Factors Associated with Teachers' Job Dissatisfaction in Schools in Rural Eastern Cape Province

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ABSTRACT A qualitative case study research design was employed to identify teachers' perspectives on job dissatisfaction. The sample size comprised 12 senior secondary school teachers. Data obtained through semi-structured interviews and focus groups discussions were analysed by using the narrative analysis model. Results indicated that lack of resources, overcrowded classes and lack of discipline, administrative issues and no recognition by principals and parents for good work done, caused dissatisfaction among teachers who took part in this study. Findings also showed that job dissatisfaction had triggered disengagement in some teachers, with a consequential lack of focus in the activities of the profession. The study argued that teachers can perform better through their job satisfaction. Some recommendations for improvement have also been made.

INTRODUCTION

Secondary education is undeniable of great value; hence providing teachers with the highest quality facilities will make them execute their duty satisfactorily in line with the status of their job. Secondary education falls within the central phase of the whole education pyramid system in South Africa. When teachers are satisfied with their jobs they give their best performance. Research has shown that teachers' job satisfaction of, especially at secondary school level, is very crucial (Alwi et al. 2015; Pilarta 2015). This study is imperative because the authors had, on numerous occasions, observed in the course of school visits, on-site monitoring and support visits, examination of school documents, schools records, attendance registers and leave record books that every week, at least 3 teachers put in leave requests. There were also red lines drawn against names of teachers in the attendance registers indicating absence from school or late coming to school. A common complaint among teachers was that their job security was not guaranteed any longer. Many new teachers were employed on temporary bases; some were temporary for as long as ten years as at the time of the study, thus leading to this paper. Promotions were rare. For instance, one can enter as a post level one teacher and go on

retirement about 25 years later but still be a post level one teacher. It, therefore, became imperative to explore some of the causes of this situation from the perspective of the teachers themselves.

Studies have shown that dissatisfaction among teachers can be caused by a number of factors, chief among these factors was the teachers' wages (Awoniyi and Tsitsi 2013; Abdullah and Hui 2014; Adeoye and Fields 2014; Aftab and Khatoon 2015; Ghosh 2015; Shabbir and Wei 2015). Studies have also indicated that the surroundings and environments in which teachers and students reside will certainly influence the ways in which they teach and learn (Bozeman et al. 2013; Castro and Martins 2010; Ghosh 2013; Chinomona and Sandada 2014; Aliakbari 2015; Zaroon et al. 2015; Zaheer et al. 2015).

On the other hand, participants in Molefe and Sehularo's study (2015: 476) indicated "poor working relations, poor delegation, performance management development system (PMDS), occupational-specific dispensation, annual increase, absence of meetings and lack of resources" as some of factors that can cause job dissatisfaction. In South Africa, the biggest slice of the education budget is spent on teaching personnel (Department of Education 2011). The world over, teachers are increasingly being held accountable for students' achievement and growth (Bhat and Zargar 2015; Okwaraji and Aguwa 2015; Sandeep and Prahallada 2015; Vrinda and Nisha 2015). However, there appears to be signs of dissatisfaction among most teachers (Molefe and Sehularo 2015). Despite this,

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there appears to be little evidence in literature to suggest that much is being done to improve the conditions of teachers. Pretorius and De Villiers (2009) argue that job dissatisfaction among senior secondary school teachers is of great concern because discontentment corrodes the teaching and learning quality at schools.

In view of this identified research gap, the current study sought to make an important contribution by exploring the views of the participants who took part in the study of teachers' perspectives on the causes of job dissatisfaction of senior secondary school teachers. By so doing, it was hoped that empirical data may emerge to provide answers to some of the pertinent questions relating to the quality of teaching and learning in this particular Education District and elsewhere.

Main Research Question

The study was guided by two research questions namely: i) what were the views of senior secondary school teachers on causes of teacher job dissatisfaction in schools; and, what strategies were suggested by the teachers to help them overcome the challenges encountered with teaching?

Literature Review

Job Dissatisfaction

The concept of job dissatisfaction has been explained by different researchers. For instance, Spector (1997), Nganzi (2014), Njiru (2014) and Vrinda and Nisha (2015) refer to teacher job dissatisfaction as those negative attitudes or bad feelings that teachers have towards their profession. However, the study reported in this paper resorted to Spector's (1997) explanation that denotes job dissatisfaction as the degree to which employees dislike their work. Job dissatisfaction is a matter of concern to organizations, managers, customers, and even to the employees themselves.

Job dissatisfaction is defined as unpleasant, and studies suggest that some people are accustomed, probably even biologically-driven, to respond to unfavourable situations by searching for ways to lessen the dissatisfaction (Schulze and Steyn 2007; Albanese 2008; Scheopner 2010; Adenike 2011; Alam et al. 2013). Earlier, Mwam-

wenda (1995) established that lack of job satisfaction caused teachers to be frequently absent from school, behaviour aggressively towards colleagues and learners, leaving the teaching profession early, and psychologically withdrawn from work. Mwamwenda (1995) also indicated the cost implications of high absenteeism, not only for the institution, but also for management and the entire society.

Problem Categories Which Cause Job Dissatisfaction

Numerous studies appear to suggest that different job dissatisfaction problem categories occur among teachers (Smit 1992; Fourie 2004; Van der Westhuizen 2004; Adenike 2011; Abiodun and Gbadebo 2012; El-Hilali and Al-Rashidi 2015; NosratZehi and Saravani 2015). These categories cause job dissatisfaction among educators. Some of these problems may be internally residing within the individuals. For instance, categories of problems within the persons, in this case, teachers, are generally perceived as deficiencies or inadequacies which exist within a person (Smit 1992; van Houtte 2006; Alikhani et al. 2013; Abdulla and Hui 2014). These inadequacies can be as a result of a role conflict, stress, personal development and professional development. In addition, personal and professional goals have also been noted as problems within individuals, which can cause job dissatisfaction among particular teachers and other workers (Smit 1992; Molefe and Sehularo 2015; Okwaraji and Aguwa 2015; Pilarta 2015). It is noted that 39.6 percent of teachers in Okwaraji and Aguwa's study (2015: 2) "indicated low satisfaction" as a result of stress.

