARY SCHOOL
TEACHERS IN SOUTH AFRICA: A
PHENOMENOGRAPHIC STUDY OF TEACHER
PERSPECTIVES**

Z.E.N. KONYANA

Thesis Presented for the Degree of
DOCTOR OF PHILOSOPHY
in the Department of Education
UNIVERSITY OF CAPE TOWN

MARCH, 2001

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ABSTRACT

The aims of this study were to explore the variation in the way primary and secondary school teachers in South Africa conceived the phenomena of burnout and motivation, using a phenomenographic research approach. The study also sought to explore the relationship among teachers' conceptions of burnout and motivation.

Accordingly, the following questions guided the research and at the same time provided structure to the thesis:

1. What different conceptions of burnout exist among teachers in the Eastern Cape Province, South Africa?
2. What different conceptions of motivation exist among teachers in the Eastern Cape Province, South Africa?
3. What is the relationship between teachers' conceptions of burnout and their conceptions of motivation?

Theories of burnout and motivation relevant to the present study were reviewed and a relationship between burnout and motivation outlined, in order to serve as background materials against which to compare the findings from the actual data gathered. Research evidence in support of the theories was given. In particular, Maslach's theory of burnout, as well as the humanistic and cognitive approaches to motivation were used to serve as an initial basis to understand how other researchers have gone about studying the concepts of burnout and motivation. The purpose was to draw out of the literature some initial questions which would enable the present researcher to carry out interviews on burnout and motivation.

The study involved sixty teachers (twenty-seven males and thirty-three females) at primary and secondary school levels in rural and urban areas in the Transkei sub-region of the Eastern Cape Province, South Africa. Teachers who gained their qualifications during the apartheid era and had been teaching before the new government took over in 1994 were selected. Purposive as well as snowball sampling methods were used to select participants.

Data were collected using interview guides constructed by the researcher and validated by experts. The interview questions were formulated to elicit information about interviewees' attitudes towards their job. Interviews were conducted with participants in their homes or at school, but during mutually arranged times. The interviews were tape-recorded and later transcribed verbatim as is the custom with

phenomenographic research. The transcripts were then subjected to rigorous phenomenographic analysis.

In analysing transcript data, everything was read and taken into consideration within the context in which it was said. Analysis focused on identifying a small number of qualitatively different ways in which teachers understood and experienced the phenomena of burnout and motivation. The analysis consisted of studying the interview transcripts both individually and alongside one another, studying sets of extracts both in and out of their original contexts, seeking distinct similarities and differences.

The teachers' responses represented five and four conceptions of burnout and motivation, respectively. Overall, the respondents conceived burnout as:

- A. feelings of lack of job satisfaction
- B. feelings of loss of control
- C. feelings of helpless anger
- D. frustration related to the curriculum changes (OBE)
- E. feelings of physical and emotional exhaustion.

In the case of motivation, the respondents conceived motivation as:

- A. feelings of intrinsic and extrinsic satisfaction
- B. feelings of personal satisfaction and enjoyment from the work of teaching
- C. positive feelings about non-material rewards arising from the social environment
- D. expectation of financial rewards.

Burnout and motivation were found to be closely, albeit, inversely related. It was recommended that further replication of this study be carried out in other systems and cultures – also involving younger and less experienced teachers, and that the present findings be used to develop inventories on burnout and motivation, as well as programs for professional development of teachers.

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DECLARATION

I declare that the script hereby submitted is my independent work and has not been submitted previously for evaluation at another university/faculty/department.

signature removed

Z. E. N. KONYANA

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TABLE OF CONTENTS

TOPIC

Title page	(i)
Abstract	(ii)
Acknowledgements	(iv)
Declaration	(v)
Table of contents	(vi)
List of tables	(x)
List of figures	(xi)
Abbreviations	(xii)

Chapter One: Introduction

1.1 Aims of the study	1
1.2 The problem	1
1.3 Background to the problem	4
1.3.1 The context of education in South Africa	4
1.3.2 International concerns and approaches	7
1.4 Rationale and significance of the study	8
1.5 Research approach and delimitations of the study	14
1.6 Overview of the study	16

Chapter Two: Approaches to burnout and related research

2.1 Overview	18
2.2 Conceptual and theoretical frameworks – Burnout	19
2.2.1 Definition of burnout	19
2.2.2 Theories of burnout	22
2.2.3 The models of burnout	24
2.2.4 Overall	28
2.2.5 Debate on burnout	29
2.3 Measurement of burnout	30
2.4 Teacher burnout	32
2.4.1 Studies of teacher burnout	32
2.4.1.1 Sources of burnout	32
2.4.1.2 Comparative studies of teacher burnout	39
2.4.1.3 Models of teacher burnout	46
2.4.2 The consequences of teacher burnout	50
2.4.2.1 Teacher burnout, Performance, Absenteeism and Turnover	50
2.4.2.2 Teacher Burnout and Quality of Work Life	52
2.4.3 Summary	54
2.5 Brief overview	56

Chapter Three: Approaches to motivation and related research

3.1 Introduction	57
3.2 Conceptual and theoretical frameworks – Motivation	58
3.2.1 Definition	58
3.2.2 Theories of motivation	60
3.2.2.1 The Humanistic approach to motivation	60
3.2.2.2 The cognitive approach to motivation	66
3.2.3 Debate on motivation	71
3.2.4 Researcher's choice of the definition	74
3.3 Measurement of motivation	74
3.4 Teacher motivation	76
3.4.1 Studies of Teacher Motivation	76
3.4.1.1 Sources of teacher motivation	78
3.4.1.2 Comparative studies of teacher motivation	81
3.4.2 The consequences of teacher motivation	82
3.4.2.1 Teacher Motivation and Job Performance	83
3.4.2.2 Teacher Motivation, Turnover and Absenteeism	84
3.4.2.3 Teacher Motivation and Quality of Life	84
3.4.3 A model of teacher motivation	84
3.4.4 Overall remarks on teacher motivation	87
3.5 Relationship between teacher burnout and teacher motivation	89
3.6 A Model of teacher burnout and teacher motivation	93
3.7 Overview	95

Chapter Four: Methodology

4.1 Introduction	97
4.2 Study design – A qualitative research design	98
4.2.1 The relation between phenomenology and phenomenography	103
4.2.2 Phenomenography	107
4.2.3 The centrality of conceptions in phenomenography	109
4.3 Implementation of the study	112
4.3.1 The research setting	112
4.3.2 The participants (sample)	113
4.3.3 The researcher	116
4.3.4 Data collection	117
4.3.4.1 General approach	117
4.3.4.2 Main study	119
4.3.5 The analysis of phenomenographic data	121
4.3.5.1 Categories of description and outcome spaces: findings from a phenomenographic study	122
4.3.5.2 The conceptual analysis of data	125
4.3.6 Ethical considerations	135
4.3.7 The issue of trustworthiness, soundness and authenticity	138
4.4 Chapter summary	144

Chapter Five: Findings on teacher burnout

5.1 Introduction	146
5.2 Presenting the results of the study	146
5.3 The results of the study	148
5.3.1 Findings regarding burnout and motivation	148
5.3.2 Categories of description of burnout	151
5.3.2.1 Category A: Burnout as feelings of lack of job satisfaction	152
-Loss of interest	
-Absence of meaningful rewards	
-Working conditions	
5.3.2.2 Category B: Burnout as feelings of loss of control	171
5.3.2.3 Category C: Burnout as feelings of physical and emotional exhaustion	178
5.3.2.4 Category D: Burnout as frustration related to the curriculum changes (OBE)	187
5.3.2.5 Category E: Burnout as feelings of helpless anger	190
5.4 Categories of description as subject- object relationships	197
5.5 Chapter summary	201

Chapter Six: Findings on teacher motivation

6.1 Introduction	203
6.2 Categories of description of motivation	203
6.2.1 Category A: Motivation is feelings of extrinsic and intrinsic satisfaction	
6.2.2 Category B: Motivation is feelings of personal satisfaction and enjoyment from the work of teaching	211
6.2.3 Category C: Motivation is positive feelings about non-material rewards arising from the social environment	221
6.2.4 Category D: Motivation is expectation of financial rewards from the social context	233
6.3 Categories of description as subject-object relationships	239
6.4 Chapter Summary	242

Chapter Seven: Relationships among and between conceptions of teacher burnout and motivation

7.1 Introduction	244
7.2 The burnout outcome space identified in this study	245
7.2.1 Individual factors	247
7.2.2 Interpersonal factors	250
7.2.3 Organizational factors	253
7.2.4 Political factors	256
7.2.5 Description of the burnout outcome space	262

7.2.6 Relationship among the different conceptions of burnout	265
7.3 The motivation outcome space	267
7.3.1 Individual factors	268
7.3.2 Interpersonal factors	271
7.3.3 Organizational and political factors	272
7.3.4 Description of the motivation outcome space	274
7.3.5 Relationship among the different conceptions of motivation	276
7.4 The relationship between the conceptions of burnout and motivation	278
7.5 Chapter summary	285
Chapter Eight: Further discussion, conclusions and recommendations	
8.1 Introduction	287
8.2 Further discussion of the results	287
8.2.1 Research findings and conclusions on burnout	287
8.2.2 Research findings and conclusions on motivation	294
8.2.3 Findings and conclusions drawn on the relationship between burnout and motivation	298
8.2.4 Findings regarding matters not originally planned as part of the study	301
8.3 Wider implications	305
8.4 Indications for future research/ Recommendations	309
8.5 Limitations of the study	312
REFERENCES	315
APPENDIX A: Interview questions on burnout	331
APPENDIX B: Interview questions on motivation	332
APPENDIX C: Xhosa interview questions on burnout	333
APPENDIX D: Xhosa interview questions on motivation	334

List of tables

Table 1: Overview of first 'coarse' analysis of Interview protocol	132
Table 2: Categories of teachers experiencing burnout and motivation.	149
Table 3: Level of desire to remain in teaching	151
Table 4: Categories of description of burnout	151
Table 5: Salient features of category of description – Lack of job satisfaction	171
Table 6: Salient features of category of description – Loss of control	178
Table 7: Major features of category of description – Physical and emotional exhaustion	187
Table 8: Major features of category of description – Frustration related to the curriculum changes (OBE)	190
Table 9: Salient features of category – Feelings of helpless anger	196
Table 10: Categories of description of motivation	204
Table 11: The salient features of category – Motivation is intrinsic and extrinsic satisfaction	211
Table 12: Salient features of category – Personal satisfaction and enjoyment from the work of teaching	221
Table 13: Major features of category – Motivation is positive feelings about non-material rewards arising from the social environment	233
Table 14: Salient features of category of description – Motivation is expectation of financial rewards	239

List of figures

Figure 1: A model of burnout for secondary school teachers (Adapted from Byrne, 1994: 662)	47
Figure 2: A model of burnout for elementary school teachers (Adapted from Byrne, 1994: 661)	48
Figure 3: A comparison of Maslow's and Herzberg's theories of motivation (Owens, 1981: 485)	63
Figure 4: A model of employee performance (Adapted from Aldag & Brief, 1979: 19)	83
Figure 5: Frase and Sorenson's (1992) modified job characteristics model	85
Figure 6: A model of teacher burnout and motivation (Derived by the author from theories of burnout and motivation reviewed in this study)	94
Figure 7: The categories of description as relationships between subjects and object – burnout	199
Figure 8: The categories of description as relationships between subjects and object – motivation	240
Figure 9: Outcome space of teachers' conceptions of burnout	246
Figure 10: Outcome space of teachers' conceptions of motivation	267
Figure 11: The relationship between conceptions of burnout and motivation	279

Abbreviations

AGM	-	Annual General Meeting
ANC	-	African National Congress
DOE	-	Department of Education
EDO's	-	Education Development Officers
F	-	frequency
HOD	-	Head of Department
MBI	-	Maslach Burnout Inventory
OBE	-	Outcomes-Based Education
SADTU	-	South African Democratic Teachers' Union
Std	-	Standard
UNITRA	-	University of Transkei
USA	-	United States of America

Glossary

Conception – this term is used to refer to people's ways of experiencing a particular phenomenon.

Categories of description – are the researcher's way of expressing the different ways of experiencing a specific aspect of reality.

Lifeworld – is the experienced, everyday world.

Outcome space – is the set of different ways in which a group of people understand and/or experience a particular phenomenon.

Phenomenography – is a research approach for describing the qualitatively different ways in which phenomena are understood, experienced or perceived by different people.

CHAPTER 1

INTRODUCTION

1.1 AIMS OF THE STUDY

The aims of this study were to explore the variation in the way primary and secondary school teachers in South Africa conceive the phenomena of burnout and motivation, using a phenomenographic research approach. The study also sought to explore the relationship among teachers' conceptions of burnout and motivation without imposing the researcher's preconceived interpretations of the two phenomena.

Accordingly, the following questions guided the research and at the same time provided structure to the thesis:

- 1.1.1 What different conceptions of burnout exist among teachers in the Eastern Cape Province, South Africa?
- 1.1.2 What different conceptions of motivation exist among teachers in the Eastern Cape Province, South Africa?
- 1.1.3 What is the relationship between teachers' conceptions of burnout and their conceptions of motivation?

1.2 THE PROBLEM

Until the year 1994 when the democratic government took over, education in South Africa, and teaching in particular, were fragmented along racial lines. This was especially of great disadvantage to black people. The majority of teachers in South Africa were highly critical of such a practice. With the advent of a new democratic South Africa, teachers are faced with numerous tasks during the current period of

transformation. As vehicles through which learning takes place, teachers constitute the most educationally significant agents of transformation, especially in the school setting. They are expected to provide education that will help in the transformation of the people of South Africa, as they are directly responsible for managing the teaching-learning processes.

Most teachers in South African schools, at present, were trained during the period of apartheid laws. Those who have been working for several years now have also been working under that system and its beliefs. They are now working in the new South Africa under a democratically elected government, and now have to regard education as related to liberation and empowerment - and not as related to conformity and upbringing (Ngobeli, 1995). This may be frustrating to some teachers who may have to change their ways of thinking and, therefore, their strategies of teaching in order to fall in line with the changes that are taking place.

The teachers, themselves, have not been retrained for their new role. What they were previously trained to do is not what they are now expected to carry out. For instance, as from 1998 the South African National Department of Education (DOE) introduced an Outcomes-Based Education (OBE) approach to teaching and learning in schools under the title of Curriculum 2005, and this is one of the democratic government's initiatives to address the legacy of apartheid education. The teachers are expected to implement OBE, which they are not ready for, as the training they received was not outcomes-based, and yet they have to face it head-on. They have to find day-to-day educationally acceptable solutions to challenges that are emerging due to the changes introduced by the democratic government. Most teachers find these challenges associated with the espoused transformation very difficult.

The advent of a new democratic South Africa has given rise to a wave of educational reforms, aimed at altering existing structures of public education that have existed for longer than forty years. Hence, the key term in the lexicon of educational reform at the present moment is restructuring. The present period of reconstruction and development compels researchers to examine the attitudes and feelings of teachers in primary and secondary schools. This is where the demands of the democratic education movement have to be taken into account if people are to develop an appropriate policy for public schooling for all South Africans. In particular, part of this restructuring should involve a systematic attempt to understand the emotional and psychological state of teachers. There is a dearth of empirical work attempting to investigate teacher burnout in South Africa (Pretorius, 1993). Research attempting to link teacher burnout and teacher motivation has also been rare both in South Africa and in the rest of Africa.

Before the democratic government took over in 1994, South Africa had had political and educational tensions for many years. A consistent feature of these tensions was the rejection of Bantu Education (Möller & Maimane, 1992), Christian National Education and the forms of authoritarianism which emanated from these policies and practices (Christie, 1998). These tensions, which especially operated in the schools were felt by the teachers. Conditions within the schools, including pupil misbehaviour, large classes, and limited promotion opportunities, precipitated negative attitudes in teachers (Christie, 1998; Enslin & Pendlebury, 1998; Möller & Maimane, 1992). This was made worse by the general lack of social recognition of teachers.

Presently, some teachers are struggling to make teaching effective. To them, not achieving the successes they are striving for is difficult to

accept. Equally difficult is the attitude they feel from the public that seems intent on criticizing rather than understanding, on condemning failure rather than acknowledging hard work or success. Consequently, a number of teachers have begun to feel demotivated by such criticisms (Christie, 1998; Möller & Maimane, 1992).

The public pressure on teachers precipitates negative attitudes. It is possible that many teachers are beginning to feel that the satisfactions of teaching are no longer worth the stresses. Some teachers have left the profession, some are leaving, and others continue to teach without the enthusiasm or commitment they once had (Farber, 1991). It appears evident from these symptoms that some teachers project clear characteristics of burnout about their work (Bingley, 1984; Van der Merwe & de Kok, 1990).

Although the majority of teachers may be described as in the above paragraphs, there are nevertheless some who appear to derive enormous satisfaction from being in the schools and working with students. The question is to explore possible factors related to motivation which inspires motivated teachers – and what could and should assist other teachers to rise above their frustrations, disillusionment and conditions of burnout.

1.3 BACKGROUND TO THE PROBLEM

Teacher motivation in South Africa in the last years of the twentieth century was influenced in complex ways by apartheid and apartheid education and it will be many years before the legacy of apartheid ceases to have an influence. This section provides a brief background overview to contextualize the study.

1.3.1 The context of education in South Africa

The institutionalisation of the political philosophy of apartheid by the National Party after its political victory in 1948, took place as a result of the struggles and cultural mobilisation of Afrikaner nationalism (Harber, 1989; Shalem, 1992). In the history of apartheid, the year 1948 marks the fixing of hegemony by the narrowly defined class forces of whites - the Afrikaans Christian Nationalists (Shalem, 1992). Since the early 1950s after the National Party came to power the education system of the country had to conform to different racial prescriptions laid down by the Party. Racial discrimination and mother tongue education became the central issues. There was a strong centralist Afrikaans and male dominated bureaucracy, as well as powerfully state-controlled structures of racism and ethnicity. Shalem (1992) argues that the system fixed a strict division between black and white people and it further accorded the Afrikaners more privileges than the English-speaking people. The majority of South Africans - the Blacks - were excluded from all kinds of negotiating processes, and this exclusion was in line with the political culture of apartheid which emphasized group identity and self-determination within limits prescribed by the dominant group (Shalem, 1992).

The division and inequalities which existed between black and white people, led to political unrest in the country. Cultural and language differences led to serious interpersonal and intergroup problems, as evidenced by the violence which occurred in the country and the declaration of successive states of emergency.

Problems and conflicts which arose as a result of the racial divisions characterised the South African education system. Among these problems were the inequality of access and educational provision, a

mismatch between the products of education and the needs of the economy, an inefficient bureaucracy, authoritarian pedagogy and curricula, and a management which lost its legitimacy (African National Congress - ANC, 1994).

In simple terms, and in contrast to Steyn and van der Westhuizen's (1993) arguments in favour of apartheid, the apartheid education system destroyed the culture of learning within large sections of black communities. This, in fact led, in the worst-affected areas, to a virtual breakdown of schooling and to poor and strained relations amongst students, teachers, principals, and the education authorities (ANC, 1994; Christie, 1998). These conditions generated feelings of unhappiness, frustration and disillusionment in the teacher corps. With a history of secrecy and lack of consultation, as well as extreme inequalities officially endorsed in the name of apartheid, many urgent decisions need to be made in this democratic South Africa.

One of the legacies of the apartheid system of education in South Africa is that teachers remain not just unclear, but have an incorrect vision of their role. Teachers are also confused by the speed of change in education, accompanied by poor training in the new approach to Curriculum 2005 (Jansen, 1998). The approaches they used in teaching have led and will continue to lead to the loss of the social relations that are the basis of teaching and learning (Christie, 1998). Part of the task of reconstructing education in South Africa, then, should be the reconstruction of pedagogic relations into a more educationally sound interaction between teachers and pupils.

Moreover, teachers appear to be frustrated and disillusioned by the past and present circumstances. This is evidenced, at least in part, by the worrying attrition rate of teachers from the profession, and the apparent

lack of motivation, commitment and enthusiasm on the part of those who still remain (Pretorius, 1993). This is one way, amongst others, in which the burnout syndrome manifests itself (Maslach & Jackson, 1981). Thus, educating during this period of political transition could be a nightmare to some teachers and a worthy challenge to others.

1.3.2 International concerns and approaches

The context in which burnout could be traced was an American one. As discussed in Chapter Two (to follow) Maslach (1982) and Maslach and Jackson (1981) conceptualized burnout as a syndrome consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment. Other researchers in the United Kingdom and elsewhere agree with the above authors on the multidimensionality of burnout, with the exception of a few researchers in Israel who state that Israeli teachers do not respond to the depersonalization aspect of burnout (see Chapter Two).

As Maslach (1982) and Maslach and Jackson (1981) conceptualised burnout in an American context, and Byrne (1994) developed models of burnout also based on an American context, it is important to explore burnout in South Africa with a totally different context. Although Maslach's (1982) three dimensions of burnout have received popularity around the world, there is a counter argument of one dimension of burnout by other researchers (see Chapter Two). This created an opportunity to research burnout in another context like South Africa, and the issue was "How is burnout conceived and experienced by teachers in South Africa?" This issue became an important one also in the case of motivation, which could be reconstituted in a different way in South Africa that has not been done in America and elsewhere. Since the purpose of this study was to explore teachers' experiences and

conceptions of burnout and motivation, the phenomenographic approach was found to be suitable for such exploration. Contrary to Byrne and her models, in which certain variables were selected for study and were related to teacher burnout, this study sought to explore all the different ways in which teachers experienced and understood burnout and motivation.

1.4 RATIONALE AND SIGNIFICANCE OF THE STUDY

During the past two decades or so, there has been a substantial amount of research on burnout showing that teachers are burning out at an unprecedented rate in their work of helping students to learn (see Chapter Two). There has, however, been little or no research into the different ways in which teachers understand and experience burnout and motivation and how this relates to the way they approach their work. On the basis of this kind of research, it would be expected that the conceptions of burnout and motivation held by teachers would have some bearing on the way they teach. Thus, the understanding of those conceptions may help the process of understanding and improving teaching. This study is important as it explores these conceptions in order to gain deeper insight of teacher burnout and motivation.

The importance of this study could also be linked to how improved knowledge and understanding of these concepts can help align the reality with the ideal so that better teaching and learning can take place. Factors that motivate teachers to do their job better and that this is somehow linked to student performance, is the ultimate aim of most studies in education. The concern for the teachers' burnout and lack of motivation to teach is justified by the attendant implications of this situation on the business of what schools are for - teaching and learning.

The present study introduces a different perspective to the study of teacher burnout. It extends previous research (see Chapters Two and Three) that was using questionnaires developed from burnout and motivation theories by exploring conceptions of teacher burnout and motivation in a South African context. Exploring teacher burnout in the South African context is important. In terms of the context within which they teach in South Africa, teachers are fundamentally different from those in America and elsewhere. The situation in South Africa may appear to be similar, but owing to differences in political, cultural, and social circumstances, there may be fundamental differences between them and others elsewhere in so far as work-related burnout and motivation are concerned.

Very little research has been done in South Africa in the area of teacher burnout and the few studies that the present researcher could locate are studies by Van der Linde, van der Westhuizen and Wissing (1999), Pretorius (1993), and Van der Merve and de Kok (1990). The paucity of research studies on teacher burnout in South Africa suggests that more investigations still need to be carried out in order to shed more light on the attendant factors relating to teacher burnout.

Furthermore, research has been undertaken to explore the relationship between teacher burnout and teacher motivation (Anderson & Iwanicki, 1984; Malanowski & Wood, 1984) but these are few and far between. In addition, these have been undertaken from a quantitative perspective which concentrates on hypothesis-testing rather than hypothesis generating. Overall, there has been little research that has been done to explore burnout and motivation from a qualitative perspective (Sarros, 1988; Sederberg & Clark, 1990). Hence, the issue to be addressed is: "How are burnout and motivation conceived and experienced by teachers in the South African context?"

Using a qualitative research approach, this study sought to figure out how teachers made sense of the changes with which they have been confronted since 1994. The study sought to find out the different experiences teachers had gone through in their experience of burnout, as well as motivation. Through using a qualitative method of research, it was hoped that the study would show whether or not the three dimensions of burnout by Byrne (1994), Maslach (1982) and Maslach and Jackson (1981) (see Chapter Two) were supported in a South African context.

The present study is conducted using a phenomenographic approach to research in order to understand the teachers' feelings from their own internal perspectives. It is important in so far as it encourages teachers' voices, and effective provisions for making the voices heard at the time of democracy. It is important that the society, including teachers, should speak out loudly on issues involving themselves as teachers so that they can be heard at any level, including the highest level of administration. Mackay (2000: 539) argues that "If we don't speak out in public, and perhaps at times vociferously, then our voice will not be heard". Thus, there are benefits in using qualitative methods of research and analysis such as phenomenographic analysis for bringing the teachers' voice into research, though taking into consideration ethical issues involved. Thus, it is important doing this study because of the phenomenographic method used, which has not been done before.

Apart from investigations of teacher burnout and teacher motivation, this study is also concerned about examining the extent to which these two constructs are related to each other. Teacher burnout is known to have disastrous effects on student learning (Van der Linde et al., 1999). It is important, then, to understand the experiences and conceptions of

burnout and motivation by teachers in South Africa. Such understanding could lead to intervention measures being instituted in the case of teacher burnout, while at the same time emphasis would be placed on the motivation of teachers. Hence, this study represented an innovative approach to the study of teacher burnout and motivation in that it aimed at exploring teachers' differing views of burnout and motivation. Most studies of teacher burnout and motivation have looked at definitions of burnout and motivation, and made use of the well-established definitions and measures of burnout and motivation. By focusing on the qualitatively differing ways in which teachers experienced these phenomena, this study offered a crucial additional perspective. An account of the different ways teachers think about the phenomena may help uncover conditions that facilitate the transition from one way of thinking to a qualitatively 'better' perception of their world (Marton, 1986).

An important assumption that underpinned the present study was that teachers had different experiences and conceptions of burnout and motivation. This assumption questioned the premise that a phenomenon (in this case, burnout or motivation) could be described in one 'correct' way or in terms of established orthodoxy as portrayed in terms of the positivist research perspective.

As the central aim of this study was to establish what teachers understood by, and how they experienced, burnout and motivation it was envisaged that the outcomes would contribute significantly to:

- The development of knowledge in the area of educational practice in relation to teacher burnout.
- The development of knowledge on the wider issue of motivation at places of work, and more particularly, the motivation of teachers in the teaching profession.

- Suggestions for the professional development of teachers; and
- The application of phenomenographic research techniques in a new context.

In programmes that prepare people for the helping professions, the emphasis is on the study of individuals rather than on the study of individuals in the context of the human systems in which they live out their lives. This study hoped to address this imbalance. It had as its intention the attempt to understand how teachers in South Africa saw their work and their lives, and began with the assumption that research needed to confront teachers as active agents in the construction of their own history and life experiences (Goodson, 1992).

Drawing as it did on interviews with teachers, this study opened up space for teachers to describe an element of their work lives from their own frame of reference and in their own terms. This capacity to speak for themselves was important particularly in the context of change where levels of prescription are high and where those in power need to understand how much those who are intimately concerned with reform on a day-to-day basis carry and generate their own power.

Thus, in focusing on finding critical differences in which the phenomena of burnout and motivation were understood or experienced, the idea was that this might be the most powerful way of finding out about how the development of knowledge and skills could be facilitated. It gave an exploratory power about how people behave. The information obtained can be extremely valuable for educational planners and managers as well as the general public because it informs them of work items that result in teacher satisfaction and/or dissatisfaction, or burnout.

This study is valuable because of the knowledge generated which could be used by educational planners as it could inform teacher training such as in-service work for teachers to keep them in the teaching profession. Furthermore, it is important that educational developers should be sensitive to teachers' knowledge of their field (teaching and learning) as well as to teachers' conceptions of what 'motivation' and 'burnout' are. The externalisation of such knowledge and conceptions is of strategic importance because, theoretically, such prior knowledge influences how educational developers plan the content and context of teaching and learning, as well as resultant outcomes (Meyer & Boulton-Lewis, 1999). How teachers vary in terms of what they know about their field; what they think burnout and motivation are, are important to know.

The findings obtained from this study may also be used to clarify and illustrate quantitative findings. Also, they may be used to develop research instruments, as well as for more scientific purposes such as the development of basic knowledge about burnout and motivation. In fact, the need to examine more closely phenomenographically posited sources of variation in conceptions of burnout and motivation is crucial. As Entwistle and Entwistle (1992:6) have asserted, "... the combination of findings for inventory surveys with those from rigorous qualitative analysis of interviews ensures that the conclusions are soundly based on multiple methods and complementary research paradigms".

Variation is central in this phenomenographic study because just like similarities, there could be differences which matter and which need to be identified and explained (Bowden, 1994). People can allow for variations in method, and descriptions of variations in method were things that the present researcher was interested to pursue.

As variation was central in the present study, it demonstrated a new avenue of thought to be pursued. Variation could be found through obtaining more interviews, which accumulate more evidence about the phenomena under study in order to achieve greater density, thus resulting in wider applicability of the theory because more and different sets of conditions affecting the phenomena are uncovered. Following through on these differences adds density and variation to the theory.

Equally important in this study was to note the importance of similarities. The researcher focused on similarities and differences between the ways in which the phenomena appeared to the participants (Marton, 1994b), as distinct ways of understanding or experiencing a phenomenon are based on these two mechanisms (that is, similarities and differences). Thus, what was important about this qualitative research study was that everything is considered, both similarities and differences. Similarities and differences taken together constitute aspects of burnout or motivation, in other words, they emphasize the best way of looking at burnout and/or motivation.

1.5 RESEARCH APPROACH AND DELIMITATIONS OF THE STUDY

Most research on teacher burnout has adopted large-scale survey methods. By way of contrast, this research is qualitative in nature. It is a qualitative research study using a phenomenographic approach, which will be discussed in detail in Chapter Four. The selection of phenomenography was based on its 'goodness of fit' and appropriateness to the object of this enquiry. Phenomenography aims to reveal and investigate the different ways in which people experience various phenomena in the world around them (Marton, 1981). In a phenomenographic approach to teacher burnout and motivation, the

vital point is to come as close as possible to the teacher's own experience of what burnout and motivation mean. Teachers' responses are analysed contextually to show the localised effects of specific histories, institutional practices and cultures. The approach seeks to explore and describe how individuals experience phenomena from their own internal perspectives.

The approach appealed to the researcher because it looks for something that might be there rather than the extent to which something is hypothesized to be there. Säljö (1988) argues that phenomenographic research is more akin to an act of discovery rather than of verification. In this regard, the researcher used a phenomenographic study of a particular group of teachers (primary and secondary school teachers) in the Transkei Sub-region of the Eastern Cape Province, South Africa.

The general delimitation of this study is manifested in the design of the investigation and the collection of data. Svensson (1984) contends that the delimitation of the phenomenon to be investigated is crucial for the whole design of an investigation. He argues that "phenomena always exist in a context and they may be delimited in different ways in relation to this context" (Svensson, 1984:5). In the present study the design was based on a group of primary and secondary school teachers and their relationship to the phenomena of burnout and motivation. In other words, the study concentrated on burnout and motivation from the viewpoint of the teacher rather than the researcher. This was intentional since much of the research literature concentrates on the latter and more often than not ignores the ideas, views and voices of those who are in the situation. Although precise in scope, this research study attempted to address this imbalance.

A further focus of the delimitation of the research related to the specific content of the phenomena of burnout and motivation and the analysis carried out by the researcher on the basis of the data provided by the teachers. Interviewing was the dominant method of collecting data and after the phenomena were described by the teachers they were then “constituted through the intentionality of the researcher” (Svensson, 1984:5). In other words, the researcher looked at the relationship between the burnout/motivation conceptions obtained and described them as categories of description.

The type of research approach used (phenomenography) lengthened this study. Moreover, the dissertation is long because there is a lot that has been done in the area of teacher burnout.

It is important at this point to comment on the new terminology used in the South African education system. The new terminology in South Africa is to refer to school based workers as educators. In this study, class-based workers, assistant teachers, school principals and heads of departments are all referred to as teachers, as in the past. The term ‘teachers’ was chosen because it is currently a popular term in the schools, used by the teachers and students and the public at large. Above all, almost all the literature reviewed and cited in the present study makes use of this term. Therefore, for consistency in writing the thesis, it was decided to retain and use the same term in the study.

1.6 OVERVIEW OF THE STUDY

Chapter One has introduced the focus of this research in terms of the aims of the study, the problem, background to the problem, the rationale and the significance of the study. The chapter also introduced

the research approach (phenomenography) and delimitations of the study.

Chapters Two and Three follow with a close examination of literature associated with teacher burnout and motivation, respectively, in order to locate this work within a broader context and to derive a list of questions that the researcher wants to ask of her respondents, or that guide her initial interviews. In keeping with the focus of this study, these chapters start by presenting the conceptual and theoretical frameworks of teacher burnout and motivation, respectively. The last section of chapter three reports the studies dealing with the relationships between teacher burnout and motivation.

The fourth chapter outlines the qualitative research design employed in this study, in particular phenomenography. In this regard, the chapter covers the descriptions of the research design, nature and size of the research sample, data collection procedures, data analysis techniques and ethical issues.

A range of conceptions of burnout and motivation is found from the data arising out of the research and these are presented in Chapters Five and Six.

Chapter Seven explores the relationship among and between the conceptions of burnout and motivation and links previous research outlined in the literature review (Chapters Two and Three), and the data arising from this study (Chapters Five and Six).

Chapter 8: Discussion, conclusions and areas requiring further clarification or extended research are considered in this final chapter.

CHAPTER 2

APPROACHES TO BURNOUT AND RELATED RESEARCH

2.1 OVERVIEW

The scope of this chapter is a broad one. Firstly, a conceptual framework of burnout is described with particular reference to teachers. A conceptual framework is, according to Imenda and Muyangwa, (2000: 169), an epistemological paradigm, or point of view/perspective adopted by a researcher for looking at a particular research problem.

Within a given conceptual framework or epistemological paradigm one normally finds several theories or theoretical perspectives which seek to explain a given phenomenon. Developing or identifying an appropriate theory to use constitutes an identification of a theoretical perspective for one's study (Imenda & Muyangwa, 2000). In this case, the researcher has found the humanistic approach within the discipline of psychology to be an appropriate conceptual framework for studying burnout. In this chapter, a theoretical framework of teacher burnout is also presented. This is followed by an outline of a model of burnout and a discussion thereof.

The description of the conceptual and theoretical frameworks is followed by a brief discussion of the measurement of burnout and the use of the Maslach Burnout Inventory (MBI) in burnout studies. The chapter also examines evidence of the determinants of teacher burnout in order to place the present research efforts in perspective. Then the models of teacher burnout adopted in this study are described briefly. Thereafter, research into teacher burnout is reviewed, the consequences of teacher burnout are discussed and a summary given.

2.2 CONCEPTUAL AND THEORETICAL FRAMEWORKS

2.2.1. Definition of burnout

A conceptualization of burnout is found in the work of Maslach (1982) and Maslach and Jackson (1981). These authors associated burnout with human service professionals, such as teachers, nurses, police officers, social workers, therapists, etc. They used the term to characterize a reaction to long-term stress, specifically linked to the chronic emotional strain of dealing intensively with other people, particularly when they are troubled or troublesome.

It is now over two decades since these authors brought the concept of burnout to the fore, and yet there is still a lack of consensus regarding a commonly shared definition of the concept. There is a lack of agreement not only at the conceptual level but also with regard to appropriate methodology in the assessment of burnout. From the onset, parameters employed to define the concept have not been clear. Initially, burnout was defined solely in terms of emotional exhaustion. As time went by, however, the inadequacy of defining burnout at only one level was observed, and classifications based on a multi-level schema were introduced. Such a schema is reflected in a definition formulated by Maslach (1982: 3) who sees burnout as:

a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do people-work of some kind. It is a response to the chronic emotional strain of dealing extensively with other human beings, particularly when they are troubled or having social problems.

Maslach (1982) construes burnout as a multi-dimensional phenomenon - having three dimensions. According to Maslach, the first dimension of burnout for a service professional arises out of a feeling of emotional pressure imposed by other people with whom one works. The second dimension is the tendency for individuals to develop negative, cynical and uncaring attitudes towards the people with whom they work closely. The third dimension is the tendency to evaluate oneself negatively, resulting in decline in feelings of competence and successful achievement in one's work with people.

Burnout then is a maladaptive form of coping with work conditions, which may be demanding, stressful, and unrewarding. In terms of the three dimensions of burnout by Maslach, the terms used (i.e. emotional demands; negative, cynical and uncaring; low feelings of competence) may themselves have different manifestations in different communities. Furthermore, their essence may also be contextually sensitive.

In Canada and the USA, the three dimensions of burnout enunciated by Maslach (1982) have been empirically validated for teachers at the elementary, intermediate and secondary levels of schooling as evidenced by the work of Byrne (1993; 1994), Friesen and Sarros (1989) and Friesen, Prokop and Sarros (1988). From these studies, teachers have been found to show signs of fatigue and emotional exhaustion when they feel that they are no longer able to give of themselves to their students as they did earlier on in their careers. They show signs of depersonalization when they develop negative, indifferent and uncaring attitudes towards their students and colleagues. Furthermore, they display feelings of low personal accomplishment when they realize that they are no longer effective in their work, particularly with regard to helping students to learn.

Burnout is conceptualized as a continuous process ranging from low, to moderate, to high degrees of the feeling experienced. It is not viewed as a dichotomous variable, which is either present or absent (Maslach & Jackson, 1981). Thus, teacher burnout manifests itself in many different ways like feeling angry, anxious, irritable, cynical, depressed or by frequently using alcohol or drugs (Farber & Miller, 1981). According to these authors, burned-out teachers tend to be less sympathetic towards their students; they tend to be less than prepared for class, have a lower tolerance for classroom frustration, always feel physically and emotionally exhausted and feel less committed and dedicated to their work.

Another way of looking at burnout has been from a sociological perspective. Dworkin (1992), for example, views burnout as a form of role specific alienation caused by stresses which originate from the social structure of the society and the organizational structure of the institution. With specific reference to teachers, Dworkin (1987: 28) defines teacher burnout as

... an extreme form of role-specific alienation characterized by a sense that one's work is meaningless and that one is powerless to effect changes which could make the work more meaningful.

Thus, burnout in teachers is viewed as a process that begins in perceived stress afflicting the individual. Some researchers often confuse stress and burnout or equate stress with burnout. Although these two concepts have much in common, they are different. Stress related to work may be defined as a way an individual reacts to a work situation perceived as threatening and beyond competence to handle (Mwamwenda, 1997). Burnout is a work-related syndrome that results from unmediated stress – “of being stressed and having no “out”, no

buffers, no support, no adequate rewards” (Farber, 1984a: 326). This view finds support from the work of Blase (1982), Cherniss (1980), Freudenberger, (1974), Greenglass, Burke and Ondrack (1990) and Maslach (1982).

Unfortunately, it appears difficult to arrive at a commonly accepted definition of burnout because, in essence, what is generally referred to as burnout covers a number of conditions which manifest themselves in different ways. Thus, realising the difficulties of a single, exclusive definition, the term burnout throughout this chapter has been used loosely to accommodate feelings of worn out. It is inclusively used to embrace the meaning which has been given by Maslach (1982) whose work has been discussed in some detail above, and Maslach and Jackson (1981) whose work is discussed below.

2.2.2. Theories of burnout

A number of factors are likely to contribute to the development of burnout. Maslach (1982) proposes an interactional model in explaining these factors. She points out that there is a complex interaction amongst these factors, and that all of them need to be taken into account in explaining burnout.

According to Maslach (1982) the following are the characteristics of burnout for any helping professional: being unmarried, younger, idealistic, less mature and less self-confident. She claims that burnout is more likely to occur if the individual is unassertive, impulsive, impatient, intolerant, submissive and unable to establish limits with the helping relationship. This view is supported by the work of Edelwich and Brodsky (1980) and Courage and Williams (1987).

Maslach further claims that some individuals need other people who can provide approval and affection and if this need is not satisfied, burnout occurs. This argument is in line with motivational research, which strongly suggests that striving for social approval and status stem from the desire to maintain a favourable self-evaluation. Indeed, studies indicate that an individual with high self-esteem is likely to achieve more than the one with a low self-esteem (Coopersmith, 1967). Thus, if the teacher's need for respect is thwarted, burnout develops (Farber, 1991). Other personality factors that contribute towards burnout are unrealistic objectives. Having goals and expectations that are unrealistically high contributes to burnout (Maslach, 1982).

Maslach (1982) lists several interpersonal variables related to the development of burnout. Among these are the feelings and tensions that are part of the helping relationship between the helper and the recipient, the lack of positive feedback, the emotional strain of empathy, the perceived possibility of lack of change or improvement in the recipient. Difficulties with co-workers and with supervisors also contribute to burnout. This view is supported by Cherniss (1980) who points to interpersonal factors as being major catalysts to burnout.

Other factors that contribute to individual burnout are the organizational variables (Maslach, 1982). These include organizational structure as well as job-related tasks, the availability and allocation of resources, the definition of organizational goals, and the determination of eligibility for care of the recipient. The organizational structure determines the communication and interactional patterns among helpers and between helpers and recipients. This opinion is supported by Edelwich and Brodsky (1980) who see excessive workload, lack of availability of a supportive environment, poor management and physical structure of the

work setting as organizational variables that contribute to the development of burnout.

Another approach to burnout is by Beer and Beer (1992) and Sarros (1988) who look at the syndrome as a response to severe stress associated with factors in the organization and in the working environment. Burnout is viewed to be an adverse work stress reaction with both psychological, psychophysiological and behavioural components.

A commonsense deduction from the above discussion is that individuals interested in the area of teacher burnout should approach the area with an open mind, taking into consideration all the various factors that may produce burnout.

2.2.3 The models of burnout

Maslach (1982) argues for the consideration of all the various factors mentioned above in the explanation of burnout. Her work was subsequently refined by various authors, including Byrne (1994), Mazur and Lynch (1989) and Sarros (1988). Within this framework, burnout is considered to be the result of organizational and personality factors that are at work when the individual is carrying out his/her job.

A comprehensive model of burnout covering all levels of teaching, is given by Byrne (1994). She developed models of teacher burnout grounded in related theories such as those of Cherniss (1980), Edelwich and Brodsky (1980), Freudenberger (1974) and Maslach (1982) described earlier in this chapter. The models refer to psychological, organizational, and social-historical perspectives and address the construct validity issue of teacher burnout within the teaching

profession. Byrne (1994) lists several factors that contribute to burnout, indicating that they have to do with the work place – for example, role conflict, role ambiguity, work overload, poor classroom climate, low decision making power, and lack of support from peers and superiors. Together, these factors result in particular sources of burnout being experienced in varying degrees by teachers.

Role conflict and role ambiguity frequently arose from opposing demands by educational authorities and the community, and from conflict between instrumental and expressive role function (i.e. goal-directed versus nurturant). The low achievement by students also threatens role perceptions by confronting the teacher with an unacceptable view of him- or herself as a failure (that is, failing in the job of teaching the students). Thus, the detrimental effects of these role stressors (role conflict and role ambiguity) have been well-documented in the teacher burnout literature. This view is supported by the work of Byrne (1994), Huberman (1993) and Schwab and Iwanicki (1982). Huberman (1993) has found role conflict to be a critical factor in generating feelings of job stress among teachers.

Byrne (1994) claims that role ambiguity is associated with a lack of clarity regarding a worker's obligations and rights. This manifests itself where one does not have adequate information to carry out a task, or does not understand the expectations associated with that particular task. Stress arising from role ambiguity is observed to lead to feelings of futility, a lowered sense of self-esteem and intention to quit the job (Friedman, 1991).

Work overload is another determinant of teacher burnout. This is supported by the work of Byrne (1994), Easthope and Easthope (2000), Maslach (1982), Selye (1976) and Steyn and van Wyk (1999). Blase

(1986), Farber and Miller (1981) and Friedman (1991) list factors often cited by teachers as contributors to stress and burnout as excessive paperwork, large classes comprising students of differing academic abilities, and the need to teach courses that are outside one's particular skill area.

Classroom climate, as mentioned by Byrne (1994) and Huberman (1993) bears critically on teachers' attitudes towards teaching. Poor classroom climate leads to job stress and burnout. For example, student discipline problems, low student achievement and student apathy have been shown to be primary sources of teacher stress and burnout (Blase, 1986; Farber & Miller, 1981; Lortie, 1975).

Teachers' lack of involvement in decisions that bear directly on their quality of work life burns them out. This view is supported by Byrne (1994), Brissie, Hoover-Dempsey and Bassler (1988), Farber (1991), Huberman (1993) and Lortie (1975). These authors observe that participation in the organization's decision-making process is a critical factor in maintaining worker morale, motivation, enthusiasm, self-esteem, and overall job satisfaction, and in minimizing role conflict and role ambiguity (Capel, 1987; 1991). That, in general, teachers are permitted minimal input into decisions that directly concern them (e.g. policy changes and implementation, curricula changes, student disciplinary action) has been shown to bear importantly on their declining morale, job satisfaction, locus of control and self-esteem (Farber, 1991). Overtime, the cumulative effects lead to job stress and, ultimately, to burnout.

Lack of social support by administrators and peers contributes to teacher burnout. Research on teacher burnout has been marked by frequent reference to the lack of support by administrators (Burke &

Greenglass, 1989a, 1989b; Dworkin, 1987; Farber, 1991; Farber & Miller, 1981). The importance of social support to effective coping and lower incidence of burnout had earlier been suggested by Etzion (1984), Farber (1984a;1984b) and Maslach (1982).

Locus of control has been found to bear directly on teachers' attitude towards their work. According to Rotter (1966) there are individual differences with respect to a belief in *internal* versus *external* control. Individuals who believe that things in one's life are largely within one's control exemplify a belief in internal control. Those who believe that events are generally outside one's control, and are primarily influenced by fate, luck, chance or other people, demonstrate a belief in external control. Empirical findings have shown that teachers with a belief in external locus of control are more likely to suffer from burnout (Farber, 1991; McIntyre, 1984). Thus, a sense of loss of control and powerlessness were found to have a significant relationship to degrees of burnout.

Self-esteem also is strongly related to burnout. This receives support from the work of Anderson and Iwanicki (1984), Byrne (1994), Carmel (1997), Farber (1991), Friedman and Farber (1992) and Maslach (1982). Because most people have a strong need for social approval, any event perceived as social rejection may also be perceived as stressful (Hogan & Hogan, 1982, Maslach, 1982). Thus, lack of appreciation and recognition contributes to feelings of low self-esteem and, therefore, to stress and burnout. A number of studies (Byrne, 1994; Friedman & Farber; 1992) have empirically tested the impact of self-esteem on teacher burnout. Friedman and Farber (1992) found that stronger correlations with burnout existed in terms of how teachers perceived themselves rather than how they felt others perceived them.

2.2.4 Overall

Overall, the literature cited above shows that organizational as well as personality factors bear importantly on teacher burnout. Findings by Byrne (1994) across the three teaching panels (primary, intermediate and secondary) indicated that emotional exhaustion appears to be the key element in burnout syndrome, but has an influence on depersonalization and reduced personal accomplishment. Emotional exhaustion had a strong impact on depersonalization, which in turn had a moderately strong negative influence on personal accomplishment.

However, some researchers tend to focus on either organizational or personality factors contributing to teacher burnout. Other researchers tend to focus on burnout as a unidimensional construct, although there is more evidence to date that emotional exhaustion, depersonalization and reduced personal accomplishment are differentially affected by particular personality and organizational factors (Byrne, 1994; Friesen & Sarros, 1989; Pretorius, 1994). Also, despite increasing evidence that teachers at various levels of the education system exhibit differential perceptions of work environmental stressors most studies have generalized findings to teachers, generally (Anderson & Iwanicki, 1984; Byrne, 1991; Friedman, 1995). However, Byrne's (1994) study has addressed these limitations, and her study is of particular importance to the present researcher because it also addresses the construct validity issue of teacher burnout by developing models relevant to the teaching profession. These models are described later in the chapter, as they will be used as points of reference in this study.

2.2.5 Debate on burnout

The multidimensionality of the burnout concept is one of the controversial issues in the burnout literature. There have been disagreements concerning the multidimensionality of the concept and the inventory (MBI) used to measure burnout. Criticisms of the model of burnout underlying the MBI by Garden (1987, 1989) and Shirom (1989), have suggested that a unidimensional concept of burnout - consisting of emotional and physical exhaustion may suffice. It is argued that exhaustion is commonly recognised as the core of all the definitions of burnout (Evans & Fischer, 1993; Shirom, 1989) and it is the first to emerge in factor analyses of data concerning burnout in helping personnel (Byrne, 1994; Maslach & Jackson, 1981). Arguing on the grounds of depersonalisation and lack of personal accomplishment, Evans and Fischer (1993) state that these are less likely to correlate with work-related causes of burnout as observed by Shirom (1989). Shirom's findings are consistent with those of Garden (1987, 1989) which suggest that the association of depersonalisation and low personal accomplishment within the burnout construct arose out of the specific characteristics of the population samples used to create the MBI scales.

However, several studies of the MBI have carried out factor analysis of the inventory in diverse samples of nurses, teachers, university students and ministers of religion, and have tended to support three-factor solutions (Byrne, 1994; Odendal & van Wyk, 1988; Pretorius, 1994). Studies by Gold, Bachelor and Michael (1989) and Lee and Ashforth (1990) have found support for a three-factor solution in human service samples. However, findings by Sigiratti, Stefanile and Menoni (1988, cited by Lavanco, 1997) indicate some limits of the MBI. As they argue, the three dimensions were not always clearly replicated and also

a meaningful loss of explicative power appeared. As a result, the MBI was lengthened in Italy into twenty-nine items. Seven items related specifically to depersonalization were added. However, four-factor (Gold, 1984) and two-factor (Corcoran, 1985) solutions have also been reported. To-date, there is considerably less agreement over whether burnout should be reserved for a multidimensional measure, as originally defined by Maslach (1982), or whether it should be used in Shirom's (1989) sense of unidimensionality. This lack of agreement suggests that the number of dimensions characterizing burnout could vary, depending on the researcher and/or the communities being studied.

2.3 MEASUREMENT OF BURNOUT

In order to assess job-related attitudes in professionals, use has been made of self-report measures, such as the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981). This inventory provides a tool for testing burnout theories empirically, by using the three dimensions of burnout. The MBI is reported to measure various aspects of burnout more or less adequately in the populations on which it was standardized. However, although it was developed and validated on American samples, it has been used by many researchers worldwide, irrespective of any possible cultural bias that may exist. As a result, some respondents indicate that some experiences as they appear on the inventory never existed in their own lives, as reported by Friedman and Farber (1992). Moreover, Lavanco's (1997) study of Italian teachers observed the need for expanding the MBI, especially in the depersonalization aspect of burnout.

More specifically, although the MBI is undoubtedly the most widely used measure of burnout, it may not be relevant in other contexts. Even

though Byrne (1994) has firmly established its validity for use with teachers/educators in America, it may not be relevant here in South Africa. In other words, it is not clear whether the syndromes measured are translatable meaningfully to other contexts.

The Maslach Burnout Inventory (MBI)

The measurement of teacher burnout by researchers including Iwanicki and Schwab (1985) and Maslach and Jackson (1986) has evolved largely from the work originally done by Maslach and Jackson (1981). Some questionnaires on teacher burnout have built on the MBI by adding some items for teacher burnout study. Examples are Teacher Attitude Survey (TAS) which was developed by Farber (1984b) and Teacher Opinion Questionnaire developed by Brissie et al. (1988). Up to the present day, the MBI is used world-wide as a major resource in attempts to measure burnout.

For Maslach and Jackson (1981) burnout comprises three subscales of emotional exhaustion, depersonalization and reduced personal accomplishment. Each of these subscales has two dimensions: frequency (how often people have these feelings) and intensity (the strength of these feelings) (Maslach & Jackson, 1981: 1). The MBI is a 22-item multidimensional inventory, consisting of nine items for the Emotional Exhaustion subscale, five items for the Depersonalization subscale and eight items for the subscale of Reduced Personal Accomplishment. The items are rated on a 7-point Likert-type scale ranging from 0 (never) to 6 (everyday). A separate scale measures each component. According to these authors, high scores on emotional exhaustion and depersonalization scales and low scores on reduced personal accomplishment subscale represent a high level of burnout in individuals.

2.4 TEACHER BURNOUT

Teacher burnout has been a major concern in the literature of educational research.

2.4.1 Studies of teacher burnout

These studies have uncovered a variety of sources of teacher burnout, covering a number of diverse aspects of the teacher's job. However, researchers tend to disagree about the sources of burnout in teachers.

2.4.1.1 Sources of burnout

Early studies including those by Capel (1987), Farber and Miller (1981), Friesen and Sarros (1989) and Smilansky (1984) reported sources of teacher burnout to include difficulties with pupils, motivation and control of students, large classes, financial constraints, and shortages of equipment. Later studies reported sources of stress and burnout to include pupil misbehaviour (Abel & Sewell, 1999; Friedman, 1995; Huberman, 1993; Van der Linde, Van der Westhuizen & Wissing, 1999) and poor working conditions (Abel & Sewell, 1999; Borg & Riding, 1991; Friedman, 1991; Steyn & Van Wyk, 1999).

Among the stresses related to teacher-student interactions, teachers have cited behaviour and discipline problems, lack of motivation and effort, and inadequate resources (Borg & Falzon, 1989; Bruce & Cacioppe, 1989; Hodge, Jupp & Taylor, 1994). Other studies cite students' poor attitudes (Blase, 1982; Kyriacou, 1987) and work overload (Blase, 1986; Sarros, 1988; Van der Westhuizen and Hillebrand, 1990) as additional primary sources of teacher stress and burnout. Relationships with pupils have been suggested as the most

important source of stress and burnout for teachers. Several studies including those of Borg and Riding (1991), Byrne (1994), Kyriacou and Sutcliffe (1978) and Van der Linde et al. (1999) indicate that disruptive pupil behaviour is the best predictor of teacher stress and burnout.

However, other studies suggest that stress and burnout from pupil misbehaviour *per se* may be overrated when considering the impact of other sources of stress and burnout, such as poor student attitudes and heavy workload (Kyriacou, 1987). The problem of ill-discipline in the education system in South Africa is traced by Nkuna (1997) during the struggle for liberation and he insists that the problem has not been normalised. In addition, Sooliman (1997) argues that the retrenchment of teachers may contribute to teacher burnout, and should be unacceptable, as teachers are the life-blood of the educational process. Furthermore Sooliman (1997) contends that in its most basic form, education is dependent upon only the presence of a teacher and learners, even in the absence of infrastructure. He argues that, instead of opting for teachers' retrenchments, the government must try to address the blatant educational inadequacies.

The literature reviewed also reveals that burnout is linked to many things which seem to be interrelated (Blase, 1982; 1986; Capel, 1987; Farber, 1984a; Friesen & Sarros, 1989; Gold & Grant, 1993, Greenglass et al., 1990; Kuo, 1989). Overall, these studies identify job-related stress as the major factor in the etiology of burnout (Blase, 1982; 1986; Farber, 1984a; Friesen & Sarros, 1989), and observe the need for effective coping strategies targeting sources of stress as being crucial. In their study, Friesen and Sarros (1989) assessed the degree to which stress and absence of positive motivators led to burnout among teachers. The findings of this American study revealed that only one dimension of burnout – emotional exhaustion – was related to work

stress. In the other two dimensions of burnout, work stress was not the major source of burnout. This study and others (Brissie et al., 1988; Farber, 1984b; Friedman, 1991; 1995) point at teacher burnout as being caused by high levels of prolonged stress related to inadequate collegial relationships. In addition, other causes mentioned are large class sizes, isolation, role ambiguity, limited promotional opportunities, lack of support and involvement in decision-making. For career-oriented teachers, limited promotional opportunities were given as the major reason for stress and burnout.

Other studies on burnout examined the relationship between job satisfaction and burnout (Anderson & Iwanicki, 1984; Friesen & Sarros, 1989; Lavanco, 1997; Smilansky, 1984; Wolpin, Burke & Greenglass, 1991). Anderson and Iwanicki (1984), for example, identified the burnout syndrome as a cluster of feelings and attitudes that respond both to work stress as well as to the motivational and self-actualization needs of individuals to be rewarded and challenged by a job. In other words, when individuals' needs for self-actualization and self-esteem are not fulfilled, there is a higher probability of burnout. Furthermore, Anderson and Iwanicki (1984) posit that specific facets of the job, which contribute to satisfaction may also predict burnout. Job challenge and role clarity were examined and found to be predictors of burnout.

Together with job satisfaction, Farber (1984b) associated job challenge with feelings of wearout and burnout. Maslach (1982) claims that if work is unchallenging, unrewarding, and lacking in sufficient positive feedback and recognition, feelings of burnout may develop. In contrast, providing workers with opportunities to use acquired skills and abilities increases job challenge and stimulates job satisfaction (Friesen & Sarros, 1989). Accordingly, increased job challenge and job

satisfaction are associated with lower levels of burnout (Maslach, 1982).

In their study, Steyn and Van Wyk (1999) explored the job satisfaction of principals and teachers in black urban primary schools in South Africa, using a qualitative approach. The findings showed a number of categories influencing job satisfaction, which emerged from the study. These included physical working conditions, support by educational authorities, job security and teachers' salaries, interpersonal relations, the nature of work and work load and their physical and emotional effects on teachers. These categories were all described negatively, implying that job satisfaction and burnout were related.

The literature reviewed also reveals demographic variables (such as age, sex, education and experience in teaching) as being related to burnout. This finds support from the work of Anderson and Iwanicki (1984), Dworkin (1992), Farber (1984a), Friedman (1991), Greenglass et al. (1990), Schwab and Iwanicki (1982), Van der Linde et al. (1999) and Van Horn, Schaufeli, Greenglass and Burke (1997). For instance, both Farber (1984a) and Schwab and Iwanicki (1982) found that teachers in the beginning and middle of their careers suffered greater burnout than did their more senior colleagues. Other researchers have linked burnout to a midlife crisis alone (Scrivens, 1979). However, Gorrell, Bregman, McAllister and Lipscomb (1985) found no significant differences in teachers' levels of stress or burnout at distinct career stages.

Van der Linde et al. (1999) found that female teachers with 16-20 years of teaching experience were experiencing a higher degree of burnout than other teachers, in other biographic or demographic categories. It is argued that these demographic variables are critical in the development

of burnout among teachers. For example, Anderson and Iwanicki (1984) report that younger teachers in North America are more vulnerable to burnout than older teachers. In contrast, findings from the Netherlands, Van Ginkel (1987, cited in Van Horn et al., 1997) suggested that more experienced teachers, rather than less experienced teachers, were at greater risk of experiencing burnout. The longer they work as teachers, the more they experience emotional exhaustion. To date, no explanation has been offered for the cross-cultural differences in patterns of teachers' burnout related to experience.

Certain personal characteristic variables are also reported to be related to burnout: self-esteem (Byrne, 1994; Carmel, 1997; Farber, 1991; Friedman & Farber, 1992; Gold, 1984) and locus of control (Byrne, 1994; Farber, 1991; McIntyre, 1984). Carmel (1997) found that burnout and job satisfaction were two work outcomes most strongly related to professional self-esteem. Low self-esteem and external locus of control were found to be strongly related to burnout.

Recently, interest in teacher burnout has spread to comparisons of either countries or professions. Gardner and Oswald (1999) and Lavanco (1997), for example, have paid attention to two groups of workers, that is, teachers and nurses in their comparative studies, and found that teachers were experiencing lower levels of burnout and greater job satisfaction compared to nurses. It was also noted that the two professions have different social prestige in Italy, teachers being held in higher regard than nurses (Lavanco, 1997). Other researchers see a need to examine burnout in teachers using students as sources of information on teacher burnout.

Cross-cultural study differences in teacher burnout are typically between two countries and these unpack cultural variation in burnout

into both between-culture factors and within-culture variables (status and gender). In other words, research on teacher burnout is taking a new direction, that of cross cultural comparison, although not the only direction. Thus, the emphasis of recent research on burnout is shifting from investigating relationships between teacher burnout and other variables cited above to identifying cross-cultural determinants of burnout.

Other studies on teacher burnout focus on burnout in relation to teachers' perceptions of school/student behaviour problems (Friedman, 1995; Bibou-Nakou, Stogiannidou & Kiosseglou, 1999). These studies also suggest a relationship between students' behavioural problems and burnout. Friedman's study investigated teacher burnout using both teachers and students as sources of information in explaining teacher burnout. In particular, the study focused on the unique patterns of student behaviour that are specifically related to teacher burnout. Friedman reported on disrespect by students, inattentiveness and sociability as major contributors to teacher burnout.

The work of Bibou-Nakou et al. (1999) showed teachers to experience low levels of burnout, although male teachers were found to be significantly more burdened than their female colleagues. However, disobedience and off-duty behaviour were reported to be the more intense and frequent problems in the classroom setting and these were frequently associated with students' personality and family upbringing.

The low levels of burnout in the study by Bibou-Nakou et al. (1999) are explained in terms of the age of the teachers, being young with only a few years of teaching. This, however, contradicts other published studies cited above. The low levels of burnout are also explained in terms of the application of school psychology to educational practice

through an understanding of the teachers' discipline related subject theories. The authors argue that the burnout interrelation seems to be a good approach for the development of school- based intervention studies that prevent and deal with classroom behaviour problems.

A number of studies points to the increasing demands made upon teachers (Dworkin, 1992; Hargreaves, 1994; Seddon, 1997; Steyn & Van Wyk, 1999; Watkins, 1993). Lieberman (1989) describes the teaching situation as one requiring more work, more students and less time, and as being more instrumental, less expressive, less satisfying, and less professional than in the past.

In summary, research on burnout among teachers has received considerable attention in diverse countries. Generally, the results of the studies show that teaching is a stressful occupation. Teachers experience stress and burnout from a variety of sources. In most burnout studies, social support in the work place has been observed to mitigate or reduce burnout (Cherniss, 1980; Clarke & Jensen, 1997; Etzion, 1984; Maslach, 1982; Pretorius, 1993). Social support is seen as an important construct in the connections of job stressors, job stress, job satisfaction, organizational commitment, turnover, and employees' productivity (Schonfeld, 2001; Tate, 1996). This suggests that the role of social support in the work place should be increased, including administrator, peer, community and educational developers' support.

Overall, the research on teacher burnout shows that individual, interpersonal, organizational, social and historical variables are associated with teacher burnout. Among these variables, student behavioural problems have been presented as one of the major causes of teacher burnout. Other sources of burnout following these problems are the shortage of staff and equipment, insufficient salary, lack of

advancement opportunities, lack of administrative support, and ambiguity in role definition.

2.4.1.2 Comparative studies of teacher burnout

Studies on teacher burnout have been done locally (in South Africa) and internationally: identifying sources of teacher burnout, comparing male and female teachers, rural and urban teachers and cross-cultural studies. This is the kind of work that researchers have been doing on teacher burnout. This work is well summarised by Van der Linde et al. (1999) and Abel and Sewell (1999) who report on sources of stress and burnout in rural and urban teachers. Most of the research has been undertaken in primary and secondary school teachers.

Burnout in primary and secondary school teachers

Some studies show a significant relationship between teacher burnout and type of school (elementary versus secondary). Teacher burnout appears more prevalent in secondary school teachers than in primary school teachers, although other studies find it occurring more in primary school teachers than in secondary school ones. This view is supported by a number of studies (Anderson & Iwanicki, 1984; Martin, 1988; Nagy & Nagy, 1992; Van Horn et al., 1997).

In a longitudinal study examining teacher burnout, Nagy and Nagy (1992) used a sample of elementary school teachers, junior and senior high school teachers in a county school system in Alabama. The teachers were surveyed three times between the years 1983 and 1988. These authors found that burnout rates increased over the five-year study period and that approximately 10% of the teachers in the school district experienced burnout during that time. They reported that elementary school teachers were experiencing higher rates of burnout

than were junior or senior high school teachers. They discussed their findings in terms of community involvement, which appeared to have a negative effect on elementary school teachers. There was less community involvement in the junior and senior high schools because pupils came from distant communities - thereby resulting in a lesser sense of ownership of the schools, than was the case with elementary schools. Secondary schools experienced less parental involvement, and this led to relatively lower burnout rates amongst teachers at this level. However, the disruptive behaviour of young children was reported to place a higher burden on elementary school teachers, thus promoting higher burnout rates among elementary school teachers. Furthermore, the intense needs of young children, inadequate periods of rest, and the isolation of teachers from other adults were reported to play a major role in teacher burnout.

However, these findings ran counter to the findings of Capel (1991), Martin (1988) as well as Anderson and Iwanicki (1984) and Van Horn et al. (1997) which indicated that burned-out teachers tended to be those teaching at the secondary school level. In his study of both serving teachers and those who had just resigned - between the ages of 30 and 50, Martin (1988) found that teacher burnout was significantly greater for the teachers at the secondary school level than for those at the primary school level. He reported that teachers who had resigned from the profession exhibited greater burnout than those who were still in the service. Martin's findings further indicated that the effects of teacher burnout had an alarming impact on teachers' morale.

In their study, Anderson and Iwanicki (1984) reported that secondary school teachers experienced higher levels of burnout than elementary school teachers. Their explanation was that elementary school teaching was less stressful than secondary school teaching as the needs and

demands of elementary school students were not as complex and draining as those of secondary school students. This finding receives support from the work of Van Horn et al. (1997).

In another longitudinal study conducted in Canada by Hembling and Gilliland (1981), it was found that secondary school teachers showed higher levels of stress than elementary school teachers. They experienced stress throughout the year, except for December and June when elementary school teachers and principals peaked. The different work demands of secondary and elementary school teachers may have caused different stress cycles to develop.

Burnout in female and male teachers

The gender variable has been seen to be worthy of study in burnout studies because of individual characters like motivation, needs, values, control, etc., that females and males bring to a work situation. These internal qualities determine how one handles external sources of stress and they help explain why one person may experience burnout in a particular work setting while another person does not (Maslach, 1982). Thus, research on gender differences suggests that there may be an association between sex roles and burnout.

Teacher burnout has been reported to be more prevalent in male teachers than in female teachers. This finds support from the work of Anderson and Iwanicki (1984), Greenglass et al. (1990) and Van Horn et al. (1997). In other cases different results were obtained. North American studies indicate that male teachers report higher scores on depersonalization, whereas female teachers report higher scores on emotional exhaustion and lower scores on personal accomplishment (Anderson & Iwanicki, 1984; Greenglass et al., 1990). Such higher

scores of male teachers are usually explained in terms of sex-role prescriptions.

Maslach (1982) earlier contended that men and women experienced burnout in a similar way, except for the slight differences that existed in some aspects of burnout, as discussed in the above studies. However, Van Horn et al. (1997) reported male teachers to be rated higher on emotional exhaustion and depersonalization than female teachers.

Burke and Greenglass (1989a) and Greenglass et al. (1990) also reported gender differences in their studies. The above authors reported that men experienced greater work stressors, more negative work setting characteristics and more stress, resulting from students' behaviour problems, while women reported problems with time management. Men also reported significantly greater depersonalization than women and significantly higher scores on the MBI, with less peer support on the problems experienced. Female teachers, on the other hand, reported more work-family conflict as well as more problems with time management which possibly was caused by work and family roles they were involved in.

On the basis of these findings, therefore, it appears that both men and women were experiencing stress, but due to different factors - resulting in male teachers reporting greater burnout and less job satisfaction than female teachers. This is supported by the work of Friedman (1995) which found male teachers to be mainly affected by students' inattentiveness, whereas burnout among female teachers was mainly affected by students' disrespect.

Bibou-Nakou et al. (2000) and Huberman (1993) reported that among men the higher levels of burnout were related to the pupils or

institutional factors, while among women they were related to private life and, to a lesser extent, the pupils and institution. In Borg and Falzon's (1989) study the most stressful factor was a difficult class for female teachers, whereas for male teachers having a large class was the most stressful situation. Male teachers also considered poor salaries, shortage of equipment and poor facilities to be the major stressors.

Burnout in rural and urban school teachers

Studies on burnout in rural and urban teachers show that teachers in urban schools experience more burnout than those in rural ones. This is supported by the work of Abel and Sewell (1999) which reported pupil misbehaviour and poor working conditions to be the major predictors to stress and burnout for urban teachers. However, in the case of rural teachers stress and burnout were related more to poor working conditions and time pressures than to pupil misbehaviour (Abel & Sewell, 1999). These authors, however, found stress from pupil misbehaviour and time pressures to be significantly greater than stress from poor working conditions and poor staff relations (that is, lack of friendly atmosphere among staff and lack of support among colleagues and from the principal) for both rural and urban school teachers.

Abel and Sewell's (1999) results revealed that stronger relationships between the scores of stress and burnout existed for rural school teachers. Different relationships were found between stress and burnout for rural and urban teachers. Stress from time pressure predicted emotional exhaustion and reduced personal accomplishment for rural teachers, whereas poor working conditions significantly predicted emotional exhaustion, and pupil misbehaviour predicted lower personal accomplishment in urban teachers. In contrast, stress from poor working conditions (that is, inadequate salary and poor promotion aspects, lack of recognition for good teaching, and

inadequate equipment and resources for teaching) was a significant predictor of depersonalization for both rural and urban teachers. Therefore, time pressures and poor working conditions were the best predictors of burnout for rural teachers, and pupil misbehaviour and poor working conditions were the best predictors of burnout for urban teachers.

Dworkin's (1987) study of urban public school teachers in the United States found that a large number of teachers in urban schools were experiencing higher incidences of burnout than those in the suburban schools. Dworkin noted the centrality of the feelings of meaninglessness and powerlessness to the responses of burned-out urban teachers. However, he observed no significant differences between the two groups in the desire to leave teaching. Burnout in suburban teachers was investigated by Farber (1984a) who also reported low levels of burnout among the teachers.

This could possibly be explained by the fact that in the U.S.A. urban schools are more congested (though not all) and less-resourced than sub-urban schools. Also, school buildings are dilapidated and this often results in pupils leaving urban schools for sub-urban ones. Such a situation could be contrasted with the rural-urban scenario in South Africa where urban schools tend to be the better resourced schools in the country. As a result, pupils tend to leave rural schools for urban schools, resulting in congestion in urban schools. Owing to this, there may be differences in the burnout scenario between urban and rural teachers, in the two respective countries, in a manner which is fundamentally dissimilar.

In his study of urban teachers, Martin (1988) examined and related teacher burnout to various background factors associated with it. The

study revealed that many urban teachers were leaving the teaching profession well before they were eligible for a pension. On the whole, however, there appears to be a dearth of research on the subject of rural-urban school teacher burnout scenario.

Teacher burnout: Cross-cultural comparison.

There are comparative studies examining teacher burnout in a cross-cultural context. These studies include the work of Pedrabissi, Rolland and Santinello (1993), Sarros and Sarros (1990) and Van Horn et al. (1999). The cross-cultural experience of teacher burnout was examined using the MBI. The challenge was to understand how cultural expectations influenced teacher burnout. Cultural influences were considered by assessing burnout across a pair of countries having the same language but different cultures (United States and Australia). The analysis indicated items that were the sources of burnout in each country.

Van Horn et al. (1999) reported a study in which the burnout rates of teachers in the Netherlands and Canada were observed. One thousand one hundred and eighty Dutch and six hundred and thirty one Canadian teachers were included in the study. The findings indicated that Canadian teachers were experiencing more burnout than Dutch teachers.

Most of the studies cited above were carried out in the United States and Canada using samples of teachers in differentiated settings from elementary through to senior high school. However, the above literature review has revealed inconsistencies in the findings, suggesting that more investigations still need to be carried out in order to shed more light on the attendant factors relating to teacher burnout.

2.4.1.3 Models of teacher burnout

Byrne's (1994) models seem to capture the important dimensions of teacher burnout. Two of these models are described in this study, one for elementary and another for secondary school teachers (see Figures 1 & 2). These models are adopted for this study to serve as a basis for constructing items to inform the interviews carried out with teachers.

In both of these models, Byrne shows paths leading from the **organizational** and **personality** variables to the three dimensions of burnout. The organizational variables that operate as determinants of burnout across elementary, intermediate and secondary school teachers are **classroom climate**, **decision-making**, **role conflict**, **work overload** and **peer support**; the personality variables are **self-esteem** and **external locus of control**. All these have an impact on the three dimensions of burnout stated earlier, namely, *emotional exhaustion*, *depersonalization* and *personal accomplishment*. Byrne's (1994) models show causal paths to burnout across both primary and secondary school teachers.

Byrne's Teacher Burnout Model for Secondary School Teachers

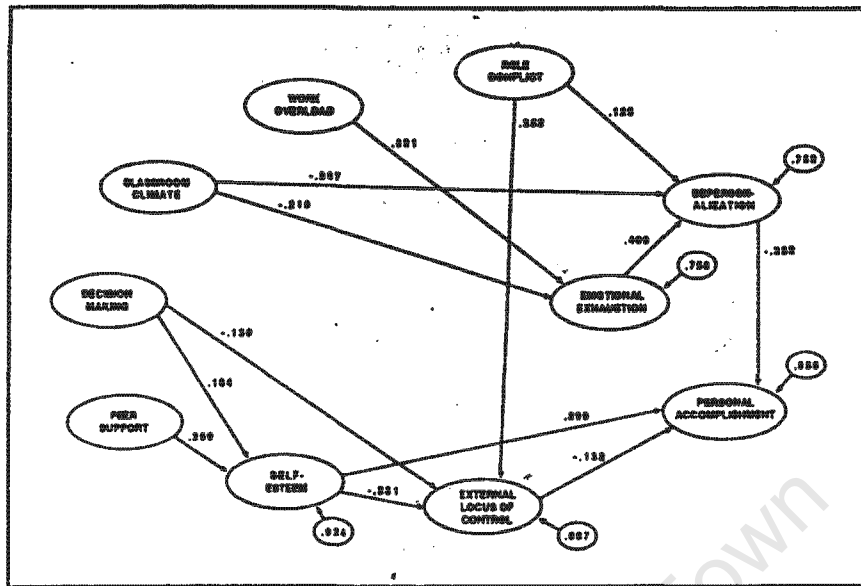


Fig 1 A model of burnout for secondary school teachers (Adapted from Byrne, 1994:662).

In the model, the numbers associated with each path represent standardized regression coefficients. Those which are presented in the small circles represent estimated error variances, that is, they represent error in the prediction of the related variables (i.e. dimensions of burnout) from the antecedent organizational and/or personality variables. The signs associated with all causal paths indicate the direction of the prediction, or association (Byrne, 1994:660). Furthermore, the model shows four unique paths for secondary school teachers. These paths are unique in the sense that although causal relations are considerably consistent with those representing elementary and intermediate teachers, they differ here in the case of secondary school teachers. These paths involve the impact of (a) role conflict on depersonalization (0.125), (b) role conflict on external locus of control (0.352), (c) external locus of control on personal accomplishment (-

0.132), and (d) work over-load on emotional exhaustion (0.621) (Byrne, 1994).

Other paths shown in the model reflect the impact of (a) classroom climate on both depersonalization and emotional exhaustion, (b) decision-making on both self-esteem and external locus of control, and (c) self-esteem and external locus of control on personal accomplishment. Also worthy of note in the model is the significant influence of peer support on teachers' self-esteem (0.269), emotional exhaustion on depersonalization (0.409), and depersonalization on low personal accomplishment (-0.359). In terms of the negative signs associated with some of the estimated structural coefficients, it is important to note that there is an inverse relationship whereby, for example, a higher incidence of depersonalization leads to, or is associated with, low personal accomplishment. Likewise, according to the model, when classroom climate is poor this could lead to (or be associated with) higher incidences of emotional exhaustion and depersonalization.

Byrne's Teacher Burnout Model for Elementary School Teachers

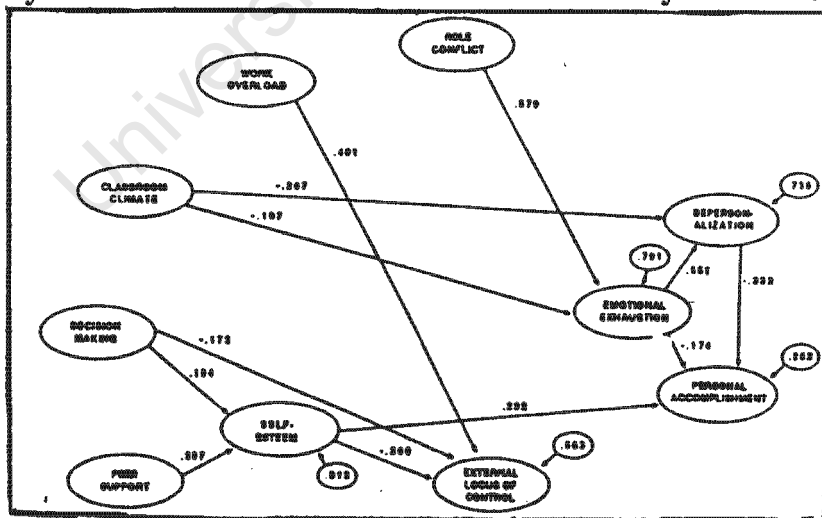


Fig 2 A model of burnout for elementary school teachers (Adapted from Byrne, 1994:661).

The Teacher Burnout Model in Figure 2 shows many of the major characteristics as in Figure 1 above. However, in this model role conflict has a strong impact on emotional exhaustion (0.579), and work overload has a major impact on external locus of control (0.491). These models highlight factors which have been associated with the three dimensions of burnout. Accordingly, items will be constructed around these factors as the main points of reference for the South African context.

Overall, Byrne's (1994) models represent both organizational and individual factors which have been found to be associated with the three dimensions of burnout. The models extend our understanding of the burnout phenomenon in so far as they relate each organizational or individual aspect to each and every aspect of burnout. Nonetheless, the models have some limitations. Out of a number of personality factors which may account for the occurrence of burnout, Byrne (1994) considers only two factors – locus of control and self-esteem. She mentions external locus of control and low self-esteem as predictors of burnout. It is important to point out that behaviours are often inconsistent across situations. According to this view, behaviours are influenced not only by personality traits such as generalized expectancies but also by the particular context within which the behaviours occur. It is conceivable, then, that an individual's control expectancy would be more internal in one situation than in another and that behaviour would vary accordingly.

The above studies show what has been done in the area of teacher burnout. What remains to be explored, however, is how teachers understand and experience burnout from their own internal perspectives. Most of the research on teacher burnout, as noted above, has been undertaken using traditional, variable-oriented, sample-based

research strategies and data analytical technique which do not reveal the complex causal processes that likely give rise to different behaviours among different people. To a large extent, the predominant methods of studying teacher burnout have valued quantitative approaches over all others. The studies on teacher burnout appear yoked to hypothesis-testing rather than hypothesis-generating (descriptive) research. This problem has resulted in fragmentation of the research knowledge, lack of synthetic understanding, and limited theoretical progress (Lorion, 2000). The present study may lead to new scientific understanding and critical advances. Thus, arising out of this literature reviewed on teacher burnout, there are unanswered researchable questions that will advance knowledge in the field.

2.4.2 The consequences of teacher burnout

Research into the consequences of teacher burnout has focused more or less on the relationship between teacher burnout and performance, turnover, and absenteeism, with a further group of variables that might be described as quality of work-life variables, for examples, physical and mental health. Some of these variables are briefly discussed below.

2.4.2.1 Teacher burnout, performance, absenteeism and turnover

Teacher burnout has been shown to be a predictor of teacher performance, a determinant of teacher commitment, and a contributor to absenteeism and turnover. The consequences of burnout as observed by Maslach and Jackson (1981) are potentially very serious for staff, clients, and the larger institutions in which they interact. Looking at Maslach and Pines' (1977) theoretical understanding of burnout as a loss of concern for the people with whom one is working, the most obvious behavioural prediction consequent to teacher burnout would be a deterioration in the quality of care and/or services that the teachers

provide. The burned-out teachers would be unable to successfully deal with the overwhelming emotional stresses of teaching. The failure to cope can be manifested in low teacher morale, impaired performance, absenteeism, and high job turnover (Belcastro, Gold & Grant, 1982; Blase, 1986; Byers, 1987; Cherniss, 1980; Maslach & Pines, 1977; Maslach & Jackson, 1981; Mwanwenda, 1997; Pierce & Molloy, 1990; Rosenholtz & Simpson, 1990; Steyn & Van Wyk, 1999; Travers & Cooper, 1993).

Absenteeism and turnover are behaviours that can result in teachers not being present at work. For instance, Borg and Riding (1991) and Pretorius (1994) contend that burned-out workers often show a deep sense of separation from the institution. These authors see this separation as a kind of cynicism that allows teachers to distance themselves from the organization to achieve equilibrium based on demotivation. As a result, absenteeism and turnover are seen as a group of undesirable outcomes that have immediate financial consequences for organizations such as costs for replacement of teachers. In addition, absenteeism and turnover can also worsen the working conditions of fellow workers (e.g. increased workload, loss of peers). Indeed, Easthope and Easthope (2000) see the loss of teachers through stress and burnout creating stress on those teachers remaining to have to rationalize their work and reduce their professional commitment.

Overall, the most common response to teacher burnout is for teachers to quit the profession or to stay on a less productive note (Burke & Greenglass, 1993; Farber, 1991). Furthermore, burnout seems to be correlated with various self-reported indices of personal dysfunction (stress), including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems as noted by Maslach and Pines (1977) and Maslach and Jackson (1981). Kahill

(1988) found that burnout often led to poor physical health, depression, high turnover, unproductive work behaviours and reduced job satisfaction. Eckles (1987) stated that health and psychological outcomes could lead to poorer teaching performance, lowered self-esteem, poor job satisfaction, increased absenteeism and poor decision-making.

It should be noted that very few studies have been conducted on teacher burnout, turnover, and absenteeism. It is possible that such research is hindered by the variety of ways in which the terms are defined.

2.4.2.2 Teacher burnout and quality of work life

Teacher burnout has been related to a number of variables that might be classified as quality of work-life variables. These include physical health and mental health. Although Pierce and Molloy (1990) had no intentions of investigating the consequences of burnout in their study, they reported that there was a relationship between levels of commitment and feelings of burnout. However, it could not be concluded that a low level of commitment caused or was associated with high levels of burnout. They argued that it may be the experience of high levels of burnout which led some teachers to develop reduced levels of commitment. Their study, however, indicated that teachers who experienced high levels of burnout used regressive coping strategies (i.e. ways of denying that the situation existed) more frequently than teachers who experienced low levels of burnout. This finds support from the work of Belcastro et al. (1982), Steyn and Van Wyk (1999) and Travers and Cooper (1993) which reported burned-out teachers to suffer from various physical ailments, such as migraine headaches, heart complaints, and ulcers. Farber (1984a) and Kyriacou (1987) noted stress and burnout to result in mental and physical illness

and impaired working relationship between teachers and students, as well as decreased teacher effectiveness in the overall quality of teaching.

Friedman (1991) indicated that burnout tended to manifest itself in several ways, such as anger, anxiety, restlessness, depression, boredom, tiredness, cynicism, guilt feelings, psychosomatic symptoms, and in extreme cases, nervous breakdown. Friedman further noted that at the professional level one may observe a significant decline in one's capacity to perform, extended absenteeism due to illness, and early retirement.

Research studies indicate that burned-out teachers often neglect the preparation of their classes, and tend to behave rigidly and inflexibly towards their students (Farber, 1991; Friedman, 1991). These teachers expect low levels of effort from their students, display low tolerance for frustration in class, feel emotionally and physically exhausted, and display low commitment to teaching and matters related to their students (Farber, 1984a; 1991; Farber & Miller, 1981). Farber contends that burnout significantly lessens teachers' motivation to continue in the profession and lessens too, the basic satisfaction inherent in the student-teacher relationship. He concludes by stating that:

We assume too - and yet there is no data to support the assumption - that teacher burnout directly affects student performance (Farber, 1984a: 336).

According to Friedman and Farber (1992) the detrimental implications of the symptoms of burnout are felt not only by the teachers but also by the education community. As Farber (1991:313) earlier observed:

Teacher stress and burnout have affected and will continue to affect the lives of teachers and their families, administrators and their families, students and their families, and all of society.

2.4.3 Summary

To sum up, the above discussion shows what has been done in the area of teacher burnout since the term was coined in the 1970's. The present researcher sought to extend the knowledge in the area of teacher burnout by exploring the conceptions of burnout held by a group of teachers in a South African context. There are many reasons offered for the occurrence of burnout in teachers elsewhere, and these may differ from those obtaining in South Africa because of the context. Because of these differences and other things there is a need for a broader understanding of teacher burnout. As noted above, Byrne (1994) formulated models of teacher burnout and tested them in an interesting manner using quantitative methods of research. The present researcher explores conceptions of burnout in a different context, using qualitative methods of research.

In addition to what has been done by past researchers, more information on burnout may be uncovered by examining a broader range of experiences of burnout, as the present study intends to do. This could assist in the better understanding of the burnout phenomenon. It is important to focus on organizational and environmental factors in the study of teacher burnout, given that these factors appear stronger than personality factors. Also, it could probably be easier to reduce the rate of occurrence of burnout and the degree of severity of burnout by intervention on the organizational plane. Interventions at the organizational level are more efficient and easier than changing the characteristics and natures of people (Friedman, 1991).

Maslach's study is important for its theoretical work on burnout. Reference to this work provides baseline information for the theoretical framework of the present study. Byrne's (1994) and Farber's (1991) studies are of interest as they also refer to research activity on the issue of burnout. The present study extends and builds upon the findings of these research studies and other earlier ones on burnout in an attempt to gain a greater understanding of the burnout phenomenon. Of particular significance to this study are the following observations arising out of the literature reviewed in this chapter:

- That although the MBI has been widely used in various countries, some researchers have had to make adjustments to it in order to adapt it to their specific circumstances (Friedman & Farber, 1992; Lavanco, 1997; Sarros & Sarros, 1990).
- That there appears to be a significantly negative correlation between burnout and motivation (Anderson & Iwanicki, 1984), suggesting the existence of an active, albeit inverse, interaction in the factors which pertain to these two constructs.
- The findings relating to burnout in primary vis-a-vis secondary school teachers have tended to be inconclusive.
- Gender comparisons, on burnout, suggest that male and female teachers are affected differently by different factors associated with burnout.
- There has been paucity of studies on rural/urban and cross-cultural comparisons – and one could not derive far-reaching inferences or conclusions on the basis of the few studies which have been conducted in this regard.

- In other countries, teachers experience low levels of burnout and this finding is explained in terms of intervention measures for stress and burnout being employed.

On the basis of these observations, it is evident that more research still needs to be conducted in the area of teacher burnout.

2.5 BRIEF OVERVIEW

The study of teacher burnout is undoubtedly an important one. From a managerial perspective, if a school ignores its teachers' job satisfaction it does so at its own peril in terms of performance by both teachers and students. For an individual, teacher burnout (which is often associated with reduced job satisfaction) makes the worst contribution to overall life satisfaction and may be implicated in the person's levels of both physical and mental health.

CHAPTER 3

APPROACHES TO MOTIVATION AND RELATED RESEARCH

3.1 INTRODUCTION

The present chapter reviews briefly theories of motivation, focusing on those theories that seem most helpful in understanding burnout and motivation. It explores the inverse relationship suggested by Anderson and Iwanicki (1984) between burnout and motivation. This chapter is divided into four sections. The first section advances conceptual and theoretical frameworks of motivation by defining motivation and describes motivation theories with particular reference to humanistic (e.g. Maslow's hierarchy of needs theory and Herzberg's two-factor theory) and cognitive approaches to motivation (e.g. Vroom's expectancy model and Deci and Ryan's theory). It further outlines the debate on motivation, and the researcher's chosen definition of motivation for the present study.

The second section discusses the measurement of motivation, the third section explores the determinants of teacher motivation, in terms of both intrinsic and extrinsic factors, reviews related research into teacher motivation studies, and finally outlines the consequences of teacher motivation and the model of teacher motivation adopted for the study.

The last section explores the relationship between teacher burnout and motivation. A chapter summary is given at the end.

3.2 CONCEPTUAL AND THEORETICAL FRAMEWORKS - MOTIVATION

3.2.1 Definition

Few psychological concepts over the past three decades have appealed to the general public (students, teachers, workers, and other professionals), as has the motivation to do one's job. Despite the acknowledgment of motivation as an important job feeling among a variety of individuals, questions remain about the validity of the construct. There is a range of definitions, proposed causes and assumed effects associated with motivation in the literature (refer later sections in the chapter). For example, some definitions include the following: the arousal and the direction of behaviour as exhibited by people stimulated to act in certain ways (Wiendieck, 1979). Owens (1981:106) views motivation as "all those inner striving conditions described as wishes, desires, drives etc., an inner state that activates or moves individuals". To Mwamwenda (1995: 259) motivation is "an energizer or a driving force, a desire or an urge that causes individuals to engage in certain behaviours". McSweeney and Swendell (1999) conceptualise motivation as behaviour that is energetic and goal-directed.

A close examination of these definitions of motivation shows a tendency to emphasize drive, energy and direction, which implies that these are at the centre of the concept. As a drive, motivation is observed to make people do things that satisfy their needs. Thus, the construct of motivation appears to be a broad concept, which embraces many terms that describe influences on the energy and direction of people's behaviour. The variety of definitions of motivation does not in any way, discredit some to the advantage of others. Analysing the definitions, one observes that motivation appears not to be behaviour,

but a complex internal state, which affects behaviour. For example, Mwamwenda (1995) argues that motivation is what energizes people and what directs their activity.

Motivation is classified in bilateral terms as extrinsic or intrinsic (Deci & Ryan, 1990; Mwamwenda, 1995). Deci and Ryan maintained that there are some behaviours which stem from external factors (extrinsic) and others which emanate from within oneself and are thus self-determined (intrinsic). They describe extrinsic motivation as those behaviours that are either coerced or seduced by externally administered consequences. In other words, they describe extrinsic motivation as the need or desire arising from outside the individual which arouses action toward some goal, as in the case of teachers who work hard to get promotions so as to earn more money. In defining extrinsic motivation, therefore, one would emphasize the view that motivation is towards extrinsic satisfactions, arising from features such as additional pay or good working conditions.

On the other hand, intrinsic motivation is described as those behaviours that occur with a full sense of choice, without the feeling of being coerced one spontaneously engages in an activity that interests one. "The action emanates from oneself and is thus self-determined" (Deci & Ryan, 1990: 253). In other words, the need or desire arises from within the individual and causes action toward some goal, as in the case of teachers who work because they enjoy their work, irrespective of money or promotions to be earned. The above definitions, taken together, appear to provide a more complete picture of motivation and reflect the importance of understanding motivation, as failure to do so may pose many problems to organizations.

When considering job motivation, extrinsic motivators appear important in getting people started and keeping them going. Thus, they are helpful in getting things started when interest is lacking. Intrinsic motivation sustains the work itself.

3.2.2 Theories of motivation

There are several major theories of motivation that have been developed - such as humanistic theories, cognitive theories, behavioural motivation theories and psycho-dynamic theories. Space limitations in this study preclude a review of all the motivational theories. Humanistic approaches to motivation will thus be singled out as illustrative of all of them. This approach is an attractive choice for special attention as it is one of the best articulated and most researched theories in work situations. In addition, a discussion of this approach will be followed by a brief description of the Expectancy-Value approach to motivation, an approach proposed by Vroom (1964). Also, Deci and Ryan's (1990) cognitive approach to motivation will be discussed in brief.

3.2.2.1 *The Humanistic Approach to Motivation*

Maslow's Need Hierarchy

The humanistic approach to motivation assumes that human nature is essentially growth-orientated and that there are inborn tendencies toward self-fulfillment and meaningful existence (Green, 1983). Maslow (1970), a dominant advocate of this approach, outlines how these tendencies may interact with other human needs in the motivation of behaviour. He postulates a hierarchy of needs ranging from those concerned with biological survival to those related to self-actualization. These needs are physiological, safety, belonging and love, esteem and self-actualization. These needs fall into two groups - lower and higher

order needs. The former includes physiological, safety, and love and belonging, whereas the latter encompass esteem and self-actualization. Maslow suggests that all lower order needs need to be adequately met before one can aspire for higher order needs.

While no claim is made that other sources of motivation do not exist, it is maintained that higher order needs are the most important in that it is only after they have been satisfied that the optimal conditions of human existence can be attained (Green, 1983). In essence, therefore, this theory postulates that people are motivated to engage in activities, which they perceive to be a means of fulfilling their needs. Maslow's theory implies that there is an inactive organism needing to be aroused and then returning to an earlier quiescent state, something not good.

Although this humanistic view of motivation has been severely criticized as lacking research-based support (Aldag & Brief, 1979; Owens, 1981) it has, nevertheless, attracted considerable interest over the years. The apparent value of the humanistic view lies in that it presents an alternative concept of human nature. It provides an alternative to behavioural view that people are motivated by rewards. As such, it is the only motivation theory which conceptualizes human beings as truly free to engage in behaviours which are deliberate and calculated towards the attainment of desired goals. All other approaches, including the cognitive ones to be discussed below, envisage behaviour as in some way pre-determined (Green, 1983).

Herzberg's Two-Factor Theory

Herzberg's theory deserves special attention among the motivation theories because of the enormous amount of research it has generated and the relative strong regard in which it is held, and also because of the

parallels between Herzberg's theory and the Hierarchy of Needs theory by Maslow.

While Maslow was largely concerned with human motivation in a general sense, Herzberg focused his research on the motivation of people in the work environment. Herzberg's two-factor theory can be integrated with Maslow's hierarchy of needs to gain a much clearer understanding of how and why people are motivated to work. The two theories have a great deal in common. Maslow proposed five sets of needs which are arranged in a hierarchy. Herzberg also based his theory on needs, but only used two sets, namely, motivator needs and maintenance needs, and these needs do not arise in a hierarchy, but are distinct and separate.

Motivator needs are similar to the higher order needs in Maslow's theory. Motivators roughly include esteem and self-actualization needs in Maslow's hierarchy. Herzberg found love and belonging needs to be somewhat related to motivators, especially in the areas of supervisor-subordinate relations, and somewhat related to non-work issues of interpersonal satisfactions. There was some overlap in the love and belonging needs as it is related to motivation or maintenance needs. The maintenance needs include the physiological and safety need categories (see Figure 3).

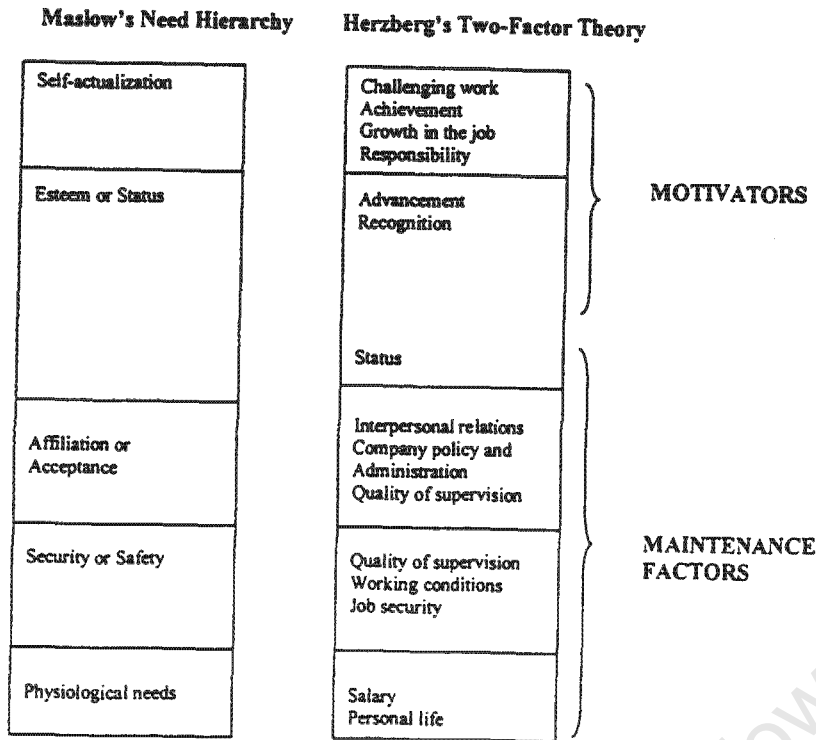


Fig 3 A Comparison of Maslow's and Herzberg's theories of motivation (Owens, 1981: 485).

Herzberg's view is that it is possible for workers to be satisfied and dissatisfied simultaneously. Factors that are associated with satisfaction, (i.e. satisfiers or motivators) have to do with achievement, recognition, work itself, responsibility, advancement and growth. On the other hand, factors associated with dissatisfaction (i.e. dissatisfiers or maintenance needs) relate to company policy and administration, technical supervision, working conditions, salary, and interpersonal relations - as reflected in Figure 3.

Herzberg's argument is that the feelings of self-improvement, achievement, and the desire for the acceptance of greater responsibility are more important than money for persuading people to increase productivity. He considers job satisfaction to be motivating but that money is not. Herzberg does not consider the fact that one works in order to achieve what one needs, which he does not have, and this could be either money or job satisfaction. In considering the two, the

observation is that job satisfaction cannot be enough if one is paid too little. For example, teachers can go on strike for extra pay although they consider teaching a very satisfying work. This implies that both money and job satisfaction are important but are dependent on which one an individual is deprived of or looking for at that particular moment.

In considering Herzberg's theory, one is likely to notice that people tend to see job satisfaction as being related to such intrinsic factors as success, the challenge of the work, achievement, and recognition. They tend to see dissatisfaction as being related to such extrinsic factors as salary, supervision, and working conditions. In other words, people attribute motivational characteristics to themselves and attribute dissatisfaction to characteristics of the organisation (Owens, 1981).

It is important to state that there are different interpretations of Maslow's theory but the basic form is that there is a hierarchy of needs, which motivates all human behaviour. Most interpretations agree that the hierarchy is divided into lower and higher order needs. However, one possible interpretation of Maslow's hierarchy of needs is that the division is at the safety and security needs level, beyond which all other needs can arise without reference to the lower order needs being met first. However, these different interpretations agree that the self-actualization need is on its own as having the tendency to recur once activated, and not everyone reaches this level (Maslow, 1970). Implicit in the hierarchy, is a linear progression from low to high levels of need and consequent satisfaction.

The researcher's understanding of Maslow's theory of human needs as discussed above, that is, the lower order needs being the physiological, safety and security, and love and belonging needs; and higher order

needs as esteem and self-actualization needs is her 'chosen understanding' of the theory. In addition, Herzberg's Two-Factor theory as described above is also her chosen understanding which she has seen to be specific to work and to educational organizations in particular.

Herzberg's work alone (1966) and with others (1959) actually came after Maslow's work, and were critical and a response to the arm-chair theorizing that Maslow did. Herzberg's theory, unlike Maslow's, was empirically generated. His two-factor theory states that needs do not arise in a hierarchy, but are distinct and separate. Satisfiers are motivators, dissatisfiers are maintenance factors functioning like hygiene factors which make a normal state of health disturbed when not attended to. Removing them does not create satisfaction. It leads to a normal stable state of being. However, increased dissatisfaction eliminates the chances of any stable state arising and makes unlikely the possibility of motivators coming up (Herzberg, 1966).

In this study the researcher has chosen to use Maslow's and Herzberg's theories to conceptualise motivation, as stated earlier in the chapter, and if deemed necessary to interpret the findings. This has been particularly important because they are related theories, one being a general theory of motivation (Maslow's), whilst another being specific to work and to educational organizations. Both theories, as indicated earlier, give clear understanding of how and why people are motivated to work.

Another psychological model of job motivation to be discussed in this section is the Expectancy-Value Theory (Vroom, 1964).

3.2.2.2 The Cognitive Approach to Motivation

Expectancy Value Theory

This theory has been proposed by Vroom (1964) and, like Herzberg's theory, centres around the question of motivation but it also discusses job satisfaction. In fact, this theory claims that the most motivating job is the most satisfying as well. Vroom's approach postulates that human behaviour is goal-directed and that goal attainment is satisfying. In other words, goals regulate one's actions and they play an important role in motivation. Vroom assumes that the strength of motivation is governed jointly by the expectation that particular actions will produce specified outcomes and by the value placed on those outcomes. He also believes that behaviour is achievable through effort. Vroom's theory predicts that the higher the expectancy that a certain behaviour can secure specific outcomes and the more highly those outcomes are valued, the greater is the motivation to perform the activity.

An employee's motivation to perform is claimed to depend on two factors - the expectancy of achieving a desired outcome and the value (valence) of the outcome. Expectancy is a subjective probability assumption, which makes an association between the effort one expends and an observed performance outcome. It is, more precisely, the employee's estimate of whether he/she is capable of achieving some specified performance goal. An employee who, for example, perceives a low degree of association between personal effort and the resulting levels of performance will not be highly motivated to achieve performance goals, since attempts to do so will probably be futile. Valence is the employee's feelings about the value of a particular work outcome. It can be regarded as the level of satisfaction or dissatisfaction an employee expects to experience after attaining a particular work outcome. The valence of each work outcome plays some role in determining motivation. The more positively valent the

set of potential outcomes employees anticipate, the more motivated they will be to achieve those outcomes (Aldag & Brief, 1979). In other words, employees are more highly motivated when they perceive that their performance will lead to desirable work outcomes.

Instrumentality is explained in terms of the subject's perception of how an outcome may lead to other outcomes (Green, 1983). Stated clearly, each valence does not contribute independently to motivation. It is weighted by the perceived likelihood that performance will, in fact, lead to a particular outcome - and this perceived performance-outcome association is known as instrumentality. The higher the instrumentality the more weight given to the value of the outcome, and thus, the more the motivation. In short, employees are more highly motivated when they perceive that their performance will lead to desirable work outcomes. This approach implies a cognitive evaluation of one's situation in order to arrive at subjective expectations.

The expectancy theory, therefore, asserts that performance is a multiplicative function of expectancy, instrumentality and valence. The theory predicts that when instrumentality and valence are held constant, expectancy will be positively associated with performance level. This perspective agrees with humanistic approaches that human beings play an active role in choosing their behaviour, although it does not admit that behaviour can be totally free and unpredictable. The expectancy theory argues that human behaviour is determined, but determined by beliefs and expectations - rather than by environmental shaping or by beliefs based on unconscious needs (Green & Foster, 1986).

These theoretical positions referred to in this chapter approach the question of motivation from different angles, with varying degrees of generality. In certain areas they overlap, in others they contradict each other. Each approach describes motivation in the way which seems

most appropriate and useful in terms of its own psychological and metatheoretical assumptions.

Deci and Ryan's theory

In their conceptualization of motivation, Deci and Ryan (1990) focus on intrinsic motivation rather than extrinsic motivation. They propose that intrinsic motivation is an inborn need for feelings of competence and self-determination, and that this need becomes differentiated into specific motives as a result of one's interaction with the environment. If individuals are free to choose, they will engage in behaviours which they believe will satisfy this need. If opportunities for such behaviours are not provided by the existing environment they will actively seek out suitable stimulation. Achievement motivation and the need for self-actualization, they suggest, may be examples of specific intrinsic motives. Maslow and Herzberg claim that intense and prolonged intrinsic motivation to engage in certain types of behaviour indicates that some personal need for self-actualization is being met. Expectancy-value theory to intrinsic motivation implies that cognitive processes (in the form of expectations) must be involved. Thus, Deci and Ryan's (1990) view is not totally unrelated to expectancy value approach of Vroom (1964) as it has got some assumptions similar to it.

Deci and Ryan (1990) maintain that certain types of behaviours are likely to result in feelings of competence and self-determination (autonomy: people wanting to have a voice in determining their own behaviour) and these include choice, or the possibility of mastering challenge. They argue that for a challenge to be mastered it must be of an appropriate degree of difficulty, and people tend to engage in or to seek out situations which are near the limit of their own perceived

capacities. Thus, these authors see the need for competence and self-determination as providing a comprehensive explanation for a wide range of exploratory and mastery behaviours and for the idea that individuals strive to develop their interests and capacities. They also argue that as some activities are self-determined (autonomous-internal), others are controlled (by external forces as they are not experienced as freely chosen). In controlled activities, individuals may have a sense of being able to control the outcome and a sense that they have initiated activities, but not a sense of being able to freely choose whether to perform a given activity (Deci & Ryan, 1990).

Deci (1975) agrees that people may also be motivated extrinsically by the expectation of rewards. However, the rewards associated with intrinsic motivation (pleasurable feelings of self-determined competence) cannot be administered by an outside source but are in the activity itself. Berlyne (1971) pointed out that rewarding consequences are in people, not activities, and Deci and Ryan (1990) view these consequences as feelings and thoughts that emerge spontaneously as individuals engage in an activity. These authors point out that Rotter's (1966) concept of internal locus of control is a necessary pre-requisite for intrinsic motivation. They argue that only genuine self-determination and 'integrated' internalizations can be the source of truly intrinsically motivated behaviours.

Deci and Ryan (1990) proposed three primary psychological needs: the need for competence, for self-determination (autonomy) and for relatedness. The need for relatedness has been observed to encompass an individual's strivings to relate to others and care for them, to feel that these others are relating naturally to oneself, and to feel a satisfying and coherent involvement with the social world more generally. These authors believe that these three needs are reasonably exhaustive and

help to explain a substantial amount of variance in human behaviour and experience. Deci and Ryan (1990) point out that people's behaviour is intended to yield a desired outcome, whether that is a concrete, external object, such as a monetary reward, or a spontaneous internal feeling, such as enjoyment of an activity. If, because of the way the current situation is structured, people believe they will not be able to achieve a desired outcome, one would expect that they would not engage in intentional action. Instead, they will be helpless, disorganized, and amoral.

Deci and Ryan's (1990) theory of motivation is slightly different from those of Maslow and Herzberg. Maslow and Herzberg chose to emphasize the direct role of hierarchy in motivation, but although they all acknowledge the importance of extrinsic rewards, they do that in varying ways and do not see the rewards as provided by the same (outside) source. Deci and Ryan (1990) argue that it is not possible to continue to feel competent and self-determining without moving on to new situations. Thus, intrinsically motivated behaviours occur in the absence of any apparent rewards, are undertaken out of interest, are optimally challenging and the individual enjoys them, and are based on innate psychological needs (Deci & Ryan, 1990).

Intrinsic motivation is, however, a difficult concept. For both Maslow and Herzberg, intrinsic motivation would mostly occur at the self-actualization level. This is when people want to be the best they can be and get satisfaction from their own achievements, whether these achievements are acknowledged by other people or not. In this day and age however, when sporting and many other personal endeavours are monitored by others and sometimes even sponsored and rewarded, it is difficult to determine who achieves this level of satisfaction, and is intrinsically motivated. Clearly, once an outside force enters the

equation, both Maslow and Herzberg argue that intrinsic motivation and satisfaction are out.

3.2.3 Debate on motivation

In the lengthy debate on motivation, there is continuous reference to extrinsic rewards undermining intrinsic motivation. A common argument (Deci & Ryan, 1990) is that extrinsic motivation tends to undermine motivation that was originally intrinsic. Deci and Ryan (1990) argue that it appears that being given a reward leads to the perception that the activity is performed in order to receive a reward, with a subsequent decrease in intrinsic motivation. Deci, Koestner and (1999a; 1999b) argue that for rewards that are expected while a person is working on a task, Ryan, Mims and Koestner (1983) introduced task-contingent rewards, which are given for doing or completing the target activity (the work of teachers). Other rewards, performance-contingent rewards, are given specifically for performing the activity well, and/or matching some standard of excellence. With engagement-contingent rewards, people have to work on a task to get the reward. With completion-contingent rewards, people have to complete the task to get the rewards, so the rewards are likely to be experienced as even more controlling. Thus, completion-contingent rewards are expected to undermine intrinsic motivation at a level roughly comparable to engagement-contingent rewards.

With performance-contingent rewards, where the rewards are linked to people's performance, there is even stronger – people have to meet some standard in order to maximize rewards – so there is a strong tendency for these rewards to undermine intrinsic motivation. Deci and Ryan (1990) argue that as research on intrinsic motivation continued, it began to show that extrinsic rewards did not necessarily undermine

intrinsic motivation, even though early research by Deci (1971) indicated that on average they did. Ryan et al. (1983) found that performance-contingent monetary rewards could either increase or decrease intrinsic motivation depending on the interpersonal context within which they were administered. Deci and Ryan (1990) argue that two types of motivation are dynamically different and need to be kept separate for some analytic purposes, but the undifferentiated approach of pitting extrinsic motivation against intrinsic motivation is misleading (Deci & Ryan, 1990).

Many theorists have written about the importance of optimal challenge in stimulating intrinsic motivation (Deci & Ryan, 1990; Deci et al., 1999a; 1999b; Harter, 1981). They argue that events that allow need satisfaction tend to increase intrinsic motivation whereas those that thwart need satisfaction tend to decrease intrinsic motivation.

Although the debate on extrinsic-intrinsic motivation is far from closed, it can be argued that anticipated rewards tend to have detrimental effects on intrinsic motivation. Thill, Mailhot and Mouanda (1998) argue that intrinsic motivation is not only decreased, but also controlled by those rewards. This extrinsic-intrinsic motivation dichotomy has stimulated spirited debates about the effects of extrinsic rewards on intrinsic motivation. Deci et al. (1999a; 1999b) found extrinsic rewards (performance-contingent rewards and engagement- and completion-contingent rewards) significantly undermining free choice intrinsic motivation and self-reported interest, as did all tangible rewards and all expected rewards.

Early studies by Deci (1971; 1975) show that some activities provide their own inherent reward, so motivation for these activities is not dependent on external rewards. He referred to such activities as

intrinsically motivated and raised the question of how extrinsic rewards would affect people's intrinsic motivation for these activities. He pointed out that task-contingent rewards had detrimental effects on intrinsic motivation, presumably because their controlling aspects were salient.

Recent findings of the undermining effects of extrinsic rewards on intrinsic motivation are sharply at variance with one another. Cameron and Pierce's (1994) findings showed that there is no detrimental effect of extrinsic rewards on intrinsic motivation, but they later characterize the proposition that extrinsic rewards may undermine intrinsic motivation (Eisenberger & Cameron, 1996). Therefore, rewards should increase, rather than decrease intrinsic motivation (Eisenberger, Pierce & Cameron, 1999). On the other hand, Tang and Hall (1995) found that "the overjustification effect has been consistently demonstrated in situations when it should be expected to occur" (Tang & Hall, 1995: 379). Similarly, in the most recent literature which responded directly to Cameron and Pierce's (1994) negative claims about this literature, Deci et al. (1999a; 1999b) and Reeve and Deci (1996) concluded that tangible rewards such as pay, awards and prizes had a significant negative effect on intrinsic motivation for interesting tasks. In particular, expected tangible rewards have more detrimental effects to intrinsic motivation than unexpected tangible rewards.

Recently, the debates around the extrinsic/intrinsic issue have been carried strongly by cognitive psychologists like Deci et al. (1999a; 1999b), Eisenberger et al. (1999) and Lepper, Henderlong and Gingras (1999). These debates have shown how extrinsic motivators undermine intrinsic motivation. In particular, the question of intrinsic motivation is emerging as of superior importance, if high motivation is to be meaningfully achieved. The current argument underscores extrinsic

motivation. However, without serious attention being paid to extrinsic motivation, intrinsic motivation would not be developed. Extrinsic motivation is sometimes the very basis of intrinsic motivation.

Thus, it can be argued that the debate on extrinsic-intrinsic motivation is one of preference based upon personal value, belief, experience, etc. as such, the present author does not predict that it will soon disappear from the psychological landscape, nor should it disappear at all, as it lays ground for more research.

3.2.4 Researcher's choice of the definition

A survey of literature has produced a variety of definitions and interpretations of motivation, but at this stage in the present research, a tentative definition for motivation is that of Mwamwenda (1995) given above. As stated above, motivation is whatever initiates and directs behaviour. It is an energizer and director of people's activities. As a drive, motivation makes people do things that satisfy their needs. In other words, motivation means energy and direction that are given to people who in the past did not have the necessary energy to carry out activities. Thus, the researcher's choice of this definition has been influenced by the fact that it tends to include both intrinsic and extrinsic motivation.

3.3 MEASUREMENT OF MOTIVATION

In order to assess job-related attitudes in people, use has been made of self-report measures such as the scale developed by Lawler and Hall (1970) to measure intrinsic motivation. This scale measures the degree to which the individuals feel that the gratification of their higher order needs depends upon performance. These authors considered statements

about the consequences of performance for feelings of esteem, growth and competence to be measures of intrinsic motivation. Lawler and Hall's statements, however, are related to the internal work motivation scale of Hackman and Oldham (1975) - a scale which has been found to be significantly positively associated with aspects of job satisfaction and certain perceived job characteristics, such as responsibility and knowledge of results.

Referring to Maslow's hierarchy of needs, one observes that higher order need strength has some conceptual similarity with intrinsic job motivation. However, usually intrinsic job motivation refers only to a specific job situation whereas higher order need strength is viewed as extending across jobs. Nevertheless, measurement of higher order need strength has typically been through items provided by Hackman and Oldham (1975).

On the other hand, Deci and Ryan (1980) developed domain specific measures for intrinsic motivation, using classroom context (Harter, 1981). It takes the form of a self-report measure incorporating the two informational and three motivational components of mastery behaviour, identified by their model, these latter being challenge seeking, curiosity and independent mastery attempts. Deci and Ryan (1980: 42) proposed an operational definition of intrinsic motivation, namely, behaviours which are "... performed in the absence of any external contingency". The most common measure is the amount of time spent on an activity when one is under no apparent obligation to do so, and when at least some other occupations are possible. Self-reported levels of interest or enjoyment have also been taken to indicate intrinsic motivation (Calder & Staw, 1975).

Another component of Hackman and Oldham's general model is the extent to which certain work motivating factors are involved in a job. These are frequently measured in terms of ratings of the presence of job variety, autonomy, task identity, task significance and feedback to the worker (Warr, Cook & Wall, 1979). Researchers' use of general inventories for teachers (Anderson & Iwanicki, 1984) suggests a paucity of inventories specifically developed to assess motivational attributes. In particular, the paucity of inventories to measure teacher motivation is also evident in South Africa.

It would seem to be particularly important in data collection to focus on factors that are related to the work itself, such as higher order need satisfactions. This importance emanates from the realisation that such factors are the ones which potentially explain intrinsic motivation. Furthermore, intrinsic motivation beliefs fit directly into the expectancy theory framework, and based on this theory, there is reason to believe they should be related to performance. The amount of or higher order need satisfaction individuals experience on their job depends on the degree to which their job actually provides the autonomy and growth experiences they feel it should.

3.4 TEACHER MOTIVATION

Teacher motivation has not been a major concern in the literature of educational research, compared to teacher burnout.

3.4.1 Studies of teacher motivation

Although very little research has been done on teacher motivation a common finding is that teacher motivation has positive effects on teachers' attitudes and performance. Teachers who are satisfied with

their jobs demonstrate greater job performance and therefore cause some positive effect on student motivation (Atkinson, 2000; Ladipo, 1984). Although intrinsic factors have been shown to be important in motivating teachers (Ladipo, 1984; Lortie, 1975), extrinsic factors appeared to be of great importance as well - and worthy of consideration. This importance is also echoed by Ladipo (1984) who found that extrinsic motivational factors tended to be the most important for those teachers in their second career age stage (30-40). Most of the teachers who participated in Ladipo's research were in this stage category, and they displayed moderate dissatisfaction with their profession, stemming mostly from a lack of fulfillment of various needs.

Atkinson's (2000) study provided an informed picture of a positive link between teacher motivation and student motivation. Atkinson highlighted the fact that the lynch pin in enhancing, decreasing or sustaining motivation in students is often the teacher. Pupils with motivated teachers were found to be more positive than pupils with demotivated teachers. Atkinson illustrated the complexity of the reasons for a teacher's lack of motivation which are as complex as those of pupil demotivation. However, many of the identified external and internal factors associated with pupil motivation were also appropriate in the context of teacher motivation. Atkinson's (2000) work demonstrated motivated teachers to be very enthusiastic about their students' work, about their teaching in general, and about schools in which they teach. Teachers were seen to be proud of their pupils' performance both in terms of practical work and examinations.

Other studies of motivation (Sergiovanni, 1967; Sergiovanni & Carver, 1980; Owens, 1981) conducted among teachers found that achievement and recognition were very important motivators for teachers, along with

the work itself, responsibility, and the possibility of growth. However, Sergiovanni (1967) pointed out that advancement, frequently an important motivator in the studies conducted in the private sectors, was missing in the study of teachers. The reason he suggested was that teaching as an occupation offers very little opportunity for advancement. If one wishes to advance in teaching, one must leave teaching for a related education profession. Telfer and Swann (1986) also reported similar findings that advancement possibilities are limited in teaching. A recent review of studies supportive of this general area can be found in Steyn and Van Wyk (1999).

3.4.1.1 Sources of teacher motivation

A variety of sources of teacher motivation have been described and these may be broadly categorised into extrinsic and intrinsic motivators.

Extrinsic Motivators

In a state of extrinsic motivation, the employee's actions are derived from external sources which would include his/her co-workers or supervisor, or the organisation itself. Examples of extrinsic motivators could include pay increase, promotions, or fringe benefits. So, good working conditions generally serve as extrinsic motivators.

Of the wide range of extrinsic factors that are well-known, only two factors are considered in the present study, namely, **pay and working conditions**, because both have been the subject of intense research, and because the teachers under study are anticipated to show considerable interest in these areas.

Pay/Salary

Early studies of motivation have consistently found pay to be positively related to teacher motivation (Frase, 1989; Hackman & Lawler, 1971;

Jacobs, 1989; Johnson, 1986; Lauwerys, 1969; Lawler, 1971; Olson, 1986). Pay incentives have always been cited as a means of attracting and retaining teachers and motivating them to improve their performance (Cornett, 1985). Teacher unions believe that an increase in teachers' salaries is all that is needed to accept teachers as 'professionals' (Jacobs, 1989). Better salaries are viewed by teachers as one of the ways of improving their status (Dove, 1986). The proponents of pay theory suggest that higher pay more effectively attracts, retains, and motivates teachers to improve performance than do non-financial rewards. Cash, as a reward, is viewed as the "cure all" to education's personnel ills (Olson, 1986), thus, external rewards are needed to retain teachers in the classroom. However, Aldag and Brief (1979) argue that pay in itself acquires importance as a means of fulfilling active needs, that is, as a means to some desired end, but it is clearly not the sole vehicle for satisfying all the employee's needs.

Recent studies (Sederberg & Clark, 1990; Van der Westhuizen & Hillebrand, 1990) also place the importance of adequate pay in the teaching profession as an important extrinsic factor that increases motivation. The teachers do not regard monetary rewards as the primary reason for remaining in the teaching profession but resent having to moonlight for other jobs in order to supplement their salaries. Firestone (1984) has also seen pay incentives as having potential to contribute to the motivation of teachers.

Working Conditions

According to Locke and Latham (1990) a variety of working conditions are associated with employee motivation and satisfaction. These include cleanliness, lighting, ventilation, temperature, noise levels and working hours. Most of these conditions would be taken for granted among professionals in general, and in the teaching profession in particular.

However, there is evidence that teachers are generally dissatisfied with working in unsatisfactory working conditions (Adams & Bailey, 1989; Weller, 1982). Utilizing Maslow's hierarchy of basic human needs, Weller (1982: 33) argues that:

Teachers have a right to a work environment that is free from common safety hazards, that provides adequate sanitary facilities, that maintains appropriate heating and cooling levels and sufficient light, and that offers a reasonable degree of privacy.

Adams and Bailey (1989) concurred with this in their study which led to a generation of advice for teachers. They stated that focus on the well-being of teachers, through enhanced working conditions, would attract and retain teachers in the profession.

Intrinsic Motivators

Aldag and Brief (1979) contend that in a state of intrinsic motivation, the employee attributes job behaviour to outcomes which are derived from the work itself. Such intrinsic outcomes are experienced by employees independent of the involvement of others, except in certain instances. Aldag and Brief argue that a teacher experiencing a state of intrinsic motivation tends to be committed to the job and gets self-fulfilled through it. The teacher would argue that "The money I earn as a teacher is nothing, but I really enjoy introducing a student to a new idea" (Aldag & Brief, 1979: 22).

Examples of intrinsic motivators could include achievement, the work itself, responsibility, status and recognition. Of the wide range of intrinsic factors that are well-known, only one will be considered in the present study, namely, the work itself.

Work Itself

A great deal of research has consistently found work itself to be positively related to teacher motivation (Lortie, 1975; Sergiovanni, 1967; Feistritzer, 1986). Sergiovanni's (1967) study, for example, found that teachers obtained greatest satisfaction from reaching and affecting students, followed by their experiencing recognition for a job well done. However, Sergiovanni (1967) warned against providing for motivation needs at the expense of maintenance needs. He argued that if employees were preoccupied with concerns about unsatisfactory working conditions or the inability to provide adequate food and shelter, positive impact from motivators would not be realized.

3.4.1.2 Comparative studies of teacher motivation

There has been little research undertaken locally (in South Africa) and internationally, identifying sources of teacher motivation, comparing primary and secondary school teachers, and male and female teachers.

Motivation in primary and secondary school teachers

Some studies show a significant relationship between teacher motivation and level of school. Motivation appears more prevalent in primary school teachers than in secondary school teachers. Such results were obtained by Anderson and Iwanicki (1984) who found that secondary school teachers' levels of social esteem, and self-actualization need deficiencies were significantly higher than those of elementary school teachers.

Motivation in female and male teachers

Teacher motivation appears more prevalent in female teachers than in male teachers. This view is supported by the work of Fiske (cited by Farber, 1991) which indicated that female teachers were more

motivated than male teachers. According to Fiske, female teachers claimed to be very satisfied with teaching, deriving more satisfaction from the nurturing aspects of teaching. The factors motivating the female teachers were identified by Van der Westhuizen and Hillebrand (1990) who reported conditions of service to be playing a major role in the motivation and satisfaction of female teachers.

However, in their study, Anderson and Iwanicki (1984) found no significant differences in motivation between female and male teachers. The lack of gender differences in need deficiencies could be viewed as an indication that both male and female teachers could be having similar expectations for their profession (Anderson & Iwanicki, 1984).

Motivation in rural and urban school teachers

The literature search on this sub-section, using **motivation/satisfaction, urban/rural school teachers** as key words, revealed a dearth of studies on motivation amongst rural and urban school teachers. This thesis is, therefore, important because it will provide information which could make a significant contribution on this topic. As it explores the conceptions of teacher motivation, it is hoped to steer a change in the direction of motivational research. As noted above, qualitative research on teacher motivation remains elusive. Only a few qualitative studies (Sederberg & Clark, 1990; Steyn & Squelch, 1997; Steyn & van Wyk, 1999) have been found, although the latter focused specifically on job satisfaction.

3.4.2 The consequences of teacher motivation

Research into the consequences of teacher motivation has focused, similarly to that of teacher burnout, on the relationship between teacher motivation and work performance, turnover, and absenteeism, and with

a further group of variables that might be described as quality of life variables.

3.4.2.1 Teacher motivation and job performance

Despite the apparent lack of empirical evidence to establish the validity of taking motivation as an independent job attitude, it has often been discussed as a determinant of performance and as a consequence of different job design characteristics. In fact, there is testable speculation to the effect that different aspects of job design may affect motivation, which, in turn, has different effects on job behaviour (Lawler & Hall, 1970).

Aldag and Brief (1979: 19) present an illustrative model (c.f. Figure 4) of the determinants of employee performance.

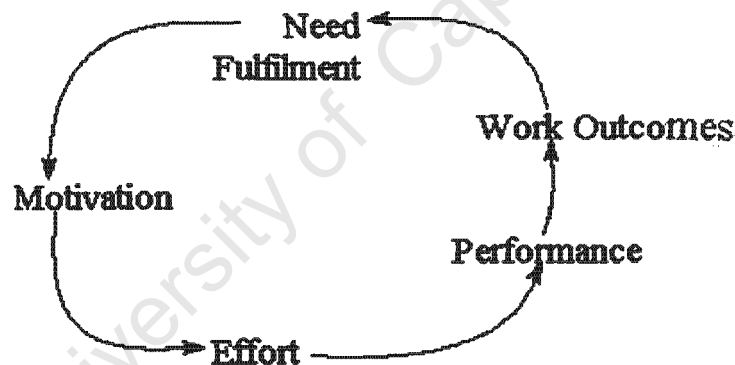


Fig 4 A Model of Employee Performance (Adapted from Aldag & Brief, 1979: 19).

This model shows that an employee's level of performance is determined by the level of effort he/she exerts, and that this effort is a function of motivation. Following successful work performance, certain outcomes (e.g. pay raise or promotion) may occur. These work

outcomes, in turn, may serve to fulfil the employee's needs. Finally, the level of need fulfillment influences motivation.

3.4.2.2 Teacher motivation, turnover and absenteeism

If teachers are highly motivated to do their work one would expect that they would attend school regularly. They would not lend themselves to behaviours such as absenteeism, as when they are low in motivation or dissatisfied with their work. In this regard, intrinsic incentives have been found to be significantly related to turnover, absenteeism and recruitment (Borg & Riding, 1991).

3.4.2.3 Teacher motivation and quality of life

A great deal of the existing career orientated research (outside of the field of education) has been directed towards studying the quality of work life. Argyris (1964) and Friedman (1961) have illustrated that experimentations with job redesign have generally shown an increase in employee satisfaction and performance. Evidently, this could also be the case with teachers.

3.4.3 A model of teacher motivation

Frase and Sorenson's (1992) model is used in this study as it captures the important dimensions of motivation. This model has been modified from Hackman and Oldham (1980) for use in school situations (see Figure 5).

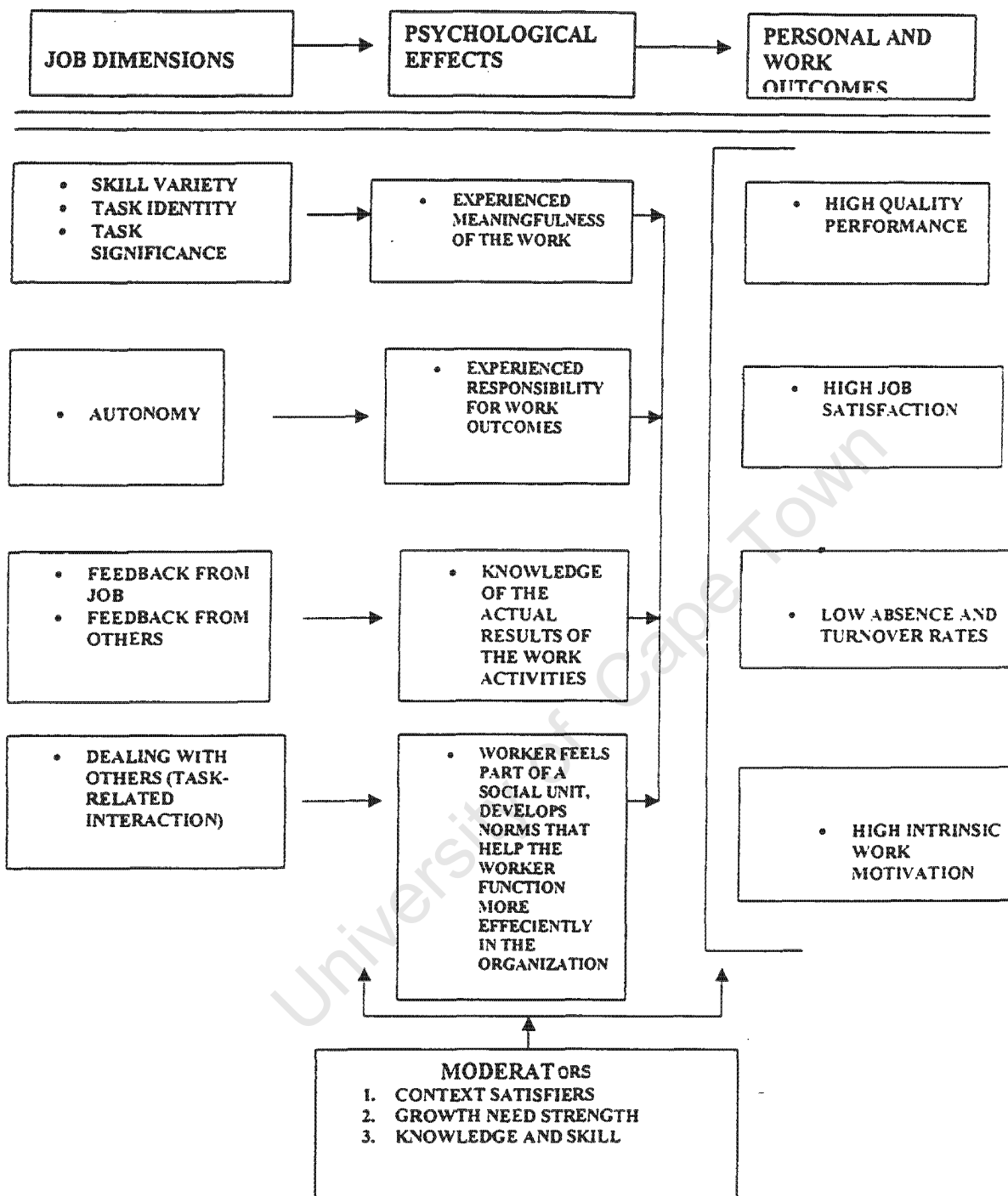


Fig 5 Frase and Sorenson's (1992) modified job characteristics model

This model combines Maslow's need-fulfilment theory of motivation, Herzberg's two-factor theory and Vroom's expectancy theory and

forms the basis of this study. However, the adapted model relies heavily on the basic assumption of Herzberg's theory that the job itself is a powerful motivator.

The model shows that jobs which are experienced as motivating and satisfying, would be meaningful to an employee in terms of variety, identity and significance of the job performed. Furthermore, the employee should have sufficient autonomy to consider himself/herself responsible for work outcomes and receive sufficient feedback to be aware of those outcomes. This model also highlights task-related interactions which result in high internal work motivation and work satisfaction.

The model in Figure 5 presents three psychological states (feeling of meaningfulness, feeling of responsibility, and knowledge of result) and five job characteristics (skill variety, task identity, task significance, autonomy and feedback) as requirements for job enrichment and the enhancement of one's internal motivation to perform effectively. Thus, the model suggests that positive personal and work outcomes, such as high intrinsic work motivation and work satisfaction, are obtained when the appropriate psychological states are provided for. Such psychological conditions are created by the presence of the core job dimensions shown in the diagram, resulting in personal and work outcomes – like high intrinsic work motivation and work satisfaction.

Frase and Sorenson (1992) state that feedback from co-workers and supervisors is a strong motivator in teaching and is strongly related to job satisfaction, yet they acknowledge that teachers typically receive very little accurate and helpful feedback regarding their teaching. These authors suggest that feedback is very important during the early, formative years of a teacher's career, although experienced teachers

also greatly benefit from feedback. They maintain that autonomy is strongly related to teacher motivation and satisfaction but admit that some people will thrive on autonomy while others will not. This view suggests that shared decision making and collegial structures for teachers who see autonomy as important, should be provided to motivate such teachers.

To the above authors collegiality (that is, the opportunity to work with colleagues on related tasks) and high growth needs are also important factors for teacher motivation and satisfaction. However, they note that collegial opportunities only appeal to those teachers who have a strong desire for professional growth and achievement (high growth needs). This suggests that imposing collegial opportunities on all teachers could cause undue stress and dissatisfaction for some teachers (Frase & Sorenson, 1992:41).

Thus, Frase and Sorenson's (1992) model has been used in the present study as a basis for constructing interview items. The model served as a guide in determining those initial questions which the researcher used in the interview guide. Also, the purpose of the model was to provide the basis for discussing the findings of this study in the light of other researchers' work and theories of motivation in the field.

3.4.4 Overall remarks on teacher motivation

It appears that there is a dearth of motivation studies at the various levels of school teaching, as well as those on gender differences in teacher motivation - particularly in the 1980s and 1990s. Thus, to-date little research has been done on teacher motivation. Much of the literature has concentrated on theoretical issues and that literature has been substantially covered in the above sections. The research that has

been undertaken has either focused on identifying motivational factors for teachers, such as teacher rewards, or less frequently, on relating teacher motivation to variables such as job satisfaction. Furthermore, much of the research on motivation has focused specifically on pupil motivation rather than teacher motivation. For example, recent research (Alderman, 2000; Atkinson, 2000) and theory about motivation encourage teachers to enhance motivation for achievement in students. It emphasizes the roles teachers can play to support and cultivate motivation in the classroom and the programs that offer possibilities for improving motivation and achievement.

Evidently, the topic of motivation in general has been widely neglected during these decades. It would appear that, within the field of psychology, the concept of motivation has for some time now been seen as no longer particularly useful. This apparent lack of interest about the concept of motivation as an area of research also appears to have extended to the field of education where there is an equally noticeable neglect. There are very few studies on teacher motivation that appear in the educational literature, especially in the time period mentioned. A return to the topic of motivation suggested by Dienstbier (1991) could revive interest in the topic again, leading to gains in our understanding of people's dispositions in the work place.

The consequences of motivation are very important in the interactions of managers, employees and clients in institutions, big and small. The understanding of motivation as a drive towards an outcome indicates that the most obvious behavioural prediction consequent to teacher motivation would be an increase in the quality of service that the teachers provide. Highly motivated teachers would be much more productive and successful in their careers than would be less motivated teachers. The success and productivity would manifest themselves in

higher levels of commitment, enthusiasm, preparation, subject knowledge, warmth, genuineness as well as an unconditional regard for their pupils and colleagues (Van der Merwe & de Kok, 1990).

Redesigning or enriching jobs as a means of motivating teachers is, therefore, important. Lawler (1986) and Frase and Sorenson (1992) claim that intrinsic rewards are more directly related to performance than are external rewards. As such, satisfaction is seen as the result, and not the cause, of good performance.

3.5 RELATIONSHIP BETWEEN TEACHER BURNOUT AND TEACHER MOTIVATION

The discussion in Chapter Two on teacher burnout shows that individual, interpersonal as well as situational variables are all major contributors to burnout. Also, it appears that the major attributes of burnout are the following:

- feelings of emotional and physical exhaustion,
- negative, cynical and uncaring attitudes towards the people with whom one works, and
- reduced self-esteem and work achievement as a result of limited feedback and recognition.

In relation to teachers, it has been found that burned-out teachers tend to be less sympathetic towards their students, often neglecting the preparation of their classes. They expect low levels of effort from their students, interact less with them, have a lower tolerance for frustration in class, always feel emotionally and physically exhausted, and feel less committed and dedicated to their work. These teachers get angry easily, become anxious, irritable, cynical, depressed and frequently use alcohol and drugs.

Thus, in the teaching profession, burnout tends to manifest itself in a significant decline in the teacher's capacity to perform, extended absenteeism due to illness and early retirement. This, indeed, shows that teacher burnout has a negative impact on the teachers themselves and also on their students.

On the other hand, the conceptual framework for motivation defined the construct as *that which moves individuals from boredom to interest*. It is what energizes them and what directs their activities. A distinction is made between extrinsic and intrinsic motivation - the former being related to motives which stem from external factors and the latter to those which are related to the work itself. One of the major characteristics of motivation, particularly intrinsic motivation, is that individuals who are highly motivated tend to be committed to the job and get self-fulfilled through it.

In relation to teachers, the major characteristics of motivation were identified as relating to the following:

- Extrinsically motivated teachers would, for instance, work hard to win students' favour or to get promotions so as to earn more money. In contrast, intrinsically motivated teachers work hard because they enjoy their work, irrespective of money to be earned, and these teachers feel more committed and dedicated to their work.
- Highly motivated teachers tend to show an increase in the quality of service which they provide. They are able to deal successfully with the overwhelming emotional stresses of teaching. This success to cope tends to manifest itself in high quality performance, high job satisfaction, lower levels of absence from work, lower

turnover rates, and high intrinsic work motivation (Frase & Sorenson, 1992). Motivated teachers are generally rated highly on enthusiasm, preparation, subject knowledge, warmth, genuineness, and unconditional regard for their pupils and colleagues (Van der Merwe & de Kok, 1990).

The above discussion of the major attributes of teacher burnout and motivation shows that the two constructs appear related. For instance, teacher burnout could be seen as the inverse of teacher motivation.

Anderson and Iwanicki (1984) conducted a study on teacher motivation and its relationship to burnout based on teachers in all school sectors in the U.S.A. The results obtained indicated that burnout was related significantly to need deficiencies in teacher motivation. It was the higher level self-actualization and esteem need deficiencies, associated with the work itself, that accounted for appreciable amounts of variance in teacher burnout. The lower level need deficiencies which are associated with the conditions of work tended not to be related to teacher burnout.

Stated clearly, teacher burnout was related significantly to those higher level need deficiencies affecting job satisfaction rather than to the lower level need deficiencies associated with job dissatisfaction. This observation is consistent with the results reported by Malanowski and Wood (1984) that teachers who were more self-actualised were more immune to external pressures believed to lead to burnout.

In a study by Hughes (1987) teachers who had highly positive self-concepts and who felt competent in their professional functioning dealt better with stressful events, perceived themselves as less burned-out, were more pleased with their colleagues and supervisors and

maintained a strong sense of accomplishment. This finding suggests that a relationship existed between the variables of motivation and burnout. Although Farber (1984a:330) did not investigate this relationship in his study he stated that burnout significantly lessened the basic satisfaction inherent in the student-teacher relationship.

Many researchers tend to relate teacher burnout to poor teacher motivation although not focusing on this relationship in their studies. For example, in their investigation of the factors influencing teacher motivation and satisfaction, Frase and Sorenson (1992) go so far as to suggest that if schools are to attract and retain the best teachers, those aspects of the job that influence teacher motivation and satisfaction must be considered. In the discussions of their research results they further assert that isolation (which is often mentioned as one of the sources of burnout) should be considered as it is seen as a dissatisfier for many teachers. Autonomy is also viewed as important in retaining the experienced and enthusiastic teachers within the profession.

In their study on working conditions for teachers, Adams and Bailey (1989) identify early signs of teacher burnout as isolation from peers, chronic disillusionment with student achievement, and/or a lack of being perceived as a worthy individual. Thus, it is envisaged that enhanced working conditions for teachers will retain them in the profession, as a positive environment promotes satisfaction. This view is supported by Weller (1982) who reasons that if teachers are to perform at their best, they need a favourable school climate. He further believes that Maslow's hierarchy of basic human needs provides a model that principals can use to meet teachers' essential needs in order to prevent teacher burnout.

Overall, however, very little work has been done with regard to the relationship between teacher burnout and motivation, and most of this has been done in North America. In Africa, generally, and South Africa in particular, no such studies have been identified.

3.6 A MODEL OF TEACHER BURNOUT AND MOTIVATION

The above discussion on the sources and consequences of both burnout and motivation reveals certain similarities. It is quite evident that both burnout and motivation are associated with the same source and consequence variables. The only difference is that these source and consequence variables operate in opposite directions in that according to the model, the same factors which serve as sources of burnout are also sources of motivation. To summarise this relationship, Figure 6 is presented as a burnout and motivation model arising out of the literature reviewed in this chapter. According to this model, the same sources and consequences are central to the two constructs (burnout and motivation).

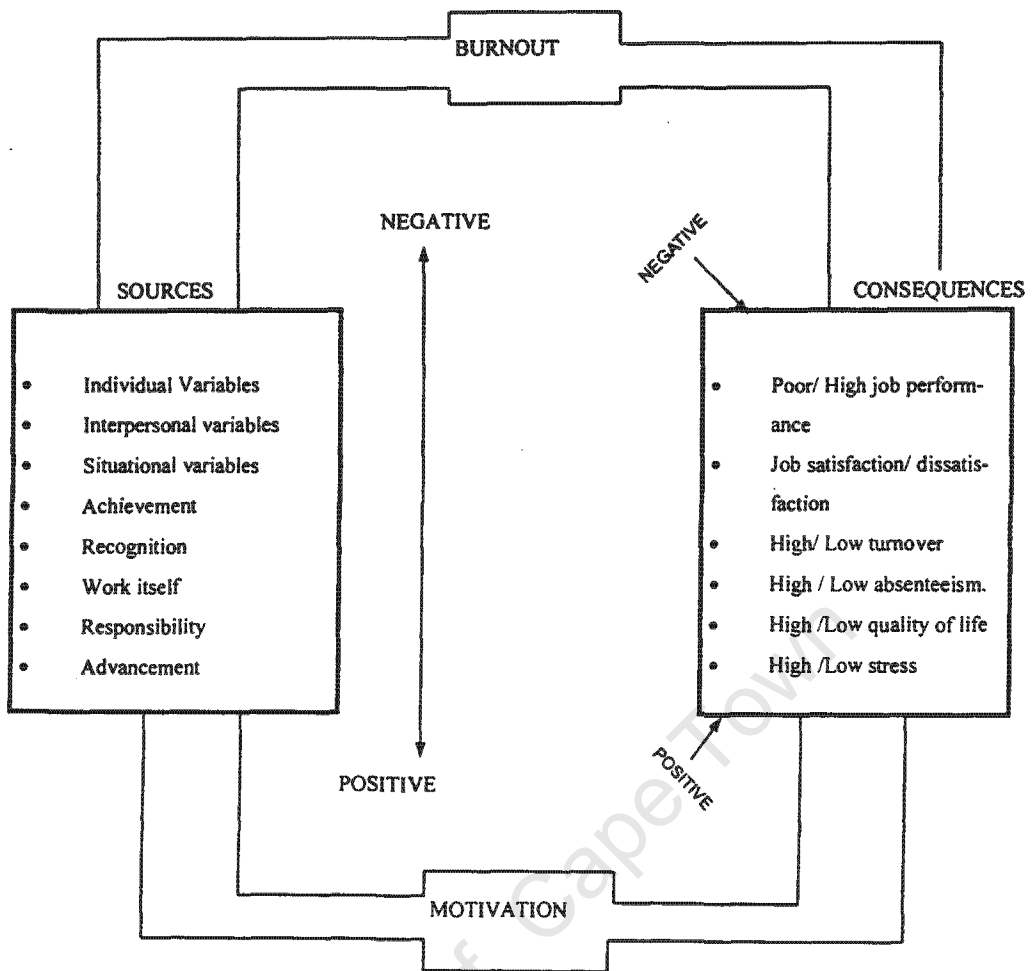


Fig 6 A Model of Teacher Burnout and Motivation

(Derived by the author from theories of Burnout and Motivation reviewed in this study).

The model draws on Herzberg's two-factor theory: that some variables (i.e. motivators) within the workplace contribute more to satisfaction than dissatisfaction, while other variables (i.e. maintenance factors) contribute more to dissatisfaction than to satisfaction. Maintenance factors function like hygiene factors which make a normal state of health disturbed when not attended to. Removing them does not create satisfaction but leads to a return to a normal stable state of being. However, increased dissatisfaction eliminates the chances of any stable state arising and makes unlikely the possibility of motivators coming up.

The model also draws on Maslach's assumption that individual, interpersonal as well as situational variables are all major contributors to burnout. Individual variables (such as age, gender, personality) and interpersonal variables (such as supervision, communication channels, relations with principals, colleagues, students, students' parents, family members - whether supportive or non-supportive) play a major role in burnout. Furthermore, situational variables (e.g. rural versus urban, socio-economic status, teacher participation, teaching resources, administration policy, flexibility versus rigidity of programmes, workload, class size) contribute to burnout; and lack of achievement, recognition, responsibility and advancement, as well as the work itself, also appear to be associated with burnout.

The model indicates the following to be the consequences of teacher burnout: poor job performance, job dissatisfaction, high turnover, high absenteeism, low quality of life, and high levels of stress. On the other hand, consequences of teacher motivation appear to be high job performance, job satisfaction, low turnover, low absenteeism, high quality of life, and low levels of stress.

3.7 OVERVIEW

This chapter has reviewed the literature pertinent to this study. In keeping with the focus of this study, the chapter started by presenting the conceptual and theoretical perspectives relating to motivation. The relevant and recent literature pertinent to teacher motivation and measurement of this, were reviewed. In so-doing, the literature has revealed factors that are significant for the development of the items which would inform the interviews to be undertaken.

The chapter also presented a review of literature pertaining to studies dealing with the relationships between teacher burnout and teacher motivation. In conclusion, the chapter related the constructs of teacher burnout and motivation to each other through a model derived from the theories and literature discussed in the chapter.

This model was used to guide the formulation of questions for the interview schedules for burnout and motivation (i.e. Chapter Four) as well as the discussion of the findings of this investigation (i.e. Chapter Eight).

University of Cape Town

CHAPTER 4

METHODOLOGY

4.1 INTRODUCTION

To reiterate, the aims of this study were twofold namely, to explore the variation in the way primary and secondary school teachers in South Africa conceive the phenomena of burnout and motivation. The study also sought to explore the relationship among teachers' conceptions of burnout and motivation without imposing the researcher's preconceived interpretations of the two phenomena.

Accordingly, the following questions guided the research and at the same time provided structure to the thesis:

1. What different conceptions of burnout exist among teachers in the Eastern Cape Province?
2. What different conceptions of motivation exist among teachers in the Eastern Cape Province?
3. What is the relationship between teachers' conceptions of burnout and their conceptions of motivation?

This chapter is set out as follows: the first section locates the study within the framework of qualitative research and discusses some particular approaches relevant to the present study, namely, phenomenology and phenomenography. The relation between the two research approaches is described in brief. This is followed by a section which discusses the reasons for the choice of the latter (phenomenography) as an appropriate qualitative research approach for this study. Subsequently, an attempt is made to clarify some of the key

assumptions underlying phenomenography and relate these to the present study.

The third section builds on the previous sections and deals with the implementation of the study. It discusses the research setting, the participants, the researcher, data gathering and analysis of the research. The part of this third section discusses ethical issues and a final brief section considers the trustworthiness, soundness and authenticity of the results.

4.2 STUDY DESIGN – A QUALITATIVE RESEARCH DESIGN

The overall design of this study is qualitative. Van Maanen (1979:7) defines qualitative research as

an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world.

In the past, heavy emphasis was laid on quantification in the natural sciences as these sciences lend themselves especially well to quantification. The appropriateness of these quantitative research methods for education and social sciences has been a matter of debate since the 1920s. A search for alternative research paradigms is noted by Schaeffer (1982:5) who describes the world of educational research as being dominated by research traditions and paradigms that emphasize quantitative, empirical, and statistical methods.

The emergence of qualitative research can be traced as far back as the 19th century from a number of human disciplines including sociology

and anthropology, spreading to other social sciences such as education and social work in the 20th century (Denzin & Lincoln, 1998). Its emergence can be located within a more general shift from the measurement procedures of positivism, towards the descriptive and interpretive methods of constructivism. In the field of education qualitative research gained greater acceptance and status from the 1960s onwards. During this time qualitative approaches that emphasized the importance of data in the form of words grew in respectability (Tesch, 1990). These approaches gradually challenged the dominance of the quantitative paradigm, which was based on experimental design and seemed preoccupied with the measurement and analysis of variables in terms of quantity or frequency of causal relationships.

Denzin and Lincoln (1998:20) clearly present the complex history of qualitative research in the 20th century in five phases:

The traditional period (1900-1950), the modernist or golden age (1950-1970), blurred genres (1970-1986), the crisis of representation (1986-1990), and post-modern or present moments (1990-present).

Denzin and Lincoln (1998) associate the first period with the positivist paradigm. During this period the content of research was different but there was still an attempt to achieve validity through triangulation. The second and third paradigms are associated with the appearance of post-positivist arguments, “a stance which accepts that there is a world ‘out there’, but one which cannot be represented accurately because of the limits of human perception and cognition” (Stevenson & Cooper, 1997: 159). Denzin and Lincoln maintain that it is during these periods that different new interpretative qualitative perspectives grew in popularity. Amongst these are hermeneutics, semiotics, phenomenology, grounded

theory and phenomenography (Tesch, 1990). Proponents of these approaches share the goal of understanding the complex world of lived experience from the point of view of the people who live it (Schwandt, 1998). In fact, the blurred genres period is also associated with the borrowing of methods from other disciplines, something which according to Giorgi (1994) could bring problems. For example, the endorsement of multiple methods sometimes seems to be done carelessly and the intention in using multiple methods seems to be unclear.

The fourth phase is characterised by researchers struggling to locate themselves and their participants in reflexive texts, and is also characterised by many varieties of qualitative and more actively interpretive focus. This stage is also characterised by some extreme constructivist approaches (Denzin & Lincoln, 1998).

As Denzin and Lincoln (1998:3) point out, these five historical moments operate simultaneously in the present. For instance, the early roots of positivism impact upon qualitative research of today even with those perspectives which seek to move beyond this paradigm. These authors highlight resulting tensions within qualitative research:

On the one hand, it is drawn to a broad, interpretive, postmodern, feminist, and critical sensibility. On the other hand, it is drawn to more narrowly defined positivist, post positivist, humanistic, and naturalistic conceptions of human experience and its analysis (Denzin & Lincoln, 1998:408).

These tensions inevitably take expression in various forms within qualitative research approaches. The forms they take are often related

to the particular historical moment in which the research approach emerged and became established.

In the context of the shift in attention to qualitative research in education, the origins of phenomenography can be noted during the early 1970s, with some wider recognition gained during the 1980s (Dall'Alba, 1996). This period in the history of qualitative research, is referred to by Denzin and Lincoln (1998) as that of blurred genres.

Despite its complexities the qualitative research paradigm has been chosen as it allows the researcher to approach the subject, probe the setting, and describe contemporary perceived realities in a more natural fashion and in great depth (Lancy, 1993). In this way, the meaning and understanding gained through words are important. The researcher seeks to find meaning in teachers' experiences of burnout and motivation and sees this design as appropriate for this research.

In addition, the motivation for qualitative research has been an attempt to avoid science's mechanistic and reductionist view of nature which often reduces life to conceivable measurements devoid of contextual meaning. Indeed, as Cohen and Manion (1994: 35) argue, "No matter how exact measurement may be, it can never give us an experience of life, for life cannot be weighed and measured on a physical scale". Thus, the motivation to do qualitative research arose out of the need to study the subjective world of the individuals, in particular, teachers.

The qualitative-quantitative debate

In the continuing debate between qualitative and quantitative research, some researchers argue that qualitative researchers have gone too far in abandoning scientific procedures of verification and in giving up hope of discovering useful generalisations about behaviour. Creswell (1994)

and Morgan (1996), for example, argue that qualitative researchers have no consensus on addressing the issue of validity and reliability in qualitative studies. The confusion often results from a failure to differentiate between several orientations to qualitative data. This is the problem of what Giorgi (1994) called “mixed discourse” – a mixing of research practices and legitimating theories.

Sherrard (1997) observes that some qualitative researchers, such as King (1994) do attempt to ensure reliable observations. However, Sherrard (1997) argues that the approach they use threatens validity, by ignoring context from which the statements were taken. She also argues that repeatability does not guarantee objectivity as it only shows that observations share a consensus arising out of features of themselves. As a safeguard against unchecked subjectivity, Henning (1995) and Yin (1994) argue on the validity of qualitative research, which can be obtained by reporting all the steps of data collection, analysis, and the grounds of interpretation.

Sherrard (1997) also points to the interpretive aspect of qualitative research which should be overemphasized, so that the results are not left to speak for themselves. Indeed, qualitative research studies openly seek interpretations, and this creates an obligation to support, and test, interpretations. Sherrard (1997) argues that support can be built by several methods including triangulation. Thus, in ensuring rigour in qualitative research the social insertion of research activity must be acknowledged. In other words, reasons for researching a particular topic must be given, together with the researcher’s own social stance toward the question.

Researchers like Stevenson and Cooper (1997) view the emergence of qualitative research as creating a particular form of knowledge that

appears to challenge the nature of natural sciences by suggesting that knowledge is socially constructed. They, however, question the legitimacy of qualitative research, because of its potentially far-reaching consequences for the natural sciences in adopting a qualitative enquiry position. On the other hand, they agree that both quantitative and qualitative approaches to research are problematic. The quantitative research entails a narrow definition of good science, which serves to distance the researcher from the researched. In qualitative research there is weak methodological position as the relativism implicit in this approach suggests that all people can have access to different equally valuable, conceptual schemes or world views.

Burt and Oaksford (1999) point out that many of the protagonists in the qualitative-quantitative debate have adopted polarised and indefensible positions on the nature of knowledge and psychological explanation. They argue for a middle ground that provides an important role for qualitative methods in psychology (Burt & Oaksford, 1999:332). To enter the debate, in the shift from quantitative to qualitative research approaches it is important to consider first the knowledge dealt with, as the two approaches are associated with different kinds of knowledge. Once considered, it is the reflexivity of the researcher to select a suitable approach for the phenomenon being investigated and the interpretation of the findings.

4.2.1 The relation between phenomenology and phenomenography

Qualitative research takes a wide variety of forms such as grounded theory, case study, ethnographic, participatory, phenomenological and phenomenographic methodologies. Space limitations preclude the description of all these types of qualitative research but the ones most relevant to the present study are described in brief below. These are

phenomenology and phenomenography. The reason for describing the two is to show their relation and difference, and as Uljens (1996) states, the one may be used as a meta-language in order to explain and communicate features of the other. That is, phenomenology can be used in further clarifying the ideas underlying phenomenography, and in particular, its ontological and epistemological assumptions.

Some researchers trace the roots of phenomenography as a research approach to phenomenology (Hasselgren & Beach, 1997). Other researchers (Konyana-Bam & Imenda, 2000; Webb, 1997) believe that phenomenography developed as a means of avoiding some perceived problems with phenomenology. On the contrary, phenomenographers such as Marton (1996) and Uljens (1996) state explicitly that phenomenography was not originally derived from phenomenological philosophy. Only phenomenological ideas have been of interest to phenomenography. Uljens argues that

Since phenomenography as an approach has not emerged or been deduced from phenomenology, phenomenography cannot be identified as an application of one or another school of phenomenology. Instead phenomenography has developed as an empirical approach in educational research (Uljens, 1996:104).

The above argument does not, however, dismiss the present researcher's view that phenomenography builds on the ideas of phenomenology.

However, when looking at the two approaches, both are opponents of positivism each with its own different epistemological viewpoint, but they are united by their common rejection of the belief that human behaviour is governed by general laws and characterised by underlying

regularities. Both approaches agree that the social world can only be understood from the perspective of the individuals who are part of the ongoing action being investigated. In rejecting the positivist researchers' viewpoint of the detached, objective observer, they argue that individuals' behaviour can only be understood by the researcher sharing their frame of reference. In other words, an understanding of the individuals' interpretations of the world around them has to come from the inside, not the outside (Cohen & Manion, 1994). So these approaches are thus seen as subjective undertakings, as a means of dealing with the direct experience of people in specific contexts. Whereas phenomenology derives from a psychological and philosophical base, phenomenography originated in education.

Phenomenologists analyse data by looking for statements, meanings, meaning themes or/and general descriptions of the experiences, the goal being to find common themes. Unlike most other researchers, they also pay attention to unique themes that illustrate the range of meanings of the phenomenon.

Like phenomenological analysis, phenomenographic analysis is also about meanings and general description of the experience but it also involves the construction of categories of description which are discovered from the transcript data. The categories of description emerge progressively from the data as the analysis proceeds, as is the case with grounded theory. Unlike in phenomenology, phenomenographic transcript data are analysed at the same time after all the interviews are completed (see section 3.3.5 on the analysis of phenomenographic data).

However, in analysing data, both approaches warn people to "put the world in brackets" or free themselves from the usual ways of perceiving

the world. In this regard, both phenomenology and phenomenography argue that by setting aside (or “bracketing”) the reality of the objects of experience, the researcher could isolate mental phenomena in their purity. That is, by taking away everything in the mind and putting it aside for some time, researchers can see things in their pure form, thus bracketing their own experiences in order to understand those of the participants (Tesch, 1990).

Bracketing has sometimes been taken to mean that researchers must approach both the interview and the empirical data to be analysed very open-mindedly, without any kind of preconceived ideas of the phenomenon being investigated. This is, however, not possible because an empirical study is guided by a specific research interest. Total bracketing is impossible to apply in any empirical science. This is the case because of the guiding role of prior theory in empirical research and the knowledge interest of a specific study. Thus, a researcher must always be acquainted with knowledge (theory) in the field that he or she is investigating in order to do a good job and as aware as possible of his or her own biases.

The phenomenological researcher’s focus is on neither the human subject nor the human world, but necessarily on the meaning which is itself a process (Van Manen, 1997). Phenomenography, on the other hand, is neither concerned with the individual nor the phenomenon, but with the relation between the individual (subject) and the phenomenon (object). Unlike phenomenology, phenomenography is not the application of a philosophical method to research. The name was chosen in 1979 after the approach had been developed, since it aimed at description, analysis, and understanding of experiences (Marton, 1981). However, the approach shares some similarities with other modes of qualitative research, for example, grounded theory. Like grounded

theory, it seeks to develop theory that is grounded in the data systematically gathered and analysed.

To summarise, phenomenology is concerned with variation in the way a phenomenon is apprehended, and also determines the structure on which those variations are based (that is, the essence of the phenomenon). Phenomenography, on the other hand, focuses on investigating how phenomena appear to people; the qualitatively different ways in which phenomena are experienced and perceived by different people (Marton, 1981). In other words, unlike in phenomenology where general principles are formulated about how things appear to people, in phenomenography various specific things are described as they appear to people. Conceptions of various specific things are described (Marton, 1981). The main strength and promise of phenomenography is the rigorous, empirical exploration of the qualitatively different ways in which people experience and conceptualise various phenomena and aspects of the world around them.

4.2.2 Phenomenography

The present study is concerned with more than just describing burnout and motivation from the perspective of the observer, which is a first order method of research; it is about describing burnout and motivation from the perspective of a teacher, which is the second order method of research. Gerber (1993) captures clearly the difference between these approaches. In a first order perspective the researchers may themselves examine and describe different aspects of reality, whereas in a second order perspective, the researchers can analyse how other people experience a phenomenon. This second-order qualitative research approach is known as phenomenography (Marton, 1981; 1986).

In this sense, the selection of phenomenography is based on its 'goodness of fit' and appropriateness to the object of enquiry. Marton (1996:187) emphasizes that phenomenography is "simply an attempt to capture critical differences in how people experience and learn to experience the world". Phenomenographic research is based on ways of understanding particular phenomena and therefore is seen as offering an appropriate means of investigating issues such as perceptions or conceptions of teacher burnout and motivation. The basic assumption that underpins this research orientation is that there is a variation in people's experiences of the same thing (Prosser & Trigwell, 1997). Furthermore, no matter what phenomenon people encounter there seems to be a limited number of qualitatively different ways in which that phenomenon is understood, experienced or interpreted. Therefore, the choice of phenomenography as an appropriate research approach adopted for this study is underpinned by a particular combination of aim and method.

In the present study, phenomenographic methods are used to collect information from teachers on how they experience burnout and motivation as they go about performing their duties as teachers. It is assumed that the phenomena of teacher burnout and motivation can be understood in a limited number of ways. The present research seeks to identify and describe on equal terms all the conceptions that teachers have of burnout and motivation. Hence, the value of phenomenography as a research approach in this study lies in its ability to make transparent the different conceptions of burnout and motivation. It provides those involved in catering for teachers with a "whole picture" of teacher burnout and motivation and an alternate framework for thinking about the phenomena.

In summary, this section has outlined the rationale for selecting the qualitative research paradigm and the approach called phenomenography for the present study. The following section seeks to build upon the discussion above and addresses several key features of phenomenography in detail.

4.2.3 The centrality of conceptions in phenomenography

This section addresses the nature of conceptions – the key features of phenomenography. It discusses the variation in the way people experience the world around them and the relation between the person and the object of research. Categories of description and outcome spaces, which are the results of a phenomenographic study, are examined in the section on data analysis.

Central to phenomenography is mapping qualitatively different “conceptions” of a phenomenon that are present in groups of people. According to Johansson, Marton and Svensson (1985:249) conceptions “refer to whole qualities of human-world relations” and they claim that a “conception is not visible but remains tacit, implicit, or assumed” (Johansson et al., 1985:236). Accordingly, Svensson (1984:12) sees conceptions in phenomenography as signifying:

the relation between man and an aspect of the surrounding world. It (the conception) is created by the activity of man. The activity implies a delimitation of, a differentiation within and a selection and organization of, meaning content of an aspect of the experienced world.

In other words, the conceptions are depicted as being relational. That is, people’s experiences are influenced by their intentions and that the

context in which the phenomenon is embedded, in turn, influences the experience (Johansson et al., 1985).

Marton (1996) makes a difference between conception and experience, stating that a conception points to thought and experience points to being in the world. Experience, he explains, is an internal relation between person and world.

Bowden (1996) argues that the major concern of phenomenography is not with the phenomenon being investigated, nor is it with the people who are experiencing the phenomenon, but phenomenography focuses on the relation between the two and the ways people experience or think about the phenomenon. Marton (1994b) calls the relation “awareness”. Uljens (1996:106) defines the relation between the phenomenon and the people experiencing that phenomenon as “intentionality”, and he sees this concept as being common between phenomenography and phenomenology. This subject-object relation is taken to mean that the human mind is always directed at something other than itself (Uljens, 1996). In other words, when one is aware, “he or she is always aware of something (what) and he or she is aware of this something in some way (how)” (Uljens, 1996: 108). Thus these subject-object relations are different ways in which the world appears to individuals.

Although there may be commonalities in the ways in which people who belong to the same culture account for phenomena, there are also bound to be differences. Marton (1996:179) argues that people cannot be aware of everything at the same time, and in the same way – given that people’s ways of experiencing things are determined by specific interests, preferences and/or previous experience. Indeed, Marton believes that different ways of experiencing something reflect different

aspects of the phenomenon which people are aware of at a particular point in time.

Marton (1996) also points out that people can be aware of everything at the same time, although not in the same way as the structure of awareness comprises three layers: the core, the field and the margin. People experience simultaneously all the things that belong to the core, field and the margin in varying ways. They can be focally aware of only a few aspects of a situation or a particular phenomenon at the same time, and it is these aspects that help delineate the way people experience the phenomenon. In other words, "certain things come to the fore; they are figural, and thematized, while other things recede to the background; they are tacit and unthematized" (Marton, 1994a: 95). Marton (1994b: 4427) claims that "the more it is possible to make things which are unthematized and implicit into objects of reflection, and hence thematized and explicit, the more fully can awareness be explored".

According to Marton (1996:179), given this basic structure of awareness, people can discern (separate) aspects and can be focally aware of a few aspects concurrently (they can relate aspects, if possible). "These two components, discernment (separation) and simultaneous awareness (relatedness), make up what is termed the structural aspect of ways of experiencing a phenomenon or of conceptions" (Thompson, 1998: 102).

In the present study the researcher looks at the referential and the structural aspects of the phenomena being investigated (burnout and motivation). In the case of awareness the researcher looks at the differences in the structure of awareness and the corresponding meanings that emerge. She observes that some teachers may focus very

narrowly and others use a broader context in describing their understandings and experiences of burnout and motivation. Thus exploring the different ways in which teachers are aware of their world is important.

4.3 IMPLEMENTATION OF THE STUDY

This section deals with the implementation of the study under the following headings:

- The research setting
- The participants/sample
- The researcher
- Data collection
- Data analysis
- Ethical considerations
- The issue of trustworthiness, soundness and authenticity

4.3.1 The research setting

The Transkei sub-region, the site for this study, forms part of the Eastern Cape Province. Previously, this sub-region was an independent state from the year 1976 up to the time the democratic government took over in 1994. This means that although it is now part of South Africa there are many changes (structural and transformational) that it had to undergo particularly in the educational sector.

To conduct the research study, permission was sought from, and granted by, the Eastern Cape Provincial Administration of Education. Furthermore, the principals of targeted schools were asked for permission to conduct the study in their respective schools and to suggest dates for the interviews. The purpose of the study and the

procedures to be followed were explained to the school principals of primary and secondary schools in rural and urban areas. All the interviews took place during the course of 1999 and were conducted by the researcher.

4.3.2 The participants

To a great extent, the sample of a phenomenographic study is purposive and contextual. The idea of phenomenographic study as a qualitative research design is to purposefully select participants that will best answer the research questions. Phenomenographic researchers need to circumscribe the group of people which best represents those under investigation so that as great an internal variation as possible is accessed. It follows that such an approach increases the probability of finding the full range of conceptions that exist in any given population.

Since one region usually represents different school sizes and the teachers are employed in different sized schools, these factors helped to inform the decision to keep this study within one region. Phenomenography assumes that there is a limited number of conceptions of a phenomenon held by a given population. As researchers need to have as participants a group of people that best represents that population, it was felt that the decision to use a group of local teachers in rural and urban areas in this study was sufficient to fulfil the purposive sampling technique described earlier. The participants were from two populations, one of burned-out teachers and one of motivated teachers in the Transkei sub-region, Eastern Cape Province.

Sixty teachers in the region (30 identified as experiencing burnout and another 30 identified as motivated) irrespective of race and language

group, were interviewed individually. Different teachers were interviewed for burnout and motivation because from the literature the researcher gathered that these two conditions are the inverse of each other. So, the researcher could learn about both by focussing on those experiencing extremes at both ends of the spectrum. Interviews with up to thirty individuals for each phenomenon were preferred in order to saturate the categories and detail a theory.

The teachers interviewed represented a cross-section of primary and secondary school teachers in rural and urban communities in the province. This was done, not to ensure the statistical rigour required in quantitative studies, but to maximise the range of perspectives encountered. Care was also taken to collect data from both male and female teachers in rural and urban areas. Thus twenty-seven and thirty-three male and female teachers respectively were participants in this study. The sample included principals, deputy principals, Heads of Department (HOD's) and assistant teachers.

The researcher decided to select teachers who gained their professional qualifications during the apartheid era. During that period there was a limited number of professions to choose from for most Black South Africans and teaching, nursing and social work were the only professions for Black South African women to choose from. In the case of most men it was only teaching. Thus, only teachers who were in the profession before the democratic government took over in 1994 participated in this study. The decision to work with these teachers was further based on the view that younger professionals are still in an exploratory stage or learning stage of career development and consequently, may not have developed a clear or stable career orientation. On this basis, the younger professionals were not used in the present study.

In addition to the purposive sampling used, snowball selection – a strategy in which each successive participant is named by a preceding individual – was very helpful. The researcher thus collected a selection of respondent individuals on the basis of participant referrals. Above all, access to teachers whom the researcher designated as the group to be studied was facilitated by introductions from third parties known to both researcher and participant. These third parties were well informed about the nature and topic of the researcher's study. The third parties thus eased access as they were held in high regard by the teachers targeted by the researcher. In cases where no common acquaintance could be found, the researcher introduced herself. In other words, in this study both formal and informal contacts were used and informal contact was initiated through personal networks of relationship. Formal contacts were made in terms of visiting the schools and principals granting permission to interview teachers whom they saw relevant for the study. This face to face contact appeared to be very effective in that teachers responded positively to the researcher's direct, interpersonal appeals, particularly because they were aware that permission to conduct research was granted by the Education Department.

However, it should be indicated that the group of people who participated in this study (sample) should be seen as non-representative from the point of view of generalizing the findings to those not studied. This is because the purposive sampling and snowball selection procedures used are both serious sources of bias, which in a quantitative study would create problems of both internal and external validity. However, the intention of this study was not to generalize findings, but to form a unique interpretation of events within a specific South African context.

4.3.3 The researcher

At this point it is appropriate to state as explicitly as possible the biases, values and judgements of the researcher. Creswell (1994) believes that the role of the researcher as the primary data collection instrument necessitates the identification of these personal values, assumptions and biases at the outset of the study. Locke, Spirduso and Silverman (1987) emphasize the importance of stating the researcher's contribution to the research setting, as it can be useful and positive rather than detrimental.

The researcher's perceptions of burnout and motivation have been shaped by her personal experiences. From February 1981 to December 1989 the researcher served as a primary and secondary school teacher in the Umtata district in the Transkei sub-region of the Eastern Cape Province, South Africa. From January 1990 up to the time of this study, she worked as a lecturer at a college of education in the same education district. This latter type of job, that is, lecturing at a college of education, provided her with the opportunity of anticipating the problems to be encountered by the prospective teachers she was training. Indeed, during this time the researcher encountered many such problems in the classroom situation during teaching practice sessions. At such times she also got in touch with the teachers already in the field who sometimes also related the problems they encountered in the teaching profession. This was of great relevance to the topic of the present study and as such, led the researcher to explore means of researching teachers' conceptions and experiences of burnout and motivation.

Also, the fact that the researcher was an OBE facilitator put her in touch with many teachers and she held some conversations with them. The

researcher believes this understanding of the context and role enhances her awareness, knowledge and sensitivity to many of the challenges and issues encountered by teachers and assists her in working with the participants in this study. She also possesses insider knowledge of the structure of primary and secondary school education in this area.

Due to previous experiences, working closely with teachers, the researcher also brings certain biases to this study. Although every effort is made to ensure objectivity, these biases may shape the way the researcher views and understands the data she collects and the way she interprets teachers' experiences. The researcher commenced this study with the perspective that teachers' work is diverse and often difficult and demanding. She views teaching at these levels as critical: filled with frustrations, unanticipated surprises and challenges. As such, the researcher is highly sympathetic towards teachers. However, she was happy to see a group of enthusiastic and committed teachers at this critical period.

4.3.4 Data collection

4.3.4.1 General approach

Interviewing from a phenomenographic perspective has much in common with qualitative interviews in general. For example:

- It has a low degree of structure imposed by the interviewer;
- It has a preponderance of open questions;
- It is qualitative, descriptive, specific and presuppositionless and is focussed on certain themes;
- It is open to ambiguities and change, and takes place in an interpersonal interaction, and
- It may be a positive experience (Kvale, 1983).

This interviewing is different, however, in that the role of the interviewer is dependent upon, and is driven by, the responses of the interviewee. During the interview, the interviewer avoids directing and leading questions which prompt the interviewees to try to see their experiences through the eyes of the interviewer rather than through their own (Francis, 1996).

Pilot interviews

These were conducted at the initial stage of the data collection process with five teachers. An interview guide on teacher burnout with eight questions was developed from concepts from research on teacher burnout and information in chapter one. The interview guide was pilot tested in five tape-recorded teacher interviews and verbatim transcripts were prepared. The transcripts were analysed for purposes of assessing the extent to which the questions and probes stimulated responses about burnout in the teaching profession.

During this stage of pilot interviews the researcher learnt about inappropriateness of some questions, which as a result were dropped in the main study. The researcher also encountered some problems with data collection and therefore learnt some lessons. As the language of communication was not the participants' first language some sentences were left unfinished. Dealing with this language barrier the researcher decided to have interview questions in English and Xhosa so that those who preferred to be interviewed in Xhosa could do so. Due to the language barrier some questions were repeated in different ways. This pre-interview stage was also used to give the researcher experience in the research process as a whole and the phenomenographic research process in particular.

As a novice researcher in phenomenography the researcher, through the guidance of her supervisor, was able to see areas which needed probe questions as the interview unfolded. She practised questioning and listening skills so as to follow up responses with probing questions.

4.3.4.2 Main study

The interviews in this study were conducted at different meeting places selected by the interviewees, either at school during their free periods or arranged times, or after school hours at home or during the week-ends. Times for interviewing were negotiated beforehand to assure a sufficient undisturbed period. Audio-taping of the interviews was negotiated with the interviewees and the interviews were later transcribed verbatim. To facilitate a more intimate, less threatening approach, notes were not taken during the interview. The majority of the interviews on burnout lasted more than an hour, with the longest being two and a half hours and the shortest one hour fifteen minutes. In the case of motivation, the interviews ranged from twenty five minutes to one and a half hours.

Interview format

The interviews did not have too many questions decided in advance and most questions followed from what the interviewees said. Thus eight questions were used for burnout in this study and seven questions for motivation. Each question was constructed to fulfil the criteria of a good phenomenographic question, that is, the questions were short and made the interviewee focus on the object of the research. (see Appendices A & B)

As an example of the process, the initial question for both burnout and motivation in the present study, as described above, was constructed as follows: "Many people join or choose a career for different reasons. In

your case, what would you say made you choose to become a teacher?" Following a response from the interviewee the interviewer would ask further probing questions. Other questions encouraged teachers to continue to elaborate on, or describe, their ideas. A follow-up entry question reads: "What are the reasons why you have remained, and continue to remain in teaching?" This question had an advantage in that it became easy for an interviewer to establish whether a teacher was burned-out or motivated. Other questions used in this study encouraged teachers to describe their conceptions of burnout and motivation.

In the present study, the phenomenographic interview was carried out like a dialogue, although it was a focused dialogue. The focus maintained throughout the interview was the way in which the teachers understood and experienced burnout and motivation. The role of the interviewer was to convince the interviewee that there were no "correct" responses to questions and to encourage open responses and variation in descriptions of the phenomena of interest.

In contrast to any negative reactions to the interview process, indications that teachers responded positively to the interview questions are evident in the data. This corresponds to one of the interview characteristics mentioned earlier (Kvale, 1983). Teachers found the reflective nature of answering questions especially about motivation a very positive exercise. The experiences and understandings were jointly constructed by the interviewer and the interviewees. These experiences and understandings were neither there prior to the interview, ready to be read "off", nor were they only situational social constructions. They were aspects of the interviewees' awareness that changed from being unreflected to being reflected.

The interview, in effect, became a learning experience for both the researcher and the participants. Positive, unsolicited responses to the interview in the present study indicated that this form of interview was meaningful for teachers and that they gained from participating in this research. After the interviews data were transcribed and subjected to rigorous phenomenographic analysis.

4.3.5 The analysis of phenomenographic data

This analysis begins from the response of the very first question in the sense that the choice of the probe questions by the researcher has implications as to what direction the interview takes and what issues are to be pursued. However, this “analysis’ needs to be based on the premise that all viewpoints are of equal worth and none should be pursued at the expense of others. Having collected a body of data “which has been made as objective a record of subjective reporting as the participants can manage”, the general process of categorisation is undertaken (Francis, 1996:42).

Sandberg (1997) and Uljens (1996) point to a serious shortcoming of the researcher’s role in phenomenography which remains unthematized. For example, Uljens argues for a lack of clarity on how the researcher must approach both the interview and the empirical data to be analysed without any kind of preconceived ideas of the phenomenon being investigated. As pointed out previously, this is not at all possible because any empirical study is guided by a specific research interest. But Uljens (1996) argues that when researching how the phenomenon is experienced the role of the researcher should not be to start with his or her own preconceived ideas about the ontological status of various entities. Nevertheless the researcher can later compare the categories

with her own preconceived ideas and be aware of how these may have unconsciously shaped the categories.

4.3.5.1 Categories of description and outcome spaces: results of a phenomenographic study.

Phenomenographic researchers argue that it is the categories of description and outcome spaces, which make up the main results of the research. These categories and outcome spaces are used as “tools to capture and communicate the features of conceptions or the phenomenon that they represent” (Bruce, 1996:5).

A distinction is made between a conception and a category of description. As stated earlier, a conception is a way of experiencing a particular phenomenon. In their research phenomenographers seek to describe the different ways of understanding or experiencing a phenomenon. In analysing their data, they seek to develop categories of description which denote the different ways in which people understand or experience the phenomenon. In other words, data analysis includes some input from the researchers and is achieved only by examining the data from a group of people, not just one. As an outcome, there may be particular categories of description developed in terms of their relation to other categories of description obtained (Bowden, 1996; Sandberg, 1996). It follows therefore that categories of description are not conceptions, but the researcher’s interpretation of the way other people experience a phenomenon, that is, “the researcher’s interpretation of the data obtained from the individuals about their conceptions of reality” (Sandberg, 1997: 208).

Marton and Säljö (1984) suggest that the analysis into categories should be done without any preconceived ideas of what they might be

like. The process of analysis must bracket ideas that have to do with a particular phenomenon under investigation, and must also bracket the researcher's ideas of the phenomenon as well as ideas derived from the research literature, something which the present researcher finds difficult to do. When analysing data into categories Francis (1996: 44) emphasises the importance of remaining as open as possible to all the expressions in the data.

Marton (1994b: 4428) describes the process of analysis of phenomenographic data as follows:

The analysis boils down to identifying and grouping expressed ways of experiencing the phenomenon (literally or metaphorically making excerpts from the interviews and putting them into piles).

Bowden (1996:62) testifies to the difficulties of phenomenographic analysis but, however, cites Marton's (1986: 42) work in describing the process as:

tedious, time-consuming, labour-intensive, and interactive. It entails the continual sorting of data....definitions for categories are tested against the data, adjusted, retested, and adjusted again. There is however a decreasing rate of change and eventually the whole system of meanings is stabilised.

As variation is central in phenomenography a certain way of experiencing something derives its meaning from other ways of experiencing the same thing. The small number of qualitatively different ways of experiencing the phenomenon form a hierarchy as the different ways of experiencing a phenomenon can be seen as different

layers of individual experiences. The structure of the hierarchy can be defined in terms of increasing complexity where the different ways of experiencing the phenomenon in question “can be defined as subsets of the component parts and relations within more inclusive (complex) ways of seeing the phenomenon”(Marton, 1996:183).

A logically structured complex of different ways of experiencing an object is called an outcome space. Specifically, an outcome space is a presentation of the arrangement of categories. It is important to note that the outcomes of phenomenographic research are not just a list of categories of description obtained from a group of people. As indicated above, “a particular category of description is always developed in terms of its relation to other categories of description” (Bowden, 1996:64). Accordingly, the final phase in the research process is to construct an outcome space in diagrammatic form to show the relationship among the categories.

Dahlgren (1993) observes that since researchers gather interview data using ordinary language, an important aspect of phenomenography is the way people choose to express their conceptions about the phenomena of interest. This makes the way researchers interpret and describe people’s expressions of reality not only an integral part of this process, but a key and central one in the adequate development of the ensuing categories. Therefore, the process that captures conceptions as categories of description and describes a phenomenon of interest in terms of an outcome space is the methodology of phenomenography.

Säljö (1996) criticizes phenomenography for its lack of a theory of language and communication, and its failure to pay attention to why people talk the way they do. Säljö assumes that what an individual means by what he or she says can be interpreted as representing a

conception of the phenomenon of interest. Marton (1996), on the other hand, strongly dismisses Säljö's point of view, on the grounds that language and culture cannot exist unless human experience exists. In other words, these aspects presuppose human experience. Marton argues that there could be no context without someone experiencing it as a context, and the two (experience and culture) are "dialecally intertwined" (Marton, 1996:172).

Taking into account the argument which has developed between Marton (1996) and Säljö (1996) about aspects of phenomenography as they relate to issues of context, the present researcher sought to describe teachers' understandings and experiences of burnout and motivation also on the basis of their utterances about specific things. Why teachers talked the way they did was interpreted as representing a concept of burnout/motivation. Thus, inferences of burnout and motivation were made on the basis of their utterances, taking into account facial expressions and tone of voice. The way the participants talked when responding to questions was thus treated as important.

The researcher seeks to describe commonality and variation on the group of primary and secondary school teachers on the phenomena being investigated. Are there aspects of teacher burnout and motivation generally agreed upon in this group? Are there other aspects in which distinct differences are indicated? The researcher believes that, on the group level, she can arrive at answers in relation to such questions.

4.3.5.2 The conceptual analysis of the data

Thompson (1998) argues that in phenomenographic research studies, the most difficult task for the researcher is the conceptual part of data analysis. This involves identifying meaningful segments of data,

organising these segments into categories of description, and finally constructing an outcome space that describes the relationship among the categories. In this section, it is argued that the massive volume of data obtained from the in-depth interviews needs to be broken down into smaller units in order that the mind can deal with them. Tesch (1987) maintains that this process involves skilled perception and careful transformation by the researcher. Tesch isolates a number of elements that capture the spirit of a successful qualitative data reduction process and in so doing, provides an overview of the process adopted in the present study.

She claims that researcher should capture what is most important, most prevalent and most essential in the thousands of words dealing with the object of investigation. Furthermore, the data must become distilled to their essentials rather than simply being diminished in volume. The process should be methodical, systematic and goal-oriented. Above all, the research outcomes must lead to a result that can be accepted as representing the data (Tesch, 1987).

A weakness of most phenomenographic studies, according to Hasselgren (1996:71) is the failure by researchers to illuminate how they obtained the found conceptions. Hasselgren argues that researchers need to account in detail how they proceeded with the gathering and analysis of the data. They need to state what the considerations behind the interview questions posed were, and reflect on the ascribed meaning of the transcribed text. By doing this, the researcher takes into account how the conceptions take form in the making of interview procedures and interview transcripts. This point is supported by Francis (1996) who argues that making procedural and decision criteria explicit gives greater opportunities for the readers of the research study to be able to judge on

what grounds and in what sense they can accept the final categorisation as satisfactory.

Strategy of analysis of data in this study

Svensson and Theman (1983) dealt with one interview transcript only in the analysis of data in their study and focussed on an in-depth examination of the processes they used to describe as faithfully as possible the participant's conceptions of political power. Likewise, the present section confines itself to one interview transcript of burnout only in an attempt to highlight the processes of data analysis used in this study and to illustrate how the categories of description were formed. The following discussion of one interview transcript might be looked upon as a 'snapshot' of the total process of data collection and analysis and, while only representing one small part, will give important insight into how this research in general and data analysis in particular were undertaken. At the same time the discussion illustrates the main categories of description that emerged.

In the following sections, three interview excerpts have been chosen from one interview transcript to help illustrate how the conceptual analysis of data was undertaken. Each excerpt is taken verbatim and within each, numbered segments are framed for easy reference. For example, the following reference: "Frame 4.1: Int. excerpt 1:A" points the reader to Frame 4.1, Interview excerpt 1 and relates to the first framed segment. A page number in each excerpt denotes the page number of the interview transcript. The reason for including the natural sequence from the interview is to convey the direct context of the chosen segments. In addition, the incorporation of extended extracts of an interview gives an indication of the way probing questions were used to follow certain avenues of enquiry.

In the first excerpt (see Frame 4.1, Int. excerpt 1: A), the teacher responds to the opening entry question by stating that he chose to become a teacher just because of the love of the profession. But when asked the second entry question “What are the reasons why you have stayed, and continue to remain, in teaching?” the teacher expresses his ill feelings for remaining in the profession. From this starting point, a ‘germ’ of a conception of burnout (as leaving the profession) is gleaned from the data. The next steps for a researcher are to scan the rest of the transcript and also other transcripts with the intention of seeking additional references to confirm (or deny) that leaving the profession can be seen as a sign of burnout in teachers. The scan at this stage is superficial with the researcher getting a ‘feel’ of the data.

Many people join or choose a career for different reasons. In your case, what would you say made you choose to become a teacher?

Well, it was because of the love of the profession. A

Why did you love it?

Well, I should think it was to help the pupils at large so that they can become what they want to be.

Ok, what are the reasons why you have stayed, and continue to remain in teaching?

Well, I would say so far, if I had my choice today I would leave the teaching profession, simply because that the type of students we have today is not the same as the one of years back where there was discipline, starting from the authorities.

B

What is happening now, there is such a lawlessness to such an extent that you don't know even whether there are laws governing this country. And I should think students then must have, students of today must have been influenced by politics. There was a time when students were chasing teachers away from schools, principals and no action was taken against those students.

And, with today's student you don't know who is actually in control, whether you as the principal you are still in control. And I dare say even the teachers themselves don't know what is actually happening. They are not in control of the situation. It seems as if the students want to they also want to be in charge of events in an institution. You don't know whether they are still students or teachers.

C

I don't know whether to say it's a competition between the two forces, namely principals, teachers versus students. That is the problem.

Why is it like that?

I can attribute that one to what I also referred before, that even if you were, for instance it's not easy to dismiss a student from an institution today. There are so many channels that you have got to go through.

And even if you have dismissed that student, the possibility is that, that student might land back in the same institution because of certain influences within the government sector, and in the case of teaching, within the Department of Education.

D

Can you elaborate on the influences you are talking about?

They have a bad impact on the discipline in schools in general, starting from the lower levels up to the college of education, in the sense that students in such cases, you dismiss a student today, he's back tomorrow and as it were, and that student, the moment he comes back, it has a bearing on the other students that, "look here, I was dismissed from this institution, now I'm back". And it also affects the general discipline of the other students.

E

Pages 1-2

Frame 4.1: Interview Excerpt 1

On a closer scrutiny of the response of the teacher, there are also references to 'student ill-discipline', 'a sense of loss of control' and 'certain influences within the Department of Education' (see Frame 4.1, Int. excerpt 1: B, C, D). The latter (Int. excerpt 1: D) is quickly followed by the researcher's probe for more information. Probing by the interviewer in this instance illustrates a highly important aspect of the phenomenographic interviewing process.

Is there any other thing you dislike about your job?

Well, I don't think I have a problem with the staff as such, in general, but we do experience many problems when it comes to the students. Because they keep on demanding this and that. They want things to be done the way they want it to be done, not according to the way you would like them to do things. A

What would you want them to do, for instance?

They have got that attitude of demanding whenever they want something. And they, in many instances they are not prepared to take a 'no' for an answer. They always want to have their way. Then the moment that happens then there is a clash between students and management. And then you have got to sit down and engage in so many meetings in order to resolve the situation. B

And how do you feel about that?

Well it's frustrating.

And what do you do then about it?

Well, we try to solve some of the things. At times of course they win, but there are times when they don't win.

Page 2

Frame 4.2: Interview Excerpt 2

Further questioning about dislikes in teaching leads the teacher to revert to the students' issue, and also the cause of his frustration (see Frame 4.2: Int. excerpt 2: A). This further reveals that the teacher's burnout could be related to frustrations with students who "keep on demanding this and that. They want things to be done the way they want"(see Frame 4.2, Int. excerpt 2:A). A further line of probing of the 'type of students' follows. This is evident in all of the three interview excerpts, (Interview excerpts 3.1; 3.2; 3.3) and shows a line of probing that encourages the development of descriptions of the phenomenon under investigation. The interview protocol reflects how the interviewer attempts to cultivate a dialogue that helps clarify the teacher's viewpoint.

In the final excerpt of the interview (see Frame 4.3, Int. excerpt 3:A), a further conception of burnout is identified. The teacher describes his understanding of the phrase, emotional exhaustion as 'the kind of a stress'. The researcher then seeks instances in other interviews in order to confirm that this "kind of a stress" is in fact a way of understanding emotional exhaustion.

In the context of your work, generally, and in the context of your interaction with teachers and students, how would you describe the phrase emotional exhaustion?

In my interaction – emotional exhaustion. Ok, usually what I always experience is the kind of stress, it gets tough at times, not necessarily with the staff. I don't have a problem with my staff. We might differ here and there but I can't write home and say "I had a problem with a particular teacher'. But problems always emanate from this other group, the students. A

What do you do about it?

I don't eh, there is nothing that I do. I live with it.

B

What effect does this have on you?

Well, at times you get frustrated with the students. You have vision for them, but you are disappointed at the end of the day.

Page 5

Frame 4.3: Interview Excerpt 3

Suffice it to say at this point, that a 'coarse' analysis of the initial responses of the teacher (see Frame 4.1 and Frame 4.3) reveals three possible paths of enquiry:

1. burnout is a sense of no control of the situation;
2. burnout is ill-disciplined students; and
3. burnout is 'the kind of a stress'.

The few themes outlined above represent related but distinctively different conceptions of burnout. An overview of this 'coarse' analysis is captured in Table 1.

As can be seen from the initial scan of the data, descriptions of particular conceptions are not dealt with separately and articulated precisely by the teachers. On the contrary, they are interconnected and often partly expressed. Svensson and Theman (1983:10) capture succinctly this idea as follows:

In a discussion or an unstructured interview many statements are only partly expressed or contain hidden references to something having been mentioned earlier. Every reply is a reply to a question and almost every question emerges from the previous reply. Everything is connected to something else.

Conceptions of burnout		
A sense of no control of situation	Ill-disciplined students	The kind of a stress
(powerlessness) -there is such lawlessness -students of today must have been influenced by politics. -you don't know who is actually in control	-not the same as those of years back. -chasing teachers away. -want to be in charge of events -attitude of demanding -competition between students	-gets tough at times. -live with it.

Table 1: Overview of first 'coarse' analysis of interview protocol

An initial stage in the process of data analysis is the naming of the category of description because it is the name that captures the 'essence' of the conception of burnout or motivation. Naming of the category of description seems not only to help the researcher in the refining process, but also to communicate quickly and accurately the meaning of the category in question (Bruce, 1996).

For example, the word "powerlessness" springs to mind quickly when describing the "sense of no control of the situation" category and captures the essence of the category. Dworkin (1992) use the term "powerlessness" as a descriptor for the ill feeling related to the concept of burnout in teachers. This descriptor is used in the present study to name the category described above. The decision to use the descriptor "powerlessness" was part of a much more extended process than might appear from the above description.

The 'sense of no control of the situation' category 'emerged' and took form in the 'coarser' stage of analysis, and only 'gelled' in the later, 'finer' stages of analysis when the label 'powerlessness' was attached to the category. The researcher did not go into the interview with a preconceived idea of finding out if teachers were experiencing feelings of powerlessness. In fact, this opened up at the beginning when the

researcher was asking the second entry question – the reasons for remaining in the teaching profession (see Frame 5.1, Int. excerpt 1:A). Nor did the researcher on the first reading of the transcripts check the transcripts to see if teachers described their conception of burnout in terms of such a concept. The words of the teacher were the catalyst that started the process. The analysis moved from a ‘coarse’ superficial scan, through a series of stages involving closer scrutiny of the data until the description of the conception was the best that could be achieved. The final ‘fine tuning’ was done at the very last stage of the research – the ‘writing-up’ stage, and this final analysis is discussed in chapter five.

Overall

It is important to state that responses from all the teachers who participated in this study were pooled and analysed using phenomenographic techniques such as iteration. The data were examined in order to identify teachers’ differing ways of understanding and experiencing burnout and motivation. The process of analysis involved careful reading and rereading of interview transcripts with the purpose of generating categories of description which describe the variation in teachers’ conceptions of the phenomena. This variation was reduced to a limited set of categories that depict the different ways of experiencing the phenomena.

As indicated earlier, phenomenographic research generates large amounts of raw data usually in the form of text. For example, the data from the interviews for this study is approximately seven hundred pages of double spaced text. Larger amounts of raw data (about five hundred pages) were for burnout than for motivation. This is because the participants felt like releasing the frustrations and tensions they were experiencing in their job. The researcher used a hands-on-approach in

analysing data and it took her many hours of sorting, cutting and pasting data to organise and manage them. However, physically handling the data by cutting and pasting the transcripts of interviews gave the process a more human touch by connecting the researcher to the phenomena researched, as observed in the following two chapters. Following is an overall description of the analysis of data used in this study.

The researcher first read all the transcripts in an attempt to gain a sense of meaningful patterns arising from the discourse. Segments of data in this thesis were coded and isolated in the following way. The first step of analysis was to read carefully and reread the transcripts looking for patterns, themes, and ideas that described and discerned teachers' conceptions of burnout and motivation. This initial scan was very coarse, but it gave the researcher a chance to be immersed in the text, to get a 'feel' for what the text as a totality was 'saying'. This was important because in phenomenographic research analysis all responses to questions are considered as a 'pool' (Francis, 1996).

Then segments of data relevant to the research inquiry were isolated and coded on the basis of perceived similarities or differences. Data so identified are referred to as a 'pool of meaning'. Data were then sorted by code to represent each of the qualitatively different conceptions. In other words, quotes were sorted according to similarity of meaning and variation in meaning. So similar quotes stood as representing a particular conception. In some borderline cases, segments were re-coded and moved to relevant segments. This was done until eventually the final version was reached. With each iteration the process of analysis became increasingly finer until eventually the criterion attributes that defined each group were made explicit and the decision

to select particular segments of text to illustrate the conception became more accurate.

During the process of sorting and analysing, the researcher looked for characteristics which clarified the conceptions of the phenomena and also the 'structurally significant differences' that would allow relationships among the categories to be specified (Bruce, 1992). The process was iterative but reflected an initial 'coarse' analysis that became steadily finer over time.

4.3.6 Ethical considerations

Punch (1998) emphasizes the importance of avoiding moral pitfalls in all field research in qualitative research. He calls attention to careful consideration and preparation before a researcher can go into the field for fieldwork. Failure to do this, he acknowledges, could lead to a whole range of unexpected political and ethical issues which can be painfully raised.

Taking the above warning into account, in the present study ethical issues are addressed as suggested by Punch (1998), Marshall and Rossman (1989) and Merriam (1988). The researcher felt obliged to respect the rights, needs, values, and desires of the interviewees. At the meeting with the interviewees, the researcher briefed them about the purpose of the interview and made every effort to make them as comfortable as possible. The researcher explained the importance of the manner in which to record responses. She asked that the interviews be tape-recorded. For this, she obtained the consent of the interviewees. She explained the reason for using the tape recorder as to avoid writing too much during the course of the interviews because this may lead to breaking of the continuity of the interview. If she writes

that may result in potential bias as the researcher may unconsciously emphasize responses that agree with her expectations and fail to note those that do not (Cohen & Manion, 1994).

In addition, she further explained that the type of research approach (phenomenography) adopted for the study requires that data should be produced verbatim. Not only that, also the manner in which the interviews were conducted was important, stressing the dialogue form to appear in the transcriptions. The researcher assured the respondents of preserving their anonymity, maintaining confidentiality of data and using the research for the intended purposes as suggested by Merriam (1988). To show that the researcher was concerned about anonymity and confidentiality, she changed the data slightly by using pseudonyms so that people could not be recognised.

It is, however, important at this point to report some kind of deception used in the collection of data in the present study. As the researcher's phenomena of interest are burnout and motivation, the researcher did not go out to teachers to tell them that she was conducting research on burnout and motivation. Instead, she explained the interviews to be about their job as she wanted to research teachers' job-related attitudes and nothing else. At the back of her mind the researcher knew that she was exploring the phenomena of burnout and motivation. The researcher realized that teachers would not be honest, that is, would hide their attitudes and feelings if told that the research is on burnout as they would consider their attitudes undesirable. Thus, for honest data the phrase 'job-related attitudes' was used.

Gans (1962:46) supports the above kind of deception when he says:

If the researcher is completely honest with people about his activities, they will try to hide actions and attitudes they consider undesirable, and so will be dishonest. Consequently, the researcher must be dishonest to get honest data.

After conducting each interview, and having raised the feelings of the interviewees which were in fact dormant before the interview, the researcher did not simply leave the interviewees. Time was allowed for resettling of the feelings by a continuous talk about this and other situations until such time the two parties were ready to depart. The researcher felt that interviewing some of the participants was a positive and healing experience to them. They had a chance of airing their views and experiences to the right person (a researcher), so that whatever problems they experience which lead to the state they find themselves in, could be resolved. Many of them expressed their wish to see the project doing a fruitful job for them. This was expressed after the interviewing process in a relaxed, chatting atmosphere.

In spite of all means done to protect the privacy and identity of the participants by assuring anonymity and confidentiality, these assurances at times cannot be watertight. For example, settings and participants could be protected in print by using pseudonyms. More often than not in research, sites close to one's place of work are chosen for research. In that case, pseudonyms can often be known by looking at the researcher's place of work at the time of the project (Denzin & Lincoln, 1998). Then everyone establishes that this pseudonym stands for a particular place. This makes it difficult to disguise research conducted in readily identifiable places such as Transkei. In addition, the cloak of anonymity may not work with insiders who can easily locate the individuals concerned or claim that they recognize statements by a particular individual. According to Denzin and Lincoln (1998), this

shows that many places are almost impossible to disguise, and, if participants co-operate in research, they may have to accept a considerable measure of exposure. As Reiss (1979:70) argues, this makes it sometimes precarious to assert that no embarrassment or harm will come to the participant.

4.3.7 The issue of trustworthiness, soundness and authenticity

In any research undertaking it is important to determine the accuracy of the results. In the traditional positivist paradigm, determining the accuracy of the account, discussing its generalizability, and advancing possibilities of replicating a study are considered very important verification steps and are addressed under topics such as validity and reliability. However, qualitative researchers have no consensus on addressing such topics in qualitative studies (Creswell, 1994:157). Entwistle (1997) argues that one of the strongest tests of validity in qualitative research is that the findings describe a recognisable reality.

In the past, qualitative researchers used the traditional concepts of validity and reliability to the procedures in qualitative research. However, recently they have developed their own language to distance themselves from the positivist paradigm. Concepts such as “trustworthiness”, “soundness” and “authenticity” are used to justify the interpretations and conclusions of the research, and as Creswell (1994) and Miles and Huberman (1984) claim, these are viable stances on the question of validity and reliability.

The question often associated with validity and reliability of results in phenomenography is whether other researchers could rely on phenomenographic research results as is the case in quantitative research. The main point is to ascertain whether or not it is possible for

them to recognise the conceptions identified by the original researcher, through his or her categories of description. On this point Sandberg (1997) suggests that the reliability of the study would depend on at least two researchers achieving the same categories of description as the original researcher. However, Marton (1986) argues that the original finding of the categories of description is a process of discovery, and discovery does not have to be replicable. In other words, the description is based on the researcher's interpretation of the data.

The above argument receives support from Säljö (1988:45) who maintains that it is not reasonable to require replicability of the original researcher's discovery because "... the categories are the constructions of the researcher and there is always a possibility that another researcher would have arrived at a different categorisation." Hence, in qualitative research, the question of accuracy of research findings is highly dependent on the researcher's theoretical /conceptual framework – which in turn determines the constructions he or she makes. This marks a distinct departure from the way accuracy is seen in the classical positivist tradition.

However, it is reasonable to expect that once the categories of description have been developed and the outcome space of a phenomenon has been constructed, then another researcher should be able to recognise instances of the different ways of experiencing the phenomenon in question. Sandberg (1997) proposes that phenomenographers need to establish the trustworthiness of outcomes within a phenomenological reduction framework whereby the researcher withholds or brackets out all previous experiences of the phenomenon being investigated, in order to be fully and freshly present to the individuals' conceptions under investigation.

Therefore, Sandberg (1997) insists that in phenomenography procedures to ensure trustworthiness of the research should be part of the research study right from the beginning to the end. Thus, in order to be as faithful as possible to the individual's conceptions of the phenomenon being investigated, the researchers must demonstrate how they have controlled and checked their interpretations throughout the research process. This involves looking at how the research question was formulated, selecting participants to be investigated, obtaining data from those participants, analysing the data obtained, and reporting the results. He argues that:

Since we, as researchers, cannot escape from our interpretations in the research process, one possible criterion of reliability in researching conceptions would be the researcher's interpretive awareness (Sandberg, 1997: 209).

Overall, this means that phenomenographers should adopt a pervasive process in their pursuit of trustworthiness where the emphasis of the approach "is moved from inspection at the end of the production line to quality-control throughout the stages of knowledge production" (Kvale, 1995:7). The present study mirrors such a stance in its pursuit of trustworthiness.

The researcher's strategy to ensure the trustworthiness and authenticity of the results in the present study was to follow certain steps by Sandberg (1997: 210), based on the work of Ihde (1977). Each of these steps is described briefly below with specific reference to the present study.

The first step requires that in the conceptualisation of the first question, the researcher should be orientated to the phenomenon under

investigation as and how it appears throughout the research process. An important aspect of being open and monitoring an orientation towards a particular phenomenon relates to the formulation of the research question. Bowden (1994) believes that it is important for researchers to articulate the purposes of their study and keep these purposes in mind during all stages of the research. He further argues that all other aspects of the research hinge on the clarity of these initial intentions.

In the present study, all elements of the research process – implementing the pilot study, formulating the research question, constructing the interview questions, gathering data and analysing the results of the research – were carefully crafted to ensure that they focused on the phenomena under investigation. In other words, each phase of the research was demonstrably orientated towards the different ways in which primary and secondary school teachers conceive of burnout and motivation. The pilot study in particular was used to refine the actual data-gathering questions so that they would elicit from the participants in the study the fullest account of their experiences of the phenomena.

The second step requires the researcher to be orientated towards describing what constitutes the phenomenon being investigated rather than explaining why it appears as it does. Sandberg (1997) maintains that researchers should avoid going beyond the description of the individual's experience being investigated. He warns that as soon as researchers surpass the description, theories which are outside teachers' experiences are used to explain the conception.

In the present study the categories of description (the main findings of the research) are constructed on the basis of teachers' descriptions of

the phenomena of burnout and motivation. The analysis process begins with a coarse analysis of the data that becomes finer through cycles of iteration. The analysis attempts to uncover the conceptions of burnout and motivation by using the descriptions of teachers and at no time does the researcher attempt to explain the found conceptions.

The third step requires the researcher to treat all aspects of the phenomena being investigated as equally important. The approach is known as 'horizontalisation' (Sandberg, 1997). A sense of adherence to horizontalization is achieved when the researchers withhold or bracket their preconceived ideas of the phenomena being investigated.

'Horizontalisation' was ensured throughout the data gathering and analysis phases of the present study by following the set of methodological principles set out above. For example, the researcher refrained from injecting any beliefs about teacher burnout and motivation into the 'conversation' and probing questions were used in the interviews to elucidate all responses from participants. Furthermore, in the analysis of the data all expressions from the participants were treated as being of equal importance.

The fourth step requires the researcher searching for stability in the structural features, or the basic meaning structure, of the experience being investigated. In phenomenography, during the data-gathering phase, the researcher probes for the fullest understanding of the participants' experiences. Following this, the initial 'coarse' interpretations of the research data, where a first tentative decision about possible variation in the conceptions of the individuals under investigation, need to be checked further to ensure their stability (Sandberg, 1997).

In the present study, a sense of trustworthiness with regard to the stability of the researcher's categories was achieved by the following actions:

- a. Once the data were collected, they were transcribed ready for analysis. The method of checking here involved the checking of the data with the audiotape of the interview for accuracy.
- b. The teachers' experience of burnout or motivation was reduced until the essential aspects of this experience emerged. This involved a continuous process of reflection and iteration of the teacher's experience of the phenomenon in question until its elements become clearer to the researcher.
- c. Careful records were kept which would permit others to follow the analysis process.

Although it has been argued that reliability as interpretative awareness focuses on the researcher's procedures throughout the research process, Sandberg (1997) claims that the possibility of error still exists. He concedes that there are "only checks and balances, and primarily the checks and balances come through the use of demonstrative procedure" (Giorgi, 1988, cited in Sandberg, 1997:211). However, Gerber (1993) contends that researchers following these procedures can feel comfortable in the knowledge that they have acted consistently throughout the data gathering and analysis phases of the research process, as the present researcher feels.

4.4 CHAPTER SUMMARY

This chapter has discussed and defended the use of qualitative research in general and phenomenography in particular as the research methodology most suited to this study. A brief historical overview of qualitative research was given, with the emergence of phenomenography during the early 1970's. Emphasis was placed on the importance of a second-order research perspective where burnout and motivation are described through the 'eyes' of the teachers.

Some key features of phenomenography pertinent to this study were identified to add clarity to the discussion. These included the nature of conceptions, the relationship between the subject and object of research and the focus on variation among conceptions.

Another section of the chapter dealt with the implementation of the study. The interview, in particular, is considered the cornerstone of phenomenographic research and to some extent guarantees the quality of data collected and, in turn, the quality of research outcomes achieved. The analysis of data was dealt with in two parts, a brief discussion of the categories of description and outcome space as well as conceptual analysis.

Finally, the trustworthiness, soundness and authenticity of the research was described as a 'pervasive' process (Gerber, 1993) where quality-control happens throughout the stages of research rather than as an "inspection at the end of the production line" (Kvale, 1995:7). A 'checks and balances' framework based on the work of Gerber (1993), Bowden (1994) and Sandberg (1997) was used to guide the quality-control of the present study.

A description of the conceptions of the phenomena of burnout and motivation are the concern of the next chapters (Chapters Five and Six). Subsequently, Chapter Seven focuses on a description of the relationship among teachers' conceptions of burnout and motivation.

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CHAPTER 5

FINDINGS ON TEACHER BURNOUT

5.1 INTRODUCTION

This chapter describes burnout as it is experienced and conceived by teachers who participated in this study. The descriptions are outcomes of the data gathering and analysis strategies reported in the previous chapter. As a whole, the categories of description represent the phenomenon of burnout as it has been uncovered in this investigation. It should be emphasized that the categories of descriptions relate to what the phenomenon appears like from the teachers' own internal frame of reference.

The remainder of this chapter is organised into three parts. The first part explains the way in which the results of the analysis of data are presented in this chapter. It is guided by some suggestions from Entwistle (1997) who warns researchers about some pitfalls that lie in their path in the analysis. The second part presents the main findings of the study labelled as categories of description, denoting teachers' conceptions of burnout. The final section of this chapter explores the way the categories of description can be described in terms of subject-object relationships. This chapter is written in the present tense to highlight the current conditions of teachers in the present study.

5.2 PRESENTING THE RESULTS OF THE STUDY

Entwistle (1997) makes several suggestions which he believes should be considered by researchers in order to enhance the quality of their research results. He believes that it is important to make the

findings convincing by explaining the path travelled from interviews to categories of description, and cautions researchers against losing the contextualisation in the analysis of their data. Entwistle shows concern about the abstractions which are created through categories of description, and urges phenomenographic researchers to present the categories of description with sufficient extracts to delimit the meaning of the category fully. Having established the categories of description, Entwistle urges researchers to explore the relationships between/amongst them, and alerts researchers to the importance of the validity of a response made to an interview question. For this reason long transcripts are included.

The report of the results has been divided into two main sub-sections. The first sub-section deals with the findings related to the first two questions of the interview guides of both burnout and motivation. Both interview guides dealt with the same questions which made it easier for the researcher to understand from the beginning of the interview whether the interviewee was experiencing burnout or motivation. The second section deals with the description of the qualitatively different ways in which teachers experience and understand burnout. It is solely devoted to the presentation of the categories of burnout, which were not substantially different for the categories of teachers included in the study, that is, assistant teachers, HOD's and school principals. Each of the categories of description is exemplified by quotations from participants whom the researcher classified as belonging to that category. A general description of the distinctive features of the different categories is also given.

5.3 THE RESULTS OF THE STUDY

5.3.1 Findings regarding burnout and motivation.

This small section combines the findings regarding burnout and motivation for the reasons explained in section 5.2.

First question: Many people join or choose a career for different reasons. In your case, what would you say made you choose to become a teacher?

Answers to the above question revealed two categories of teachers: those who entered the profession willingly and those who did so unwillingly. A number of teachers did not choose teaching as a career but the prevailing circumstances of the apartheid era compelled them to join the profession. Some of them state that lack of career guidance amongst black schools during the apartheid era prevented them from realizing their ambitions of laboratory technologists, journalists, etc and thus resorted to teaching. Some state that the limitations of the curriculum in black schools did not enable them to study mathematics and science to be able to pursue careers other than teaching. Above all, during the apartheid era it was generally the case that the only careers for Africans were teaching and nursing for women, and one had to choose from the two. The parents then chose the teaching career for them. For most men in this study teaching was the only and most important career.

Some teachers state that they joined teaching because of financial reasons; more specifically, because of a bursary that was provided by the government. Thus, it was cheaper to enter a college of education than a university. In other words, if they had had enough

money they would not have joined teaching. Interestingly however, almost all of them state that after joining teaching they enjoyed it.

On the other hand, there are teachers who state that they joined teaching because they had love for it as it deals with human relationships which they cherish. Some seemed to have an intrinsic desire to teach, whereas others seemed to have been extrinsically motivated by other teachers or people.

Table 2 shows the categories of teachers experiencing burnout and motivation who entered the teaching profession.

Table 2 Categories of teachers experiencing burnout and motivation

Teachers	Original disposition	State after joining	Number
Burned-out teachers	chose teaching	liked it	11
Burned-out teachers	did not choose teaching	liked it	13
Burned-out teachers	did not choose teaching	never liked	6
Motivated teachers	chose teaching	liked it	14
Motivated teachers	did not choose teaching	liked it	16
TOTAL			60

Table 2 indicates that most teachers, whether they chose teaching or not, upon entry, liked it. Only a few teachers remained not interested in it. The table also shows that although the teachers used to enjoy teaching some teachers are experiencing burnout at the moment.

Second question: What are the reasons why you have stayed, and continue to remain in teaching?

Among both categories of teachers there were references to what was either motivation or demotivation but there was variation in how they understood both burnout and motivation. Some teachers

expressed a strong desire to leave teaching because of its frustrations. As Interviewee 1 expresses himself:

Presently I wouldn't say I've remained in teaching, but I'm still doing it but this is not the end of the world as far as I'm concerned, more especially on my side because I've been a teacher but I believe now it has come to the position where I feel this is enough. I need to go and look for something else. (Interviewee 1)

Most teachers who were classified as burned-out, (including some of those who joined the profession by accident) indicated that they used to like teaching and to enjoy it, but now they have lost interest in it. The reasons they give for losing interest in teaching appear in some of the extracts in this chapter.

Other teachers indicated that although they have lost interest in the job, they intend to remain in it either because there is no alternative or that they cannot be employed elsewhere because of their advanced age. So they feel stuck in teaching. On the other hand, other teachers choose to remain for personal commitments and for security reasons. There are, in addition, those teachers who, despite their frustrations and disinterestedness in a profession that offers "little motivation these days" want to mould the disadvantaged African child.

Out of the total number of teachers who were interviewed (60) there is still a good number of teachers who still love teaching and find satisfaction in it as a job, and are happy in it. Some of these teachers mention that they love and enjoy the profession because it deals with human relationships. Others mention that the profession offers them such benefits as housing subsidy, medical aid, holidays, and financial rewards which enable them to meet their personal commitments.

In analyzing the interview transcripts one finds that teachers can be graded according to their level of desire to remain in teaching (see table 3). There are those who are very likely to remain in teaching; those who are quite likely to remain in teaching; and those who are not likely to remain in teaching. The reason for such grading is to show (as indicated in chapter four) that there are extreme ends of the participants in this study: those who are highly motivated and those who are burned out.

Table 3 Level of desire to remain in teaching

Teachers	f
Very likely to remain	21
Quite likely to remain	27
Not likely to remain	12
TOTAL	60

5.3.2 Categories of description of burnout

Phenomenographic analysis is very inspiring but is far from easy, more especially for a novice researcher working as an individual rather than a group. Bowden (1996) testifies to the difficulty of this analysis (see chapter four). Thus in this study the analysis could not immediately identify categories but proceeded by finding themes which were dimensions of the categories finally decided upon.

The final analysis of interview protocols on burnout revealed the following categories of description of burnout:

Table 4 Categories of description of burnout

Burnout as feelings of lack of job satisfaction;
Burnout as feelings of loss of control;
Burnout as feelings of physical and emotional exhaustion;
Burnout as frustration related to the curriculum changes (OBE);
Burnout as feelings of helpless anger.

The results of this study show that what is meant by the term 'burnout' was understood in several different ways by the teachers. However, the enormous variation in expressions can be reduced to a small number of categories which adequately cover the content of the answers. To make explicit the main character of the conceptions sufficient extracts of the data are presented to delimit the category fully in terms of its boundaries. Quotations and excerpts from the interviewees are also used to illustrate, among other things, qualitative differences in their understanding and experiencing of burnout. These quotations and excerpts have been carefully selected to be representative, although there is, admittedly, a tendency to select responses and comments from interviewees who express themselves most distinctly. In using these data, the researcher feels, however, that she properly reflects an accurate account of the phenomenon of burnout, which she is exploring.

5.3.3.1 Category A: Burnout as feelings of lack of job satisfaction

Burnout as feelings of lack of job satisfaction manifests itself in terms of three sub-categories of responses, namely, loss of interest, absence of meaningful rewards and poor working conditions. Each of these will now be presented in turn.

(a) Loss of interest in the job

Loss of interest principally arose out of notions of students not being sufficiently motivated to achieve to their optimum potential, and also, out of monotonous routine.

All the respondents described the experience of burnout in similar ways. Some used the term 'burnout' spontaneously. Some teachers

described the experience and labelled it demotivation, whilst others did not label it. Asked for elaboration on the usage of the term “demotivation”, the following explanation was given.

Demotivation. Those are the things that lessen my interest in teaching. That's what demotivation means to mean. You know I've got less interest now in teaching. You can't plan your work. You can't do what you want. You are governed by children and the staff as a whole, you know. Everybody has got something to say. It is not like in the olden days... (Interviewee 15)

According to the above interviewee demotivation is loss of interest, which leads to depression caused by inability to plan one's daily teaching activities. This description is related to the next one where the interviewee spells it out that he has no time to read more on his subject because of depression.

Demotivation. It's when you feel depressed and you don't have an interest in that particular thing or subject. As a result you don't give yourself enough time to get information about that particular subject. (Interviewee 22)

1. Lack of motivation among students

Teachers express the view that they have lost interest in the job as a result of the learners who are demotivated; they state that learners don't want to learn. Ostensibly, the absence of job prospects after leaving school does not make learning attractive to learners. As such, it appears as if some learners see it as a waste of time struggling to obtain Matric certificates. One participant makes the following observation: “ Another difficulty I find is that the kids are not so highly motivated. Some of the brighter ones have said to me, ‘Look, what the hell, why are we sweating up for Matric? Once we get it, there will be no jobs for us. There will be no money to take us to tertiary education. So why sweat it?’ ” (Interviewee 12)

Similarly, Interviewee 3 observes,

Even the fact that students themselves are not interested in learning. In fact this is what is likely to make me change profession. I really don't think I'll last in this profession for long. I think it's time I must move on and do something else that I find really rewarding. I think the Department of Education needs to restore the culture of teaching and learning in our schools otherwise our education is going down the drain. How we do that, I don't know, because even the teachers themselves are not motivated. The students themselves are not prepared to study, ... I think both the teachers and, especially in the Black schools, both the teachers and the pupils need some kind of motivation. I don't know what would motivate teachers. Perhaps it's working conditions or even salaries. (Interviewee 3)

Some teachers state that if the learners lack the zeal for education, the teacher also lacks the motivation to teach. Also, if the teachers lack the motivation to teach, the learners take the tune from them as teachers and they lack the motivation to learn.

The following excerpt concurs with the above quotes as it shows how Interviewee 6 responds to the interviewer. It also denotes burnout as demotivation among teachers and learners.

I: When you joined the teaching career, how did you feel about it?
T: I used to like it then but now I'm no longer interested in it these days.
I: Why?
T: The morale of the teachers is going down. The conditions under which we work are not good.
I: Can we talk about the morale of the teachers a little further, and the conditions of work which you say, are not good.
T: Discipline is no longer there in schools. But I don't claim to be a disciplinarian, of course. Secondly...
I: [interrupts] Why?
T: Children are also not interested in their schoolwork.
I: Why?
T: You know as a teacher how they react, and how their attitude is towards their work. One thing that put me off are these teacher unions, you see, when they said that we should boycott classes. Children should not go to school. We should not release reports. I think I lost my interest in teaching then. But in addition to that it's because students are no longer interested in their work. There are so many things which are affecting our input in the profession you see. (Interviewee 6)

Interviewee 11 takes this further and says:

T: ...And in the job itself there is no satisfaction that you get because the mood ... you are working with kids let me say, and the kids these days they are worse than before. They don't want to study. They don't want to come to school. They don't cooperate and as a result you don't get the results which you would like to

get because there is no cooperation even from them. ... You know the situation is very bad such that there is nothing interesting. You just go to school for the sake of going, just because you want to make a living.

I: **Any other thing?**

T: There is no job satisfaction because the results that you desire or you are working for don't come forth. (Interviewee 11)

The lack of motivation amongst learners and teachers is further spelt out by the following interviewee who complains about some teachers' negligent attitude to their work.

T: You get children in your class who were never taught. ... Like even amongst us as teachers there is this carefree situation, no longer dedication to the job as well as the students. So if we are dedicated and some are not dedicated, so you'll see that the objectives are not achieved.

I: **OK. You say there is no more dedication from the teachers.**

T: On both sides, teachers and students. The students are not interested to learn and then some of the teachers are not interested in their work.

I: **What about you?**

T: It's no longer the same. That's why I say, now we don't still have that eagerness when you go to school. (Interviewee 13)

The above excerpt captures the adverse effects of truant and ill-disciplined teachers on other teachers.

2. Monotonous routine

Teachers also relate their loss of interest to the repetitive nature of their job and the "static" syllabus. They state that doing one and the same thing all over again does not make their work challenging. Teaching the same thing for years is boring, and this does not allow for creativity. For instance, Interviewee 1 who has been teaching history since 1987 laments that the syllabus has not been changed, and that even when he changes his methods of presentation the content remains the same. The result is that he no longer prepares before going to class. The effect this has is boredom. In his own words he says,

And now this is the time when I feel this is enough because, you know, something that is becoming one of the boring factors in teaching is the monotonous of the work. In this way I started teaching some years back.

The same thing that I was teaching then I'm still teaching it today. And at the beginning I was making preparations before going to class, but today I'm no more making preparations. That's the main thing, because, you know, the same History that I was teaching from 1987 in the same class has not yet changed. I can go and change all the methods of presenting it but the fact remains the content is the same. And I'm no more preparing anything. You know, I'm becoming bored. I'm not gaining anything now. That is the reason why I'm saying I believe I cannot accept that I have remained in teaching. I'm still looking for better lines – because I believe in having something new all the time. (Interviewee 1)

By “better lines” the teacher is suggesting an alternative job that will be more challenging since he believes in innovation. He does not see teaching as a permanent career; he is contemplating leaving it for being monotonous and boring.

Most teachers complain about the lack of fundamental educational transformation, and that there are only structural changes.

All the changes that are taking place outside here, ... but in teaching there is nothing new that is yet introduced. We are still using the same syllabus, let alone that there have been meetings all the time, saying they are having the core syllabus and the like – but there is no change in teaching. ... I came here because I wanted to explore what I'm having, but I believe now it's becoming stagnant because I'm delivering the same thing, same thing. (Interviewee 1)

This sentiment shows that following the democratic elections of 1994 teachers had high expectations concerning change in education, including the syllabus, but these expectations have not been fulfilled. The result is frustration among teachers, leading to burnout. Interviewee 4, for example, shows her feelings of boredom about the monotony of the syllabus and the unchallenging nature of the work as follows:

One other thing I don't like about teaching is the syllabus. The syllabus is too monotonous. It does not change. It's not flexible. I'm teaching history, for instance. ... if you taught Jan van Riebeeck this year, it means even next year you'll be teaching Jan Van Riebeeck, in the same class. Now, you find that there is no challenge. There is nothing that says you are moulding, you are moulding the child to make him what you want him to be. You give him the same information, the old information, daily, you know. (Interviewee 4)

From this, one senses the frustration to achieve the objectives of moulding learners and providing them with fresh information. This really expresses the teacher's state of burnout. This state is more explicitly stated in the following concluding words: "Those are the things I don't like about it." (teaching). (Interviewee 4)

3. Poor achievement by students

The teachers complain about large classes which make it difficult to give individual attention, as well as the lack of oral/ active participation on the part of the learners. Learners are passive in class, ostensibly because of their inability to use English. If the teacher promotes learners' understanding by using their mother tongue, they tend to use the same language in writing tests – which in turn frustrates the teacher. Interviewee 4 has this to say:

One other thing is that students turn to be more passive because of the medium of instruction used, English. English, as we are not an English-medium school, it becomes difficult to teach, as we have to translate everything from English into Xhosa for them to understand. The problem arises when you are giving a test now, because students tend to use the Xhosa language you used when teaching. So this is very boring and frustrating. (Interviewee 4)

In a similar vein, Interviewee 5 notes:

T: So it means what I've seen, at junior secondary schools or primary schools, mostly they are taught in their venacular language, in Xhosa. I remember when I was doing my Honour's research they were code switching. It was code switching. So I went to junior secondary schools, primary schools I was comparing them, students were taught through code switching. I was using that too with my research and I could see that they perform well if I code switch. And then now if I teach purely in English they cannot move. I discovered that in those junior secondary schools they are taught mainly in their venacular language. That thing when they come to high school, now here it's purely English. The medium of instruction is English. Then there is a problem. They do not cope, and then now you cannot do otherwise, you cannot code switch and do something else. That's the problem you are getting. Then it's a chuff from Std 8. So you just push that chuff to Std 9, something like that. Really to come back to this government, of course, there is something in pipeline that a child cannot stay in the same class for two consecutive years. She or he cannot fail twice. I see that as a previous pass one pass all, you know, which was actually applied during

apartheid before 1994. That's why I'm saying really we get difficulties but we try to cope with those things. It's a lot of problems we are getting.

I: How do you feel?

T: Sometimes I feel I can quit teaching you know. But all the same as I said, earlier that I have to help South African pupils, people like me, so I have to endure. It's a matter of enduring now, not the state of motivation you are getting, you know. So each and everyday you come to the classroom now you have to make a tiff impact because you know what type of students you are going to be teaching each and everyday. (Interviewee 5)

Teachers also note that using vernacular as the medium of instruction in the junior secondary schools makes the learners ill-prepared for the high school where the medium of instruction is English. Consequently, this leads to wholesale promotion of learners in the high schools from one class to another – which is supported by the government. In this case, the awareness of the burnout phenomenon is seen in different phases – it is implicitly differentiated. There is what is the immediate experience and the remote experience. Wholesale promotion is the background problem.

The experience of burnout has reached the stage whereby some teachers are contemplating quitting the teaching profession but have ambivalent feelings – the desire to quit and the desire to help. The word “endure” used by Interviewee 5 for instance, doesn't show satisfaction. As a matter of fact, when one endures one experiences hardships and tries to accommodate the hardships. Interviewee 5 uses the word “endure” to accommodate his burnout experience. He is not motivated but makes efforts to accept the situation.

A number of teachers express their feelings of burnout by stating that they do not want to remain in the teaching profession because the profession is not fulfilling. They indicate that their expectations of teaching as a career have not been met; they see nothing challenging in teaching.

(b) Absence of meaningful rewards

The lack of meaningful rewards encompassed factors such as monetary/remunerative benefits, lack of sense of achievement and lack of sense of respect.

1. Monetary/remunerative benefits

On the monetary rewards, this was succinctly exemplified by Interviewee 11 who had the following to say:

I: Any other thing?

T: There is no job satisfaction because the results that you desire or you are working for don't come forth. What worsens the conditions I am talking about is that as a teacher there is no... the teaching profession that used to be held in high regard is no longer held in that regard. It's no longer envied because in the past it had a lot of money. There is no money today, altogether. You will find that like for instance let me give an example, in my case I became an HOD in 1982. And then my scale increased. In 1989 I reached the ceiling, top notch. So as from 1989 there was no more increment. So you will find that your salary remains stable. It will only be when the scales have been revised that you will get something. Mind those scales are rarely revised. So that also is frustrating because you've been working for such a long time and if you compare yourself with someone who has taken another profession, with the qualifications you have as a teacher, you will find that that person is earning far more than you are earning. You can't match him or her. Your salary cannot match the standard you are supposed to be. So that also is very frustrating. And as I say, you find yourself locked in this profession. You find it difficult to leave for another profession. I know I'm not the only one who feels like this. Many teachers, despite their frustrations remain in teaching because you don't actually see where to go, especially knowing that the job is still there. (Interviewee 11)

Teachers complain about low salaries in teaching, which is seen as contributing to the perceived lack of respect for teachers. Most of the interviewees lament that they experience burnout as a result of low salaries which make it difficult for them to fulfil their needs. There is a common feeling regarding monetary benefits as a source of lack of job satisfaction in the profession. This is succinctly put by Interviewee 17 who has this to say:

I: Ok. You have talked about salaries. What is it about salaries?

T: I'll be personal in that case just because it affected me. Maybe some people are not affected by the whole situation. Some people are benefiting, but me I'm not benefiting. So I'm not satisfied at all. The year that this government took over, it was in 1994. And then in 1995 my salary dropped by plus/ minus R1500.

I: Why?

T: Housing subsidy, taxation.

I: And how did you feel about that?

T: Yhey. I'm not happy even now, because how can you lose R1500 of your salary at a go. How many years will you take to recover that R1500? That's why I'm saying I'm not happy at all. I'm doing the job just because I do not want to lose that house, and I want to feed my children. That cent they give me now. I'm not satisfied at all. I don't want to tell lies. (Interviewee 17)

These monetary benefits, are further discussed by Interviewee 21 who has the following to say:

I: Let's talk about your job now – how you feel about it. Say what you like or dislike about it.

T: Well, I can first mention salaries. In terms of salaries there is a problem because I'm sure I'll be quite footed because I'm from the former, the so-called former Transkei where you find that there were so many privileges if you can think in terms of taxation which is really taxing us. On top of that people had got their subsidies dropped. Such things do not motivate us as teachers. So even if now each and every financial year a certain amount of money is set aside so that salaries can be increased. As long as these things do not happen, teachers will remain demotivated. ...(Interviewee 21)

To some teachers burnout refers to quitting the profession because of frustrations experienced as a result of low salaries and lack of upward mobility in the job. The following excerpt demonstrates this:

T: Salaries are very modest. With a teacher's salary there is very little you can do, disposes you to moonlight, for example, get a second job and you are thinly spread as it were. You have your full time job that you have to attend to. You have to think about your other job. For example, I sell dishes on part time basis, and I think this is the time I should have been spending on my pupils' assignments and tests – marking, preparing lessons and so on but I can't go on with salaries that I earn. So salaries are very modest. They need to be improved.

I: Earlier on you said something about promotions. Can you elaborate on this?

T: Promotions are almost non-existent. I have been on post level 2 since 1989. I reached the ceiling in 1990. That's a long time ago. I'm still on post level 2 and there's just no hope that I'll get a senior post. Of course, I've applied for a principalship post but I don't know whether I'll be able to get that position. Even the benefits in teaching are not that good. I've got a housing subsidy for instance which doesn't go far, it does not make that much of a difference because after tax

the R700 and something that I get from the government translates into R400 and something. It doesn't even begin to subsidize the interest that my bank charges for the loan that it has given me, but it's there. (Interviewee 3)

Many teachers observe that promotions are a problem in teaching.

Another quotation in this regard is:

... What I don't like about teaching is that when you are a teacher ... in fact there are no promotions in teaching. Take for instance I taught for about 20 years. My friend who started working for the department, in fact for the public service at the same time as I started teaching oh is now a successful somebody who has got a high position in his clerical or administrative job. And yet I am still in post level one. (Interviewee 9)

Thus, the general feeling among interviewees is that the government does not want to pay teachers adequately and that promotion posts are very scarce in teaching. "So if you started being an assistant teacher you will die being an assistant teacher." (Interviewee 10)

2. Lack of sense of achievement

When describing personal accomplishment some teachers tie the term to job satisfaction. Most respondents describe personal accomplishment in terms of good results at the end of the year, and seeing one's products being doctors, lawyers, and so on. But some teachers feel that they no longer have such achievements with regard to good results which they used to get in the past.

T: Yes. I've tried a lot. I've tried a lot to bring everything to make what you are teaching to be understandable to kids. I've done a lot, go out to get teaching aids. I've tried to bring radios to teach effectively because this place is under-resourced. You bring your own things. You bring your radios, TVs, and everything. By that time is very good but the results are always very negative, even if you have worked very hard for them. That is exhausting. The results are not always pleasing.

I: **And how do you feel about that?**

T: I feel sometimes very disillusioned because you try to put more in your work but you get a little in the end.

I: **You are coming up with a new term "disillusioned". What do you mean by it?**

T: Well, you feel that you don't like that thing any more. Having tried to maximize yourself and still getting nothing. You are just there to do it just because you get your bread from it. (Interviewee 19)

Interviewee 21 has this to say about personal accomplishment:

Since I started teaching in 1976, throughout that period and fortunately I've been teaching at high schools, well I don't think I ... or if I can just focus on examinations because that is one of the ways to look at achievement, I used to get so many A's and B's, but nowadays nothing. Why? Because you find that if students are not toyi-toying the teachers 'are toyi-toying. Stay away this time and kids are clamouring for their money and all that, and you don't finish your syllabus. So in other words, these are some of the things which one feels the graph has gone down and is still going down. Otherwise in terms of administration I feel that now we are just on the learning curve, so far no achievement as well. If one can think of Std 10 results, they have just gone down and are frustrating. One cannot boast that he has achieved anything so far. (Interviewee 21)*

Thus some teachers observe that since 1994 because of a general lack of discipline students' performance has declined to the extent that many are not able to achieve their goals and they become drop-outs. Teachers observe that their products of the 1970's are better academically than those under the present political dispensation. Some of the answers they provide for the academic decline since 1994 included the notions that parents don't show commitment to the education of their children. Teachers whose responsibility is to maintain discipline to enable students to work hard unfortunately meet hostility from the students and resistance from parents and the Department.

The interviewees also note that there is unemployment amongst those who complete their courses and this contributes to high rate of crime. Unemployed products cause some teachers to experience burnout. They feel their efforts are being wasted. Secondly, the waste results in frustration since they can't realize their aim. This is exemplified by Interviewee 1 who experiences burnout as a result of producing people who are unemployed. Interviewee 30 expresses the same feeling when she says:

Well in the past I used to like my job a lot. There were many things that were encouraging, you see the results, producing people whom you see later in life joining the same profession, being teachers. Even if they are not teachers, to see them being responsible citizens. This took place a very long time since I started teaching. So many years are appreciated. I like it because at the end of the day I used to see the results or the fruit of what I have been doing. But these days I don't see it because at the end of the day you don't know what happened to the people you were teaching. You don't see them. They are either unemployed or tsotsis or irresponsible citizens and you feel that you did not do exactly what you wanted to do with these people. (Interviewee 30)

It emerges that unemployed school leavers are perceived to cause interviewees to be burned-out. These wasted efforts on the part of the teacher, although seem to be remote and in the background, contribute to teacher burnout.

Thus, burnout manifests itself in frustration associated with planning to achieve certain goals, the failure of students and the lack of commitment on the part of other teachers. Many teachers express frustration at their inability to achieve school goals as a result of these and other circumstances like poor working conditions and this is very tiring to them.

To show their dissatisfaction about teaching as a career, some teachers state that they cannot even encourage their children to take teaching. Interviewee 1 observes:

... I said teaching initially was one of the good careers.... But today, today, I cannot even encourage my child to take teaching, I really cannot. More especially that the people who are trained to be teachers are just redundant now'... So the careers in teaching nowadays as I'm saying I cannot encourage not even my child to take teaching because this is one of the lines I can see, is getting down to the drains. More especially that the people are trained for nothing. (Interviewee 1)

The fact that the teaching profession has no marketable value and prestige has a negative impact on the lives of teachers. In addition,

¹ An African dance usually performed by a disgruntled group of workers who would like their employer to improve their conditions of service.

the inability of many teachers to achieve results has led to frustration and burnout.

3. Lack of respect for the teacher

Many teachers express their feelings about the lack of respect for a teacher in the new dispensation, and this frustrates them – leading to burnout. They verbalise the experience of burnout since the new government took over in 1994 and say:

... Since the imposition of the law that these kids should not be punished there is no cooperation between the students and the teachers. A teacher is just somebody who is useless. If a student feels like talking in class, he talks just because he will not be punished. So that raises something that is not acceptable to the teacher because the teacher cannot punish the pupil. So, the relationships have soured between the teacher and the kids. The teacher is no longer respected by the pupil. (Interviewee 17)

The interviewees respond to some questions about the changes in education by emphasizing that they are frustrated in their job due to the poor image of the teaching profession these days. They see teachers and their career as having a low status and there is an apparent, absolute absence of respect for a teacher. This contrasts with the image of the teacher in the past.

... initially, a teacher was one of the important people in this country, let alone the difference that is now appearing, more especially after these changes, because seemingly the teacher is no more. But initially a teacher was one of the people who was believed to be a leader.... Teachers today are just as good as students. There is no value. There is nothing. You cannot say a teacher has got any value today. Never. That's why I feel it's becoming useless and... becoming worse, because instead of improving the conditions they are becoming worse. (Interviewee 1)

Similar sentiments are expressed by other interviewees. While Interviewee 8 expresses her concern about a general lack of respect for authority within the school's hierarchical structure,

The atmosphere in the schools is not like the atmosphere it used to be. Like respect among teachers. You'll find that if one is in a position, like is a principal or head of division, he doesn't get all the respect from the

teachers, let alone respect from the students because ... I don't know what happened. (Interviewee 8)

Interviewee 4 on the other hand blames the government for contributing to the poor image of the teacher as perceived by the public, by contemplating retrenching teachers and making them seem like temporary workers and also by ridiculing them in the media. Interviewee 4 expresses her sentiment as follows:

... Also, even the government's attitudes towards teachers is not right ... she has made teaching to be a useless profession, something teachers will be retrenched, as if they are mine workers, teachers are temporal as if they are working in Café's, by ridiculing the teachers in newspapers – stating that teachers are sheebeen drunkards and so on. (Interviewee 4)

The general lamentation among interviewees is that teaching as a profession is not as attractive and lucrative as it used to be, and that its loss of image is due to the fact that teachers are treated as students; besides, many trained teachers remain unemployed. This demeaning status causes frustration and burnout in those employed.

It is also felt that there are a lot of decisions that are just taken by the government without consulting teachers, the very stakeholders responsible for implementing government policies – leading to a situation whereby “... today a teacher is just the same as the student”. (Interviewee 1) This shows that respect for the teacher and the profession positively correlates to teachers' continued interest in their job. This is illustrated by the following response by Interviewee 10 to the question “Overall, what are your feelings about teaching as a career?”

I think teaching as a career has nothing wrong but it's the situation and the conditions that have changed it. If the government would appeal to the teachers or ask them their opinion before doing any changes it would be better. I mean, if the teachers could be involved in the decisions about the changes it would be better. But they are not involved. It's just a command from the government to the teachers, yet they don't know what is

happening down there. If it can start down then to the government and also the parents to be involved, it would be better. (Interviewee 10)

To add, Interviewee 20 has this to say about teaching as a career: “As far as I know it is a very difficult job which needs to be respected.”

Some teachers also cite the lack of respect for a teacher as an adverse effect of the liberation struggle.

How many cases had we had with the department where teachers were chased away by children? Do you still remember, just before 1994 before we got our independence? Do you remember how many teachers used to report at the circuit office, because they were chased away by children? And when that was taken up children won. Even in our school we had four teachers reporting at circuit office because they could not agree with certain issues with the children. When they were at the circuit office there were other teachers who have been reporting at circuit office for almost two years. It was in 1995, 96 or 94, 95 I'm not sure. But it was not only teachers from our school. There were many teachers who were reporting there. (Interviewee 6)

(c) Working conditions

Although it may be said that monetary/remunerative benefits are part of one's conditions of service, this issue was presented and discussed under the absence of meaningful rewards above. In this sub-section, the researcher presents and discusses aspects of the respondents' working conditions which relate to the department and physical conditions in schools.

1. The Department

The interviewees see the greatest cause of their frustration as the Department of Education itself, which is filled with inexperienced and incompetent officials who lack proper planning. They express that some of the officials of the Department who were previously teachers and who have now found themselves in positions of authority are now formulating policies which they themselves could

not implement if they were teaching. The teachers state that since the new government took over in 1994, the Department has been issuing “useless” circulars upon circulars whose contents the teachers are compelled to carry out or implement even if such circulars are unfavourable to them as teachers. The circulars militate against the interests not only of the teachers, but also of the schools as a whole. For example, Interviewee 30 has the following to say:

There are many changes you know but the past five years has made us just to be used to the whole thing though it's not acceptable. One, you get circulars. And whilst you are still attending to the circulars, comply with what is written in the circulars, nothing is done with those circulars. There is no follow up. Maybe the whole thing has changed within a period of two weeks while you are still saying, "Oh in the past circular the government was saying this and this and this" then the following week they have changed that. Another circular comes. Another circular comes contradicting the other one, the previous one, yes. There are so many useless circulars where sometimes you are told that you are expected at such and such a place as principals and you find that there is no such. The very person who was going to address you is not there. There are times you are told that you are supposed to attend a meeting for COLT that is culture of teaching and learning in a particular place. On the very day you are attending this meeting the very inspectors tell you that you are attending an exam meeting at PRD building. At the same hour and date you are supposed to be attending another meeting at the conference room. When we complain because we have to complain from the district managers they refer the whole chaos to the region. The region will refer the chaos to their seniors and the whole thing the ball is always passed to the other person. ... There are so many things that make us very unhappy in the teaching profession. (Interviewee 30)

The interviewees also appear to be stressed by the government which is seen as supporting students to the detriment of teachers. The interviewees observe that the government is more concerned with the rights of students than the well-being of the school to the extent that when students violate school rules and they are punished, the government defends them. This does not only make the teachers helpless but also makes them adopt a passive attitude towards school discipline.

2. Physical conditions

On the physical conditions in schools, the interviewees express a general feeling that conditions are poor. Their complaints range from inadequate classrooms resulting in large classes, unmaintained classrooms, the absence of laboratories, libraries and teaching aids to bad roads leading to the schools. These are illustrated in the responses by many of the interviewees. Interviewee 9 for instance, has this to say:

T: Teaching nowadays is a frustrating career.
I: **Why do you say that?**
T: One, the blame is always put on teachers, forgetting that upbringing of the children or guiding the children towards responsible adults is a complex duty. So everybody must get up and work towards guiding the children towards adulthood. It's not only teachers who are responsible. The department is also responsible. So the department must make sure that the teachers are given facilities. There are more facilities. The teachers are working under unfavourable situations. As I have said, there is lack of accommodation, in some schools you can find that the children are taught under the trees. The children are taught in classrooms where there are broken windows. When it is cold, how do they feel, the kids, and how can they learn? The next thing the teachers are blamed for poor results while the department itself is not able to provide favourable conditions, in fact the right facilities, more facilities to the teachers. I'm sure that contributes a lot to poor results. Again I have mentioned the question of teaching aids. Especially in the rural areas there are no computers. There are no good teaching aids. The teachers make teaching aids themselves. Others even take money from their pockets and buy teaching aids. So as I have said there must be close cooperation between the teacher, the parent, the department of education and also the kids. (Interviewee 9)

As Interviewee 5 observes, such conditions do not make for effective teaching and yet, as other interviewees represented by Interviewee 10 note, the public is expecting positive results, and "teachers are blamed for poor results".

T: ...first to start with, the conditions we are working under are not favourable because there are no buildings. So sometimes we have to combine two classes in one class, and that is strenuous.
I: **How do you teach then?**
T: You see in our case we are doing subject teaching. So when we are combining, the other one is teaching her subject on that side and you are teaching your subject in this side in the same class. So it's strenuous. It's strenuous. Otherwise you have to alternate. If his class is writing you do the talking this side. You see, those are the conditions we are working under.
I: **Any other things?**

T: Still the working conditions. Like you see that most of the teachers are staying far from their working places.

I: Why?

T: It's because we used to stay in houses there or in some rondavels. Then you find out, when you have gone to a holiday the rondavel has been robbed. And you have no clothes. They have been taken. Or else when it is raining the rain is coming through and you are mersed up in a way. So the conditions were not favourable and we moved out to stay in town. So now we have to travel from town to our working places and this is not safe, but we have to do it.

I: It is not safe in what way?

T: Sometimes there are taxi violence. But we have to get to work even under conditions like that, not knowing whether you will come back or not. And the roads, they are so bad. When it is raining it's slippery. So we can be involved in an accident at any time anywhere. (Interviewee 10)

On the question of the working conditions vis-a-vis remaining in the profession, Interviewee 21 ironically observes that in spite of the “very poor conditions”, and the “stressful” nature of the work he does not contemplate leaving the teaching profession because of the security of tenure as well as such benefits as housing subsidy and medical aid.

I have no other choice now because of my rank as a teacher, and I can see that I'm a little bit safe in this position as there are many things today, like redeployment, retrenchment and so on. I find myself safer even when I compare myself with people in other positions, whether up or bottom positions. So as a principal of a school at least I feel safe. I feel permanent in my job, unlike other teachers. Also, if I could change this one and take another job I cannot hold the top position as I do here. It can take me a long time. Moreover, I have things that bind me in this profession like the housing subsidy, medical aid, and so on. Were it not for the things I've mentioned I could easily change this job. Sometimes it is coming to my head. It's stressful. We are teaching under conditions which are not at all conducive to learning, very poor conditions. Such conditions are not conducive to the proper teaching. (Interviewee 21)

The general perception in this section is that teachers have lost interest in their job because of absence of meaningful rewards (like money, sense of achievement, and sense of respect) and poor working conditions. They report that the government does not involve them in decision-making, but are simply expected to implement government's policies. Besides, they work under very poor physical conditions and as a result they do not get respect from any one. They also lament that the job is no more satisfying as the

students they produce are not employed, and in that way they as teachers are not achieving anything. As a result some have a desire to quit teaching. Some however, state that they are compelled to stay on personal commitments.

Interviewee 11 takes this further and says:

T: ... And in the job itself there is no satisfaction that you get because the mood ... you are working with kids let me say, and the kids these days they are becoming worse than before. They don't want to study. They don't want to come to school. They don't cooperate and as a result you don't get the results which you would like to get because there is no cooperation even from them. ... You know the situation is very bad such that there is nothing interesting. You just go to school for the sake of going, just because you want to make a living.

I: Any other thing?

T: There is no job satisfaction because the results that you desire or you are working for don't come forth. (Interviewee 11)

Thus the major attributes of this category are captured in Table 5 and they include loss of interest in teaching due to low motivation and poor achievement by students, as well as monotonous routine of teacher's job. Other features are the absence of meaningful rewards such as monetary rewards, a sense of achievement and a sense of respect. Teachers maintain that there are low salaries and no promotions in teaching and the poor salaries are observed to be contributing to the perceived lack of respect for teachers. Thus the decline in the teacher's capacity to perform, student attitudes, chronic disillusionment with student achievement, over-saturated market with employees, inadequate resources, equipment and sanitation facilities, high teacher-pupil ratio and lowered teacher status are the salient features of this category.

Table 5 Salient features of category of description – Feelings of lack of job satisfaction

Lack of job satisfaction (main category)
<i>Loss of interest</i>
- monotonous routine by teachers
- Poor achievement and
- Low motivation by students
<i>Absence of meaningful rewards</i>
- monetary rewards
- Sense of achievement
- Sense of respect
<i>Poor working conditions</i>
- Department
- physical conditions

5.3.3.2 Category B. Burnout as feelings of loss of control

The major cause of burnout experienced by many of the interviewees relates to the lack of discipline in schools. Almost all of them complain about ill-discipline amongst learners and to some extent teachers too. Teachers state that they cannot do a proper job because of student in-discipline as a result of, *inter alia*, the scrapping of corporal punishment. The students do not do their homework and teachers find themselves helpless. This virtually emotionally destroys the teachers. Interviewee 14, for example, has this to say:

T: ...Because the government has changed a lot of things and there is nothing that is an incentive and challenging to me as a teacher.
 I: What is it that it has changed?
 T: One of them is the banishment of corporal punishment. You know, in class it creates a lot of problems between a teacher and a student. A student can do anything that he or she pleases to do in class. And, as a teacher, there is nothing that you can do because it is constitutional rights of the child that he must not be taken out at any stage in class, because by doing so you are depriving the child the right to learn although he is disturbing other students. You as a teacher you have no right to take him out. So in such situations that is really demoralizing to us as teachers. (Interviewee 14)

The discipline problem in schools is observed by teachers to be experienced both in the classroom and outside.

T: At the moment we are having problems with discipline throughout, in the class and outside, with the teachers, with everybody in the premises there is no discipline because there is ...we don't have the type of punishment we had then. ... Things have changed. The principal has no right to expel. No one has the right to expel. The students know that they cannot be expelled. They know that corporal punishment is no longer there. Then there is just nothing you can do. If students decide to come at 11o'clock there is nothing you can say. If he doesn't want to do his homework you cannot cane him.

I: What are your feelings about the whole thing?

T: I feel very unhappy. I feel that the teaching profession is going to the dogs. There is no longer a teaching profession. It is a matter of earning a salary and getting a cheque at the end of the month now.

I: Earlier on you have mentioned something like lack of discipline with students, with teachers. Can you explain that further?

T: In so far as the teachers are concerned these days as a principal you strictly remain, you are in their menses. You rely on begging. You beg the teachers of the school if you are the principal of the school. There is absolutely nothing you can do. Because once you start I mean trying to be that very strict the organisations are there: These people have joined organisations. ...

I: OK. I was interested in what you mentioned earlier. You said there is nothing that you can do now when students are misbehaving. Can we talk about the feelings that are brought by such situation?

T: Feelings of despair, feelings of giving up. You just give up. You wake up in the morning. You go to school. Then you see that there is the student walking to school very slowly and you cannot punish him. The prayers are being conducted, he doesn't care. He is not in uniform. Sometimes he doesn't even want to write the test when tests are being written he is not there. (Interviewee 6)

In this excerpt the teacher talks about lack of discipline in schools which burns teachers out. The excerpt also shows an important symptom of burnout, which is working just to earn "a salary and getting a cheque at the end of the month." (Interviewee 6) On further questioning about the attitudinal effect of the above observations in the teacher he responds: "*Feelings of despair, feelings of giving up. You just give up.*" (Interviewee 6)

In accounting for the lack of discipline the interviewees further mention the prevailing unlimited democratic rights. For instance, Interviewee 5 laments that the new dispensation has given learners too much freedom. Interviewee 1 cites the instance of learners wearing caps in the classroom while the teacher looks on powerless

because the learners are protected by the government. He observes as follows:

Being a teacher in a class and seeing a student with a cap on, do you see that, something that is not acceptable. Because the government is protecting them, as a teacher I feel powerless, because I am not going to do anything to that kid and if that kid is not prepared to accept any punishment that I am giving it's clear, I'll have to, just forget because the government is going to protect the kid, saying this is a democratic right. I don't even know how far this democracy goes because you will find people analyse a lot of things "democratically", saying this is a democratic right." (Interviewee 1)

As indicated by Interviewee 1, teachers are concerned about the democracy that has no limit – unguarded democracy prevailing in the schools. Interviewee 5 sees such so-called democratic rights as “abusal rights”. According to Interviewee 5, the irony of this is that such rights have been given by the government to immature children. He notes:

They are not mentally mature enough to be given the rights like, which one can I quote – the scrapping of the corporal punishment. Then, actually they abuse that. So they don't stick to their work, they don't come to school, knowing that there is nothing that can be done to them. So it means then really so these days you go to a class, you know, for undisciplined children, you know. So it means it's a lot. The motivation is not there for teaching. (Interviewee 5)

Many interviewees complain about the scrapping of corporal punishment by the government which has resulted in ill-discipline in schools. Since the learners are no longer subjected to corporal punishment, they behave the way they like. Teachers therefore adopt an unconcerned attitude towards their work, in their role of moulding the character of the learners. There is a prevailing attitude of negligence. Interviewee 7, for instance laments that:

Teachers do not care. They do not just care what is going on. If a teacher goes to a class during her subject or period, she doesn't care whether they attend school or not. If there is only one child here or there are those few that are there in the classroom, the teacher just concentrates on those who are in the classroom. No reward, no punishment, no what. So the

discipline breaks because even those that are still disciplined see that if there are law-breakers there is nothing that is going to be done. So they also decide to join the law-breakers. (Interviewee 7)

Interviewee 7 observes that the attitude of not caring, among teachers, might be due to the protection they receive from the teacher unions. What they feel is that because they are members of such unions they cannot be punished by the government. Through follow-up questions she talks about the lack of commitment to teaching by some teachers.

I: Why is there no more caring for the kids?

T: I don't know why....where has the spirit of teaching gone to?

I: Where has it gone?

T: I don't know but it is not there.

I: What makes it not to be there?

T: I don't know whether it's this, the change of government, I don't know. I don't know or it is because there are these unions and a person knows that there is nothing that is going to happen to him or her. He or she is a member of a union. He is a member of this and that. So he or she is going to be defended by this and that. (Interviewee 7)

In fact, teachers, by showing lack of concern about what goes on in the school contribute to ill-discipline. As Interviewee 12 observes, such a situation of disorder and disrespect is demoralising to the committed teacher as it negatively affects the academic performance of learners, and thus undermines the efforts of teachers.

In response to the question as to how the liberation struggle has impacted on schools, respondents generally feel it has brought democracy and awareness of rights, however, the negative effects of the liberation struggle are overwhelming. Some respondents state that the over-politicisation of education in the 1980s resulted in learners sacrificing education for liberation as reflected in the political slogan: "Liberation before education". The effect is "terrible" as Interviewee 30 says in her vivid recall of her experiences in 1990.

T: When?

I: Before or after the new government took over.

T: Well, to me it was terrible. It was terrible to use the students as the liberation fighters. It was a terrible situation. It was done but it was a very terrible thing to do. It affected the schools in a very negative way. Many principals were killed. Many principals were burnt down. I mean their cars were burnt down.

I: By whom?

T: By the students. I still remember very well I was teaching in 1990 when I became one of the targets I still remember the way it was done. ... I was in my school. I didn't know what was going to happen, the next thing I had to be...I was called by the Std 10's to go and address them because they suddenly had grievances. Many people died. One principal in one of the high schools in Umtata died of heart attack thereafter.

I: How did you feel when that happened to you?

T: It was the most painful thing. It was the worst that had ever happened to me. It was very painful. It affected me psychologically. I still remember when I couldn't stomach to see a student, any student in uniform in town. It affected me in a very negative manner. I hated to see a student. It took me a very long time to realise that I had to try and sort out myself because well life has to go on. (Interviewee 30)

Many respondents see the present chaotic conditions in schools as a direct result of the liberation struggle. Interviewee 12 does not mince words over the issue. He metaphorically refers to the present instability in schools as a "hangover" of the days of the struggle. His feelings are overtly expressed in his choice of words as reflected in the following excerpt:

T: That's a bit hit of mine. I thought it quite wrong that however logical the motives, school children-immature, underage people should virtually have to be used as kernel fodder for political ends. However noble the ends because I am concerned that particular means stack and has done an enormous damage to thousands and thousands of kids. And the hangover we have got now, the total destruction of any sort of cultural order and discipline in the schools is still adversely affecting education to this day. At the time of that there was a slogan "Liberation before education" and that was tapped around during the 80's...

I: What's your comment then, now?

T: We have got a major problem which has been dumped on us by what I believe was a mistaken political tactic. I believe it did a lot of damage. Perhaps if the ungovernability idea had been restricted to strikes by workers, may be it wouldn't have been quite so bad. But the involvement of large numbers of kids whose education has been destroyed – and again the socialising – it was bad. The point of disruption of schools was, of course, it was often an excuse for sheer hooliganism and rebelliousness was bad... They brought about a culture not only of in-discipline, disorder and disrespect for learning but also of sheer bloody dishonesty. That had a bad effect which persists in the schools to this day... (Interviewee 12)

On the issue of “ungovernability” raised in the above excerpt, many respondents see it as stemming from “the wrong interpretation of democracy” in the post apartheid era. They contend that pupils, including adults, tend to view democracy as unlimited rights. Such a perception, particularly among learners, poses a great danger as far as discipline is concerned. As Interviewee 7 observes, the effect of the unlimited freedom is a “laissez faire organisation” which has been promoted by the present government. Some interviewees note that the misuse of the term democracy is not only by students, but also by teachers, so this poses a “tough time to the administration” which often finds itself powerless.

T: The changes. Well, the changes are drastic and they are having, they are affecting in fact the whole education system positively and negatively. Like, before, the administration of the school was having powers, was having control over the smooth running of the school. But today since the new government, since democracy there is this democracy being not well understood, well defined. You see that it is misused by the students, even by the teachers themselves. It gives tough time to the administration and you feel that the administration has been left without weapons. It can't, ok it can lay down regulations and rules but it can't enforce them. It doesn't have powers to do so.

I: Why?

T: Because people say they are democratic, there is democracy. They don't cooperate. (Interviewee 15)

To some teachers, the democratic rights of learners seem to have been carried too far to the extent of involving learners in certain aspects of decision-making when they are not supposed to. This, they contend, creates problems as Interviewee 3 observes.

Some changes are good but others are not. For instance, the involvement of communities in the running of school affairs is a good one but I feel community must be involved in the education of their children to some degree. I want to emphasize this, to some degree. The minute you have school committees in the running of the school with the management and the communities themselves, you have problems... The pupils must be involved to a very small extent. (Interviewee 3)

In effect, many teachers see the liberation struggle as being largely responsible for the unrestrained freedom among learners and

teachers in schools resulting in indiscipline and lack of respect for authority and the consequent fall in academic standards. The entire scenario is a vicious circle. The liberation movements manipulated school children to gain political ends and on attaining such goals, gave learners unlimited rights rendering teachers helpless in the enforcement of discipline. Powerless, teachers have therefore become frustrated resulting in burnout. In other words, many state that they have resigned themselves to the chaotic situation, motivated only by the end of the month salary and a few such benefits as rent houses and medical schemes. The government, on the other hand, blames teachers for poor academic results.

Many teachers, however, feel that the lack of discipline and the drop in educational standards are the effects of the introduction of democracy and the scrapping of punishment in schools. Under the present dispensation, corporal punishment is undemocratic because it is considered an inhuman form of punishment, which lowers the dignity of the learner. Thus the Biblical injunction of “spare the rod and spoil the child”, which was upheld in the apartheid days, no longer holds. As Interviewee 17 observes,

We are told that these kids should not be punished. That means corporal punishment is banned ... So we are still looking what other forms of punishment can we use in our schools. (Interviewee 17)

Meanwhile, as the search for alternative forms of punishment continues, teachers feel frustrated and burned-out, and academic results decline.

T: ... As a result you will find that most of the kids are not performing well because there is no corporal punishment, not even corporal punishment but punishment. There is nothing that they are afraid of, as a result they are just resting. As a result the standard of our education has just dropped.

I: And how do you feel about that?

T: It's very bad, because there are no outcomes in what we are doing. You just pass the calf to the cow and you tell yourself that they will see for themselves

later on. He or she will see when he or she reaches Std 10, because now she does not care. (Interviewee 26)

Overall, teachers under this category express the view that they experience burnout as a result of loss of control in their job. They relate the loss of control to democracy ushered in this country and in the schools in particular. They indicate that as a result there is no discipline in the schools. Teachers express the feeling that they cannot manage their classes nowadays because students behave anyhow. Students claim that they have a right to do whatever they feel like doing, and as teachers they feel powerless. Thus the salient features of this 'feelings of loss of control' category are displayed in Table 6 as follows:

Table 6 Salient features of category of description – 'Feelings of loss of control'

Lack of autonomy
Unlimited democratic rights given to students
Scrapping of corporal punishment contributing to ill-discipline
Instability in schools
Misuse of the term democracy
Demoralised and negligent teachers

5.3.3.3 Category C. Burnout as feelings of physical and emotional exhaustion

Teachers express frustrations and stress about issues such as the government policies. One of such policies mentioned by the teachers is redeployment. Some teachers experience stress because redeployment leaves them with an uncertain future. Interviewee 6, for instance, observes that:

When I talk to my colleagues, sometimes I feel that I am distressed especially during this time of redeployment. Even for the past two years

I've been experiencing emotional exhaustion because of uncertainty that we could be redeployed. Even the fact that we have to teach this OBE is stressing, especially that you have been teaching the old way and you have not been thoroughly introduced to this new way. There has been no workshops to update you. Nothing has been done to prepare you for the change. It's really taxing emotionally. Let alone that we are not sure of our future. (Interviewee 6)

To this teacher emotional exhaustion amounts to feelings of distress or feelings of stress and uncertainty. Such feelings are due to the policy of redeployment which leads to an uncertain future. She indicates that their future is uncertain although they have a number of commitments. For instance, they have children to look after and to pay fees for, and to pay the bond of their houses whilst the future is bleak. This, she observes, makes them really stressful. As an individual she seems helpless in such situation because there is nothing she can do, more so when one is merely fifty years old and cannot easily adapt to change.

The issue of uncertainty about redeployment is echoed by Interviewee 7 thus: "Other dislikes are those, these things like redeployment. We are not certain about what is going to happen. That brings this uncertainty of the job." Interviewee 5 finds redeployment frustrating because its implementation is just based on trial and error. As a result it is ineffective. Similarly, Interviewee 1's frustration is caused by the fact that contrary to the notion that redeployment would solve the problem of unemployment, it does not do so. It is in fact ineffective as it does not solve the problem.

Some teachers also indicate that the unstable government policies have resulted in a great deal of confusion among teachers to the extent that many are uncertain about their future. For instance, Interviewee 4 observes:

There is a lot of confusion. Today someone says this. Another person says that. As a result you are not sure whether you are still employed when you

wake up in the morning because you can hear within minutes that teachers have been retrenched. You are one of the teachers who have been retrenched. (Interviewee 4)

The interviewees often link up the question of retrenchment with the issue of redeployment cited above. Thus, dealing with change causes stress and therefore burnout among teachers, as observed in the following excerpt:

T: Some changes have come with sadness.
I: Like?
T: Like retrenchment of teachers. You will find that all teachers you know I started teaching as far back as 1976, which was very exciting. When you go to the classroom you would tell yourself that I am going to teach them. You just go, believing that you will break through the wall. If you are teaching English you know that you will break through. So when you go to a classroom you want to reach a certain goal to each and everything that you are doing, because you know, that it's your place. It's your home. You are not going anywhere. But now, these days you are not sure, you are, inside of you there is something inside your chest. You say "Oh, maybe tomorrow, maybe I'll not be here."
I: How do you feel about that?
T: It brought a heavy stone. It's a milestone around our necks as teachers. It's too heavy. It's sad. It's a milestone, something like a yoke on our shoulders. It's terrible because you are not sure whether ... it's not your home anymore. How would you like it if you stay in a home and then somebody tells that there is a letter that has come and in that letter you are told to vacate the house? It's sad, is it not so?
I: Yes.
T: Do you know, teaching is a career, it's a professional career. I never thought that in my life there will be such things in South Africa. I never thought so. I thought that South Africa is my home and is the home of my children and it's a home from generations to generations. It's a ... I don't know how I can put it, I don't know. Those were my dreams.
I: What makes you feel this way?
T: It's because I have had so much storms.
I: Like?
T: You know it's a storm. You find yourself being ruined if you are told that you are not permanent, having been here all the years in Transkei and in South Africa, being a teacher. Now in my mind now I have, I don't know.
I: What is it that you have?
T: I have a feeling of moving.
I: Moving to?
T: To other careers, whereas I should think that I was born a teacher and I do know how to teach, and I care for children. And above all I am old. But I feel not satisfied in teaching because of these things that are happening. Retrenchment, poor examination results. (Interviewee 25)

There is enormous wealth in these data. The teacher was responding to the question about changes in education since the new

government took over in 1994. Here she reveals, in concrete terms, her frustration and disappointment at the changes, “some changes have come with sadness”, “It brought a heavy stone. It’s a milestone around our necks as teachers”, “like a yoke on our shoulders”. Metaphors capture feelings she would find hard to explain, and the phenomenographer is always excited by metaphors because of their immediacy. The heavy stone metaphor, for example, is rich with associations of stress, strength, and something unchanging.

The interviewees also express the feeling that the government policy of pass one pass all is creating frustration amongst committed teachers who are concerned about high academic standards. They indicate that the scrapping of Standard 7 external examinations has led to laxity amongst both learners and teachers. In such a case, those dedicated teachers who are concerned about quality education are emotionally depressed by such a policy. There are a number of such teachers who observe that they have been working hard but their efforts do not produce any emotional satisfaction because the undedicated teachers are not doing their work. Also, the learners know that at the end of the year they will be promoted and so they do not show any seriousness. For instance, Interviewee 5 states:

T: ...scrapping these Std 7 certificates, Std 5 certificates, then I don't know in Transkei. Actually in the old South Africa they were getting Std 5 certificates. Otherwise scrapping all those things has already crippled education in some way.

I: How?

T: My observation is that at Junior Secondary or primary schools so the kids are not doing much. When they come to high schools, they are lacking basics....
(Interviewee 5)

In response to the question, “In the context of your work, generally, and in the context of your interaction with teachers and students, how would you describe the phrase emotional exhaustion?” Interviewee 9 has this to say:

T: Emotional Exhaustion? I don't know whether it's burnout.

I: What is burnout?

T: It is being fed up.

I: Being fed up. How else can you explain it?

T: It's dissatisfaction in the strongest sense. I do not know how I can explain it.

I: If a person is burned-out, how is that person? What actually happens?

T: I have said that it's dissatisfaction. A person who is burned-out is a person who is fed up. For instance, you are in a school. You were the head of the school. You call record books from your teachers, they do not recognise you. You tell them to come early to school, they arrive late. The students do what is done by the teachers and you feel out of control of the whole school. You feel fed up about everything related to school work. You let everybody does as he or she feels. That means you are burned-out now. You really feel emotionally exhausted about the whole thing.

I: Have you ever experienced any form of emotional exhaustion as you have explained it to me?

T: Yes.

I: What actually happened?

T: Well in my case I don't know whether I would call it burnout, I was asked to train rugby. When I trained rugby I trained Std 7. At the same time I would be asked to supervise the classrooms. Then I was expected to do all the jobs perfectly. I could not manage to supervise cleaning when I was coming from sports. So that tired me very much. I went to the doctors because of the strain I had and I tell you I nearly broke. My principal was too demanding and I felt emotionally exhausted at the end, not being able to do any of the jobs that were given to me.

I: What effect did that experience have on you?

T: It did affect me so hard. Even if there was something that demanded me to cry I would not cry. It seemed as if I had no feelings. (Interviewee 9)

Exemplified by this interviewee, teachers describe their understanding of emotional exhaustion as burnout, which is in turn described as being fed up, that is, dissatisfaction in the strongest sense. As a result one cares less about everything as one feels emotionally exhausted worrying about the whole thing. You just do something for the sake of doing it, "teaching for the sake of earning a salary at the end of the month." (Interviewee 6) As can be observed in the excerpt the term burnout was used spontaneously by the interviewee.

In a similar vein, Interviewee 6 has the following to say about burnout:

T: ... In the mornings I had morning classes and I can not have that any longer.
 I: **Why?**
 T: I'm feeling fatigued maybe. Maybe the cause is age or maybe it is depression but I think it is depression.
 I: **Depression caused by what?**
 T: By seeing that the teaching profession is not what it used to be. And this makes one feel very depressed and as a result of that there is a feeling of being burned-out.
 I: **How would you describe the term burnout?**
 T: It's the attitude where you don't feel the drive you used to have. You wake up just for the sake of waking up. You go to school just for the sake of going to school. You are not even keen to have a lesson you would say, "I'm teaching a challenging lesson" today. You just go to school for the sake of going to school. You feel tired. There is this fatigue. In the past, when the Std 10's are writing I used to hang around, check the paper, to panic. I used to do everything in my power to make the whole thing a success. Even when a student says I'm feeling unwell, I used to buy medicine for that student. To me it was a matter of life and death that the student should write and get a pass. Now I don't even ask how the paper was. I don't even know how the paper was. I don't even have the energy to ask that. I don't even have the energy to ask the teachers.
 I: **Why?**
 T: I feel tired. (Interviewee 6)

In addition, some teachers also express the feeling that being committed to your job while others not, amounts to killing to one's nerve. A quote in this regard is:

You are a colleague. We interact. We do whatever. And I get annoyed in this way – I'm teaching. I'm seriously doing my job. You are a teacher. You are a teacher and you are not doing your job. Do you understand? At the end of the day we are expecting that poor child to pass. And that poor child cannot pass just because he or she has passed my subject. He'll have to pass six subjects. And out of all these 20 teachers, may be there are only 5 teachers who are really doing their job. All others are the type of teachers because they got the certificates but not really a teacher. Do you understand? So, you know, automatically you are affected by such a situation and you turn to hate the very profession, the very career. You turn to hate it simply because of this situation that is taking place in that career. This is really emotional exhaustion because it's bad. It's really... That is why, That is why I see teaching as part of one's job, not my job. Because I believe now it has come to the time where I realise, you know, I got to a wrong train here. I've boarded a wrong taxi. I'll have to change because now it has come to the position where, ... " (Interviewee 1).

Teachers express the view that they are more depressed with the system. It amounts to frustration and depression which emanate from the teachers doing their job and others not. The effect of others not being committed is that the poor child does not pass, that is, the results expected are not attained. This makes teachers hate

the profession. They consider it a waste of time where they put their best to make students pass their subjects, while the students fail other subjects as a result of the negligence of other teachers. The teachers feel so burned-out that they decide to abandon teaching. The irony of it is that the undedicated teachers blame the learners for poor performance. What frustrates some teachers is that the outcomes (results) are based on collective responsibilities and therefore where the outcome is bad, it affects all the participants in the school. The good work you do as a teacher is not seen and cannot be appreciated.

Some teachers express their feelings of emotional exhaustion and therefore burnout through parents' interference in the teacher's role in disciplining learners. That is, the parents supporting their wayward or in-disciplined kids against teachers. This is exemplified by Interviewee 7 who has the following to say:

One time a parent came to school, to me, shouting at me. She came into the classroom shouting, saying bad names. So I just stood up and went outside. She followed me. So other teachers saw this and intervened. So I think she was up to beating me there. This shows that you are not safe as a teacher when you are at school. (Interviewee 7)

This interviewee points out that interference of parents at school adversely affects school discipline, and is tiring. It is exhausting emotionally as it leads to sour relations between the teachers and students. Some teachers indicate that when they experience emotional exhaustion they burst it in "emotional state". For example, Interviewee 5 notes that the effect of this is that he feels so frustrated that he feels like not a person. The excess of the frustration makes him feel as if he is not human.

In addition, Interviewee 11 has this to say about her experience of emotional exhaustion:

T: OK. I would say what exhausts you emotionally are the things I have already mentioned. I have said, you sit down and plan. You say this year I want to organise myself. I want to produce this kind of a student. I want to produce this quality of results at the end. I am going to do this and this and this. And at the end when you come to the practical part of your planning you find that it does not work, because you say this and you find somebody who is not going to cooperate. You tell your students that you would like to do this and that with them but you find that they don't care. You know you find yourself caught in a very tight corner. There is nothing you can do. Emotionally you become down. You become down and you don't know what you can do to boost them. You find that every plan you have, you don't succeed with it. Even in the case of teachers, they are busy with what you don't know. They don't take instructions from anybody. ... These things are emotionally exhausting. You become frustrated and emotionally exhausted.

I: And what effect does this experience have on you?

T: You feel like I feel. You don't see anything interesting as such in your job. You go there just because you want to feed your kids. And another thing, out of this you are consoled by having a few people who work with, a few, 4 or 5 out of 30. Otherwise ... I find it very hard to say there is something interesting. It's not there. (Interviewee 11)

Thus, teachers point out that learners lack enthusiasm for learning and as a result of that this leads to physical and also emotional exhaustion. They put a lot of effort preparing their lessons for students, but the learners lack the enthusiasm. This is what makes them to feel exhausted. They state that what makes the learners to lack enthusiasm is that they don't have the necessary background. They have not been adequately prepared in the junior secondary school level for high school work. As a result there is some gap in their general knowledge. Now as a teacher one has to do the work that should have been previously done by other teachers in the lower classes and this exhausts them.

Interviewee 22, on the other hand, says about her experience of emotional exhaustion.

I: Have you experienced any form of emotional exhaustion as you have explained it to me?

T: Yes, I do become exhausted at times, you know. Like at times I do even feel like sitting in my house and don't go to school. You know I never did that in the past 19 years, but with the last two years, I've been saying to you, you know at times I don't even feel like waking up and going to school when I know what I'm going to find at school. So I should think that's the exhaustion you are talking about. I mean I feel eyi- even if I don't go to school. At times you go to school

and these things do happen. Children are up and about and I decide to me go home and sit at home.

I: What effect does this experience have on you?

T: This experience as I said it's a... there is only one thing, that is, if it doesn't come right it means one has to leave teaching. If it doesn't come right because I mean it's painful. ... Now when I go to school and find that these children ... there is nothing I'm doing you know it becomes painful. At times I don't want to be part of it. I don't want to be part of killing children, let me put it that way. I don't want to be part of that. Then it makes me feel like if I don't see this...[cries]. (Interviewee 22)

Teaching is very strenuous. As a result we have developed high blood pressure because we are dealing with kids from different areas. Their performance is not the same. Some are slow learners, others are right. You find that now you struggle a lot to uplift the kids who are slow learners. This also results in you having stress, when you try by all means to deal with the child but in vain. (Interviewee 26)

So according to teachers in this study, emotional exhaustion implies burnout, the dissatisfaction, stress, depression. For instance, if the students are not doing well teachers feel worried; they are not satisfied with the work they are doing. They feel depressed and frustrated.

Overall, teachers describe their understanding and experience of burnout as feelings of physical and emotional exhaustion. They see burnout as being fed up. Teachers indicate that they become fed up when they talk to students about late coming and not doing their homework and students keep on doing the same thing. They become fed up after some time and let everybody does as he or she wishes. Other important characteristics of this category are listed in Table 7 below.

Table 7 Major features of category of description – Feelings of physical and emotional exhaustion

Stress related to redeployment, retrenchment and OBE;
Job insecurity and uncertainty about the future;
Unstable government policies resulting in confusion and depression;
Undedicated and uncommitted teachers emotionally depressing to other teachers;
Dissatisfaction with one's job in its strongest sense;
Depression with the system;
Interference of parents in the running of school affairs is tiring.

5.3.3.4 Category D. Burnout as frustration related to the curriculum changes (OBE)

On the issue of the changes in education since the new government took over in 1994, most of the interviewees talk about the Outcomes-Based Education (OBE) approach to teaching and designing curricula. Many of the interviewees have misgivings about the OBE approach. Some consider it premature for South Africa to adopt it. They state that South Africa is a developing country, which has not attained the technology of the first world nations. Interviewee 5, for instance, notes that:

What the government has just done has imitated the first world countries whereas South Africa is just a developing country. So it means that now, if you look at these OBE's and the like you know, so actually they have to start it, if I may say, at preprimary schools just to prepare, to change the attitudes of the pupils, you know so that they can see education as something of their own. But then to the people of South Africa, well, it's still premature for it. (Interviewee 5)

On the same issue Interviewee 6 expresses her disapproval of OBE, thus:

In the first place it is said that it was introduced in the first world countries and there are records that it never took off. As a result they abandoned it. Why do we have to adopt it when we've seen it failing in other countries? And you know how our resources are. We are struggling

to make ends meet. How are we going to make it work here when we do not have the material? (Interviewee 6)

The interviewees exemplified by Interviewee 6, show objection to the OBE because they say it has failed in some first world countries where it was initiated. Besides, they see the absence of facilities as obstacles to its successful implementation. The problem of facilities is taken further by Interviewee 3 who seems to appreciate this approach:

What concerns me is the failure of the government to provide facilities for teachers, to reduce the teacher pupil ratio. OBE is a brilliant idea. It might, if implemented correctly, it might produce students who are critical thinkers, who can do things, who can work independently, but I still believe the government needs to have done some groundwork – provide facilities, reduce the teacher pupil ratio, retrain teachers on a very large scale. I mean, training. I don't mean training for the sake of training. (Interviewee 3)

The training programmes intended to equip facilitators and teachers are considered ineffective by some interviewees. This is because the courses are of short duration, and do not adequately equip teachers with the principles and techniques of the new system to enable them use it with confidence. The suggestion is that the training programme should have been of a longer duration as conveyed in the following excerpt by Interviewee 4.

The teachers to implement this OBE next year should have been trained for a year. They should've gone for intensive training for a year, or else for a period of at least three months. Three months for a period of training, come back to implement it, and then go again for training. What you hear about are courses, for instance a week's course for OBE and then you are expected to come back and apply that. It becomes very difficult and you find that it's really frustrating. (Interviewee 4)

The effects of the inadequate training of personnel are the focus of criticism by some interviewees. They complain that OBE facilitators do not vary their methods, nor do they display competence in answering questions posed at workshops. Such

inadequacies obviously lead to frustration among teachers. Interviewee 6 not only shares such sentiments, but also expresses concern about the large number of teachers in the rural areas, who have no opportunity of attending OBE workshops:

I: Any other change?

T: I only wish that the government could train people who are responsible for training teachers.

I: Train for what?

T: To train teachers, like for instance when there are workshops. I'm interested in this OBE thing. The only thing is that whenever there are these workshops even if you go to any area you'll find that they are presenting the same lessons in the same method. And if you ask questions they will give you the same answer. And some of the questions will be left unanswered and they will say they will come back later to them and they never come back to them. And when they come back they never give you any form of assistance. But it's better for the teachers who are around here. I'm always worried about the bigger numbers at schools in the rural areas where there is no guidance. (Interviewee 6)

In general, teachers welcome OBE as an innovative approach to teaching and learning capable of transforming children from the current passive learning situations inherited from Bantu Education, and making them more critical and creative learners. However, they see a need for proper preparation in terms of adequate training of personnel, and the provision of facilities. Until these are attended to, the OBE will remain a thorn in the flesh of teachers, thus producing frustration and burnout as experienced by Interviewee 17.

T: It's just that there is no other job that I can do.

I: Why do you say that?

T: I'm trained to be a teacher. I'm not trained in other fields. But, if I may train in other fields I would leave the job because it's frustrating.

I: It's frustrating. How?

T: All the new staff, starting from the salaries, starting from the new constitution, the constitution that has changed. Mh-m, they are trying to change, they are trying to implement, and we are not taken to courses so as to be upgraded. They want us to implement something that we do not know.

I: What is it?

T: The new curriculum.

I: So, what do you feel about the new curriculum? Can we talk about it?

T: Ja. I'm not part and parcel of the people who were drafting the new curriculum. So, that's an imposition. (Interviewee 17)

In response to the question “Overall, what are your feelings about teaching as a career?” Interviewee 24 relates her ill feelings to OBE.

T: It's not a very good profession because it has got many, many disadvantages.
 I: Can we talk about those disadvantages?
 T: Firstly, this change of approach, I mean this new approach, OBE, no, no, no, it's very complicated. And I mean the government has got no money to support. Many things there are wanted, like in grade 1 you need to have a lot of material. So there is no material from the government, no support at all. Even parents do not have money, when we are talking to the parents. No money so that we can buy the material, no money for it. (Interviewee 24)

Table 8 captures fully the major characteristics of this category of description as follows:

Table 8 Major features of category of description – Frustration related to the curriculum changes (OBE)

OBE is a frustrating, complicated approach;
OBE is a blind importation from a first world country;
OBE has failed in the first world countries with advanced technology;
Complex activity which is demanding;
No adequate preparation for its implementation;
No adequate resources for it.
An imposition by the government

5.3.3.5 Category E: Burnout as feelings of helpless anger

This category is different from the ‘feelings of loss of control’ conception in that it goes beyond what is happening in the schools as a result of democracy and includes the government/Department of Education. The teachers indicate that they feel humiliated when they enforce school rules and the Department of Education supports students who have violated the very rules that the Department itself has laid down in schools. The teachers state that they feel embarrassed when the Department does not support them or the school administrators whose duties are to enforce the school

regulations. They feel frustrated and disenchanted and rather let things go their own way. The frustration and disenchantment are indications of burnout.

The government policies tend to frustrate teachers in the sense that they perceive the government has not lived to its promises. For instance, the teacher-pupil ratio is still high in spite of promises to reduce it. Besides, contrary to the earlier assurances, teachers face possible retrenchment. In addition, there is no free education as promised and this creates chaos in the schools because students refuse to pay fees since the government promised free education. Interviewee 6 for instance has this to say:

...I think to a certain extent the government is contradicting itself. It has encouraged children to go to school and there was a promise that there was going to be free education for all. But at the same time the government has no money to pay for the basic needs say for Sub-A's and Sub-B's. Now when students go to school they refuse to pay fees because it was said that the education is going to be free. (Interviewee 6)

I: Can we talk about other changes which have taken place since the new government took over in 1994?

T: As I have said, maybe I have an attitude towards some of the changes. What I've noticed is that most of the changes that were done by the education department were negatively affecting the role of the teacher.

I: How and why do you say that?

T: I don't want to talk about that. Have you ever noticed that discipline is lacking in our schools and as a result we are not getting good results? And I think that teachers are not protected. In several occasions at school you have had discipline problems, problems about discipline. And there are cases that have had to be referred to Bisho. And we used to stick to the regulations that were laid down by the Department. But in many cases you'll find that when the judgement was passed it was favouring the student. It's humiliating on the part of teachers. ... Now how do you feel, say if you are an administrator and you are trying to maintain the discipline of the school. You are trying to enforce the law to the book and you are confronted by the very people who laid down the rules. So that's why I say that. And it's embarrassing. And what do you do in future? You just let things as they are. And then discipline goes away. (Interviewee 6)

According to the interviewees the non-delivery of textbooks by the government results in ineffective teaching and therefore burnout. Many teachers feel that teaching as a career is a good thing but they

blame the government for many of the ills in teaching. They complain about incompetent administrative personnel in the Department of Education, for example, Educational Development Officers (EDO's), directors, planners – who were not properly appointed. This is exemplified in the following dismal picture painted by Interviewee 5 in spite of her initial positive view of teaching as a career:

T: Teaching is a good thing. Really, it's a good thing, if only the government can try to make things right. So teaching can be a good thing. So if department, especially, can just try to employ the very competent people, personnel like EDO's, directors, planners and whatever. I'm sure teaching can be good career. And then again, if the government can build more schools, hire teachers and try to come up with the stable policies, like if I may just quote the redeployment business you know. So they are just trying what I may call trial and error each and every year, each and every day. So for instance, this redeployment, which was started in 1996, but I'm telling you even today it's not effective, you know.

I: Why?

T: The problem is that there is no clear policy about it. So there are no people then who can plan the thing which can be effective. The people who are up there, so they are just making the trial and error because they are not supposed to be there.

I: Why do you say that?

T: The problem is, I don't think is the experience. It could be a factor, you know, but the thing is they are not working. No, they are not working. They don't want to learn, you know. That's the thing. So actually if they can sit down and try to come up with something of their own, not copy, imitate something from other countries, you know. I'm sure it can work. So it can be a good thing you know. So, but today it seems as if our Black education especially has just fallen down. I mean it's just going down to drain, you know, and I'm giving you only three years from now and then no more black education.

I: Why do you say that?

T: You know, what I tell you, there is no one who is committed to education of our nation. So, teachers, especially black teachers, authorities, so it means each one is pointing a finger to another. And it means then now who is suffering at the end of the day, it's the kids. And then, really I mean teaching itself is just dying. (Interviewee 5)

Teachers are lamenting the collapse of black education, which they do not like being part of. They do not want to be associated with the drop in educational standards. They show a conflict between black teachers and the administrative personnel in the department of education, each one blaming the other for the lapses in black education, and the learners being the victims in this conflict. Seemingly, there is no way to correct the weaknesses in education

because neither the government nor the teachers want to accept the blame. So there is a general confusion about the direction to take. This leads to disillusionment among teachers.

Teachers also attribute the failure of education to a lack of management. Responding to the interviewer's question "Which management?" Interviewee 9 for example has this to say:

T: That is there are no managers, everywhere there are no managers. Class teachers will not do their registers, that is, class management is not there. And being an administrator that is a person who is said to be a principal or a deputy principal you don't do your work because they refuse to do their work. Teachers are supposed to be feeding us but there is no reciprocity.
I: Why?
T: The department as far as I am concerned is far from schools.
I: How?
T: I mean there is no longer that coming together between the department and the schools. There used to be inspectors visiting the schools in the past, working with teachers, guiding them here and there in their work. You as teachers getting feedback on how you are working. That's why I say the present situation is really depressing. (Interviewee 9)

The complaint, in effect, is the dereliction of responsibility by school administrators and teachers because of the absence of school inspectors. Parents also come under criticism for their non-committal attitude to the academic work of their children; they do not supervise their homework. Thus, all the stake-holders: Department officials, principals, teachers and parents have been shirking their supervisory roles.

Talking about the changes, the teachers state that in practical terms nothing has changed. They see changes as only on paper and in terminology e.g. circuit inspectors called EDO's. Otherwise, functionally there is no change. In response to a question about the changes that have taken place in education since the new government took over in 1994, Interviewee 12 sounds quite cynical:

What changes? What changes? Look, on paper, yes, in organizational theory, yes. On the ground, it's pretty much the same. We have the reorganizational world used to be the inspectorate. We have district managers who were circuit inspectors then. We have what they call Educational Development Officers (EDO's), assistants to the inspectors and a much large numbers than the overall system can take. I have doubts about whether this is at all productive. (Interviewee 12)

Teachers see changes in terminology of educational functionaries but in reality there is no change. They see the entire administrative structure as unproductive. Besides, they are much concerned about the very large bureaucratic and inactive personnel who sit in offices doing nothing except pass circulars around.

So teachers show anger and frustration at all that is happening in education. They show a feeling of despair about the entire system, and decide not to care, but mind their own businesses. Rather than worry themselves about the bloated bureaucratic staff, they prefer to do the little they can.

Most of the interviewees actually complain about the top-down type of management at the time of democracy, and not being involved in decision making as stakeholders.

If the government would appeal to the teachers or ask them their opinion before doing any changes it would be better. I mean, if the teachers could be involved in the decisions about the changes it would be better. But they are not involved. It's just a command from the government to the teachers, yet they don't know what is happening down there. If it can start down then to the government and also the parents to be involved, it would be better. (Interviewee 10)

In a similar vein Interviewee 17 has the following to say:

T: I've already told you what the government did, all these changes. There are all these changes that were brought about here which affected the teachers just because they were done there and then we are told to implement. So during implementation it is difficult for us, we get frustrated, because those people who are planning are there at the top, planning for a school like myself. We have about more than 2000 kids.

I: **Mh. And how many kids are there in each class?**

T: About 80 up wards in each class.80. So they are planning for the people they don't know. Their plans are for normal situations where you have about 40 pupils or less, and may be you have a science laboratory. (Interviewee 17)

Thus, most teachers complain about the chaotic situation in schools where teachers are not consulted with regard to changes to be made in their schools, whilst they are the very people to implement such changes.

For instance, administratively we have a problem of say principals trying to, in fact implementing the things that are applied by the government without consulting teachers. That is the problem. Even the government does not consult, so they use our administration, you know to implement things, so if we are consulted, you know the bottom line here is consultation, if we are consulted we don't have a problem but the thing is we are not consulted. (Interviewee 18)

Some teachers also voice out their displeasure at the conduct of staff meetings. They observe that the real decision-making power rests with the principal. Consultation with the staff is mostly done so that the staff members can rubberstamp the decisions, which have already been made. This apparent democracy is a source of frustration to many staff members who feel powerless and angry at the situation. Interviewee 4 expresses her cynicism thus:

Coming to the issues of meetings - he comes up with his suggestion, and you'll find that there was no point for him to call a meeting. He could do what he has in mind. (Interviewee 4)

Teachers also experience feelings of helpless anger when they are blamed for poor student performance. Some teachers state that some changes in education have also had a negative impact in the sense that discipline is now lacking, that is, which tends to have adverse results on academic performance of learners. So teachers experience frustration and burnout through being blamed for poor student performance. Also, the poor results by students affect them as teachers.

I: How are you affected by their failure as a teacher?

T: It does affect me as a teacher because ... a finger is pointed at you when the students fail. The parents will always put a blame on you and not on the child. And yet during the course of the year the child has been going up and down instead of sitting down and studying. Now the parent will start blaming you as a teacher. (Interviewee 23)

To add to this, Interviewee 10 says:

T: That is, you are blamed now and again.

I: By whom?

T: By the community, parents, the government, because whenever a child fails the blame is on the teacher. And they don't bother to explore the fact that these children don't want to do their homeworks. They are not being helped at ... by parents at home, but the blame is always in the hands of the teacher. (Interviewee 10)

The anger by teachers stems from the fact that they are made scapegoats of a situation where other stakeholders have shirked their responsibilities. Others, particularly the experienced ones are angry when they see younger and new teachers promoted above them. All these cause frustration and burnout among teachers.

The major features of this category can be put in table form as follows:

Table 9 Salient features of category – Feelings of helpless anger

Department's support of students against teachers causing a sense of humiliation;
Unfulfilled promises by the government frustrating;
Incompetent administrative personnel in the Department of Education frustrating;
Lack of commitment to black education in the country;
Lack of effective management in education;
Top-down type of management at the time of democracy;
Lack of involvement in decision making that directly affects teachers;
Entire administrative structure being unproductive;
Young and inexperienced teachers getting higher posts.

Overall, burnout is described by teachers as a set of feelings and also an attitude. It is, however, important to state that teachers use the word "burnout" to refer to outcome. For instance, they say that burnout is a sense of dissatisfaction and also a sense of low achievement. Teachers express a strong sense of demotivation in their schools. One manifestation of this is that very little is happening after school hours to reinforce the work done in class. Another manifestation of the low morale of teachers is that there is an extremely high rate of absenteeism. Teachers state that seldom is there any day when every teacher is present at school.

Burnout is also used to refer to acts or events. Teachers describe burnout as feelings of powerlessness, that is, loss of control. They feel powerless in their job, having no control of anything, including their classrooms. Also, they experience feelings of stress and frustration, both physical and psychological stress. The lack of respect for the teacher and his low public image frustrate them. It also puts emotional pressure and strain on them. Furthermore, the feelings of helpless anger experienced by teachers show that they use the term to refer to acts or events. Teachers feel that they have to resign themselves to the situation over which they have no control. They express a feeling that democracy has produced the current feelings of powerlessness, meaninglessness and helplessness amongst teachers.

5.4 Categories of description as subject-object relationships

In this section a brief account of categories of description as subject-object relations is given. To reiterate, phenomenography is an approach investigating how phenomena appear to people, the qualitatively different ways in which a particular phenomenon appears to people. It focuses on the relationship between the

subjects experiencing the phenomenon and the phenomenon under investigation (Marton, 1994a:91). In the present study it is important to look at all the different ways in which the teachers say they experience and understand burnout and motivation. Thus the analysis explores what burnout and motivation are from teachers' perspective and how they are separated into aspects, that is, teachers' different conceptions of burnout and motivation. The interviews have helped to open up the feelings and show the experiences of the subjects. The understandings and experiences given show the relationships between the subjects and the phenomena of interest.

Teachers' conceptions of burnout have been identified as follows:

1. Feelings of lack of job satisfaction;
2. Feelings of loss of control;
3. Feelings of helpless anger;
4. Frustration related to the curriculum changes (OBE); and
5. Feelings of physical and emotional exhaustion.

Having identified these conceptions of burnout and described them as categories of description, a schema representing diagrammatically the five subject-object relationships in this section on burnout is presented in figure 7 below. This schema helps differentiate among the conceptions of burnout.

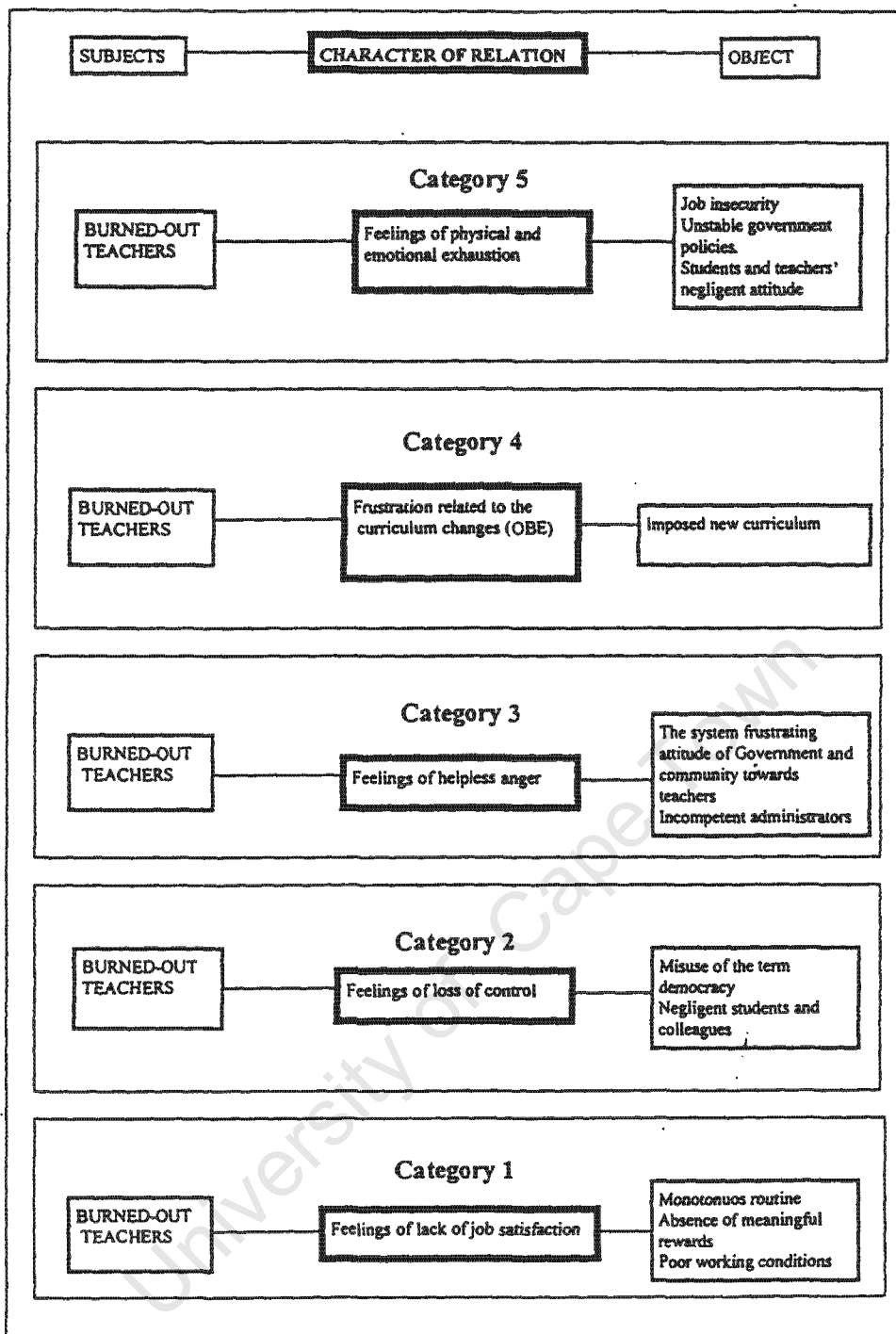


Fig 7 The categories of description as relationships between subjects and object

In Figure 7 the conception 'feelings of lack of job satisfaction' focuses on teachers' experiences of lack of job satisfaction as a result of the monotonous routine in their job, absence of meaningful rewards and poor working conditions as a condition of burnout. In other words, the conception emphasises how the conditions at school lessen teachers' satisfactions in their job.

Teachers describe burnout as “feelings of loss of control” which they attribute to the prevailing atmosphere of democracy, which has led to lack of discipline on the part of students in the schools. Lack of discipline is seen as related to the scrapping of corporal punishment and the excessive rights given to students. Teachers also complain about the uncaring attitude of other teachers at school as a result of democracy.

According to Figure 7, teachers also describe burnout as ‘feelings of helpless anger’ and indicate that they feel angry at the situation where younger teachers seem to get higher posts under the present political dispensation, while they are being blamed for poor student performance. The teachers express the feeling that they are powerless to do anything about the situation.

Teachers conceiving burnout as the ‘frustration related to the curriculum changes (OBE)’ conception understand burnout in terms of the politics in the country. They express the feeling that they are frustrated by this imposed new approach to teaching and learning (OBE) which is very sophisticated. They are frustrated on account of its inadequate preparation and organization.

The teachers holding the ‘feelings of physical and emotional exhaustion’ conception of burnout express these feelings as related to the present political dispensation. Teachers are frustrated by unstable government policies and job insecurity at present. They also complain about the government/department which does not consult teachers at the time of democracy; the curriculum expectations which are not being met; and the students and teachers who show negligence towards their work. This state of affairs seriously discourages committed teachers. Thus, the situation in schools creates feelings of emotional exhaustion in teachers.

From the schema (see fig. 7) the researcher can reframe these conceptions by using the three factors or dimensions brought up by Maslach (1982), that is, individual factors, interpersonal factors and organizational factors, as explained in Chapter Seven. In this case, particular conceptions of burnout can be placed within a particular factor, e.g. individual, interpersonal or organizational. The researcher has found, however, that it is better to create a new category (political factors) in addition to Maslach's categories. This is because it was noticeable that the teachers have referred often to the difference between the apartheid and post-apartheid era (see Chapter Seven).

5.5 CHAPTER SUMMARY

In this chapter an attempt has been made to capture the critical differences in how teachers experience their world. The assumption is that there is variation in people's experiences of the same thing. The chapter was organised into three parts. The first clarified the way the results of the analysis of data are presented. Recommendations from the research conducted by Entwistle (1997) and Svensson and Theman (1983) were used to focus on the need to make explicit the main character of the conceptions of burnout by presenting sufficient extracts of the data to delimit the category fully in terms of its boundaries. It was argued that the data should not be left to 'speak for themselves' and that the responsibility rests with the researcher to give meaning as to how the categories have been constituted.

In response to these issues, the results of the analysis of data were presented in the following way: Firstly, segments of interviews were used and, as is the custom in reporting phenomenographic research,

were quoted verbatim. Some substantial quotes in a dialogue form were framed and other quotes were indented and identified with particular teachers, whereas smaller segments were woven into the text. Secondly, an overview of each category of description captured the salient features of the category and was presented in a tabular form at the end of each section. Overall, a balance was sought between using the actual words of the teachers and the analytical comments of the researcher in order to delimit the meaning of each category and, in so doing, make the variation among categories more easily understood by the reader.

Subsequently, five conceptions of burnout were identified and written up as categories of description. Finally, the categories of description were diagrammatically presented in a schema of subject-object relationships. Overall, this chapter represented what primary and secondary school teachers in this study mean by burnout. In the following chapter (Chapter Six), conceptions of teacher motivation will be identified and examined.

CHAPTER 6

FINDINGS ON TEACHER MOTIVATION

6.1 INTRODUCTION

This chapter describes motivation as it is conceived and experienced by the teachers in the present study. In this chapter, as in the previous one (Chapter Five), recommendations from the research of Entwistle (1997) and Svensson and Theman (1983) are used to focus on the need to make explicit the main character of the conceptions by presenting sufficient extracts of the data to delimit the category fully. Each category is delimited in terms of those extracts from the interviews which together constitute its meaning. All the steps followed in the previous chapter to analyse interview transcript data and to come up with the teachers' conceptions of burnout are also followed in this chapter.

The remainder of this chapter is organised into two parts. The first part presents the main findings of the study labelled as categories of description, denoting teachers' conceptions of motivation. The final section explores how the categories of description could be described in terms of subject-object relationships. The chapter, as the previous one, is written in the present tense in order to highlight the current condition of the teachers under study.

6.2 FINDINGS - CATEGORIES OF DESCRIPTION OF MOTIVATION

In introducing the idea of differing conceptions, teachers are asked to explain the meaning of the term motivation.

Question: What do you understand by the term motivation?

The answers to this question and other questions about motivation show distinctively different ways of understanding or experiencing, and an analysis of teachers' description of how they experience produces the distinction between deep and surface approaches to motivation.

There are four major categories of description derived from the analysis of interview data and these are displayed in Table 10:

Table 10 Categories of description of motivation

1. Motivation is feelings of intrinsic and extrinsic satisfaction;
2. Motivation is feelings of personal satisfaction and enjoyment from the work of teaching;
3. Motivation is positive feelings about non-material rewards arising from the social environment;
4. Motivation is expectation of financial rewards.

The researcher has tried to base the categories on the data, but inevitably her own history and experiences may have influenced the categories. Furthermore, it is conceivable that these categories of description have also been influenced by the literature.

Each of the four categories of description will now be discussed in the order of importance in which they appear to the respondents.

6.2.1 Category A: Motivation is feelings of intrinsic and extrinsic satisfaction.

All the participating teachers express their love for the profession and what they like about it. They state that they are teaching because they enjoy their professional relationships with students.

Besides they love the challenging nature of the job. For instance, Interviewee 5 responds to the question about remaining in the profession by saying:

T: I used to like teaching and at least I still do like it.
I: **Let's talk about what you like and/ or dislike about it?**
T: What is it that I can say I dislike about it? Mhm there is nothing that I dislike about my job in particular.
I: **Ok. What is it that you like about it?**
T: I enjoy imparting information. And then when you see what you have done at least you get satisfaction, satisfaction that at least you have done something for your children, and it encourages you to move forward. (Interviewee 5)

The above excerpt also shows what a motivated teacher feels like. For example, she enjoys imparting information to students and seeing good outcomes out of that.

In response to the question "What do you enjoy most about your job and what other things do not make you particularly happy?" Interviewee 2 has the following to say:

The decision I made to change from my previous job to be here and be my own boss makes me feel happy in my job. Here I started this computer centre from scratch. I do things I want to do here unlike before. But I find that I have tried my independence for a slightly poor salary. Let me put it another way round, I forfeited a good salary for my independence. (Interviewee 2)

Some teachers express the view that although they need money it is not that much important in their job, but being in authority is something they appreciate. Authority in the job gives them job satisfaction.

I: **Many people join or choose a career for different reasons. In your case, what would you say made you choose to become a teacher?**
T: No. I love teaching. I love teaching. I came to it because I had a vision, to uplift the youth of our country. And at the end of the day I think so far so good because there are students that I see are progressive and are doing things, who were my students in the past years. I started teaching and this is my ninth year in teaching and I feel it's worth it although there are more illustrious careers in terms

of financial rewards but I wouldn't quit teaching for that because I love the job. It's a challenge to me.

I: Ok. What do you enjoy most about your job and which things do not make you particularly happy?

T: Oh. Naturally because teaching involves children I actually enjoy to be in class and be with the kids most of the time. But school environment is not only about teaching as going to class but is also about relationships between staff members, it's about management, it's about the various aspects of involvement, community involvement and things like that. But from a personal perspective, I think the misunderstandings and small squabbles, cliques in the staff room, are actually the main hindrance towards progress and therefore that's what I really hate most, squabbles with people who are supposed to be the best of friends. I hate this one most because you spend more than 8 hours of your life at work everyday. And if you take 8 hours and go to 24 hours that gives you something like a 3rd of a day. And if every third of your day you spend in squabbles it means that by the time you are 30 years you have spent 10 years of squabbles all. I really hate that one most. What gives me joy in teaching is the actual teaching, to see your products being progressive in life. And this is also one part of regret in teaching because if I were an architect for an example, I would live to admire my buildings. But sometimes like a doctor when you have students some will be successful some won't be and this is also part of the heart ache of teaching, when you see some of your students going down the drain. But I believe in being optimistic if you look at the successful ones you get motivated to produce more. (Interviewee 20)

In a similar vein, Interviewee 21 has the following to say:

I: What are the reasons why you have stayed and continue to remain in teaching?

T: There are many things that make me remain in this profession. Firstly as I have said that I love teaching, I love to be with the children at school. I love to interact with them every time. The way they reason, figure out things, make me enjoy to be with them. When I discuss with them the subject I teach, I like to ask them challenging questions so as to get their own ideas. It's when they are responding to such questions that I get to understand how they think. Then for me it becomes easy to start there and develop their knowledge. I find doing this thing challenging enough to keep me in my job.

Secondly, what I like about teaching are the benefits. We are given the thirteenth cheque, housing subsidy, medical aid and other benefits. For instance, there are many holidays with us as teachers – March, June, September and December. During these holidays you have enough time to travel if you wish, visit friends, plough your fields if you feel like. So this is what I like about teaching and what keeps me going with it. And I don't think I will ever change it because I love it and I'm used to its holidays. (Interviewee 21)

The teachers express the feeling that their job gives them intrinsic and extrinsic satisfaction. The job itself is motivating as it deals with human relationships. In addition, the fringe benefits like the 13th cheque, housing subsidy, medical scheme, holidays, etc. give them further satisfaction.

The teachers express the view that they enjoy being involved in decision making in the school and to work as a team. They also like to see the results of their work. "In other words after I have taught I enjoy seeing how they (students) feedback. If it's discussion I enjoy hearing their ideas, different ideas, how they think" (Interviewee 3).

In addition to imparting knowledge to students, many of the teachers also express the view that what they enjoy about teaching are social relationships, interacting with different types of people.

T: What makes me happy in teaching is that you are exposed to every sphere of life and to everybody.
I: What do you mean when you say you are exposed to every sphere of life?
T: Like you are exposed to meeting different types of people. For example, the government officials, the kids, parents, the nurses you work together. You meet different types of people if you are a teacher. It's not an individual job. It's a job for the people. So if you are a ... if you are a responsible citizen you must work with the people for your nation.
I: What other things make you happy in your job?
T: In teaching there are so many ... as I said you are exposed to many spheres of life. You are not only a teacher if you are a teacher. You are also a clerk, you are also an accountant, you are also a minister of religion because you must teach children about God. You must teach children how to pray. You are everything to the child. (Interviewee 16)

Besides their roles, teachers are excited by the varying roles they play. They do not function merely as facilitators but also as accountants and preachers.

Participating teachers indicate that seeing students being successful after teaching them make them have feelings of satisfaction. That is, the students' success gives them personal fulfillment.

... I mean making them to form some groups when teaching, and enjoy the results of the end of the day once you see that students have grasped what you were teaching them. Then you have that inside self- sufficiency I can say. (Interviewee 19)

On their definition of motivation, some teachers describe their understanding of motivation as interest. They see motivation as the driving force that affects outcomes. One teacher has this to say:

My understanding of the word motivation is when you are having interest in what you are doing. You have an interest. You want to see that you have done something. What you started doing you are going to push it to see the results at the end and then you get motivated. ... (Interviewee 5)

This is taken further by Interviewee 2 who has the following to say:

T: ...I think I enjoy, at this school we have a nice team, and the people are very dedicated to their job. I think there is a sense of purpose about education in this school. So that is what I enjoy. We are committed to our job as a staff. So I'm working freely with my staff. I'm not a principal or the deputy, but I don't feel that.

I: **Why do you say you don't feel that?**

T: Because there is no person who is just pressurising me. I do things at my own pace and the students' pace. But I don't say that I'm a nuisance. I have a good control of myself and I don't feel that somebody else is in control. One other thing I enjoy at work is to be involved in the decision making in the school. We are called to meetings regularly where as a staff we discuss the ways things should be done, where to improve or restructure. As a result we have a direction.

I: **Are there any other things you enjoy about your work?**

T: Well, as I said earlier working with kids is something which I enjoy daily. And developing their talents, opening opportunities for their employment is important to me. And I think I get job satisfaction in that. (Interviewee 2)

Some teachers describe motivation as interest that is generated from within and outside. This description implies a very concrete definition of the concept of motivation.

I: **What do you understand by the term motivation?**

T: Motivation. Oh motivation means that you do, if you are working, if you are a motivated teacher, in fact there are two types of motivation. There is this, the extrinsic motivation and the intrinsic motivation. Intrinsic motivation is that you as a teacher, for example, you like teaching. You work hard to produce good results. That means you are a motivated teacher. Through hardship as I have told you, if I was not a motivated teacher I would not have worked at Riverview, because I was living under difficult conditions. There was no transport. If I'm going to town Elliotdale I had to foot the way to Elliotdale. There were no routes. The only water I used to drink was the Bashe River water. That means if I was not a motivated teacher I would say, "Ah. Let me go home. I've got my brother and mother at home. I'll eat what they eat." But because I knew that I was called to serve the people whether they are poor, whether they are rich I must serve the people, any type of people. So if you are not motivated intrinsically that means you can go away, you can leave teaching. Then there is extrinsic, extrinsic that

means things in the environment motivate you. For example, salary, good salary. Fringe benefits, you know. So that is motivation which is extrinsic. The rewards, for example, promotion, that is extrinsic motivation. But intrinsic motivation is different because it comes from you. It's from you. You make an effort to do everything because you like to do it. (Interviewee 16)

However, some teachers describe their ways of experiencing motivation in different ways as shown below:

...I feel relieved to be with the kids. That is the first motivation that I have. And secondly, I do not have problems as such with my salary, as much as I can say... I'm not saying it's enough but it does not discourage me from working. I also feel there is a need in the community, particularly from the community I come from. I'm working for it, not for money." (Interview 18)

Other teachers, exemplified by Interviewee 6, say:

I: What are the reasons why you have stayed, and continue to remain in teaching?

T: When I went into teaching, in fact I think I was fortunate to be trained by those lecturers who trained me then at the University of Natal because they made me to love the profession. As a result I found myself dedicated to teaching. I have no regrets not even a single day for the past 27 years because I became ambitious, I felt that when I was doing my early years as a teacher I wanted to improve myself as a teacher. I wanted to have better results. I wanted to ... I had a target. And my target was to have years worked by better results. Another thing I wanted to have what I would call my products in the form of students I taught. And to say I contributed in this manner and in that manner in the form of making a good nation out of the students I taught.

I: You mentioned earlier on that your lecturers made you love the profession. How?

T: I'm not very sure how I can put it, but when I went into the profession I think the lecturers who taught me there, even up to this very day I still regard them as far different from the lecturers I have seen around here, where those students used to come to my school and do their practicals. The difference is not easy to stipulate but partly I would say those lecturers who taught me maybe they were very strict or they were dedicated but they trained us in a way I would call it plus minus military training. You were to be dedicated and to be a real teacher. It was a matter of life and death. You either had to be a teacher or nothing.

I: What do you mean by being a real teacher?

T: To be a real teacher is to be genuine. To know exactly that what you are doing you are not doing for money in particular. You are doing it... you are doing the best you can for the children, for the parent, for the nation and it was a matter of life and death. (Interviewee 6)

This excerpt indicates that the motivated teacher is not goaded by financial rewards, but rather by a desire to help the child, parents and the nation. Also, it shows that teacher motivation does not start

in the schools but can be traced as far back as the college level, that is, during the years of training. The excerpt shows what motivation yields, for instance, a genuine and committed teacher. The interview data reflect how the interviewer attempts to cultivate a dialogue that helps clarify the teachers' viewpoints.

To some teachers motivation is:

... an outcome, something coming out of what you have been doing. It's an outcome. Your outcome motivates you. I don't know if I'm explaining it correctly". (Interviewee 5)

To these teachers motivation is based on the outcomes of an individual's performance, activity or work. Where such outcomes are positive they lead to increased productivity, but if they are negative they lead to more hard work. These outcomes could be both externally and internally generated. An external factor could result in a positive or negative outcome which could also lead to the internal arousal of the individual to achieve greater outcomes.

The salient features of this category are captured in table 11.

Table 11 The salient features of category – Motivation is feelings of intrinsic and extrinsic satisfaction.

Enjoyment of professional relationships with students
Love of the challenging nature of the job
Autonomy in the job
A desire to help the child, parents and the nation
Positive feedback from the students
Participation in decision making
Working as a team
Commitment and dedication
Expectation of good salaries

6.2.2 Category B: Motivation is feelings of personal satisfaction and enjoyment from the work of teaching.

Participating teachers express their love for the profession for the students' sake.

What I enjoy most about my job is to be in class, talking to the students, transmitting knowledge, and communicating with them. Once I find that they grasp the subject matter, they understand what I'm saying, that makes me feel good about myself. That makes me feel a good teacher. (Interviewee 1)

Most teachers indicate that what they like about teaching is to “bring up” the children of their nation, “giving them knowledge so that they grow up being responsible citizens” (Interviewee 12). In response to the question “Have you, in any way, been affected by intrinsic motivation as you have just described it, during the course of your work as a teacher?” Interviewee 12 has the following to say:

T: I have mentioned earlier that I enjoy teaching. There is nothing that makes me...

I: **What do you like about teaching?**

T: I like to bring up the children of my nation, giving them knowledge so that they grow up being responsible citizens.

I: **You have said that you loved teaching whilst you were still a student. What can you say about it now?**

T: I still love it even today.

I: **What do you like about it?**

T: What I like is to be with children. Now that I am a mother even to my kids I have found that education is a key to a brighter future.

I: **Which group of children do you teach?**

T: I teach grade one now. But when I started teaching I taught at secondary school and changed to junior secondary, but now I am teaching grade one. I fit in all classes.

I: **How do you find teaching?**

T: I like it as I have already said. I love it very much.

I: **What do you enjoy most about your job and what other things do not make you particularly happy?**

T: I enjoy teaching as a whole. I am an all rounder. You know the old teachers were able to teach any subject in any class in the school. I fit in every subject and because I like teaching I teach any subject. Each subject is a challenge to me. I can't say I can't teach this because it was not my major. What I do is to prepare before going to class. And to teach any subject is really a challenge to me because I prove myself to be a born teacher. I teach all the subjects as if they were all my majors. At school where I am teaching, children do not stay alone because a certain teacher teaching mathematics has left the school, no, not when I am there.

I: **What else do you enjoy most about your job?**
 T: I love art very much. I conduct intermediate choirs in my school.
 I: **Is there any other thing that you enjoy most about your job?**
 T: You know I don't know what to say because I enjoy everything about my job. I don't have dislikes like other people. I am happy in my job. I don't have a strain in my job.
 I: **Why is it like that?**
 T: I'm sure teaching is something in my blood, in so much that even the principal of our school knows that when he has a problem he comes to me, even his deputy. I don't have a problem with teaching. I just enjoy it. Sometimes I have morning classes or at other times afternoon classes. I enjoy imparting knowledge to the students. When it comes to be holidays I miss everything, the company of my students and my colleagues and the extramural activities. Our holidays seem to be too long to me because I miss something when the schools are closed.
 (Interviewee 12)

The teachers exemplified by Interviewee 12 see their job as not only challenging but also exciting and as such they care about the children they are dealing with.

The sentiments expressed by such respondents are based on the principles that if you love something you enjoy doing it. If you enjoy something it gives you pleasure and satisfaction. Such teachers state that teaching is something they really enjoy doing. It brings enjoyment in their hearts to deal with students, transmitting knowledge to them and communicating with them. This category of teachers state that they enjoy almost everything about teaching, for example Interviewee 12 observes: "There is nothing that makes me teach the children except the love of teaching. I can teach all the subjects given to me without expecting anything." (Interviewee 12)

Many of the teachers state how they feel about their job and wish that every other teacher would feel the same about it:

If all the teachers were intrinsically motivated it would be much better because the problems the schools are experiencing nowadays are due to lack of intrinsic motivation. People for instance work for money. If there is no money they don't want to work. If there are no increments they become demotivated. At that time children are suffering. They are not taught. Otherwise if you are not intrinsically motivated to teach you can not stay for long in that school because of its working conditions. But I like the parents because they work with us as teachers. (Interviewee 12)

Motivation actually reconstitutes itself in a different way here in the Transkei sub-region, South Africa in relation to what has been done elsewhere. Many of the teachers interviewed state that they chose to become teachers to put something back into their communities. There is a driving force here which manifests itself in a sense of obligation to the community.

T: I wanted to serve the community. I want to promote the education of the African child, so that at least they also get the best education. Again what do I want? I may not say even to get money because my interest is in children. Well I also want money, but my interest is in children. I like mixing with children. When I looked at other jobs like nursing I could see that I couldn't tolerate the things that go with it and so I preferred teaching. At least I like mixing with the kids.

I: What do you like about children?

T: Children are innocent. They are not filthy as we are adults. A child is just innocent. Even if it happened that you beat him or her she does not owe you a grudge for that. After that she is just happy. She does not owe you a grudge like an adult. And another thing you must treat your child as if she is your child. Tell yourself that you are dealing with your child. (Interviewee 26)

Many teachers say motivation is a desire to promote the education of the black child, a desire to see the black child achieving something in life after so many years of oppression. Their experience of motivation is that they are here in this field just because they would like to promote the education of the African child. "I would like to make a difference in our country." (Interviewee 21) This is echoed by Interviewee 29 who states:

I: Many people join or choose a career for different reasons. In your case, what would you say made you choose to become a teacher?

T: I want to uplift my nation, the black nation because I want the black child to know more, ...

I: What is it that made you choose to become a teacher, from what you are saying?

T: I like teaching because teaching is a call to me. If you are not called in this career you are lazy to do your job. For example, even if you go to University you still have that feeling that my children are still behind. I must push my children to a certain level so that when they pass this class they fit to the following class. ...

I: What do you enjoy most about your job and what other things do not make you particularly happy?

T: I like teaching and I like to participate. Do you know what if you are a real teacher, if you are teaching younger children, for example Sub A you must bring down your mind so that children can... they must not be afraid to talk to you even if they have got a problem. So you must go to their level of doing things and understanding things. So that's why I like teaching. But what I don't like about it is money. We don't have money. The government promised to give us money, but all of a sudden we don't know. It's not coming. But I cannot run away from this profession because of money because I like it even if there is no money. Even if ... I'm going to graduate this year my B.A. in education but I know that it will be the same thing, no money.

I: Given a second chance to choose a career, which career would you choose and why?

T: No, I don't want any other career. I want this one. I would still choose this one. I was called to this profession. ... This is my profession. I'm not lost. (Interviewee 29)

Although most teachers claim to be teaching because they enjoy working with children, they express a view about relatively lower financial rewards. What they seem to be saying is that their pay is generally too low in relation to the duties that they perform. Teachers see themselves somewhat below their colleagues with similar qualifications and related work experience in other occupations, in terms of financial rewards and material prosperity.

Some teachers also express their experiences of motivation by stating that if they teach what they like that makes them more interested in their work than when they are forced to teach what they do not like. As a result they prepare a lot for the subjects they like. This view is exemplified by Interviewee 22 who has the following to say:

When I started teaching I enjoyed teaching as I have indicated earlier. I was very much interested in the subject I taught. I used to prepare my lessons well because I was teaching the subject I like. But now due to the problems I'm experiencing with my HOD I'm no longer committed to teaching because I'm not teaching what I like. When I was teaching Accounting, for instance I used to be well-prepared everyday, with good teaching aids. (Interviewee 22)

Other respondents state that what they like about teaching is not just to teach but to teach a "live subject". Interviewee 22 expresses this view in the following way:

What I enjoy most is teaching a live subject like Accounting. What I like about it is that – in fact it's Accounting and Economics - they are practical. They broaden the knowledge of the child and when they leave school they do just what you have taught them in the classroom situation. And I like that very much. Unlike telling them History or things that sometimes are – you cannot be sure whether they are practical or not. (Interviewee 22)

In a similar vein Interviewee 26 has the following to say:

I: What do you enjoy most about your job and what other things do not make you particularly happy?
T: I don't like extramural activities. I like teaching but not extramural activities. I am not good at them.
I: What is it that you like about teaching?
T: I like teaching Geography. I like Geography.
I: What about it?
T: It talks about things that are practical. You'll find that they observe other things from the television, like weather and so on. It is what is happening. That is why I love geography. (Interviewee 26)

Teachers express the view that if they are teaching the subjects they like, and which are practical, this motivates them in their job, for example, Geography and Accounting.

Many of the teachers express the view that they do not like disturbances during their teaching time. They become unhappy about activities that tend to disturb teaching. This is what Interviewee 29 has to say:

I: What makes you want to do your job?
T: I want to take care of the children. For instance, if we are not coming to school tomorrow because of a memorial service I feel unhappy. It becomes worse when there will be a memorial service today, and another one tomorrow, because that means no teaching for two days. What about the children who suffer? Then next week, another SADTU meeting. This makes me feel really unhappy because we cannot take that wasted time back. (Interviewee 29)

Highly motivated teachers seem to care for the total well-being of their children. Interviewee 8 demonstrates this care thus:

Again, last year I had a kid in my class who was from a poor family. So he had no trousers, no jerseys, no what. I decided to take some new clothes from my children for him so that he could see that I take him as my child. And even today he likes me very much. So he comes to school everyday because he feels that he has got a mother at school. Even when he has no pen, no what and when he is hungry he comes to me and say, "Mam, I'm hungry." And I give him something. (Interviewee 8)

The teachers further state that they don't need to be told to go to class, to prepare for the kids, "... that is something a person enjoys doing, which is from the heart and it gives him pleasure to do that". (Interviewee 8)

Other teachers state that they prefer to teach certain groups of children, especially those in the lower classes because they are humble, innocent, and receptive, in contrast to adult pupils who are beset with problems and therefore, lack concentration.

I: You say you like children. What do you like about children?

T: What I like about young children is that they are innocent. They do what you tell them and if she doesn't understand you can easily see that this kid doesn't understand because she wouldn't perform the way you like. And when I am dealing with these kids I discovered that there is no kid that you can call a fool, because if the kid understood, what else?

I: What are the reasons why you have stayed and continue to remain in teaching?

T: I(continue to be a teacher because I like it in the first place. As I have already said I want to produce different people. I want to build our country. Secondly, to be a teacher I want the children to have well-groomed personalities, because if the kids have gone to school, the child that has gone to school is not the same as the child that has not gone to school. Thirdly, I want to guide pupils to different careers.

I: OK. What do you enjoy most about your job and what other things do not make you particularly happy?

T: What I don't like with my job is that I've got many kids. I am teaching 82 kids. And then these kids need special attention, because if you don't have special attention you don't have good product. Then if you don't have good product it means you are cheating the kids. And it is the situation I come across but if I have at least 40 or less than 40 I have a good product. And if I go and report that these kids are too much for me because I want special attention for each kid the principal ignored that. And that affects the kids and the parents too. So that is the most I don't like with my job. Otherwise if I have good numbers I enjoy my work very much because they do what I want them to do. They perform well. In fact now few of them perform well and the others don't as they differ in degrees of thinking. They are not in the same level intellectually. I have discovered that there is no fool. There is no fool. If you say a child is a fool that is an insult because if you told the child what to do she does exactly what you want her or him to do. If he doesn't do what you told her it means he didn't

understand what you were telling him. So that is what I like with young children. But with the older ones, some of them are cheeky. And they have experienced problems. For instance a young child does not have problems unlike an older one. An older student who experiences problems at home will think about them even if he or she is at school and that affects his or her work, unlike the young one who will meet that problem at home when she or he is there. So that is what I don't like with the older kids. They have problems. (Interviewee 13)

While such teachers are motivated by the desire to guide young pupils in the paths of their different careers, they are also demotivated by the large classes they have to face.

Some of the interviewees express the view that although they did not choose the profession but accidentally landed in it, now they feel like born teachers. This view is exemplified by Interviewee 15 in the following excerpt:

I: OK. Now that you are in the job, how do you feel about it?
T: I feel now as if I am an inborn teacher. As if I was called to this profession, although I didn't choose it I feel comfortable and I am happy.
I: What makes you happy?
T: I'm dealing with opening people's minds. So now, I can have an immediate feedback as to see my progress. I can see my product. So I'm becoming proud now of it, because of the people I've produced.
I: Ok. What are the reasons why you have stayed and continue to remain in teaching?
T: The reason I remain in teaching, I think one of them is that I feel now as if I'm part of this. I don't picture myself being something else rather than being a teacher. In so much that I ...if I'm looking at other careers when I look at them as if now no, they are not mine. My only career is this one. So I don't think about going anywhere.
I: What makes you want to stay in this profession?
T: I think I'm just attached to teaching but I may not say it's incentives. Incentives are not so much there but now, now I'm just emotionally attached to teaching.
I: What do you enjoy most about your job and what other things do not make you particularly happy?
T: It's teaching students, I enjoy that, whatever age they are. Since I've been teaching all groups of children I've found that I'm happy with being with the kids. (Interviewee 15)

The excerpt also shows that a motivated teacher is patient with students and makes teaching to be learner-centred. She encourages students and works hard to see her lesson being effective. Furthermore, she does not experience frustration due to lack of, or

inadequate classroom accommodation and facilities and the big numbers in class. Instead that becomes a challenge to her. For example, Interviewee 3 observes:

As a teacher in my school the problems that we experience there are accommodation, we've got about a thousand pupils and we have got ten I would say nine classrooms for one thousand. Then in each class we have got about 120 learners, a standard classroom. As a result when you have to come into the classroom, the child near the door will lift the desk in order to allow the door to be opened. And you hardly stand by the blackboard before letting them press themselves towards the rear end of the classroom because you cannot write on the board if they are relaxed. They sit in threes. All that is due to the accommodation problem. This accommodation problem in our school is caused by the population which is too high here in Umtata. ...Above all there are no facilities at all to cater for them. (Interviewee 3)

A motivated teacher like this one works hard despite the problems experienced at school. This shows interest in and liking of, the profession as supported by the following teacher who says:

I still like it. I love teaching but there are problems now. I love the teacher-pupil relationship. I love pupils very much. But there are problems now like financial problems, difficulties in teaching not having like as I am a biology teacher I'm encountering some problems. We don't have fully equipped laboratories at schools. We are unable to do some experiments in order to have effective teaching. But I do love teaching. I still love it in spite of that. (Interviewee 4)

So this is how a motivated teacher works: does not look at the clock but does the job despite obstacles. As a result some teachers express themselves as follows:

I like teaching because I like students. Even now during the holidays I do I wish it was next week now so that I can go to school and meet students and talk with them. I like them very much. (Interviewee 9)

In addition, other teachers too note that teaching is a call to them. As a result of that they are able to teach under difficult conditions:

<p>T: ...to me I realized that it was a call, because the conditions that I work under are not conducive to teaching and learning. They are not. I: What do you mean when you say they are not conducive?</p>

T: Firstly, the teacher-pupil ratio is abnormal. The teacher-pupil ratio is very, very abnormal. The ratio is 1: 100 as you can see. And secondly, the government keeps on promising us of building many classrooms but those promises are not yet fulfilled until now. When we talk about conditions, as you can see, the community uses the school as one of their, they use the school for instance for toilets. ... And secondly they keep on vandalizing the school. As you can see, or you may give yourself a chance and take a look around. The things that I'm saying will be indicated.

I: I'm still listening. I'm interested in the conditions under which you work.

T: I'm sure as far as we can discuss those are the few that come into my mind.

I: But you still work.

T: Yes. As I have indicated earlier there is an element of my involvement in teaching as a call, let alone that initially it was due to financial constraints. Yes, I realize because I am still in teaching, not that because there is no alternative. I believe that there are alternatives because I can continue with my studies now that I'm in a position to finance my studies. But I have decided to remain in teaching. (Interviewee 18)

Others further describe their understanding and experience of motivation in such a way that the term "motivation" sometimes appears spontaneously in the dialogue as exemplified by Interviewee 20 who has the following to say:

I: Mh-h You are coming up with a term I'm interested in, "motivation". What do you understand by the term motivation?

T: Well, motivation in the academic sense is more a subdivided topic in terms of intrinsic and extrinsic. And in this type of setting where we are here I would say it's both intrinsic and extrinsic. For example, I have talked about my love of teaching, which is something from inside myself. I went to school to cultivate my love of teaching, which was already there. It's more an intrinsic value that I possess and I'm quite proud to have it because these years there are a lot of people who are quitting teaching for various reasons and I've remained stuck. And on the other hand ... (sorry)

I: Excuse me. Why do you say you remain stuck?

T: O-o. It's not stuck in the grammatical sense of the word. It's more a question of I stick to it and then I use stuck in the reverse side of it. I enjoy teaching because I have a stable private life situation. (Interviewee 20)

Overall, teachers express the view that they like being involved with the kids because dealing with the kids is exciting.

Like group working with them, I mean making them to form some groups when teaching, and enjoy the results of the end of the day once you see that students have grasped what you were teaching them. Basically it's what I'm saying that I enjoy teaching. Basically as teachers we don't have problems. The attitudes of the parents towards teachers are not good. I say this because when the results come if the kid performed well, it's only the kid who studied. If the kids perform badly they point fingers at the

teachers saying that those teachers are not doing their job. (Interviewee 19)

The following excerpt, like the ones above, indicates an internally generated interest in doing something.

I: How would you describe intrinsic motivation?

T: Intrinsic motivation is like to be motivated inside and you feel happy inside that you must do this thing. Like for instance when you decide to do something, awaiting no reward for doing that. That is, you do something that your heart tells you to do and you derive pleasure in doing that. That is what I can say is intrinsic motivation. Intrinsic motivation sometimes is caused by extrinsic motivation. Let's say for instance there is a person who praises you for doing something. That praise will make you feel happy inside and it will lead you to doing more, though next time you may be enjoying what you are doing and you will not be expecting any praise.

I: Have you, in any way, been affected by intrinsic motivation as you have just described it, during the course of your work as a teacher?

T: I have mentioned earlier that I enjoy teaching. There is nothing that makes me teach the children except the love of teaching. I can teach all the subjects given to me without expecting anything. This is intrinsic motivation. When a teacher is away and the children are alone in a class I keep them busy by teaching them or giving them work to do. I don't wait to be told by the principal. I do that out of my own will, just because I love teaching. As a result sometimes when a certain teacher knows that she will be away for quite some time she arranges with me that I do whatever I can to keep the children busy. (Interviewee 12)

When asked about her experiences of intrinsic motivation, Interviewee 1 says:

T: Seemingly, I'm going to repeat what I have already said. I have been affected in this way, as I have the love of the subject I prepare a lot for my students. I don't go to class not knowing what I'm going to teach. I prepare for them, daily. I mark their books when I have given them a test or an exercise. The reason for giving daily exercises is to make them study, and not to forget their work. I also see whether they have understood the work I have done with them through those exercises and tests. If I find that some work was not grasped by the children I do revision until I am sure everyone is with me. I think this is how I have been affected by motivation. ...

I: Overall, what are your feelings about teaching as a career?

T: I love teaching because I find that in it there is life. For instance, to talk in teaching is life itself. (Interviewee 1)

In general, many of the teachers verbalise that motivation as personal satisfaction is interest in kids (nurturing aspects of teaching) and in the upliftment of the country and its youth (social service). Other salient features of this category are enjoyment of the

actual teaching, the challenging nature of the job, dedication, commitment and self-fulfillment. They state that they are highly enthusiastic about their work; they prepare for students and have unconditional regard for their students and colleagues. They show warmth and empathy towards their students. Table 12 captures the salient features of this category fully.

Table 12 Salient features of category – Feelings of personal satisfaction and enjoyment from the work of teaching

A real and a born teacher
Interest in dealing with children
Uplifting the country and its youth, that is, sense of obligation to community
Enjoyment of actual teaching
Challenging nature of the job
Commitment and dedication to teaching
Self-fulfillment and satisfaction after having imparted knowledge
Autonomy
Participation in decision-making
Care for the total well-being of the child

6.2.3 Category C: Motivation is positive feelings about non-material rewards arising from the social environment.

The following excerpts exemplify a more or less elaborated version of the concept of motivation. To other teachers in the present study motivation means that things in the environment motivate you as a person.

Motivation is what encourages you to do something, which may be from the surroundings. For example, like I have said earlier where when I beat my students for the wrong they have done, they don't become arrogant. They become submissive. After that we carry on with our work as if nothing has happened, no grudge, no what from my students. What you'll see next time is that they work hard so that they do not disappoint me. Even after prayers my students go to class and don't go to the toilets during my periods. So this encourages me to be early at school and to go to class regularly. I don't become lazy as I think I would if I knew that

they were a headache. I often hear people grumbling about their students in other schools, but the children in our school are different. Maybe it's because we are in the very remote areas. (Interviewee 1)

The above description of motivation by the teacher indicates what really motivates teachers, like for instance, good discipline by students. The description also shows what a motivated teacher tends to do, for instance "... to be early at school and to go to class regularly. I don't become lazy..."

A common description of the term motivation is given by other teachers. For example, Interviewee 3 says:

T: Motivation is one way in which you encourage the learners to come to the standard where you wish them to be. You let them understand the good of doing the good, and the bad of doing the bad things. You try to show them that they must do the work if you are dealing with the classroom situation. You motivate them to do the work and you use many things. You may make sorts of prizes for instance. You may give sweets to those learners that do the work best, that is, merit. To those that do all the work at all times. In other words you discourage the fact that they do not do the work. But learners always differ.

I: Can you explain ways in which you experience motivation in your job as you have just described it to me?

T: I think as an old teacher, I think I understand motivation in my case as a means of promotion, being a motivation to somebody who does the best. Recognition by other coworkers, yes, or by congratulating you for the good work that you have done, or discouraging you for the bad one.

I: How do they know that you have done a good job, I mean your coworkers?

T: In my case, as I said we lack accommodation, at times you teach in the presence of some teachers because they have no where to be accommodated. We use even the staffroom. So the teachers have to be dispersed to the classes. So whilst you are teaching some of the teachers will be in your classroom. Then you will hear them. They comment automatically about how you have conducted the class and how the class responded. And at times you teach outside and you hear the parents when they come to fetch the children. For instance, it's your last period and then you are outside you hear their comments. They will tell you how they feel about your lesson and all sorts of things. (Interviewee 3)

Expressing their ways of experiencing motivation other teachers, exemplified by Interviewee 4, have this to say:

T: Motivation at my job comes in such a way that whatever I do in my school as I have said that we have a leader at our school whatever you do in our school you are praised. Like, if you go out with the students, whatever it's music or sport or what, when you come back the principal will never fail to congratulate what you

have done as some of the teachers do not do that. I mean in some of the schools it is not done. But or else as it is the time for results so the results are going to be analysed neh. The teacher that comes, the teachers that have done very well in their subjects are going to be praised. ...

I: Are there any other things that motivate you?

T: Yes. The good relationship between you and the students does motivate me. If you have good relationships with the students they will respect you as a teacher. For instance, if you meet a student and he says, "Good morning, Miss." That shows that you are somebody. At least when somebody sees you he greets you he recognises you that you are someone. And doesn't just pass it's motivating. (Interviewee 4)

This shows that a motivated teacher finds personal satisfaction in the job.

In addition, in response to the question "What motivates you in your job?" Interviewee 2 says:

Well, salary is a motivator in any case, whether it's satisfying or not, because we work for it. Recognition for one's work is also a motivator. The fact that people appreciate what you have taught their children makes you feel good about yourself and want to continue the good work. So recognition from the principal, other teachers and the parents makes my days live at school. (Interviewee 2)

Other teachers have this to say about their ways of experiencing motivation. For instance, Interviewee 30 says:

I feel at home when I have prepared my lesson. And I imagine the learners. I imagine how they will respond. At times when I present the lesson I become discouraged to see that what I expected is not what I see before me. So I have to re-plan the lesson and represent it to the class. Then when they respond I feel great. I feel at home. And one other thing that usually motivates me is to see the manner in which the learners behave in my class. There are those that do not behave well, of course, those I take them as exceptional cases. Of course I do not neglect them but the majority comes most. When I teach ... okay when I come to class I usually observe the manner in which the learners welcome me, because if they seem to neglect me on entering the door it means that there is something wrong with them. So it usually motivates me to see their eyes welcoming and their smiles because it means they are longing for what I bring. Even the ... concerning the home works that I usually give. I usually observe the manner in which they respond. At times I usually do not ... I have class monitors, subject class monitors. So usually I observe and laugh at the way in which the classes behave. The class monitor may have not done the work and so resolves not to collect the books. Then the class would do the job because they could see that there is something

wrong on this particular day. And this shows me that they do not do, they do not bring the work because it is called for... (Interviewee 30)

The above excerpt shows what motivates teachers and also what a motivated teacher feels like. For instance, this teacher feels unfulfilled to see that her lesson is not effective and then decides to re-plan the lesson and reteach it to the class.

Thus, good teacher-pupil relationships motivate teachers. Also the involvement of all stakeholders in the decision-making at school motivates teachers.

... One of the things that is done in our school is to ... parents are called time and again. The parents must see the progress, must know their children because the tendency is that the parents, some of the parents don't know their children. They just send their children to school. They don't know their children. So the parents are called time and again to come to school to share the problem that we encounter from their children. So there is that involvement of everybody in school. That is the reason why we as staff also work as a team. It's because we are involved in the decision-making at school. (Interviewee 4)

In the same vein, Interviewee 10 describes motivation as follows:

I think that it (motivation) is to be interested in doing something, to be made to be interested in doing something. To be encouraged to become enthusiastic about something. Like making children feel good about studying, that is motivation. (Interviewee 10)

The teacher expresses the view that motivation is the interest a person has in doing something and also indicates that a person can be made to be interested in doing something.

However, some teachers explain their ways of experiencing motivation in different ways as shown below.

<p>I: Can we talk about other ways in which you experience motivation in your job? T: Well, there are lots of things that motivate me in my job. For instance, extramural activities, I spend most of my time being with the kids in the</p>
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classroom and also out there. Here at school I conduct a music choir after school. We practise a lot with the students and there are many cups that we win. You know, I'm from abroad because of my music. I travel with my students. That alone encourages me to work harder. It's one form of extrinsic motivation.

Talking about other forms of motivation, yes. Colleagues. They give support and encouragement in some of the things we do. They praise me when my students win a choir competition and we have to go overseas. That encourages me a lot. Even students, after they have passed and they are something in life, and they come back to say "Thank you." to me, that becomes wonderful. I like that and I feel great. Their achievements are my achievements.

I: Overall, what are your feelings about teaching as a career?

T: Teaching is a good career. Even other careers out there come from teaching. I like teaching very much. I like making a difference in the African child. You know the government has introduced some changes in education as from 1994. These changes are interesting because they tend to make us as teachers aware that kids can learn without the use of a switch. Some of us as teachers do not believe that an African child can learn when he or she is not beaten, but believe me or not our students are capable of learning without it as long as teachers come to class well-prepared for their lessons. I am also interested in the OBE thing in our schools. ... Otherwise our kids can learn effectively if this thing is planned well. It can be a success although we know that it has failed in those other countries. It is a challenge to us. It's really challenging even though we know that we don't have enough resources for its implementation. We've got large numbers of pupils in class, scanty resources, no classrooms etc. But a challenging job remains challenging. (Interviewee 20)

Teachers pointed out that students coming to say "Thank you" to them after they had passed motivated them. "... coming to say, "Thank you." It's a small thing but it really motivates me. It's something that I really appreciate. It may seem small to other people but I really like it." (Interviewee 7) Other teachers describe motivation by stating that:

... to motivate is to try and appreciate what somebody has done, or what somebody has tried to do. Especially if it is a good thing, and try and condemn it if it is a bad thing. (Interviewee 14)

Also, it is important to note that on their descriptions of their experiences of motivation, some teachers show that motivated teachers do not become satisfied when they get 88% pass in their subjects. A less than total percent encourages a teacher to work harder, as illustrated by Interviewee 7:

For instance this year I got 88% pass but I'm not happy because I still believe some of them (students) could have done better, because people that fail, because they didn't only fail for the end of the year, they fail actually right throughout the year. Like I try to motivate them. I tell them, listen here, you must really take your books. But the way they performed for me I could see that they were not really serious. They were not motivated etcetera. So I definitely believe that on my part I failed a little bit there and in their part as well. That means we could have done better. (Interviewee 7)

From the interviewees it appears that motivated teachers are concerned about high failure rate in their classroom. They see that as bad and that shows that they still care for what they are doing. They help children in their problems, as exemplified by Interviewee 9.

... I help them in their problems, that is, I guide them towards achieving the goal of becoming an adult, especially responsible adults. I guide them towards choosing a better career, not like us. In our days when we were students we were not guided. We had no guidance teachers. (Interviewee 9)

Thus, teachers express the view that they like assisting students solve their problems, as well as solving other problems in the school and discussing important issues.

<p>T: Like problems with the teachers at school, problems concerning students, problems concerning teachers because I am one of the members of the governing body. Because teachers have problems like not coming to school, drinking during school hours, not attending well, bad results, dodging the periods.</p> <p>I: How do you deal with them?</p> <p>T: No we just call them and tell them that this is wrong. We have come here to help the poor black child, not to destroy them. So the teachers must be able to do everything to the satisfaction of everybody. (Interviewee 10)</p>
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Some teachers describe motivation as encouragement on the basis of conducive working and environmental conditions, which would result in increased productivity. They describe motivation in a similar but different sense than is the case in the above excerpts. Consider for instance the following excerpts of the interviews.

I: OK. You mentioned earlier the term motivation. What do you understand by the term motivation?
T: I can't define the term.
I: You can just explain your own understanding of the term.
T: I don't have a specific definition but I think that if the conditions under which you work are conducive to teaching and learning, then your productivity could improve. But if the conditions under which you work are stressful, then you are bound to under-perform. (Interviewee 6)

In a similar vein, Interviewee 24 has this to say about her understanding of the concept of motivation.

I understand motivation as whereby my employer can according to my problem, can build more classes for my school, can supply us with books early, can supply us with necessary equipment and can also supply us with teachers and try and solve the problem of big numbers. (Interviewee 24)

In these responses the focus of attention in describing motivation is upon all the working conditions (working and environmental conditions). In this sense, the responses represent encouragement but in the form of working conditions.

In the above excerpts the teachers explicitly see motivation as an external factor which urges the individual to do something he/she has no strong desire to do. Where there is a need for this outside stimulus, that means there is something lacking in the individual, unlike in the case of intrinsic interest mentioned above. Therefore motivation as positive feelings about non-material rewards is generated from outside.

I: OK. What do you understand by the term motivation in the context of teaching?
T: Basically I think motivation as far as I am concerned it's when you are being appraised for what you have done by the community, by the government and by the teachers themselves. So actually, we don't even need financial motivation but words of encouragement from the surrounding that is showing that what you are doing they appreciate it. I would be very happy with that. Otherwise in general motivation is a factor that is very useful to anybody who is performing any job. Because if you perform any job you should be motivated to do more. That is motivation in my case. I don't take it as when you are given a high salary or whatever. You might be promoted because of the job you have done. You might get a motivational word from the people whom you are working with.

I: Have you ever experienced any form of motivation in your job as you have just described the term to me?

T: Yes. My principal is wonderful. My principal is very wonderful. For the past years I've been getting results especially from Std 10 that is getting some A's and so on. In fact with my subject that is Mathematics usually my school gets A's in mathematics and hence at the end of the year we usually have a farewell. At one stage I remember I got a certificate, a certificate for the results. I got two A's in my class and then I was given a certificate which I thought was fair enough to motivate me. That is a certificate of competency. ...

I: Overall, what are your feelings about teaching as a career?

T: Yes, earlier on I said I wanted to be an engineer but I failed. But now since I've been here for the last seven years I have enjoyed teaching and I don't have any intentions of leaving it now because I think it's where I think my challenge is required. I mean I am challenged. ... I don't have any intentions of leaving the teaching fraternity, in fact teaching as a profession but if things don't come up fruitfully I still have a choice but as I have said I am happy with all what is happening in education except one aspect that is the corporal punishment replacement by these forms that have not yet been explained to us as teachers. And also there is very little appraisal by the government for the teachers. We are not appraised. We are not being motivated enough by the government.

I: How do you think you should be appraised?

T: Yes I should think, previously before the liberation struggle there were inspectors who used to visit schools. Of course they were hoodo people. I mean hoodo meaning which they would impose some of the things that the teachers were not happy with. So I should think since we are having a new government now we can do it by allowing those people to come, but not as individuals, because the problem that we had previously was they were coming as individuals and if he is having a personal conflict with you, you will not get any motivation from that person and at the same time no appraisal. Because appraising a person does not necessarily mean that you have to promote him or whatever. You check the progress. You evaluate his teaching skills. You assist him where he is wrong or where he thinks he needs improvement. And also at the end of the day you let that person express himself the way he is able in front of the kids. And I should think if they come with our teacher organizations, one representative from the teacher organization, one representative from the government and also the students, I mean the governing body of the school that would be a fair motivation to the teachers and they would perform very well. Students to be present as part of the governing body, not as students. That's what I'm saying. (Interviewee 19)

Participating teachers also see teacher appraisal as one means of motivating them, but state that it is not there nowadays.

Teachers doing the practical subjects enjoy and become happy to see that their students like the practical part of the subject because they see that the students can stand on their own, that is, they are going to be independent citizens in future, and this is illustrated by Interviewee 13.

I: Can you explain ways in which you experience motivation in your job as you have just described it to me?

T: What I have discovered more especial to the older children is that they like the practical more than the theory. So that motivates me a lot because I have discovered that they can live on their own by cutting some dresses and selling them. They can be good mothers. So that motivates me. And they are passing. For instance the highest symbol I have in my subject it was 92%. So that motivates me. I think even this year I want to do the best, more than I did last year because they motivated me a lot.

I: Can you explain other ways in which you experience motivation in your job?

T: Most of the parents they used to come and ask, "Who is Miss?" They want to take all their kids to me. They say I want Miss's class because as I have said that I want special attention with the kid. So they are doing very well, and those that are not doing well I used to encourage them. I say, "No, you are going to be okay. You are going to know that word" because they are using phonics most of the time in Sub-Standards. So if one does not know the other phonics I tell him or her you are going to know it tomorrow. And I teach him or her. So I use to encourage them. And they motivate me because once they catch up they...you don't teach all the words. They just go through. To the older ones their parents used to come and ask, "How did you make these kids to know this?" And I just show the patterns that I told them that this is this part of the pattern, this is this part of the pattern. And then I taught them the instruction, construction lines, everything in their syllabus. It depends whether the Std 5, 6 or 7 syllabus, what I must teach for that year. Then they ask, "How did they do this?" I told them, and they don't believe that it's their kids that can do their dresses. For instance they were parading towards the end of the year, the moderation. Their parents didn't believe. Even the teachers at school. They were doing their tray cloths. They were dainty. They were nice and the inspectors were so glad to see such work by my students. That motivates me. They were so impressed, the inspectors themselves, they were so impressed. Those are other things that motivate me in my job. (Interviewee 13)

Some teachers express the feeling that they are not particularly happy with their working conditions, in particular environmental conditions. In addition, to see their students' basic needs like food not well satisfied is frustrating to them. Because of their motivation to do their job, they take care of these kids.

T: ... So it's not motivating to be in a school like that, you know. And sometimes even the places the schools are situated like the location places, they vandalize even the toilets. So you are not motivated to come to school because you know that if you are sick, you have a running stomach you won't be able to have anywhere to relieve yourself because our schools are vandalized because the government cannot afford to pay for the watchmen and this and this.

I: Who vandalizes the school?

T: The people from outside the location, the tsotsis. They smoke dagga they come here, they take doors they vandalize the place, even the school. One other time our school was ...had no windows at all. They were throwing stones. You can even go to that class, there is no ceiling. I don't know what they were doing. It's not motivating to come and teach in a school like this. It has been vandalized

by the community, the type of the community where our school is situated. And it's not motivating to teach children in this kind of environment because they come to school hungry. You have to look after them. Sometimes we take money and buy food for them. They have no clothes. We take clothes from our children. We bring to them. Sometimes, one other child I used to take him home for weekends. It's not motivating to see children suffering and you've got to come and teach and you expect them to produce something, you see. It's not easy. But we try and help them. For instance, this weekend I have a boy going home with me for the week end. Next weekend it's a girl and so on and so on. And we give them clothes. They are so disadvantaged. (Interviewee 27)

Although some teachers feel well motivated to be at school or work they express the view that they are not happy with the environmental conditions. However, they express their ways of experiencing motivation thus:

The fact that we are dealing with those children who are slow learners, I like to deal with those children who are slow learners. I don't want to leave them not sure that they understood what I taught. I try to explain thoroughly. I am a person who tries to explain thoroughly. I hardly beat. I beat but I hardly beat. When I beat it's when I know that this one is careless. He does not want to listen because I know I explain thoroughly. I like to deal with those who are slow learners. For instance, after school more especially when I was teaching the Sub classes I would take that ten or eight children and stay with them, so that they catch up tomorrow with the bright ones. When I am dealing with the children I'm motivated to deal with the slow learners. (Interviewee 27)

This excerpt shows that a motivated teacher helps the children and takes care of the slow learners. Interviewee 13 further discusses the ways of experiencing motivation and says:

I am always interested in coming up with something new to my kids. I don't pass a picture having a nice dress or a pair of trousers. I make it a lesson. I ask the kids to come up with a pattern for that dress or pair of trousers. They enjoy doing these dresses and I enjoy looking at their cuttings. So I mean I am motivated as a teacher. I like dealing with children. No one forces me to go to them, instead I sometimes ask for other teachers' periods to finish up a certain item. (Interviewee 13)

Teachers state that although they like teaching, they contend that the Department of Education is not doing much to improve education for everybody. Interviewee 14 observes as follows:

T: The government of today I think has taken a step back towards teaching, because they have not yet come up with a proper way to deal with teaching in a more effective way.

I: Why do you say that, because I think you are part of the government of today?

T: In the sense that I should think that they plan only for the urban schools without knowing how it is in the rural schools. Everything they come up with you'll find that it's only applicable to most of the urban schools. In a way there is a gap between the schools. There are those which are advancing forward. There are those which are just left behind struggling. I think the best thing for the government to avoid this is to try and involve the community. (Interviewee 14)

Overall, the respondents describe motivation as support from other people, any kind of support.

Recognition of what the teachers are doing, incentives, motivation, even if it's verbal sometimes even if it's verbal. Coming and looking at teacher's work and giving advices to teachers, just to come and see and recognize what the teachers are doing. Now to me that they are sitting there, to me it means now, it seems as if now they are just looking after their own, their own status. They forget that we are all here to build the child. To me I feel that everybody should look at the child who is built, that is the nation building. So the kind of a child that our critical outcomes look for, everybody should give a support. That's what I feel. (Interviewee 15)

Other motivated teachers describe what they understand by motivation but observe that they have not experienced any form of motivation in their job. Interviewee 17 puts this as follows:

I: What do you understand by the term motivation?

T: By the term motivation I think is to whereby you encourage each and every effort that is being done by a person, and also encourage him or her to do a certain thing that you think is going to help him or her in future.

I: Ok. Have you ever experienced any form of motivation in your job as you have just described the term to me?

T: No, so far I haven't experienced any motivation in my job.

I: Ok. What do you understand by the term extrinsic motivation in the context of your work as a teacher?

T: Well, this is motivation coming from outside sources.

I: Have you ever experienced any form of extrinsic motivation in your job as you have just described the term to me?

T: I have not come across any outside motivation so far. For instance we earn money at the end of the month and I can't say it is a motivation because we work in order to earn an income, you know. So it does not motivate me because it is my right.

I: Can we talk now about the money you earn, how do you feel about it?

T: I'm not satisfied with it because it does not meet my problems. It is not enough but it does not discourage me in doing my job. The only problem that is discouraging me is retrenchment. (Interviewee 17)

In a similar vein, Interviewee 9 has this to say when asked to explain ways of experiencing motivation in her job as she has just explained the term:

T: OK. I am sure there is lack of motivation towards teachers because I don't experience any day when the teachers were called and motivated in this career of theirs.

I: Who should motivate the teachers?

T: At least the department, the subject advisers if there are any, the parents as well as other people in education. In fact this motivation is not that motivation whereby the teachers are always evaluated as being teachers. That is the performance of the teachers. I'm sure it's another part of motivation because once you are evaluated in your work you become clear of what you are doing. So that lacks in our job. ...

I: What makes it to lack?

T: I'm sure it's poor cooperation. We do not cooperate as parents, teachers, students and the department.

I: Why is it like that?

T: I don't know what to say. I'm sure this liberation has contributed because you will find that there are these unions which make people feel that they are free to do whatever they like. So that makes people, that makes them... what can I say? I don't know what to say. What is important to people is their rights today not the job. They are concerned with their rights.

I: Rights like what in the case of teachers?

T: Rights like getting more money, being free from inspection and they are concerned with their rights. They are care less for the kids because they are concerned with their rights of getting more money. Think of the time when they involved themselves in strikes, leaving the kids alone, attending meetings even thrice a month. So the time is spent on that. More time is spent on that.

I: How do you feel about that?

T: As a teacher I feel that teachers must come together and build the new South Africa, caring for the kids, thinking for the future of the kids as they have their own future, because they are already teachers. They must think more about the future of the kids. These kids are also their kids. And these kids we are looking forward to them that they are going to lead us in the new South Africa. So the teachers must be sincere when dealing with the kids. (Interviewee 9)

To most teachers motivation implies inspiring people in their work in order to achieve greater success. It is assumed that once one's interest is aroused, one has a strong desire to perform in order to achieve one's objective. Inspiring a person could be done by means of words, actions, attitudes or rewards.

In general, the most important and relevant features of this category are the following: praise and recognition, administrative support,

collegial support, parental support and good student-teacher relationships.

Table 13 captures the major features of this category fully.

Table 13 Major features of category – Motivation is positive feelings about non-material rewards arising from the social environment

Encouragement from the surrounding
Words of encouragement from other people showing recognition for work done
Good discipline by students
Good teacher-pupil relationships
Good working conditions
Positive appraisal by the community, the government and other teachers

6.2.4 Category D: Motivation as expectation of financial rewards.

Some teachers describe motivation in a way which at the first instance appears to be very similar to the descriptions given above, in particular positive feelings about non-material rewards arising from the social environment. They describe motivation as expectation of rewards, and expected to be given rewards, in particular financial rewards, in appreciation of their services.

I: You are talking about motivation, that there is no motivation. Can you tell me what you understand by the term motivation?
T: By motivation I mean that at least if you... if you are working with the hope that at least with the work I'm doing I'm going to be granted something at least. I'm going to be satisfied by doing this. Somebody is going to maybe to thank me or give me something in order to show that I've done... there is something that I've done for him. But with our department it is not like that. (Interviewee 4)

In a similar vein, another teacher (Interviewee 23) has this to say about motivation:

T: Motivation to me means salaries, good salaries, that is motivation. ...
I: In which ways, if any, have you been affected by motivation in your job as you have just described it to me?
T: Well, I was motivated first by my first salary because to me it was the first thing. I didn't get a big salary like that one. And then the second one was the increment. I got the first salary and then the increment. And then also my first bonus. I'm talking about money. I was motivated by it when I started teaching. When I started teaching there was a lot of money. ... (Interviewee 23)

Thus, some teachers describe motivation in terms of monetary rewards. They verbalise that if they are not given monetary rewards in appreciation of what they are doing they feel unhappy. This can be exemplified by Interviewee 26 who has the following to say:

I: Which other things do not make you particularly happy?
T: I don't like the fact that nowadays after you have graduated you are not given money. You don't get an increment as it used to be. For instance, I am going to graduate my BEd this year and I am going to get just a thank you. You are just given a thank you note only. This can affect you in your job. You cannot perform well just because you are not satisfied. It would be better to have something to motivate you when you have done something. So now there is no motivation at all.
I: You are introducing an interesting term now, motivation. What do you understand by the term motivation?
T: Motivation is something that makes you do something, knowing that there will be a benefit from doing that. Something that gives you interest in doing something. Your interest dies if you are not motivated. (Interviewee 26)

In response to the question "Can you explain ways in which you experience motivation in your job as you have just described it to me?" teachers express the feeling that there is no motivation in their job. As a result of lack of monetary rewards one is forced to moonlight, look for a second job as it were, in order to make a living.

T: Not at all. Not at all, especially now.
I: Why now?
T: For instance we are working under conditions which are not good. Really they are not good. For instance if I can quote just a few as I have said I'm teaching Std 3,4,5,and 6. We are doing subject teaching. We have got 97 pupils in Std 3, and then 65 in Std 4. So there are lots of big numbers and we don't have accommodation, we don't have equipment. Instead, the government, instead of trying to help us the government is saying we are lazy teachers. We don't produce any good results. So there is no motivation. And even the salary at the end of the day, for instance, in 1984 when I was in Port Elizabeth doing fashion

designing. I decided to buy a house there and I thought it would be an accomplishment to me to have it for my kids and my husband was having a bond in this house. The subsidy was very low there. I used to pay R700 from my salary. Yes I was comfortable with anything. All of a sudden things changed. So I'm earning just nothing. There is no salary.

I: Otherwise what keeps you going?

T: It's that I'm sewing. I'm sewing for people and now as I have said to you I'm coming from Std 6. I'm teaching from 11h30 up to 15h00. Then from three I'm starting another school, trying to make a living. There is a satellite college near us which has been opened. We tried to organize it in my school, so I'm teaching there. So it's only then that I'm getting a better salary. (Interviewee 24)

The teachers further express a common feeling that money is really a problem in teaching. Although they like teaching and are happy in it, money is something that is not satisfying. They see themselves slightly below their colleagues in other careers in terms of financial reward and material prosperity.

T: ... In fact, the problem I encounter is money, but I've got no problem with teaching.

I: What about money?

T: There is no money in teaching. You'll find that with other sectors in the government they get far more than we do in the education sector. Like for instance, if you still remember in the then Transkei, you would hear that the soldiers have parity, the policemen's scales have been revised, and all such things, but you find that with teaching there is nothing. Everything is standstill. Even recently, there was money that the teachers were promised, but even that money is questioned at this stage. There are discussions held concerning it. There is a lot of work in teaching but there is less money. So it's difficult for you as a teacher to achieve your goals, like developing outside.

I: Given a second chance to choose a career, which career would you choose and why?

T: I don't think about any other career. I like teaching, but the problem with it is money. (Interviewee 25)

Similarly, Interviewee 30 has this to say:

As I have said earlier on, I enjoy teaching. Teaching is a very rewarding career indeed, not necessarily financially, because financially I cannot say that. But it rewards one when you see your products, when you hear about the progress of the pupils in secondary schools and at tertiary institutions. When you hear that now they are doing very well, then I say, "Ja. That's my products." These are some of the rewards really, either than financially. But financially we cannot say much, because there isn't much that the government offers. But such rewards when you see your products even performing better in other schools, that is a reward for a teacher

*indeed. I'm sure even every teacher would like such a reward.
(Interviewee 30)*

The basic structure in these responses is that motivation is hope of recognition by being given rewards, in particular financial rewards. Rewards are generated by external stimuli as a form of encouragement. Encouragement could be of words, of rewards (that is, of material benefits) not in the form of simply words. Therefore, without the material benefits which could be in terms of salary, these teachers would feel demotivated and show a lack of interest, the urge to do their work. These responses can be sub-sumed under the above category as rewards are generated by external stimuli as a form of encouragement. The respondents explicitly state that rewards be tangible. They mention being given something for what they have done.

I: OK. Are there any other things that do not make you happy in your job?
T: Not much. What I don't like is the money. To me it's too little. And we cannot do without money. Even if we cannot say our main aim is to get money, we may not say that. But at the same time to be motivated and to be, to be free in your work you must know that you have got this and this in your house, your children have gone to school, you've got this and this. You work freely and happy. But now if you are frustrated here because you are short there, you won't give your best to your teaching. So I think incentives are too small.
I: OK. You have introduced a term I'm interested in, motivation. What do you understand by the term motivation?
T: What I understand is to my own perspective, to be motivated means a lot. You are motivated, you are given incentives. If you are not given incentives you are given recognition for what you are doing. Even if it's not complete, it's just an abstract...maybe it's verbal, but there must be somebody who appreciates what you are doing and that will motivate you. As a teacher, you keep on doing the best. ...
I: OK. Can you explain ways in which you experience motivation in your job as you have just described it to me?
T: Not these days, but some time I did get motivation.
I: When? Can we talk about that?
T: Sometime I was teaching in the very remote school. I think it was 1985, 84. I was in a very remote school whereby you see you have got the picture of that school, whereby one comes today the other one ...students are rotating. Sometimes the mother will come and replace the one in Std 1 with the one in Sub A, saying, "No, this one has gone to the dipping tank, today. So teacher, please take this one in place of that one," irrespective of which grade the child is in. So I worked there and I gained a lot there because I told myself I'm going to teach these children as if I'm teaching the children from the urban areas, from the environments which are right, from better environments. So as I did perform well, to my best, I could see that students are the same. Students, it's just that

students are not exposed. Those there in that remote area are not exposed to many aspects of life. So that's why they look to be so, seem to be so backward. So as I was teaching there these children then they could speak English, could communicate, and there was still inspectors that time. Then there came an inspector in our school. The children were asked to do oral and the inspector was so shocked, so shocked to find the students from that area, who could communicate, who could speak English, do oral, oral dramatization in English. And from that day, because it was that day of inspection and within a week I was given a promotion. I got a letter from the circuit office came. I started to refuse because I didn't want to be a principal in fact, but they said, "Take it, we have seen you, you can, as long as you could produce such a good work." So I think those days it was known that one must be motivated, the recognition of what he is doing, she is doing. So now that's only when I was motivated in my work. (Interviewee 15)

Others say about their experience of motivation:

When my kids are scoring very high marks or they pass or they give responses to what I want or to what I told or taught them so I get motivated, and then in turn I motivate them. So that's how I've experienced motivation. Or else maybe, going the long way we talk about salaries. If there is an increment I get motivated." (Interviewee 23)

Thus, some teachers explicitly express their desire for increased salaries in their job as a way of experiencing motivation.

As I have said that we are not satisfied about the money, the money we are earning is not enough for the type of job we are doing. So I can say I want more money so that I can be motivated. So in my case, in our case as teachers so if we can be given more money, and the conditions of the schools that we teach in are not motivating because there are few classes, more children. So it's not motivating to be in a school like that, you know. (Interviewee 27)

Other teachers express their love for the job, for the job's sake, but that does not mean they would decline a salary increase when and if it is offered.

I: Are there any other things that you enjoy most about your job?

T: I think money is second. It's not that I'm after money in this teaching, you know. Money to me is just a motivation, or else it's a reward maybe. I don't put money forward as the thing that makes me to teach.

I: Ok. You are coming up with a term I am interested in, motivation. What do you understand by the term motivation?

T: The term motivation is the way you accelerate someone to do something. (Interviewee 28)

On further questioning about motivation, Interviewee 28 has the following to say:

I: In which ways, if any, have you been affected by extrinsic motivation as you have described it, during the course of your work as a teacher?
T: I have been affected by extrinsic motivation because most of the time teachers are working in conditions that are... teachers in the school are working together. When they are working together you are getting that friendship of working together. So that motivates me to work, because I cannot go to that point of money. I cannot go to it because it comes last to me. I am not working for money but I want money. And as I have said that I like to work with children so it's another extrinsic motivator to me, because I don't see anything else I can work with besides children. ...
I: Overall, what are your feelings about teaching as a career?
T: Teaching as a career I can say is a career that I like most because I can see no other career that can fit to me either than teaching. (Interviewee 28)

Overall, the most important characteristics of this category are good salaries, promotions, increments and a "thank you" from the government. However, all the motivated teachers express a similar view about money that there is no money in teaching, that is, there are low salaries, but that does not discourage them from doing their job. Thus, although they report job satisfaction they feel that they are underpaid and are economically trapped in the teaching profession.

It is important to state that the teachers in this study used the term motivation easily. Some of the teachers easily understood the terms intrinsic and extrinsic motivation. Other teachers did not understand the terms but described their experiences of motivation without giving labels to the experiences described.

Teachers used the term motivation to refer to outcomes. They state motivation is getting job satisfaction. Motivation goes with high achievement. They also use the term to refer to acts or events. When they say motivation is an internally generated interest in doing something, this is an act. Also, indicating that it is

encouragement from the surrounding shows that it is an act or event. All the teachers stated that motivation is an act of being encouraged by things or people around you, be it the environment, students, parents, other teachers or the principal.

In conclusion, some ways of understanding or experiencing motivation are better than other ways. The aim here has been to describe motivation through the eyes of the teachers.

Table 14 captures the most important and relevant features of this category.

Table 14 Salient features of category of description – Motivation is expectation of financial rewards.

A “thank you” from the government
Good salaries
Increment
Promotion

6.3 Categories of description as subject-object relationships

In this section a brief account of categories of description as subject-object relations is given. To reiterate, phenomenography focuses on the relationship between the subjects experiencing the phenomenon and the phenomenon under investigation. In the present study it is important to look at all the different ways in which the teachers say they experience and understand motivation. The interviews have helped to open up the feelings and show the experiences of the teachers. The understandings and experiences given show the relationships between the subjects and the phenomenon of interest in the teaching profession.

Teachers' conceptions of motivation have been identified as follows:

1. Motivation is feelings of intrinsic and extrinsic satisfaction;
2. Motivation is feelings of personal satisfaction and enjoyment from the work of teaching;
3. Motivation is positive feelings about non-material rewards arising from the social environment; and
4. Motivation is expectation of financial rewards.

Having identified these conceptions of motivation and described them as categories of description, a schema representing diagrammatically the four subject-object relations in this section on motivation is presented as figure 8.

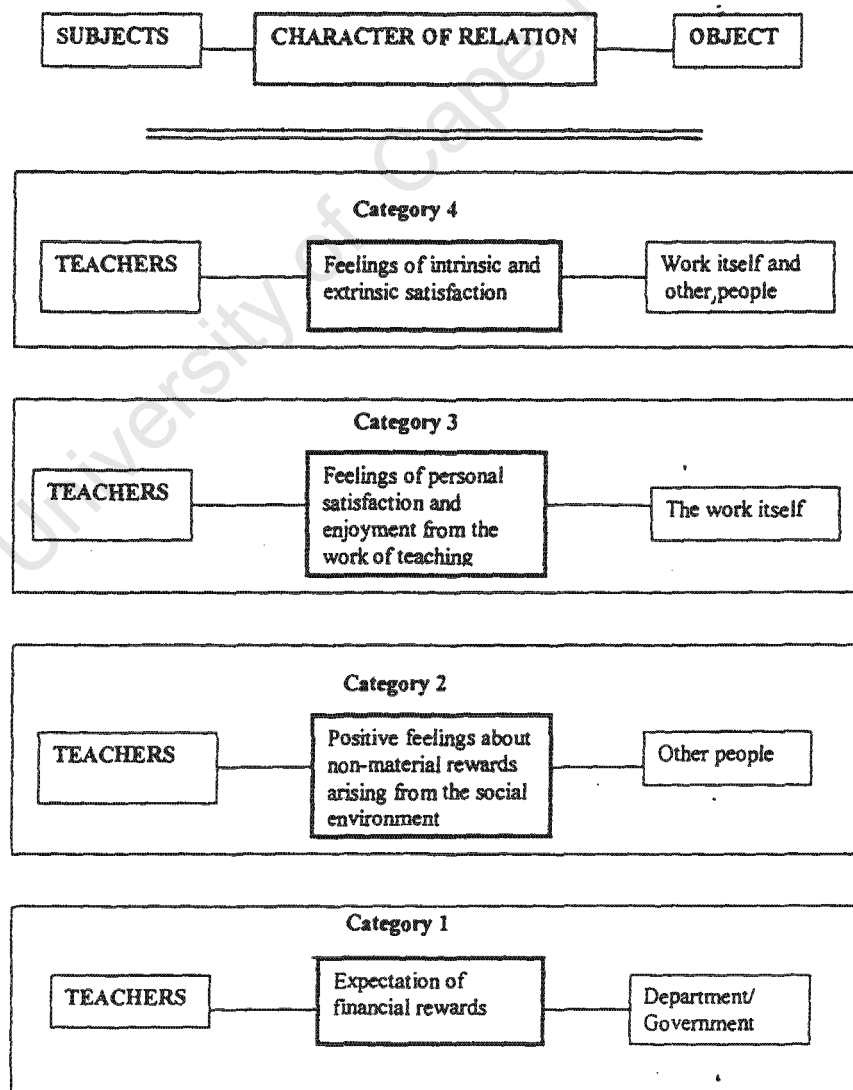


Fig 8 The categories of description as relationships between subjects and object

Figure 8 shows that teachers conceive motivation as 'expectation of financial rewards'. This conception focuses on the teachers' expectations of tangible rewards from the government or department for the job they are doing, that of upbringing the youth of the country. Teachers expressing this conception understand motivation in terms of being given better salaries by the government as a 'thank you' for the job they are doing.

The figure also shows that teachers understand motivation as 'positive feelings about non-material rewards arising from the social environment' which includes other people. This conception focuses on the relationships between the teacher and the principal; the teacher and other teachers; the teacher and his or her students; and also the teacher and the community. If the relationships are good between the teacher and these other people, this results in positive feelings and satisfaction. Thus, teachers experience positive feelings about extrinsic rewards such as praise coming from the principal, parents, students and other teachers. In other words, the conception emphasises how good teachers feel about themselves when they receive such rewards.

According to Figure 8, some teachers understand motivation as 'feelings of personal satisfaction and enjoyment from the work of teaching'. This conception focuses on the teacher as an individual with an internal/self-driven urge to do the work and the work itself which is seen as exciting. Teachers expressing this conception understand motivation in terms of individual characteristics. Such teachers are characterized by a high self-esteem, are more enthusiastic about their job, more creative and have a high sense of achievement. Therefore, highly motivated teachers bring a number

of innate attributes and characteristics to the profession, including interests and social interactions.

Other teachers, in this study experience motivation as 'feelings of intrinsic and extrinsic satisfaction' derived from the work itself and other people. They understand motivation as being self-driven (self-directed) and also being related to other people. In other words, motivation is based on the drive of the teacher to do the job accompanied by rewards from other people or the environment.

One important point about the phenomena being explored in this study requires some comment at this point. As indicated in the previous chapters the phenomena of interest explored were burnout and motivation and these phenomena were both examined in the interviews with teachers. However, when reading the data one could understand that rather than burnout, it was low motivation that was emerging in the first set of interviews (reported in Chapter Five) and high motivation in the present chapter (Chapter Six). However, interviewed teachers understood it as burnout. Such understanding may arise from the fact that burnout and motivation appear to be the inverse of each other, as explained in the following chapter (Chapter Seven).

6.4 CHAPTER SUMMARY

In the first section of this chapter it was argued that in addition to describing the way teachers understood and experienced burnout, it was also important to determine the way they understood and experienced motivation. The chapter described four conceptions of motivation by teachers. Teachers revealed that they understood and experienced motivation as liking of the job which gave them job satisfaction and personal satisfaction. What they enjoyed about

teaching were their interactions with children, as well as parents, government officials and others. Teachers mentioned that they enjoyed being appreciated for doing their job, either by means of words or financial rewards. The chapter was concluded by looking at categories of description of motivation as subject-object relationships. The following chapter looks at the relationships amongst and between the conceptions of burnout and motivation.

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CHAPTER 7

RELATIONSHIPS AMONG AND BETWEEN CONCEPTIONS OF TEACHER BURNOUT AND MOTIVATION

7.1 INTRODUCTION

The categories of description that emerged from the interview data in Chapters Five and Six were constructed on the basis of teachers' descriptions of the phenomena of burnout and motivation. No attempt was made to make links among the categories or to exceed the descriptions with explanations. It was argued in Chapter Four that researchers should bracket their beliefs and experiences of the particular phenomenon being investigated and refrain from surpassing the description of individuals' experiences. This is especially important in the data gathering and analysis stages of the phenomenographic research process. Sandberg (1997) warns that as soon as researchers attempt to explain the emerging conceptions, the arsenal of theories which are outside the experiences of research participants are likely to ruin the results of the research. Once the categories of description of the phenomena have been uncovered, however, it is justifiable to discuss them in the light of other research in an attempt to achieve a deeper understanding of both the expressed conceptions of burnout and motivation and the relationship between them. This is the main aim of the present chapter.

This chapter builds upon the descriptions of teachers' conceptions of burnout and motivation identified in Chapters Five and Six, by relating them to each other and the work of others. This attempt is guided by the assumption that to describe conceptions of burnout

and motivation separately without an effort to make connections between the two may fail to acknowledge an important relationship.

The chapter is set out as follows. The first section revisits the five conceptions of burnout described in Chapter Five and explores relationships amongst them. In phenomenography such relationships are known as an outcome space (Thompson, 1998). The second section explores relationships amongst the conceptions of motivation described in Chapter Six. Both these sections provide a foundation for the final section of this chapter, which explores interrelationships amongst the conceptions of burnout and motivation uncovered in this study. The first section is discussed in the light of literature reviewed in Chapter Two and the second section in the light of literature reviewed in Chapter Three. These include the determinants of teacher burnout and motivation, the interactional model of teacher burnout, and Frase and Sorenson's (1992) model of teacher motivation.

7.2 THE BURNOUT OUTCOME SPACE IDENTIFIED IN THIS STUDY

An outcome space is a graphical representation of the logical relationships amongst the different conceptions uncovered in data analysis in a phenomenographic study (Entwistle, 1997). It shows how the categories of description may be logically interrelated in a framework. This framework is presented in diagrammatic form (see Figure 9) and represents the relationship between the different ways teachers make meaning of burnout. Overall, the outcome space of burnout consists of five different conceptions and represents the phenomenon of teacher burnout as understood by the teachers in this study. More specifically, it shows the variation that exists in the way teachers conceive burnout. In this sense, the five

conceptions are experiences of the same phenomenon (Marton, 1994; Thompson, 1998).

The following diagram (Figure 9) shows the conceptions of burnout identified in the data integrated with Maslach's theoretical framework.

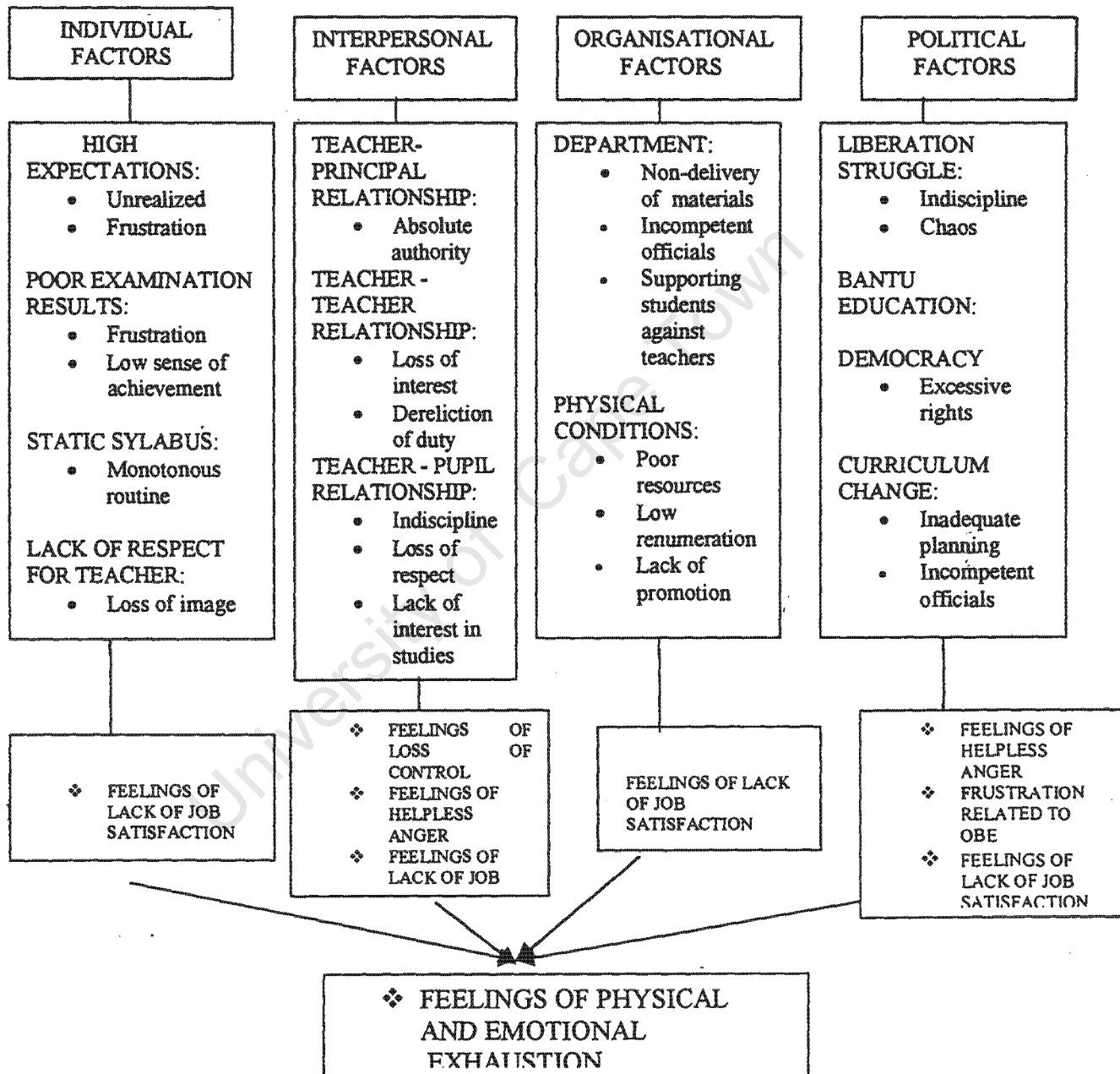


Fig 9 Outcome space of teachers' conceptions of burnout

From the schema representing diagrammatically the five categories of description as subject-object relations in the section on burnout (see Chapter Five, Fig. 7), the researcher can describe the conceptions by using three factors or dimensions brought up by Maslach (1982), that is, individual factors, interpersonal factors and organizational factors. In this case, when describing the conceptions, particular conceptions of burnout can be placed within a particular factor, e.g. individual, interpersonal or organizational. The researcher has found, however, that it is necessary to create a new category (political factors) in addition to Maslach's categories. This arose out of the teachers' constant reference to the difference between the apartheid and post-apartheid eras, that is, before and after 1994, in their descriptions of burnout and motivation.

Thus, teachers in this study described the determinants of teacher burnout in terms of individual, interpersonal, organizational, and political variables. The construction of the outcome space incorporates the four categories and locates the five conceptions of teacher burnout uncovered in this study within these categories. Each category frames particular conceptions of burnout and reasons for placing particular conceptions within a particular category are briefly addressed in this chapter, with an in-depth discussion linking the current findings with the research literature.

7.2.1 Individual factors

The '*feelings of lack of job satisfaction*' conception of burnout is placed under the individual factors because it relates to individual attributes pertaining to burnout. It includes the 'absence of meaningful rewards' (e.g. sense of achievement and respect for a teacher) and 'monotonous routine' sub-categories. These sub-categories relate in particular to self-esteem. Self-esteem has also

been perceived by Maslach (1982) and Byrne (1994) to contribute to burnout.

The data in the present study indicate that in the case of the 'monotonous routine' sub-category, teachers observe that their job is unchallenging and monotonous because, *inter alia*, of static syllabi. The teachers also make reference to an apparent discrepancy between their high expectations regarding professional work and reality in indicating that their job is no longer satisfying, thus leading to disillusionment. This position is supported by Cherniss (1980) and Maslach (1982) (see Chapter Two). Teachers who participated in this study expected the post-apartheid era to usher in not only structural /organizational changes in education but also to introduce effective curriculum reforms.

Thus, teachers holding this '*feelings of lack of job satisfaction*' conception of burnout express the feeling that they are not achieving much in their job because the school graduates they produce subsequently remain unemployed. Maslach (1982) believes that the need to achieve is a critical personality factor in burnout. This viewpoint is upheld in the present study, in which teachers experience burnout as a lack of sense of achievement in their work. This lack of personal achievement results from the unchallenging and often unrewarding work situations and leads to a lowered self-esteem in teachers (Byrne, 1994; Maslach, 1982).

Teachers also complain that they are never evaluated, and that periodic supervision of teachers is typically absent in most schools. In other words, they receive no feedback from the education system. These findings are in line with Sarros' (1988) findings which indicated that teachers and their jobs were often unrecognised and almost always criticized.

Teachers in the present study also experience burnout as a 'lack of respect for teachers' nowadays and this could be associated with the apparent low self-esteem. The teachers see themselves and their careers as having low status, which contrasts sharply with the image of the teacher in the past. The teachers further express the feeling that they are not appreciated and recognized for what they are doing. This lack of respect, in their view, also manifests itself in the low salaries given to them. Cherniss (1980) believes that workers tend to burn out if they feel that what they are giving is not worth what they are getting in return.

Teachers who describe burnout as absence of meaningful rewards, find it difficult to continue doing their job with excitement and enthusiasm. At the same time, the findings of this study show that teachers have difficulty quitting their jobs because of age and other personal commitments. So, they feel locked into the teaching profession, because they have no other skills. In their view, their "career has got blinkers". In contrast to Maslach (1982) who envisaged that younger, less mature and less experienced teachers are more likely to experience burnout, the mature and most experienced teachers in the present study, experience burnout. It is particularly alarming to notice that the teachers who have had sufficient experience to master the pedagogy and their subject matter experience high levels of burnout. It is possible that this observation may be the result of the changing context of teaching in South Africa.

Overall, the findings of this study agree with those reported by van der Linde et al. (1999) which show that teachers with 16-20 years of teaching experience suffer a high incidence of emotional exhaustion. Likewise, older and more experienced teachers in this study also

experience burnout, suggesting that demographic factors such as age and experience are related to burnout.

7.2.2 Interpersonal factors

Relations with other people, rather than individual teacher attributes, came out as another condition of burnout. Within the outcome space, this aspect includes '*feelings of loss of control*', '*feelings of helpless anger*' and '*feelings of lack of job satisfaction*' conceptions of burnout. Teachers who perceive burnout in terms of loss of control in teaching describe the phenomenon in terms of less committed students. Data in this study show that students are demotivated and passive in class, resulting in teachers' experience of frustration and therefore burnout. This finding is similar to that of Lortie (1975) who highlights that the uncaring attitude of students and their passivity in class are sources of teacher burnout. However, in contrast to Maslach's (1982) understanding of burnout (see Chapter Two), in the present study burnout is associated with the emotional strain of dealing with students, other teachers and the principal, within the changing context of teaching and learning in South Africa.

In this study, teachers report that students have low motivation, accompanied by poor achievement, suggesting a poor classroom climate in the schools. Poor classroom climate in this sense has been observed by Blase (1986) and Byrne (1994) to contribute to burnout (see Chapter Two). Byrne's findings are consistent with the findings of this research where teachers describe their loss of interest in terms of a less motivating classroom climate. This classroom climate leads to poor examination results, which in turn lead to frustration on the part of teachers - accompanied by a low sense of achievement. All these factors result in lack of job satisfaction experienced as burnout by teachers.

Feelings of loss of interest (demotivation) was described as being critical by teachers and its connection to learning was made repeatedly. Loss of interest as a result of lack of control as described by teachers in this study manifests itself in many different ways. For example, some teachers feel less committed and less dedicated to their work, a view brought by Farber and Miller (1981). Teachers who were once caring and dedicated, seem suddenly to be merely working, devoid of any real emotional commitment to their students. As Farber and Miller argue, burned-out teachers tend to feel less sympathetic towards their learners and also tend to be less than prepared for class. This view is supported in the present study as teachers explain that after having lost interest in their job principally as a result of loss of control they are no longer committed to teaching, and are less prepared for class than before.

Thus, the data in the present study show that loss of control in teaching is also due to dealing with demotivated students who are, inter alia, overly concerned about their rights. Teachers indicate that students do not care; do not study; do not do their homework; and as a result they perform poorly. Teachers are blamed frequently by parents, the government and the public at large, for this poor performance or achievement. This finding mirrors the work of Farber (1991) who observes that when students fail the teachers are the victims to be blamed by the society at large.

The *'feelings of loss of control'* conception has to do with the feeling of powerlessness - which is what burnout is all about according to Dworkin (1987) and Edelwich and Brodsky (1980). However, in contrast to these authors, who see the sensation of powerlessness as being felt by people who occupy the lowest positions in their jobs, the feelings of powerlessness in this study are

experienced by every teacher, that is, from classroom teachers to principals of the schools. They point out that they have no control in the classroom and the school as a whole. As a result, they cannot decide the agenda and operation of the classroom, and express the view that lack of control over the classroom environment in particular, often makes them feel hindered and ineffective. Lack of control contributes to stress in trying to cope with the daily problems of teaching and produce a sense of lack of job satisfaction (Rosenholtz, 1985).

Almost all the burned-out teachers in this study complain about feelings of powerlessness and state that they are unable to change things, nor are they able to control children, subordinates, superiors and the system because of what is perceived to be over-democratisation of educational processes amongst other things. This is the frustration they refer to as burnout. This feeling of powerlessness has "a chronically corrosive effect on a person's self-esteem" (Edelwich & Brodsky, 1980: 114).

The issue of power and control is central in teaching. Teachers in the present study indicate that they do not have any power in the schools; they have no decision-making rights, in particular rights to make decisions that guide the actions of their students. Thus, the nonparticipation by teachers in decision making in educational matters in general, and schools' decisions in particular, frustrates them. For example, teachers complain about not being involved in making decisions about the abolition of corporal punishment in the schools as that bears directly on them. As a result, they cannot control their classes as no better solutions to the problem of student discipline were given by the government. These findings support those of Byrne (1994) and Lortie (1975) as discussed in Chapter Two. Byrne (1994:665) pointed out that nonparticipation of teachers

in decisions that bear directly on their daily work environment; leads to both a decline in self-esteem and to strong feelings of external locus of control by others, in turn leading to lack of job satisfaction. The little say teachers have in what they do and how to do it frustrates them, and this results in burnout.

In this study, the '*feelings of lack of job satisfaction*', '*feelings of loss of control*', and '*feelings of helpless anger*' conceptions result in teachers becoming physically and emotionally exhausted and developing negative attitudes towards their students and the profession. They indicate that because of eroded classroom climate they allow students to do as they wish, and teach only those in the classroom during their periods. The teachers express the feeling that they are 'fed up' calling students who are outside the classroom to class everyday.

7.2.3 Organizational factors

The third aspect, organizational factors, links the individual and interpersonal factors in the context of practice where an individual's involvement with other people takes place: the organization (Maslach, 1982). Organizational factors accommodate the conceptions of burnout in a larger context and focus on the '*feelings of lack of job satisfaction*' conception with its sub-category of the working conditions including the Department and physical conditions. This conception of burnout is also located in this factor and seems to have a strong connection with burnout.

In this study, teachers describe the '*feelings of lack of job satisfaction*' conception as a result of poor working conditions in similar terms to those of Edelwich and Brodsky (1980). The sub-category – 'poor working conditions' of '*feelings of lack of job*

satisfaction' conception of burnout dwells to a large extent on the availability and allocation of resources, physical structure of the work setting, a supportive environment and excessive workload as observed by Edelwich and Brodsky (1980) (see Chapter Two). Teachers in the present study report experiencing burnout in the same way as described by the above authors. They experience burnout as lack of job satisfaction as a result of the Department of Education, which does not deliver material resources for accomplishing their job diligently. This leads to role conflict, which is related to emotional exhaustion and depersonalization by Byrne (1994). Also, Courage and Williams (1987) maintain that the general inadequacy of resources to maintain the quality of service expected by the teacher and by the student is a factor in the occurrence of burnout in teachers.

The sub-category – 'poor working conditions' of '*feelings of lack of job satisfaction*' conception of burnout is very complex because at the heart of the conception is the link between good teacher/pupil relationships and successful student outcomes, and the link between teacher/pupil relationship and political factors. Good teacher/pupil relationships are assumed to occur when there is low teacher/pupil ratio and students tend to succeed. In this study, working conditions were described as being critical and their connection with leaving the teaching profession was made repeatedly by teachers. Indeed, teachers were disturbed by the poor working conditions in their schools and were very concerned about them. Interestingly, the same working conditions did not appear to be of concern to motivated teachers in this study.

The question of the cumbersome and complex structures in education in South Africa has been observed by Green (1991) who viewed the situation of black schools in South Africa as similar to

that of a developing country. It is common to find inadequate school buildings, large classes, underqualified teachers and very limited resources in comparison to the situation in 'formerly' white schools (Green, 1991). Similarly, Shalem (1990) observes that while some teachers work in well-resourced contexts, "most teachers in South Africa work in a context of near breakdown and disarray" (Shalem, 1990:1).

The description of the '*feelings of lack of job satisfaction*' conception under organizational factors is related to the '*feelings of loss of control*' and '*feelings of helpless anger*' discussed above. Feelings of lack of job satisfaction are described by teachers as being the result of humiliation caused by the Department of Education by supporting students against teachers, causing indiscipline and chaos in schools. This implies that nothing can be done to help the situation. Teachers in the present study also report feelings of lack of job satisfaction in relation to the collapse of black education, which they do not want to be part of. They attribute the failure of black education to a lack of management, caused by the democratic government, which appointed incompetent officials to higher positions.

The 'absence of meaningful rewards' sub-category of the '*feelings of lack of job satisfaction*' conception, as described by teachers in the present study, goes beyond the physical working conditions described above (in the poor working conditions sub-category) and focuses on the lack of monetary rewards given to them. Teachers in the present study value rewards, such as money and promotion, as well as rewards from external recognition by others, including students. Goodlad (1983) uses Kerr's study to describe why some teachers seem to be burned-out because of the absence of meaningful rewards in the teaching profession. He points to the

'flatness' in a salary structure of teachers and lack of opportunities for upward mobility. This situation is hardly encouraging to those teachers interested in enhancing both their performance and their financial rewards while remaining in teaching.

7.2.4 Political factors

The final aspect, the political factors, accommodates the conceptions of burnout in a changing context of education in South Africa. The '*feelings of helpless anger*', '*frustration related to the curriculum changes (OBE)*', and '*feelings of lack of job satisfaction*' conceptions of burnout are located in this factor because they are effects related to the apartheid era. The '*feelings of helpless anger*' conception, as described by teachers in the present study, goes beyond the 'department's subcategory described in the 'working conditions' sub-category of '*feelings of lack of job satisfaction*' conception and focuses on the way the Department of Education conducts its affairs in the teaching profession. This conception of burnout is not found in Byrne's model and Maslach's conception of burnout, and is thus beyond the individual, interpersonal and organizational factors most researchers have focused on in their studies.

Some teachers thought that as professionals, they ought to obey the law and be apolitical. As professionals they thought that they do not have relative autonomy, expertise and status alone, but also have to differentiate between educational and political issues (Shalem, 1990). This, however, shows that being a professional inhibits the consideration of the relation between education and the socio-political structure. Teachers in the present study indicated that observing other teachers who were politically active (that is, toying*), climbing the higher echelons of the bureaucracy while

they were sticking to the law of a professional as a teacher is really frustrating. This results in them experiencing burnout, which they describe as '*feelings of helpless anger*'. The anxiety, frustration and anger the teachers experience drive them away from the classroom and from the profession (Pierce & Molloy, 1990; Farber, 1991). This stems from the feeling that one cannot do much about one's fate in the work environment. Thus, burnout is a function of feeling inconsequential – feeling that no matter how hard an individual works, the pay-off in terms of recognition or appreciation is not there (Farber, 1991).

Another feature of teachers' descriptions of the '*feelings of helpless anger*' conception that sets it apart from others, is the reference to teacher burnout being a result of political factors. However, politics cannot be divorced from education because in South Africa the education system has for many years been politically manipulated through deliberate policy and direct intervention. Therefore, this political aspect is a different emphasis from that described in the individual, interpersonal and organizational factors which concentrate on the technical, practical, and craft views of teaching. The conception of teacher burnout as 'helpless anger' parallels the work of Farber (1984b) and Farber and Miller (1981).

The '*frustration related to the curriculum changes (OBE)*' conception of burnout is placed under the political factors because it is related to the apartheid and post-apartheid eras. Teachers in the present study indicate their lack of interest in the OBE approach and their negative attitudes towards it. In their view, OBE is a blind importation from first world countries and it has failed in those countries in which it was initiated. Therefore, 'Why adopt it?' They also indicate that no adequate preparation was made for its

implementation. Teachers holding this conception express the view that proper planning should have been done with regard to OBE.

Jansen (1998) views the lack of resources to maintain OBE as a genuine concern by teachers as it undermines restructuring efforts to improve the education system. He argues that teachers and facilitators should have received adequate training with regard to OBE, which appears to be a difficult and sophisticated approach for teachers. This viewpoint is supported in the present study whereby teachers who conceive burnout as *'frustration related to the curriculum changes (OBE)'*, believe that adequate preparation for this new approach should have been done, including thorough training, "not training for the sake of training".

Thus, the fact that teachers were not involved in designing the new curriculum generates resistance. These sentiments find resonance with the research by Holdaway (1978) which indicates that if teachers are involved and allowed to control their curriculum and materials, they are able to change the conditions of the learning environment. Such teachers are more likely to feel effective in teaching the new or revised curricula than those who do not have that freedom.

Data in the present study also indicate that teachers are unclear as to how they are to fulfill their responsibilities with regard to this new approach to teaching and learning. Such role ambiguity and confusion about the work to be performed, and the lines of responsibility to be undertaken undermine the teachers' sense of accomplishment and contribute to burnout. The teachers further indicate that they are assigned new and unfamiliar roles with no clear-cut set approaches. Faced with the new job requirements, and new roles to play some have decided to stop attempting to adapt to

the ever changing and expanding needs of their profession and are content merely to cope with things as they come.

The '*frustration related to the curriculum changes (OBE)*' conception is noted. According to Edelwich and Brodsky (1980) frustration is the core of burnout. In this case, teachers indicate that as a result of the frustration they experience, they are not doing the job they set out to do, and this is not really helping the students.

Looking at the influence of demographic, psychological, and job situation variables on burnout, one notes that in this study burnout results more from job situational factors than personality factors. The data in the present study support Maslach's (1977) claim on this. Three job variables – professional self-esteem, work autonomy and salary are associated significantly with burnout.

All the above conceptions can be encompassed by an overall conception of burnout '*Feelings of physical and emotional exhaustion*' expressed by teachers in the present study. The teachers describe the '*feelings of physical and emotional exhaustion*' conception in similar but different terms to those of Maslach and Jackson's (1981) idea (see Chapter Two). In the present study, teachers describe burnout as associated with the stress related to the changing context of teaching (i.e. the interpersonal, organizational and political set up) which also changes the feelings and attitudes of individuals.

The conception of burnout as '*feelings of loss of control*' in teaching brought about by democracy led to feelings of physical and emotional exhaustion in teachers. Teachers indicate that the interference of the Department of Education on school matters against teachers contributes to feelings of physical and emotional

exhaustion. This leaves them feeling powerless – having lost control over their work. This finding supports Maslach (1982) who indicates that if one's needs to become independent and autonomous are not satisfied, one feels helpless, powerless, and trapped – resulting in burnout (Maslach, 1982). To many teachers in this study even the restriction of autonomy by teachers in developing and implementing educational policy initiatives appears to have resulted in feelings of physical and emotional exhaustion, as in Sarros' (1988) study.

The '*feelings of physical and emotional exhaustion*' conception is related to '*feelings of lack of job satisfaction*' conception in that teachers indicated that they expected to make a meaningful contribution to students' lives but their expectations have not been fulfilled. Furthermore, having minimal input into policy decisions is a frustration to them. Therefore, they indicate that they are unable to derive a sense of satisfaction within their sphere of professional expertise and practice anymore. Above all, the uncertainty about the future of education in South Africa contributes towards a negative attitude among teachers, which in turn, results in feelings of lack of job satisfaction and therefore physical and emotional exhaustion.

It is important to point out at this stage that the term "burnout" was coined by Maslach in 1973 and Freudenberger (1973). Farber (1984b) argues that it is likely that burnout has always been around in the past masquerading under names such as job dissatisfaction and worker alienation. Looking at the conceptions of burnout by teachers in the present study some teachers still understand the phenomenon of burnout as lack of job satisfaction. Other teachers conceive burnout as feelings of physical and emotional exhaustion. That is why the '*feelings of lack of job satisfaction*' and '*feelings of*

physical and emotional exhaustion' conceptions appear to be the same regarding individual, interpersonal, organizational and political factors. Nevertheless, these are distinct, albeit related categories of burnout as understood by teachers in this study.

In other words, although related, these two conceptions of burnout ('feelings of lack of job satisfaction' and 'feelings of physical and emotional exhaustion) are distinct categories of burnout. Burnout is understood and experienced as feelings of physical and emotional exhaustion by teachers in the present study, by which they mean 'dissatisfaction in its strongest sense'.

Teachers in the present study report that there are days they hate to go to work, as their job is no longer satisfying. They use the terms like "tired", "depressed", "fed up" and "stress", which reveal the physical and emotional manifestations of burnout. The teachers report negative attitudes towards, and stress related to, the present system of government and its changes in the educational system in particular. This finding is contrary to the work of Maslach (1982) and Maslach and Jackson (1981) which emphasizes negative attitudes towards the clients as a manifestation of burnout. Principals interviewed in the present study, state that teachers in the schools look tired and that alone creates an emotional strain in them as principals, because teachers do not show productivity in their work.

Lack of job satisfaction is related to a number of aspects such as misbehaviour on the part of students, lawlessness within schools, loss of control of the situation on the part of teachers as well as the Department. The teachers also highlighted that the students would misbehave, be expelled from school and come back to school without disciplinary action being taken. This precipitates lack of job

satisfaction, as well as physical and emotional exhaustion among teachers. The teachers further revealed that they have lost their status and their value as managers of the teaching activities. They feel having lost control of everything they used to manage, and therefore feel like leaving the profession. Even those who have not yet decided to leave feel that they are staying because they are old, locked up in the profession and have nowhere else to go. These '*feelings of helpless anger*' bring anger and frustration to the teachers, accompanied by physical and emotional exhaustion.

The teachers further report experiencing '*frustration related to the curriculum changes (OBE)*'. Some teachers expected sudden changes from the democratic government and are dissatisfied with the rate of change, which they perceive as slow. So much so, that they find teaching to be monotonous. This relates particularly to those who are still teaching the history of Jan van Riebeeck which they see as divisive. They were expecting to teach history which would be unifying the nation at this point in time. Those exposed to OBE are dissatisfied with how the change occurred. They are frustrated by being expected to teach using a method they were not prepared for. This leads to feelings of physical and emotional exhaustion.

7.2.5 Description of the burnout outcome space

Having located all the five conceptions of teacher burnout in the four dimensions, the following brief discussion positions the conceptions more specifically in the outcome space (refer to Fig. 9). The '*feelings of physical and emotional exhaustion*' conception is positioned at the bottom of the hierarchy because it is the result of, and encompasses, all the conceptions of burnout expressed by teachers in the present study. The conceptions of burnout, that is,

'feelings of lack of job satisfaction', *'feelings of loss of control'*, *'feelings of helpless anger'* and *'frustration related to the curriculum changes (OBE)'* are subsumed under it.

The *'feelings of helpless anger'* conception is located on the political dimension, because it is a result of political change from apartheid to democracy as a result of the liberation struggle by teachers, students and other people. This is why it is also located under interpersonal factors. It is different, however, in as much as it is more than the organizational aspects of teacher burnout and describes a situation in which teachers find themselves, which cannot be reversed. Rather than the organizational characteristics being the focus of burnout, teachers describe as frustrating the way the present government handles its affairs. Similarly, the *'frustration related to the curriculum changes (OBE)'* conception remains on the political dimension because it is also related to the political struggle (liberation struggle) to fight against Bantu Education in the country. OBE is a new approach to teaching and learning to replace everything, including the Bantu Education of the apartheid era. It, too, is seen by teachers as frustrating rather than being helpful. Burned-out teachers find it to be too demanding given the paucity of resources to implement it. They further indicate that there has been inadequate planning for it, with incompetent officials to facilitate it.

The *'feelings of lack of job satisfaction'* conception is placed under the individual, interpersonal, organizational and political factors because it is an effect of all the factors mentioned above. It relates to self-esteem and locus of control (e.g. lack of respect for a teacher) whilst at the same time relating to all other factors. Teachers in this category have both a poor rapport with children, other teachers and the principal, and feel are not in control of the

learning situation. As a result, they report having low achievement in their work. This conception reflects burnout as lack of job satisfaction and indicates its results as feelings of physical and emotional exhaustion.

The conception '*feelings of loss of control*' has been placed within interpersonal factors, as it has to do with the interaction of the teacher with other people, in this case the students, other teachers and the principal. Teachers described burnout as loss of control as a result of students who show indiscipline and lack interest in their studies. This indicates that their interactions or relationships with students are not good.

Many of the conceptions of burnout, for example, '*feelings of helpless anger*', '*frustration related to the curriculum changes (OBE)*', and '*feelings of lack of job satisfaction*' are placed within organizational and political factors. The reasons for placing these conceptions within these factors are that they relate to role ambiguity and role conflict, and organizational factors are related to political factors. For example, although working conditions fall under organizational factors they are caused or are a result of political factors. These working conditions are associated with role conflict, which is related to emotional exhaustion by Byrne (1994). Frustration related to OBE and feelings of helpless anger go with role ambiguity. Taking OBE as an example, teachers indicate that OBE is too complex to be completed satisfactorily. Also, teaching using the OBE approach without the requisite skills to do so leads to role ambiguity (Blase, 1986; Byrne, 1994), particularly given the big numbers and children of different academic abilities to be accommodated in the same OBE class.

Overall, the majority of teachers indicate that they experience lack of job satisfaction as a result of loss of interest, lack of respect for a teacher, poor working conditions and loss of control in their job. Loss of control is attributed to the prevailing atmosphere of democracy, which has led to lack of discipline by students in the schools. Teachers also express the feeling that they are angry at the situation whereby younger teachers seem to get higher posts while they are being blamed for poor student performance. However, they state that they feel powerless to do anything about the situation, which creates in them feelings of physical and emotional exhaustion.

7.2.6 Relationship among the different conceptions of burnout

Up to this point in the discussion, the position of the five conceptions of burnout in the four dimensions has been presented. Of interest now is the relationship among the conceptions. Thompson (1998) lists three types of outcome space as identified by Laurillard (1993).

The first outcome space is an inclusive, hierarchical, outcome space in which the categories further up the hierarchy include previous, or lower, categories. The second outcome space has different categories that are related to the history of interviewees' experiences of the phenomenon, rather than to each other. The third outcome space represents a developmental progression, in the sense that the conceptions represented by some categories have more explanatory power than others, and thus may be seen as 'better', 'richer' or more sophisticated (Marton, 1994b).

In this study the burnout outcome space proved to be developmental and partly hierarchical. The conceptions under the political factors

were seen as more complex and richer in the sense that teachers in this category are perceived as more burned-out, than the conceptions under the individual factors. For example, '*feelings of helpless anger*' and '*frustration related to the curriculum changes (OBE)*' conceptions are more complex and seen as 'richer' than just '*feelings of lack of job satisfaction*' conception. Also, the interpersonal dimension e.g. '*feelings of loss of control*' and '*feelings of helpless anger*' are more complex and 'richer' than just '*feelings of lack of job satisfaction*' alone. This stance was endorsed by participants in the present study in claiming that they are unable to develop rapport and control. The part of the outcome space delimited by the effects of individual, interpersonal, organizational and political factors is hierarchically structured. The '*feelings of physical and emotional exhaustion*' conception includes the 'lower' categories of '*feelings of lack of job satisfaction*', '*feelings of loss of control*', '*feelings of helpless anger*' and '*frustration related to the curriculum changes (OBE)*'.

The data in this study suggest that teachers describe burnout in terms of physical and emotional exhaustion related to lack of job satisfaction. The participating teachers believe that most teachers in the teaching profession have lost interest in their job, are dissatisfied with it, and are physically and emotionally exhausted by the conditions in the schools.

In summary, it is important to state that the categories of description of burnout emerged from the descriptions of burnout by the teachers themselves and not because the researcher had "seeded" them during the interview. The description of the categories was done in such a way that they have a logical relationship among them and that they reflect the actual data.

7.3 THE MOTIVATION OUTCOME SPACE IDENTIFIED IN THIS STUDY

In this outcome space the same format is used as in the burnout outcome space. The four conceptions of motivation identified in this study are framed within the positive aspects of the three dimensions of burnout identified by Maslach (1982), and the researcher's own 'discovered' one grounded in the data. Each dimension frames a particular conception of motivation as the following discussion linking the current findings with the research literature will show. Teachers in the present study describe motivation as '*feelings of intrinsic and extrinsic satisfaction*', as '*feelings of personal satisfaction and enjoyment from the work of teaching*', as '*positive feelings arising from non-material rewards arising from the social environment*' and '*expectation of financial rewards*'. The relationship among the conceptions of motivation by teachers is captured in diagrammatic form in Figure 10.

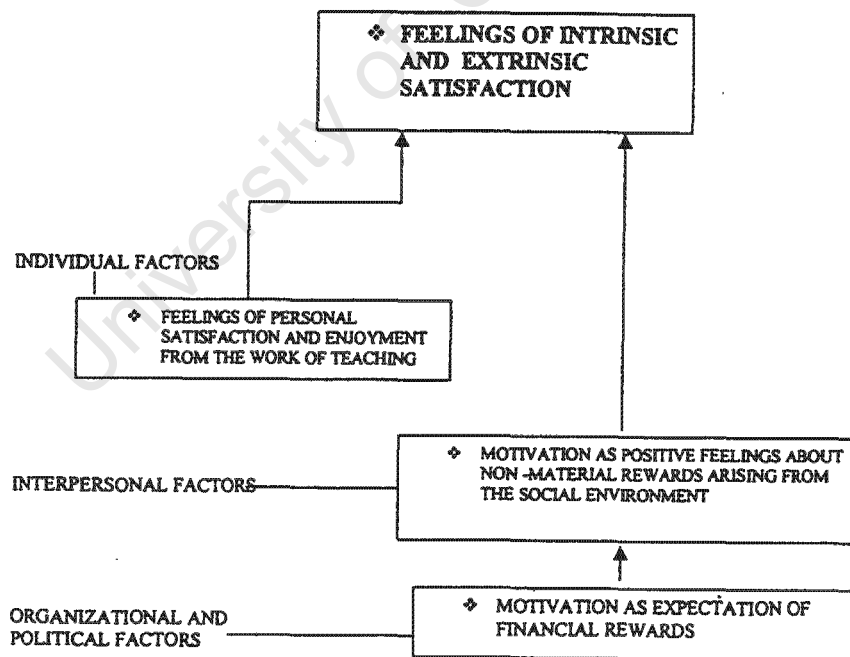


Fig 10 Outcome space of teachers' conceptions of motivation

The diagram shows how the conceptions of motivation may be logically interrelated in the framework. It represents the relationship between the different ways teachers understand and experience motivation.

7.3.1 Individual factors

The '*feelings of intrinsic and extrinsic satisfaction*' conception of motivation encompasses all the conceptions of motivation expressed by teachers in the present study. Teachers describe intrinsic and extrinsic satisfaction in similar but different terms to those of Deci and Ryan (1990). In the present study teachers described motivation as intrinsic satisfaction from the work of teaching and recognition but also state that they are not satisfied with tangible rewards like money. All these effects are related to individual, interpersonal, organizational and political factors.

The '*feelings of personal satisfaction and enjoyment*' conception is placed under the individual dimension because it relates to the individual attributes teachers bring to teaching. The reason for entering teaching mentioned most frequently by the teachers sampled in this study on motivation pertained to the nature of the calling: a good profession, an opportunity to serve, the love of children, and so on. There is, of course, greater emphasis on the interactions with children and the nurturing aspects of teaching. This agrees with the intrinsic motivation of individuals in doing their work, as shown by the work of Deci and Ryan (1990).

The data in the present study suggest that in the case of this conception, teachers seem to be more achievement orientated and

goal-directed when they enter the teaching profession. Such achievement is shown, however, by the insistence on making students achieve something after they have been taught. In confirmation, Van der Westhuizen and Hillebrand (1990) found that female teachers entered the profession with enthusiasm and expectations of 'mothering' in teaching. Pertaining to this study is that some teachers who hold this conception of motivation indicate that bursaries introduced in the colleges of education in the past served as a recruitment incentive even though they had no love for the profession earlier on. They indicate, however, that although they were attracted by bursaries, when they joined teaching they turned to love the career for several reasons, including salary structures which provided economic incentives to remain in teaching, and other rewards of teaching flowing largely from teachers' encounters with students. All of these resulted in the development of feelings of personal satisfaction and enjoyment of the work of teaching, which in turn resulted in occupational commitment.

Motivated teachers in this study indicate commitment to their job in terms of the extra tasks they undertake outside their normal duties. They see teaching as emotionally rewarding in spite of the flaws in the system. The most powerful predictors of teachers' commitment observed are teachers' motivation to learn and sense of efficacy. Pretorius (1993) indicates that commitment might provide resistance to burnout.

Teachers who believe that motivation is a feeling of personal satisfaction and enjoyment from the work of teaching find it easy to deal with students in class. They regard and see the classroom as the locus of rewards and satisfactions. This agrees with Herzberg's theory, which indicates that the work itself is a strong motivator in

people (see literature, Chapter Three). It is, however, important to note that ongoing teacher satisfaction is not solely dependent on personal characteristics, but is rather a joint product of what individuals bring to settings and how those settings shape and elicit performance. The feelings of personal satisfaction and enjoyment teachers experience in their job are related by them to the autonomy and growth experiences provided by their job, as the work of Maslow (1970) and Herzberg et al. (1959) indicates (see Chapter Three).

Data in the present study indicate that teachers are motivated to engage in teaching as they perceive it to be a means of fulfilling their growth needs. Frase and Sorenson (1992) indicate that high growth needs are important factors for motivation and satisfaction. This is in line with Sergiovanni's (1967) study which indicated that teachers obtained the greatest satisfaction from reaching and affecting students, followed by their experiencing recognition for a job well done. Thus, teachers tend to relate personal satisfaction to such intrinsic factors as the challenge of the work and achievement. Deci and Ryan (1990) and Lortie (1975) cite job challenge, interest, and enthusiasm to be important intrinsic factors in motivating teachers.

Teachers report that attaining their goal (that of leading young children to adulthood), makes them feel satisfied and encourages them to work harder. This indicates that goals regulate their actions and play a major role in motivation, and this is evidenced by the work of Vroom (1964). Teachers in the present study state that they feel good and satisfied when they see their students progressing in life, becoming doctors, lawyers, teachers, etc. They further indicate that they become more highly motivated when their performance leads to desirable outcomes.

The classroom is the major structure influencing teachers' motivation and satisfaction. Lortie (1975) sums it up by stating that teachers' motivation is based on intrinsic factors - the internal characteristics of the classroom - and it rotates around the conduct of daily tasks like the actual instruction (Lortie, 1975). Thus, teachers in the present study expressed the feeling that their highest satisfaction is in working with young people, and that intrinsic rewards are more significant for their motivation (Deci, 1975; Deci & Ryan, 1990).

7.3.2 Interpersonal factors

The feelings of personal satisfaction discussed in the previous section imply positive relations with learners. The second dimension, 'interpersonal factors', accommodates the '*positive feelings about non-material rewards arising from the social environment*' conception. Teachers who conceive motivation in terms of '*non-material rewards arising from the social environment*' describe the phenomenon of motivation in terms of encouragement, including verbal encouragement from their surroundings. They indicate another source of motivation to be their positive interpersonal relations with colleagues and administrators. Because the dominant motivation and source of reward for teachers lies in promoting students' growth and development, teachers derive a sense of accomplishment in students' successes.

Teachers in this study indicate that they are involved in their job because of personal satisfaction from the work of teaching, and value positive recognition more than anything else. Positive recognition brings feelings of satisfaction, which are motivating to them. This finding supports Deci and Ryan's (1990) finding as

reported in Chapter Three. Teachers in the present study report that what keeps them in the profession are good relationships with students, other teachers, the principal and the community. They further indicate that they focus more on these in their motivation to work as they have already given up thinking about availability of resources in the schools.

7.3.3 Organizational and political factors

These two domains are collapsed here because the data overlap. Some teachers in this study describe motivation as '*expectation of financial rewards*'. They describe it in terms of financial rewards they hope to get from doing their job. They see monetary rewards as something that motivates them and can make them improve their performance and retain them in the teaching profession. This view tallies with the research outcomes by Olson (1986) in which he indicated that financial rewards are the "cure all" to education's personnel ills. However, Olson (1986) argued that the actual effects of monetary rewards, as opposed to other rewards and incentives are not known and are strongly debated in the professional literature.

Teachers describe the '*expectation of financial rewards*' conception in similar terms to those of Mwamwenda's (1995) contention of a drive that makes people to engage in certain behaviours. From this viewpoint, motivation is seen as a drive in so far as hopes of getting something like money are raised in return for what the teacher does. Deci and Ryan (1990), on the other hand, argued that monetary rewards have a detrimental effect on intrinsic motivation. If one is not given rewards the motivation to work decreases. This view is endorsed by teachers in the present study who argue that low salaries do not encourage them to work.

The conception of motivation as '*expectation of financial rewards*' in this study is also in line with Vroom's expectancy value approach to motivation (see Chapter Three). Teachers holding this conception of motivation in this study indicate that they do not just expect to get salaries, but to get good salaries as teachers. Thus, their motivation to perform is a multiplicative function of expectancy, instrumentality, and valence (the value of a particular work outcome) (Vroom, 1964).

The reference by teachers in this study to motivation as '*expectation of financial rewards*' indicates that the teachers are not satisfied with the money they earn. They claim that salaries at the end of the month are a right but what they expect from the government are good salaries for the work they do. Another feature of this conception is the reference to motivation in terms of promotions. The focus on motivation as recognition through financial rewards parallels the work of Frase (1989) and Olson (1986) which found pay incentives to be positively related to teacher motivation.

In summary, the '*positive feelings about non-material rewards arising from the social environment*' conception hinges to a large extent on the quality of relationships the teachers are able to engender with other people. It is more complex than the '*expectation of financial rewards*' conception because at the heart of this conception is the link between a good teacher-student relationship, teacher-teacher relationship, teacher-community relationship and teacher-principal relationship and successful student outcomes. In this study, good relationships with other people with whom one works, were described as being crucial to motivation and their connection with hard work was made repeatedly by teachers. Indeed, teachers were passionate about their importance.

Despite the satisfaction and recognition, other teachers indicate that motivation to them means monetary rewards. They value money more than anything else. In this study those teachers placing greater importance on status and wealth view money as a good incentive or motive to teach. The desire to earn more money emanates both from one's values and motives when the two constructs share a common ground. Values and motives in these teachers work together to affect performance behaviour, as observed by Vroom (1964).

Researchers (Deci & Ryan, 1990; Frase, 1989; Frase & Sorenson, 1992; Herzberg, 1966) indicate that intrinsic rewards are more effective motivators than are external rewards such as money. In contrast, as stated above, Sykes (1983) argues that external rewards may be needed to retain better classroom teachers. However, Frase (1989) cautions against catering for intrinsic rewards at the expense of extrinsic rewards. Lortie (1975) on the other hand emphasizes the value and importance of both intrinsic and extrinsic rewards in the teaching profession, as evidenced by data gathered in the present study.

7.3.4 Description of the motivation outcome space

Having located the four conceptions of motivation in the four dimensions, the following brief discussion positions the conceptions more specifically in the outcome space (refer to Fig. 10).

The '*feelings of intrinsic and extrinsic satisfaction*' conception is positioned on the top of the hierarchy because all the other conceptions are subsumed under it. Teachers in this category experience both intrinsic and extrinsic motivation from recognition

by other people, but state that monetary rewards are not satisfying in teaching. This conception reflects a holistic view of motivation in the teaching profession.

The '*feelings of personal satisfaction and enjoyment from the work of teaching*' conception is placed in the middle of the hierarchy and below the top category because it is seen to be 'richer' than other categories to follow. These are the '*positive feelings about non-material rewards arising from the social environment*' and '*expectations of financial rewards*' conceptions. Teachers in this category have a good rapport with students, demonstrate parental love for them and are in control of the learning situation. More than this, they have a deeper understanding of why they are in the schools, although they also mention money as important in their lives. They, however, emphasize that they cannot leave teaching for other jobs because of money.

The '*positive feelings about non-material rewards arising from the social environment*' conception is also placed at the middle of the hierarchy, but below the intrinsic factors as it is considered less 'richer' than intrinsic factors. As an extrinsic factor, it is inclusive of verbal rewards and financial rewards. Verbal rewards are seen by the teachers in the present study as important in recognition of what they have done, and these may, according to Deci and Ryan (1990) lead to intrinsic motivation. Teachers appear to value recognition of the work they do.

The '*expectation of financial rewards*' conception remains on lower level because teachers describe motivation on the basis of what they hope to get after they have taught their students. This conception is different, however, from the '*positive feelings about non-material rewards arising from the social environment*' conception in as much

as it is more specific about the kind of rewards expected after teaching. Teachers describe motivation in terms of getting more money in appreciation of the job they have done. Rather than just verbal encouragement being the focus of motivation, teachers describe as important the money they receive after teaching their students.

7.3.5 Relationship among the different conceptions of motivation

Disparate as these categories of description may seem, there still is a very interesting relation among them. In essence, they all contain the same basic, concrete conception of motivation, but they are expressions with different degrees of precision in relation to the topic they treat. Therefore, the relation among these categories of description can be described as a hierarchy with regard to the amount of information they contain. Following Marton (1974), one can talk about the implicative model of description where the upper level implicates the middle level, which in turn implicates the lower level, as far as information is concerned. Responses to the upper level are deepest in the sense of implicating all responses. On the middle level, some information is lost, and the same thing applies to the lower level, which contains very little information. Thus, the conceptions can all be fitted into an implicative model where the amount of information decreases as one moves down the hierarchy. So, as responses the above are richer than those given below.

If the hierarchical description is really a hierarchy, then some teachers have a deeper understanding and description of the phenomenon of motivation than others. Indeed, when analysis of the transcripts was done, some striking differences were found. In describing the phenomenon, some teachers were focussing on what

the terms referred to. They were trying to understand what the term motivation was about. This way of relating to a phenomenon is called the deep approach by Marton (1994b), and is closely associated with “higher” categories of outcomes. Other teachers who recounted experiencing the phenomenon, focused on the recall of what they had learnt at school. This way of relating to the situation is called surface approach and is associated with “lower” categories of outcomes, that is, shallower understanding of the term (Marton, 1994b).

In this study the motivation outcome space proved to be hierarchical with regard to the amount of information contained, and shows the implicative model of description. The upper level '*motivation as feelings of intrinsic and extrinsic satisfaction*' subsumes the middle level '*motivation as feelings of personal satisfaction and enjoyment from the work of teaching*'. The middle level in turn subsumes the level '*positive feelings about non-material rewards arising from the social environment*' which in turn subsumes the lower level '*expectation of financial rewards*'. In this case, the responses to the upper level are deepest in the sense of subsuming all responses. On the middle level some information is lost, and the same thing applies to the lower level, which contains very little information.

Thus, the above discussion has shown that the outcome space of motivation is an inclusive, hierarchical one in which the categories further up the hierarchy include previous or lower categories. It is, however, a value hierarchy which holds some categories inside others.

7.4 THE RELATIONSHIP BETWEEN THE CONCEPTIONS OF BURNOUT AND MOTIVATION

The above discussion on the relationships within the conceptions of burnout and motivation shows that individual, interpersonal and organizational factors as suggested by Maslach (1982) are all major contributors to burnout, as well as motivation, together with political factors grounded in the data. On the major conceptions of burnout and motivation, the discussion shows that the two constructs can be associated, as they appear to be the inverse of each other. Presented in figure 11 are the relationships between the categories of burnout and motivation. These categories represent the teachers' differing ways of experiencing burnout and motivation. This being the case, it makes sense to place the conceptions under the same four dimensions – individual, interpersonal, organizational and political. In other words, looking at the outcome space for teacher burnout and motivation they share a common interface. The same things that cause motivation can lead to burnout.

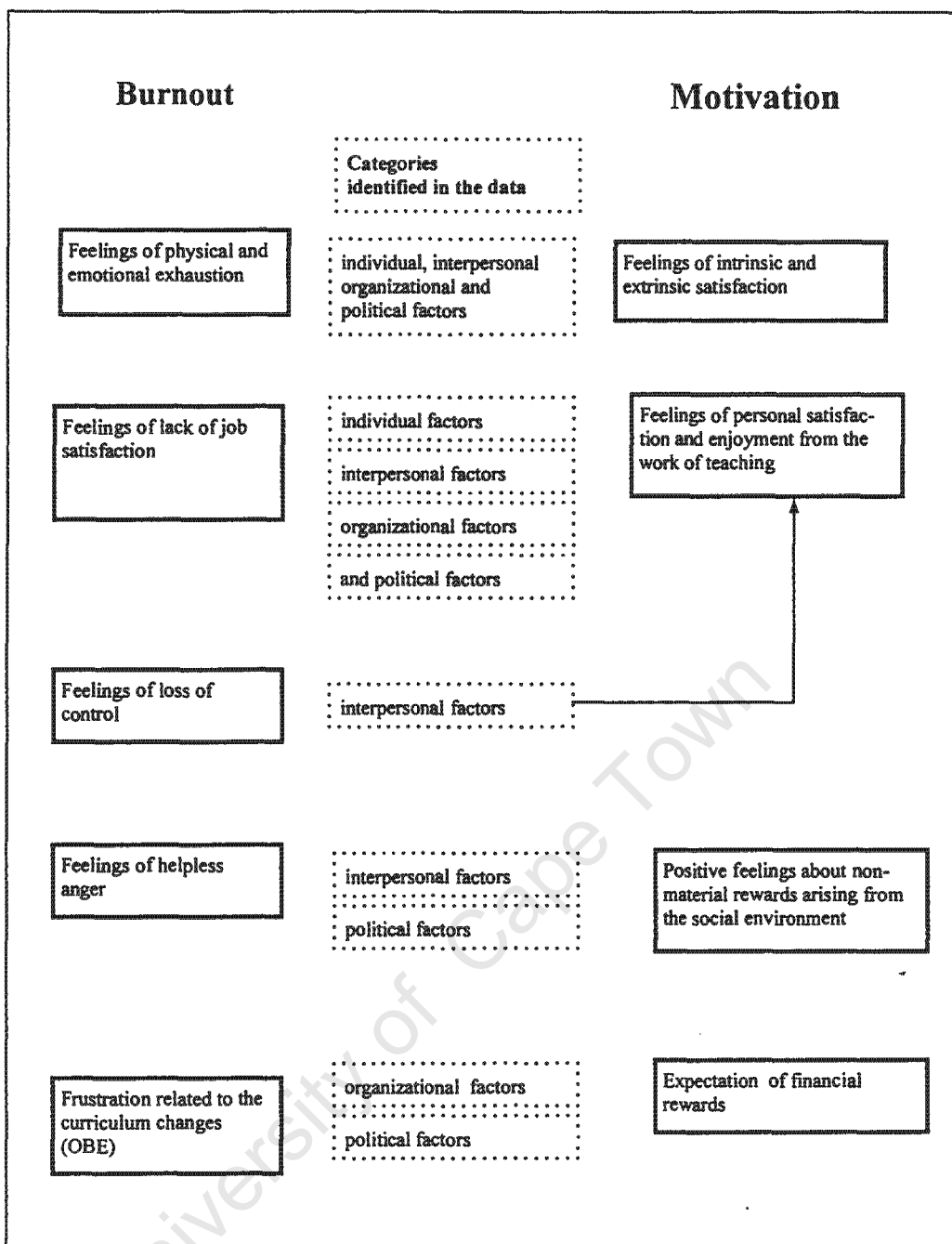


Fig 11 Burnout and motivation: An inverse relationship.

In exploring the relationship between burnout and motivation, some conceptions of both phenomena appear to be the inverse of each other. The *'feelings of physical and emotional exhaustion'* conception appears to be the inverse of the *'feelings of intrinsic and extrinsic satisfaction'* conception. In the case of burnout, teachers describe burnout as *'feelings of physical and emotional exhaustion'*

caused by poor working conditions and absence of support in their work. Strained relations with students, and receiving no positive feedback from/about their work make them feel like leaving the teaching profession. They complain about a lack of sense of achievement in their work and low salaries, which result in physical and emotional exhaustion. In fact, Byrne (1994) and Hughes (1987) have observed self-esteem and salary to be associated significantly with physical and emotional exhaustion.

More frustration and emotional exhaustion by teachers is related to being expected to teach using the OBE approach they were never prepared for, nor involved in making decisions about, not to mention the low status accorded their profession nowadays.

The lack of sense of respect and recognition of teachers and their work creates a strain in them, resulting in a lowered self-esteem and reduced performance on their job. Thus, teachers in this study describe burnout as stress related to the changing context of teaching, which also changes the feelings and attitudes of teachers. The feelings of loss of control in teaching brought about by democracy led to feelings of physical and emotional exhaustion in teachers.

The above-mentioned conception of burnout by teachers in the present study appears to be the inverse of the one of motivation - '*feelings of intrinsic and extrinsic satisfaction*'. Motivated teachers express a sense of well being, autonomy and satisfaction with their work - in particular, good relationships with students. They indicate that they experience intrinsic and extrinsic satisfaction as a result of enjoying relationships with students and the recognition they receive from other people. Being able to participate in decision-making in the school leads to personal satisfaction and a sense of earned

respect. This encourages them to work hard, resulting in a sense of achievement in their work. In other words, to motivated teachers, the locus of teaching rewards and satisfactions are the work itself and the outcomes of their work. Teachers holding this conception of motivation thus accomplish their job with energy and enthusiasm also because of its rewarding nature. They take every situation - good or bad - as a challenge to them. Rosenholtz (1985) and Lortie (1975) have also reported teachers as deriving satisfaction from the psychic rewards of teaching - important among these being the development of close relationships and emotional understanding between the teachers and the students.

The conception of burnout '*feelings of lack of job satisfaction*' is the inverse of the one of motivation '*feelings of personal satisfaction and enjoyment from the work of teaching*'. This is because lack of job satisfaction is seen to be caused by unmet expectations, and poor relationships with other people, including students, principals and community "during this new political era". Teachers report that students have low motivation presently, accompanied by a poor classroom climate in the schools, which leads to poor examination results. In addition to these stresses, work stressors such as quality of supervision influence lack of job satisfaction. Burned-out teachers thus indicate that they are less committed to their work and are less fulfilled through it. This finding of an inverse relationship between burnout and motivation has been observed by Farber (1984a) in his study of suburban teachers.

On the other hand, feelings of personal satisfaction and enjoyment from the work of teaching are experienced as a result of enjoying student relationships and the challenge teachers get from their work. In other words, to teachers holding this conception of motivation, the locus of teaching satisfaction is the work itself. Also, being able

to participate in the decision making in the school leads to personal satisfaction and a sense of respect. This makes teachers do their work with excitement, enjoyment and satisfaction, and being committed to it. This observation is consistent with the results reported by Anderson and Iwanicki (1984) in their study on teacher motivation and its relationship to burnout.

Thus, teachers holding the '*feelings of lack of job satisfaction*' conception seem to exemplify a belief in external locus of control (that is, that events are beyond their control and due to fate or other people). On the other hand, teachers holding the '*feelings of personal satisfaction and enjoyment*' conception believe that events are a consequence of their own actions, thus exemplifying a belief in internal locus of control (Byrne, 1994).

In addition, the '*feelings of loss of control*' conception of burnout is the inverse of the '*feelings of personal satisfaction and enjoyment from the work of teaching*' conception of motivation. This is because poor relationships with students and other teachers are observed by teachers in this study as being detrimental to their work. Burned-out teachers indicate that they are contemplating leaving the teaching profession because of poor relationships in their work. The indiscipline in schools leads to low achievement by students and teachers, and the constant criticism on the part of teachers by the public at large results in burnout.

Motivated teachers, on the other hand, believe in the internal locus of control and work hard to produce good results under difficult conditions. They indicate that they are satisfied with their professional relationships with students, other teachers, the principal and the community. They indicate further that they have given up

on good working conditions and are now focussing more on professional relationships in their work.

The conceptions '*feelings of helpless anger*' and '*positive feelings about non-material rewards arising from the social environment*' show an inverse relationship between burnout and motivation. Burned-out teachers feel angry at a situation where the government/Department is not doing its job well and not fulfilling its promises. They express the feeling that the instability in schools has been created by the government. They also express a feeling that the interference of the government on school matters against teachers leaves them powerless and having lost control over their work.

Burned-out teachers also experience '*feelings of helpless anger*' and frustration when they see younger, inexperienced and new teachers promoted above them by the government. Many teachers express the view that teaching as a career is a good thing but they blame the government for many of the ills in teaching, and thus see the present situation as really depressing. They feel frustrated and rather let things go their own way.

Teachers also experience feelings of helpless anger when they are constantly blamed by the parents, the community and the government for poor student performance. The anger by teachers stems from the feeling that they are made scapegoats of a situation where most of the key stakeholders have shirked their responsibilities.

On the other hand, motivated teachers holding the conception '*positive feelings about non-material rewards arising from the social environment*' express the view that the recognition they

receive from parents, principals and students for the good work they do encourages them to work even harder. Being praised for their work motivates them. Some teachers describe motivation as encouragement on the basis of conducive working and environmental conditions. They indicate that the conditions under which they work are conducive to teaching and learning and, as a result, they are happy in their work.

The '*frustration related to the curriculum changes (OBE)*' conception of burnout and '*expectation of financial rewards*' conception of motivation show some inverse relationship between burnout and motivation. Teachers in this study indicate a lack of interest in the OBE approach and frustration related to it. They indicate that no adequate preparation was made for its implementation; no adequate training was received by teachers; and, as a result they find the approach to be difficult. They indicate that OBE requires material resources which have not been provided by the government. As a result they have to exhaust their limited funds in order to supplement for inadequate resources, thereby creating more frustration for themselves.

On the other hand, motivated teachers describe motivation as expectation of financial rewards from the government, in appreciation of their services. To these teachers therefore motivation means recognition for what they are doing by being given sufficient financial rewards as a form of encouragement. Teachers complain about low salaries whilst their job is demanding. In other words, teachers contend that they should be given higher salaries commensurate with the new demand to implement the OBE – which they find to be a complicated approach, in order to motivate them to do this demanding job. Teachers holding this conception of motivation work, in hope of increased salaries and promotion as a

motivating factor to make them work harder. In other words, although these teachers are characterised as motivated, they indicate that they need more money to be motivated.

7.5 CHAPTER SUMMARY

This chapter grew out of the results of the research presented in Chapters Five and Six. In the first section, the categories of description, representing the conceptions of burnout of teachers who participated in this study, were located in an outcome space. The diagram showed how the five categories were logically interrelated. To help clarify the variation among the categories, the categories were located in four dimensions: individual, interpersonal, organizational and political variables. The same format that was used for the burnout outcome space was used for the motivation outcome space. The outcome space diagram showed how the four categories of motivation were logically interrelated, and to help clarify the variation among the categories.

In terms of Laurillard's (1993) descriptions of outcome spaces, the outcome space of burnout in this study was partly developmental and partly hierarchical. The category in the upper level of the hierarchy was seen as 'richer' than the categories at the lower levels in the sense that the former subsumes all the other categories. On the other hand, the outcome space of motivation, was identified as being hierarchical, being a value hierarchy. The category in the upper level of the hierarchy is seen as 'richer' than those in the middle and lower levels in the sense that it is inclusive of all the other categories.

In the final section of the chapter, the relationship between the conceptions of burnout and motivation was explored and an inverse

relationship found. A relational model of burnout and motivation was constructed by drawing together the two phenomena. It was indicated that the sources of burnout and motivation are the same (individual, interpersonal, organizational and political factors) but they operate in opposite directions. The following and last chapter (Chapter Eight) of the thesis extends this discussion and provides conclusions and recommendations.

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CHAPTER 8

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

This chapter presents a final comment on the three central research questions formulated in Chapter One. The first part discusses the findings of the study. The second part deals with the implications for future research on burnout and motivation and the third part presents recommendations followed by limitations of the study.

8.2 DISCUSSION OF RESULTS

The purpose of this study was to explore the different ways in which teachers experienced burnout and motivation, and to explore the relationship between burnout and motivation. The results have revealed the varying ways the teachers experienced the two phenomena. Altogether, five teachers' conceptions of burnout and four conceptions of motivation were revealed. These results indicated that burnout and motivation were not a linear process. Although only a small number of conceptions of teacher burnout and motivation emerged, there were enough differences in what teachers believed about the phenomena to refute the rationalist view that there is only one objective way to describe burnout or motivation.

8.2.1 Research findings and conclusions on burnout

Almost all the conceptions isolated in this study reflect Maslach's (1982) and Byrne's (1994) views that individual, interpersonal and organizational factors are the sources of burnout. In addition, in this

study, political factors were found to be the major sources of burnout at this point in time. A similar view has been extended to the conceptions of motivation.

Judging from the results of the analysis in the previous chapters, it became apparent that burned-out teachers conceived and experienced burnout as physical and emotional exhaustion. They spoke about emotional exhaustion with the system (democratic system), the failure of the system in many things. Comparing the past and the present, most burned-out teachers stated that things were better before 1994 than they are today. Teachers saw their job as stressful due to many factors pertaining to their job - individual, interpersonal, organizational and political factors. Because of the work stress resulting from these factors, some intended to quit the teaching profession, but others felt locked into the profession because of old age and other personal commitments. Physical and emotional exhaustion, is thus, believed to have negative effects on performance, as the results of this study revealed.

Emotional exhaustion was felt differently by teachers in the research sample than in America and elsewhere. Teachers in this study stated that before 1994 they were more comfortable with teaching than at present. Today they are not secure in their jobs because of redeployments and retrenchments. They stated that the present government promised many good things, which have not been met. In fact, there was a sense that the present government was taking away all that they had. They can be retrenched at any moment, subsidies have been reduced severely and tax increased abnormally. The teachers felt that their region had been punished for no apparent reason and this was physically and emotionally exhausting.

The research findings further revealed that burnout was also perceived and experienced by teachers as lack of job satisfaction. Burned-out teachers argued that they worked hard under difficult conditions and still got very negative results, and they found this emotionally exhausting. They felt disillusioned and burned-out because of putting more in their work, thereby experiencing a sense of lack of achievement. They complained about the deterioration of conditions instead of improvement after the democratic government took over in 1994. Lack of job satisfaction, like physical and emotional exhaustion, is believed to have negative effects on attitude and performance, as the data in this study reveal.

Research findings also revealed that burnout was understood and experienced as loss of control. It seems as far as teachers are concerned that they had lost control of their day-to-day activities. This finding agrees with that of Dworkin (1992). To a large extent, loss of control in schools is related to the democratic government for, *inter alia*, abolishing corporal punishment. Loss of control was also seen by teachers as being the direct result of the liberation struggle, being a 'hangover' of the days of the struggle, and was understood to have been accompanied by a drop in educational standards. Motivating teachers may be one way to change the perception of loss of control by teachers and enhance their full participation in the management of school systems.

These research findings suggest that democracy has brought about burnout in teachers, which they described as feelings of helpless anger. In this regard, the teachers indicated that the changes brought by the democratic government negatively affected the role of the teacher. Hence, the teachers saw the present situation as really depressing, but could not change the situation. They indicated that they were angry at a situation where younger teachers got

promotions ahead of them, and the government apparently supporting students against teachers. Promotions went with increased salary and status. Teachers indicated that their status had been lowered by the government through demonstrating negative attitudes towards the teaching profession. Accordingly, it was posited that the onus was on the government to uphold the status of teachers by raising their salaries, something which may possibly motivate them. Under the circumstances described by teachers in Chapter Five, they displayed less favourable attitudes to their job than is the case with motivated teachers.

Further, the research findings revealed that burned-out teachers understood and experienced burnout as frustration related to curriculum changes (OBE). The new approach to teaching and learning, which is taken by teachers to be an imposition, was seen as frustrating experienced teachers. The teachers further indicated that the on-going transformation amounted to a replacement of a top-down policy by another. They believed that OBE, like the curriculum of the apartheid era, reproduced the exclusionary monocultural discourse of the West. They, therefore, questioned the wholesale importation of other countries' curricula into the country. As a result of that imposition they were reluctant to accept it, as it was not of their own making.

Although OBE was a context for burnout for many teachers, motivated teachers did not think about and focus on it as a problem. Many stated that they had not been exposed to it and as a result they did not comment much about it. A few comments by these teachers were that they were interested in it and were waiting patiently to be introduced to it when the time arrived.

Considering the age of the teachers involved in this study, some belonged to the 1976 student body characteristic of the Soweto boycotts, who are ironically now frustrated as teachers because of the democracy brought to the country. Other participants were, however, older than that but all these teachers felt trapped in their job. They felt they would rather jump out but they could not because of personal commitments like pensions, housing subsidy, medical aid, etc. Above all, because of age they could not be employed elsewhere.

In all, the findings revealed that teachers had lost interest in their job and went to class for the sake of going to class, so as to earn their salaries. They showed lower levels of enthusiasm about their work today compared to the time before the democratic government took over in 1994. This suggests that solutions must be found that would overcome despondency among teachers. Furthermore, strategies to enhance motivation must be explored. Burnout could only be dealt with successfully by increasing the motivation of teachers through participation, giving autonomy, improving salaries, working conditions, etc. If the problem of feelings of low self-esteem and low morale is not dealt with, it is unlikely that they could operate at the level of self-actualization necessary for an individual. Rather than focus on the inner workings of individual teachers, there may be greater utility in focussing on those aspects of the organization and the work environment that can create a positive sense of morale for all teachers.

One important aspect mentioned by teachers in the present study was lack of respect for a teacher. Interviewed teachers indicated that the status of teachers was very low today and people respected other professions but not teaching. Whether this is real or not, it is important that teachers are so empowered so that they become more

confident, and gain more respect for the work they do. To achieve their status teachers need to know that they are important and that their experiences and expertise are valued and trusted. Teacher burnout will continue to occur, as long as teachers' status is perceived to be undermined. One way to enhance the status of teachers would be to involve them more in decision making.

Burned-out teachers reported frustration due to poor working relationships in their schools – between teachers, students, administrators and parents. Improved rapport and communication between these people is important. The availability of support from these people, especially the parents and the local community in dealing with students can reduce the loneliness and isolation that the teachers face.

Poor working conditions were also reported to be frustrating teachers, and the implications are that they must be improved. A decreased teacher-pupil ratio would help alleviate burnout and permit individualizing instruction and in planning and implementing creative learning activities. Adequate resources for teaching must be made available in schools, and secured against theft and vandalism. In addition, teachers must be made to feel safe while they are on school grounds. Also, teachers' incentives must be increased regularly to maintain job satisfaction.

Although similar conceptions of burnout to those of previous research were identified, the participating teachers did not understand burnout exactly in terms of Maslach's (1982) conceptualization as emotional exhaustion, depersonalization and reduced personal accomplishment. Looking at the conceptions of burnout, it was found that unlike Maslach (1982), Maslach and Jackson (1981) and Byrne (1994) who agree on the multi-

dimensionality of burnout, teachers in the present study conceived burnout in a number of ways. Physical and emotional exhaustion was inclusive of all the different ways in which they experienced the phenomenon. This way of experiencing burnout as physical and emotional exhaustion was suggested by Shirom (1989) and Garden (1989) in their studies when they disputed the multidimensionality of the concept as suggested by Maslach (1982) and Maslach and Jackson (1981).

Research findings on teacher burnout in the present study showed that the findings on locus of control, reflected teachers' perceptions of a limited ability to control activities associated with their career successes. Burned-out teachers' more external locus of control may be due to reduced or lowered expectations and a perceived relative lack of success at present in their career.

Teachers often expected that they would be able to educate and influence learners, plan and develop new curricula, manage their classrooms, maintain discipline and perhaps serve as role models for children. Most important is the assumption that teachers are granted professional status and autonomy in their work. Burned-out teachers in this study felt frustrated as they saw that autonomy was severely restricted in their job. They felt being denied the opportunity to become involved in decision-making "at this time of democracy". They also felt frustrated by the environment where the learners, parents, other teachers, administrators and educational authorities appeared to be unconcerned about learning; and where the larger community did not respect teachers. Hence, teacher burnout was often particularly greatest in experienced teachers. Feelings of meaninglessness and powerlessness were central to the responses of burned-out teachers in this study and this is in line with Dworkin's (1992) findings, which indicated that when there were

reform efforts in education, burnout tended to be a real problem as it pervaded the most experienced teachers.

Teachers in the present study suggested that an effective buffer against stressful events in their career could be a network of social support, particularly education developers, other teachers and parents. However, at present they felt that they were being watched by the community more than they are being supported; and they had less freedom to control their own work, including enough authority to do the job and freedom from undue control by administrators. They argued that intrusion by the administrators (or by the community) denied them their status as professionals and was demoralising.

8.2.2 Research findings and conclusions on motivation

In this study one is struck by the different ways in which teachers viewed motivation, which was in terms of the aspects of work they considered important and of their reactions to job characteristics. This suggests that individuals are likely to experience the same phenomenon in different ways. Differences in feelings and attitudes towards work are evident at a variety of levels from individual to political.

The research findings revealed that teachers understood motivation as feelings of intrinsic and extrinsic satisfaction. Under this category most teachers were intrinsically motivated and described themselves as being competent. They expressed great interest in their job, which was accompanied by good performance by students. Teachers stated that they desired to see the results of their work, indicating that they were concerned about their work and the feedback they received – resulting in feelings of satisfaction. Job

satisfaction was, thus, believed to have positive effects on attitude and performance, as the data in this study indicated.

Furthermore, research findings revealed that some motivated teachers understood and experienced motivation as personal satisfaction and enjoyment from the work of teaching. This motivation was shown by more time one spent on 'non-paid' activities. Motivated teachers indicated that they found their job challenging, were involved in decision-making and had autonomy in their job. However, although they were satisfied with their job, they indicated that it was stressful. In spite of the work stress, most of them had no intentions to leave the profession. They indicated that they enjoyed their work and have no desire to pursue any other career.

The research findings also revealed that teachers conceived and experienced motivation as positive feelings about non-material rewards arising from the social environment. The positive feedback (verbal rewards/ praises) teachers received from other people – coworkers, administrators, pupils and parents - gave them a feeling of satisfaction and made them want to do more. Positive feedback had often been found to increase intrinsic motivation (Deci et al., 1999a, 1999b). Also, changes introduced by the democratic government were a challenge to some motivated teachers.

Still, the findings revealed that other teachers conceived and experienced motivation as expectation of financial rewards. Although these teachers were motivated by the need to obtain self-fulfillment, they stated that their basic needs, such as money to buy food, were not fulfilled. They indicated that they worked in the hope of being rewarded through monetary rewards. However, all the motivated teachers indicated that they were not satisfied with

their salaries and they needed more money, but could not leave the teaching profession because of it, indicating that teachers' needs for existence, in particular, pay, were not satisfied.

Conclusions drawn on motivation were that some teachers, as Lortie (1975) points out, were basically intrinsically motivated. Most motivated teachers in the present study stated that they did their work "because of the black child", a desire to see the black child achieving something in life after so many years of oppression. One sees this statement as an unqualified commitment of a black teacher to a black child. This is one form of intrinsic motivation, which is cultural specific. There is a driving force which is different from the one given by Deci and Ryan (1990) – enjoyment - but it is also a form of intrinsic motivation. Thus, motivation reconstitutes itself in a different way in South Africa that has not been done in America and elsewhere. Although most teachers claimed to be teaching because of the black child and/or enjoyment of their work, they nonetheless complained about poor salaries in relation to the duties they performed. Although intrinsic factors had been shown to be important in motivating teachers, extrinsic factors appeared to be of great importance as well, and should be catered for.

Motivated teachers demonstrated enthusiasm about their pupils' work, about their teaching in general, and about the schools in which they were employed. These teachers were proud of their pupils' performance both in terms of practical work and examinations. This was the case, even though they believed that they, like the majority of their colleagues, were under considerable pressure from the changes that were occurring around them in education in general, as a result of educational transformation.

The research findings also indicated that opportunities for advancement in teaching are scarce, suggesting that such low

opportunities in the organizational structure for career advancement could have negative effects on career satisfaction. The implication of this is that one way to improve teachers' satisfaction with their career would be to modify the promotional system of the organization. This could be done by restructuring the teaching profession to include provisions for master teachers and merit pay.

Motivation has been understood and experienced in similar but different ways by teachers in the present study compared to what has been found by other researchers. The present findings on motivated teachers can be interpreted to be supportive of the cognitive evaluation theory (Deci & Ryan, 1990) which states that autonomy-oriented individuals (intrinsically motivated) seek situations that support their autonomy and feelings of skillfulness.

The results of this study partially supported Herzberg's and Maslow's theories. Upper level needs were found to be significantly related to job satisfaction. However, in opposition to these theories, present findings suggest that upper level needs have a greater effect upon job satisfaction even though lower order needs are not gratified. This may occur because satisfaction of upper needs offsets the effect of lack of satisfaction of lower level needs. However, this does not mean that the satisfaction of upper level needs nullifies satisfying lower order needs. As data in the present study indicated, teachers who had lack of satisfaction for both upper and lower needs tended to be extremely low in motivation and satisfaction. Rather than operating in a hierarchical fashion, the need categories appeared to function in a complementary manner. Most teachers in the present study felt that their basic and security needs were not satisfied. They considered good interpersonal relations, supervision and salary as motivators in their job.

Overall, the description of motivation in this study focuses on the needs of the teachers and the incentives within the organizational structure (the school) that are offered to meet these needs. These are related to Maslow and Herzberg's theories. The description also gives an understanding of why the teacher chooses a particular behaviour pattern to accomplish goals, as in Vroom's theory. The description of motivation by teachers in this study is therefore, concerned with both the organizational structure (i.e. Maslow's and Herzberg's theories) and individual behaviour patterns (Vroom's and Deci and Ryan's theories).

8.2.3 Findings and conclusions drawn on the relationship between burnout and motivation

The findings of this study are complementary to previous research efforts in studying teacher burnout and motivation. Data from the present study showed a better understanding of these phenomena through an in-depth study using a qualitative approach. The significance of this study is that almost all conceptions of burnout and motivation in respect of the research sample have been brought into the open. The findings point to an understanding of burnout and motivation that is more broadly based.

The relational model of burnout and motivation that has been developed in this thesis is an attempt to capture this broad base. The model was developed on the basis of observing the conceptions of burnout and motivation. It highlights the complexity of the phenomenon of burnout and emphasizes the dynamic relationships that exist between conceptions of burnout and motivation. The picture of the phenomena of burnout and motivation that emerged from the analysis of the data was one seen through the 'eyes' of a group of teachers and represents a collective anatomy of awareness

(Marton, 1996). This approach to describing the phenomena of burnout and motivation focused on the teachers themselves rather than researchers and in this sense provided a different perspective from which to think about those to be supported and motivated.

It is, however, important to point out that although the study aimed specifically to discover categories from the data, not to analyse in terms of preconceived ideas, the analysis into the categories or conceptions has been the researcher's construction. This is due to the difficulty experienced in analysing phenomenographic data as an individual, not working as a group, as testified by Bowden (1996). Analysing all the transcripts across individuals is not an easy task, especially for a novice researcher. However, the researcher has tried to be as open as possible to all the expressions in the data.

However, the present study came up with largely the same conceptions as those reported in the literature, but with emphasis within a different context. For example, the emotional exhaustion aspect of burnout by Maslach (1982) was understood and experienced differently by teachers in the present study. Unlike in Maslach's (1982) and Maslach and Jackson (1981)'s studies, emotional exhaustion was related to the changing context of education in the country as an emergent democracy. Indeed, change is often accompanied by attitudes - whether positive or negative.

The strength of the model lies in the notion that conceptions of burnout and motivation are interconnected. The use of phenomenography allowed most conceptions of burnout and motivation to be brought into the light and the relationship among these to be explored. This was important because until a number of conceptions are made transparent and brought from the 'unknown' to the 'known', it is unlikely that changes can occur, or

improvements be made, to the teaching profession. What the relational model of burnout and motivation presents is ostensibly a more comprehensive picture of the phenomena than previously existed.

The model brings together meanings of burnout and motivation that before now have been undisclosed. For example, burnout feelings of helpless anger and frustration related to curriculum changes have been undisclosed in previous research studies. On the other hand, motivation as expectation of financial rewards has not been explicitly stated. By not taking due cognizance of the inverse relationship of teacher burnout and motivation, education systems would not be able to take important steps to improve the teaching profession.

The relational model of burnout and motivation and the conceptions made transparent show that educational developers, before thinking about motivational factors for teachers, should explore different conceptions of motivation, investigate different approaches to undertaking the motivational process and deal with their seemingly confusing roles of 'gate-keeper' and professional development agents. More specifically, it is suggested that teachers need to undertake professional development programs that provide opportunities for them to articulate their own ideas and feelings about phenomena of burnout and motivation; and also to communicate, discuss and exchange these views with other members of staff in the school.

Thus, the model which grew from the research results of this thesis, represents a conceptual advance and adds to the knowledge of both burnout and motivation in general. It offers teachers and others new directions for thinking about the way they make meaning of burnout

and motivation. The model represents a set of varying kinds of experiences and it can be expected that teachers would experience any subset of these different conceptions. Such an approach may lead to a more honest, transparent teaching system than presently exists. Of course, there remains more research to be done to refine the present model and this will be discussed in the final part of this chapter.

8.2.4 Findings regarding matters not originally planned as part of the study

Although the researcher sought to explore the conceptions of burnout and motivation and the link between the two, the research findings also revealed the attributes of these phenomena. The findings, for example, indicate that feelings of burnout among teachers are connected with lack of commitment to the teaching profession and to a lack of satisfaction in dealing with students. These findings are in line with the results by Farber (1984a).

Although not originally planned as part of the study, the data in the present study show that teacher satisfaction and performance leads to improved student achievement. However, feelings of physical and emotional exhaustion and lack of job satisfaction lead to lowered student achievement. In other words, when teachers have low morale, students suffer and will perform poorly. The current research findings showed that burnout as emotional exhaustion among teachers is closely linked with a resultant decline in work efficiency.

Findings also indicated that teachers who were committed to teaching (motivated teachers) took personal responsibility for their work and tended to increase their effort to help students succeed.

On the other hand, teachers who were less committed (burned-out teachers) attributed student failure more often to student characteristics, and did not give any effort to student improvement. They found it difficult to be enthusiastic about their pupils' work and about their teaching in general. The teachers did not feel appreciated and were unhappy in their jobs, and this adversely affected the way they did their job.

Teachers in this study expressed the feeling that the management style of their principals significantly affected their morale and condition of burnout. Authoritarian principals as well as those principals whose styles were laissez-faire are associated with higher levels of burnout among their teachers than the teachers whose styles were more democratic. The findings also indicated that the low morale of teachers was significantly related to the degree of non-participation. Thus provision should be made for teachers to participate in decision making in educational issues. Participation will not only ensure the democratic principle but it will enhance or improve teachers' status and recognition. This would thus increase job satisfaction and performance and teacher self-esteem, and reduce the occurrence of burnout.

The highly motivated teachers expressed sentiments of administrator support as well as the emotional support by other teachers and the intrinsic reward of the job. They described superior support, intrinsic rewards and autonomy as the strongest predictors of motivation and satisfaction and these factors boosted their morale as teachers.

Several suggestive issues emerged from this study. Educational transformation in South Africa appears to be related to burnout. It appears to have enduring effects on the teaching personnel by

increasing the level of teacher burnout. Most of the teachers in the present study felt that the intrusion of parents (community) and school children in the running of school affairs tended to exacerbate burnout. One participant described the situation as embarrassing when seeing children focusing more on the things related to the running of the school than on their books.

The political and socio-cultural issues are the range of issues related to burnout which are quite unique to the South African context. One notices that cultural influence plays a role in the development of burnout in teachers. Some teachers in this study reported being burned-out by, *inter alia*, seeing students wearing caps in the classroom, something not allowed by their culture, but because of democracy they felt powerless to do anything about it. Also, the fact that students did not obey teachers as adults and spoke to them anyhow contributed to burnout. This showed lack of respect for the teachers and loss of control as described in Chapter Five.

The results of this study indicate that due cognizance ought to be taken of teachers' feelings about, and attitudes towards their job. Indication is that if teachers are not motivated they are likely to experience burnout. The educational developers' job then becomes one of identifying and dealing with the factors that underlie the increasing feelings of burnout. In other words, an attempt must be made to deal with the incidence of burnout by increasing motivational factors for teachers.

It can be argued that by using a phenomenographic approach to research, teachers can be allowed a voice in fundamental aspects of education. With the changes taking place in education in South Africa and the emphasis now being placed on democratisation and participation, teachers could have a strong voice in matters relating

to their work, and therefore more motivated and successful in their work. Changes in education can be effected also from the viewpoint of the teacher. In fact, the policy and legislation in the democratic South Africa specifies that the major stakeholders should participate in decision-making in educational issues. In this study teachers reported participation deprivation in all management activities and desired more participation than they presently had. This serves to tell educational authorities of the need to implement specific programmes to bring about full teacher participation in educational issues as part of the emergent democracy.

Research findings show that increased participation in educational decision - making is valued by teachers, and therefore this should be paramount. As observed with motivated teachers in the present study, this has the advantage of increasing performance and satisfaction levels. Thus, participation in decision making can allow greater opportunities for teachers to be involved in goal setting, whilst allowing for the attainment of growth and higher level needs as described by Maslow (1970) and Herzberg (1966). The work situation of teachers is suited to participative decision making, out of which both teachers and schools can benefit.

Teachers experience feelings of helpless anger when they see the bureaucratic nature of school systems at this time of democracy. They report that leaders in key administrative posts have been appointed on the strength of irrelevant criteria such as political beliefs, friendships, nepotism, corruption, and luck – but without the necessary vision and talent to effectively upgrade teaching standards in the department. For example, such things as lack of discipline and chaos in schools are related to burnout, and teachers believe that these have been created by top management which should bring them under control. Also, dissatisfaction with the job, or

dissatisfaction due to lack of promotional opportunities, can be directly dealt with by management. Attempts to reduce burnout may possibly lead to improved student performance.

The context in which the research was conducted has legacy of apartheid. Even in the post-apartheid era there are different factors that cause stress and burnout in teachers, like poor working conditions discussed above, (dilapidated schools, overcrowded classrooms, poor resources and poorly remunerated teachers). These conditions under which teachers work are also made worse by pupils' rights, which make teachers feel helpless in their work as they have got no control of the situation.

One interesting question is whether the difference in locus of control between burned-out and motivated teachers found in this study is a function of political changes or a general characteristic. This is an important question, which should be answered by further research.

8.3 WIDER IMPLICATIONS

The implications of the findings presented in this chapter are consistent with the arguments presented in chapters two and three. Thus, prior to a decision to implement a job redesign program, an assessment of needs should be undertaken. Teachers' needs and the urge to satisfy them are a primary source of motivation.

In this study, the physical and emotional exhaustion burnout paralleled the emotional exhaustion facet of burnout by Maslach (1982) and Maslach and Jackson (1981). Depersonalization burnout (although not explicitly described by teachers in this study) was the most likely result of stressful interpersonal relationships. Based on these findings, a major initiative for the Department of Education

and EDO's would be to provide opportunities for teachers to take control of their students.

Limited positive feedback and the negative attitudes of parents and the general public to teachers, led to a reduced sense of personal achievement in teachers. The importance of positive feedback from various sources such as parents, other teachers, and peers cannot be overlooked. A responsibility exists for the Department of Education to help alleviate burnout. Similarly, Maslach (1982) states that feedback from coworkers is a critical resource in helping prevent burnout.

It may not be easy to deal with systemic factors (i.e. policies and the Department of Education) as they are responsive to political and economic actions or commands. Feeling powerless to cope with these conditions contributes to physical and emotional forms of burnout among teachers. These findings indicate that each dimension of burnout among teachers is responsive to different work pressures and conditions. This view tallies with the outcomes of the research conducted by Farber (1984a) in which he indicates that public criticism of teachers often contributes to teacher burnout. Clearly, the prevention and treatment of teacher burnout should be paramount to educational concerns, and intervention programs such as social support should be used.

It appears from this study that motivated teachers work for different reasons. Some teachers work because of the increases in the perceived internality of the locus of control in their work. Others work because of positive feedback they get, which may be self-administered (inferred from successful performance) or administered by other people, usually in the form of a verbal reward or money. Thus, an understanding of the needs and desires the

teachers hope their work will fulfill for them is essential to successful job design and teacher motivation. Knowing what teachers want out of their job would help to design jobs, compensation systems, and other reward structures in such a way that both the teacher and the organization are satisfied.

Frase and Sorenson (1992) claim that intrinsic rewards are more directly related to performance than are external rewards. They see satisfaction as being the result of good performance. In the present study the teachers who saw motivation as expectation of financial rewards reported little or no increase in intrinsic motivation or involvement in professional activities. This view tallies with Deci and Ryan's (1990) and Deci et al. s' (1999a; 1999b) views of the detrimental effects of extrinsic rewards on intrinsic motivation. In line with Frase (1989) policy makers should ensure that salary levels and other extrinsic motivators are adequate to satisfy teacher maintenance needs. However, it should be borne in mind that the higher pay expected by teachers in the present study can have detrimental effects on intrinsic motivation. Also, career promotion is viewed by teachers in this study as an extrinsic financial incentive, which is lacking, and should be improved.

Data in the present study indicate that there are teachers who work chiefly for money; others who work chiefly for recognition and still others who work because they enjoy it. There are even those who work chiefly because they wouldn't know what to do with themselves otherwise. So the Department of Education has to deal with human diversity regardless of whether it is convenient or conceptually easy to do.

Overall, working conditions came out as a critical factor in teachers' conceptions of burnout and motivation. It is therefore important to

enhance the working conditions of teachers as this will help in promoting their motivation to work. Teachers should be involved in aspects which affect their daily activities in order to motivate them in their work and at the same time prevent the occurrence of burnout. All educative participants should be democratically involved in decision making. When teachers have been involved it is important to ensure that their participation is respected and meaningful, not just to rubberstamp principals' own decisions. If so, teachers will perceive their involvement as valued and influential. This feeling of influence will relate positively to teachers' self-concept, perception of decision-making involvement leading to enhanced level of job satisfaction.

The research findings have also shown that older teachers placed relatively more importance on higher pay and job security, suggesting that the desires of an older work force should be better met by focussing on extrinsic rewards. Furthermore, the teachers differed in the way they perceived their job and in the valences they attached to those perceptions. Important to note is that if there is much dissatisfaction with extrinsic factors, such as pay, it is unlikely that greater emphasis on intrinsic job characteristics will lead to enhanced performance. Actually, the situation will not arise according to Herzberg, but it would, in a developing country such as South Africa (in relation to the black schools) as observed in the present study.

Overall, the research findings in this study, however, make a substantial contribution to understanding how teachers in South Africa are experiencing the kinds of challenging changes that have been thrust upon them and continue to be thrust upon them as the democratic government seeks to transform post-apartheid education.

8.4 INDICATIONS FOR FUTURE RESEARCH/ RECOMMENDATIONS

The research presented here noted the variations in the number and types of conceptions of teacher burnout and motivation. The study also attempted to describe burnout and motivation as two closely related aspects, one being the inverse of another. Nevertheless, even though the outcomes of this research offer a more comprehensive picture of burnout and motivation than existed previously, they also reveal the incompleteness of this picture as no attempt was made to look at burnout and motivation from the viewpoint of the same individual teachers. This points to the need for further research. The study, then, provides a springboard from which the phenomena of burnout and motivation can continue to be investigated. The following specific recommendations grew out of the present study:

Recommendation 1: The present research should be replicated in other systems and cultures.

As this study was conducted within the primary and secondary sectors of one particular region in the Eastern Cape Province, it would be important to replicate this study in other regions of the same province and nationally. Equally important would be replicating this study in other education systems, other countries and other cultures as this would help determine whether the conceptions of burnout and motivation uncovered in this study are present in other sectors of the education system and other cultural contexts.

Recommendation 2: The results of the present research should be developed further for the purposes of the professional development of teachers.

Bowden (1994) and Thompson (1998) see the importance of undertaking phenomenographic research as using the research outcomes to help the participants of the research, or the broader group which the participants represented. They believe the focus of research is as much on the participants in the study and on the nature of the data collection process, which triggers their contribution, as it is on the particular phenomena of the study.

Future research can build on the results of phenomenographic outcomes by being integrated with other research approaches. The categories of description obtained from a phenomenographic study of burnout and motivation can be integrated with a case study approach, for example. With the permission of the research participants, the actual transcripts of the study might form the basis of the case studies. For example, if the case studies were to be constructed from the present study, excerpts used in describing the conceptions of burnout and motivation could act as triggers to encourage teachers and researcher to provide suitable cases. Thompson (1998:320) believes that the “case study approach used in this way would fulfil Marton’s (1993) push for integration of research approaches” and it would, at the same time, satisfy Bowden’s (1994) concern to use research outcomes to help the participants of the research study. Case studies could then be used to underpin the professional development of teachers in this important area.

Recommendation 3: Further research should be undertaken to develop inventories, applying the reflections of burnout and motivation obtained from the present study.

Future research can build on the results of the present phenomenographic research outcomes by developing inventories.

An inventory on teacher burnout, for example, can be developed to psychometrically operationalise 'conceptions of burnout' as popularly espoused by reference to the present study. Such an inventory developed in a South African context will seek to underpin a model of teacher burnout that is subsequently represented in terms of prior knowledge and process dimensions of variation. Also, a motivation inventory that suits the South African teachers can be developed on the basis of the phenomenographic research findings obtained in this study.

In other words, it would be interesting to use several research methodologies to find out if teachers really mean what they say in relation to the concepts studied. Using other more objective criteria in conjunction with the qualitative approach such as was used in this study to test whether satisfied teachers were really satisfied and at what level, would provide concrete evidence of these phenomena among teachers. Recommendations for practice could then derive from those studied.

Recommendation 4: It is possible that the nature of the sample has affected the specific findings of the study. There is therefore a need to further the research study with less experienced and younger teachers.

It appears that the study dealt mainly with mature and experienced teachers who were favourably disposed to teaching and who were therefore likely to think highly of themselves. Consequently, there is need to extend the study to include those who have left teaching, as well as less experienced and less mature groups of teachers. In the present study the researcher was interested in teachers who were trained and served prior to 1990/1994.

Recommendation 5: Most teachers believe that the OBE approach to teaching and learning is complex and frustrating, resulting in burnout. In this case, one would recommend the importance of developing the ability of teachers to blend education principles with aspects such as cultures, social, political and economic levels of the target group.

How a new education system embeds itself is, as the experience of apartheid education shows, immensely complex. What emerges from this imposition is fundamentally not what the politicians imagine it to be. By the time it reaches the classroom and the school, a system of education can thus be significantly different from the one which was designed in the bureaucracy. It is this point which needs noting as the present government seeks to implement Curriculum 2005. Much as the official policy is used to signpost the period, equally powerfully, it needs to be noted that there are forces which play themselves out on the ground. It is here on the ground that the policy is reworked and reconfigured and emerges in forms which often contradict the intentions of the policy-makers.

8.5 LIMITATIONS OF THE STUDY

As interviews were used to explore burnout and motivation among teachers, a commonly reported limitation is the willingness of the respondents to be interviewed, and to respond accurately to the interview questions. Thus, their competence and motivation to make accurate and honest responses to the questions may have influenced the outcomes of the study.

This study was cross-sectional in design, and relied exclusively on self-report data. While this is typical of recent research on burnout

(e.g. Borg & Riding, 1993; Huberman, 1993), there are limitations due to subjectivity. This is so, given that in most self-report data techniques, respondents tend to over-rate themselves on variables where they are weak, and vice versa.

For this research study, a qualitative research design called phenomenography was chosen as an approach for data gathering and analysis for its suitability as an approach that is used to explore varying ways of understanding a particular phenomenon (Marton, 1986). On the other hand, there is an awareness that like any other qualitative approach, it has limitations, one of which is non-generalizability of the findings. As the research is based upon small, phenomenographic study, it makes it less advisable to generalize the findings. Accordingly, the findings of this study may not be generalized to other contexts, particularly given that the context is important in phenomenographic studies. To generalize to similar but different contexts would not be wise.

Another potential weakness of this qualitative study is that the findings could be subject to other interpretations.

As other phenomenographic studies, this study has been time-consuming: in data collection, the writing-up stage, and reading time and density. The limitations of this method of study are therefore acknowledged. However, since the investigation is essentially exploratory with a view to stimulating discussion rather than verifying data, it is felt that the teachers' understandings and experiences of burnout and motivation gained in interviews may illuminate their experiences and provide useful information for further research and action.

It should, however, be pointed that despite the above limitations, previous research findings in other parts of the world have been supported or contradicted, and areas for future research indicated, all of which can only be highly desirable in a field where there is a dearth of research studies.

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APPENDIX A

INTERVIEW QUESTIONS ON BURNOUT

1. Many people join or choose a career for different reasons. In your case, what would you say made you choose to become a teacher?
2. What are the reasons why you have, and continue to remain in teaching?
3. Let's talk about your job – how you feel about it; what you like or dislike about it.
4. What would you say about the changes which have taken place in Education since the new government took over in 1994?
5. What are your views about the various ways in which schools were affected by the liberation struggle?
6. Overall, what are your feelings about teaching as a career?
7. In the context of your work, generally, and in the context of your interaction with teachers and students, how would you describe the phrase **emotional exhaustion**?
 - Have you experienced any form of emotional exhaustion as you have explained it to me?
 - What actually happened?
 - What effect did this experience have on you?
8. What do you understand by the term **depersonalisation** (i.e. being detached from the people with whom one works) in the context of teaching?
 - Have you experienced any form of **depersonalisation** as you have just explained it?
 - What actually happened?
 - What effect did this experience have on you?
9. How would you describe the phrase **personal accomplishment** in relation to your work as a teacher?
 - What are your personal experiences with regard to a sense of personal accomplishment since you started teaching in relation to how you have just explained the term to me?
 - What effect did this experience have on you?

APPENDIX B

INTERVIEW QUESTIONS ON MOTIVATION

1. Many people join or choose a career for different reasons. In your case, what would you say made you choose to become a teacher?
2. What are the reasons why you have, and continue to remain in teaching?
3. What do you enjoy most about your job, and what other things do not make you particularly happy?
4. What do you understand by the term motivation?
 - Can you explain ways in which you experience motivation in your job as you have just described it to me?
5. In the context of your work, generally, how would you describe extrinsic motivation?
 - In which ways, if any, have you been affected by extrinsic motivation as you have just described it, during the course of your work as a teacher?
6. How would you describe the phrase intrinsic motivation?
 - Have you, in any way, been affected by extrinsic motivation as you have just described it, during the course of your work as a teacher?

APPENDIX C

UDLIWANO-NDLEBE MALUNGA NOKUTYHAFELA UMSEBENZI OKANYE UKUTYHAFIFA OKANYE UKURHUQA IINYAWO EMSEBENZINI

1. Masithethe ngomsebenzi wakho - zinto zini ozithandayo nongazithandiyo kuwo?
2. Ungasixelela ntoni ngeenguqulelo ezathi zenzeka kwiSebe le Mfundo (kwimfundo) ukususela kwithuba lokuqala koRhulumente omtsha ngonyaka we –1994?
3. Zithini izimvo zakho malunga neendlela ezathi izikolo zachatshazelwa okanye zafuthelwa ngazo yimizabalazo yenkululeko?
4. Ngokubanzi nje, zinto zini onokusixelela zona ngolu bizo lwakho lobufundisi – ntsapho?
5. Ngokunxulumene nomsebenzi wakho ngokuthe gabalala, kananjalo nangokunxulumene nendlela osebenzisana ngayo neetitshala kunye nabafundi kha usichazele okuthethwa libinzana “ukutyhafa ngokwasemoyeni”.
6. Ungasixelela ntoni ngobulolo emsebenzini, oko kuthi ukuzibhaqa sele uyinkomo edla yodwa ungadibani noogxa bakho emsebenzini?
 - Yakhe yakwehlela into yokuba yinkomo edla yodwa emsebenzini?
 - Kwenzeka ntoni kanye?
 - Zaba yintoni iziphumo zaloo nto kuwe?
7. Ungasixelela ntoni ngempumelelo okanye ukufezekiswa kweenjongo zomntu kumsebenzi wobufundisi – ntsapho?
 - Athini amava akho malunga nalo mba ukususela oko wathi waqalisa ukufundisa?
 - Zaba yintoni iziphumo zalo mba kuwe?

APPENDIX D

UDLIWANO-NDLEBE MALUNGA NOKUKHUTHALELA UMSEBENZI

1. Abantu abaninzi bafundela umsebenzi othile ngezizathu ezininzi ezahluka-hlukeneyo. Wena ke unokuthi yintoni eyabangela ukuba ufundele ubutishala?
2. Zizathu zini ezenza into yokuba ube nangoku usaqhubeka nomsebenzi wokufundisa?
3. Yintoni oyithanda kakhulu emsebenzini wakho, yaye zinto zini ezenza ungonwabi emsebenzini ngamanye amaxesha?
4. Uyayazi into ethethwa ligama okanye ibinzana elithi “ukhuthazeko okanye ukukhuthazeka emsebenzini”?
 - Khawuthi gqaba – gqaba ngamava onawo ngokukhuthazeka kwakho emsebenzini.
5. Ngokusingisele kumsebezi wakho gabalala ungakuchaza njani ukukhuthazeka okwenziwa ziimpembelelo zangaphandle?
 - Wena nje ngetitshala athini amava akho malunga nolu hlobo lokukhathazeka ogqiba ukukuchaza?
6. Ungaluchaza njani “ukhuthazeko lwangaphakathi, oko kuthi olumpembelelo zalo zingaphakathi kuwe?