On the other hand, some problem categories can be externally situated. For instance, lack of textbooks, multicultural education, school/classroom discipline, class size, assessment, HIV/AIDS and relationship with learners are some of the problems a teacher has to face within the classroom (van Houtte 2006; Okwaraji and Aguwa 2015; Zaheer et al. 2015). These categories are also said to cause dissatisfaction among teachers. In addition, van Houtte (2006) also notes that one of the largest problems in the work environment of an educator pertain to the physical working conditions and lack of physical facilities he has to cope with everyday. Other problems in the work surroundings are related to factors within the job itself (van Houtte 2006).

Another externally located problem category relates to what may be happening within the larder community. For instance, studies report that problems in the community appear to contribute to teachers' job dissatisfaction (van der Westhuizen 2004; Schulze and Steyn 2007; French and Wagner 2010). For example, van der Westhuizen (2004) suggests that the values of a society can be viewed as problematic by teachers if the teachers' values differ from those of the society. Within the South African setting, problems in the community appear to relate to those of parental involvement in the education of their children, post-1994 political climate in both schools and the larger community, and the social-economic climate. It has been noted that the learner-teacher ratio and actual average class size remain huge sources of teacher dissatisfaction in schools (DoE 2005; Awoniyi and Tsitsi 2013, Nganzi 2014).

The level at which education human resources are provided is generally expressed as learner-teacher ratio. National Treasury allocates funds to provinces mainly intended to ensure that certain teacher-learner ratios apply in schools (DoE 2005; DBE 2011, 2012). Nevertheless, teacher-learner ratios are often confused with the size of the class whereas it is a fact that class sizes are significantly higher than the prevailing teacher-learner ratio. The size of a class is not only a meaning of how many learners are enrolled in a school but is also reliant on the numbers of physical infrastructural units such as classrooms and the number of teachers and learners these are accommodating (DoE 2005). A study by French and Wagner (2010) found that children take turns to learn under trees and occasionally share the teachers' staff-room as a make-shift classroom. In other cases, two complete classes would be accommodated within one physical class building, with both teachers teaching on opposed ends of the room. These situations can constitute huge sources of dissatisfaction among teachers.

Other reasons for dissatisfaction among teachers which also cause them to leave the teaching profession include: disintegration of discipline; lack of modern facilities for teaching; severe overcrowding; lack of adequate incentives; poor parental participation; policy overload; blatant favouritism and preferential treatment at school governance levels; school security and violence as well as role conflict (French and Wagner 2010). In addition, Danish and Usman (2010) associate job dissatisfaction with monthly remunerations, incompetent and uncooperative administrators and lack of collegial affiliation with co-workers. Incompetent leadership and salaries were key issues that influenced job dissatisfaction among workers in Danish and Usman's (2010) study. A previous research conducted in Cyprus by Zembylas and Papanastasiou (2006) exposed that teachers' job dissatisfaction correlated with students' misbehaviour and lack of interest, a deterioration in teachers' respect and status, power relations with national authorities and lack of teachers' voice in educational decision-making processes. Studies also point out that low job satisfaction in teachers can be accredited to an unwarranted workload because of changes in the curriculum, irrational demands and the absence of support systems (Howard and Johnson 2004; Castro et al. 2010; Kirk and Wall 2010).

Consequences of Job Dissatisfaction

Studies appear to suggest that dissatisfaction among teachers and other workers can have huge socio-economic, educational and psychological consequences in more ways than one (Chaplain 2008; Armstrong 2012; Alikhani et al. 2013; Awoniyi and Tsitsi 2013). For instance, Chaplain (2008) notes that failure to report to duty or nonattendance both appear to be associated with job dissatisfaction. Furthermore, Chaplain (2008) and Armstrong (2012) reveal that job satisfaction affects employees' ability to decide on remaining in or exiting from the organization. For instance, if employees are dissatisfied with their job, they probably will leave the organization. Again, literature suggests that if workers see that they are being fairly treated, they are not likely to leave the organization (Chaplain 2008; Armstrong 2012; Alikhani et al. 2013; Awoniyi and Tsitsi 2013). At the same time, workers who are dedicated to the organization and think that they might not find any other employment perhaps, due to some economic downturn, may prefer to remain in their present employment despite the difficulties and dissatisfaction confronting them.

On the other hand, studies suggest that many people believe that content personnel are more productive (Adam and Bond 2000; Murphy 2007; Peltzer et al. 2008; Alam et al. 2013). Studies sug-

gest that employees who are positive attitudes toward their occupations do not choose to retire early (Peltzer et al. 2008; Azash et al. 2012). Dissatisfaction is also a major source of declining commitment in organizations, according to Adam and Bond (2000). In addition, Adam and Bond (2000), Peltzer et al. (2008) and Alam et al. (2013) suggest that personnel who are extremely satisfied have a tendency of having better mental and physical health that enable them to acquire new tasks related to their job faster, experience lesser on-the-job accidents and file fewer grievances.

METHODOLOGY

Design, Sample and Instrument

A qualitative case study research design was employed to identify teachers' perspectives on job dissatisfaction. The sample size comprised 12 senior secondary school teachers selected from 6 schools. According to Gerring (2007: 86), case study design "focuses on a small number of cases that are expected to provide insight into a causal relationship across a larger population of cases". Data was obtained through semi-structured interviews and focus groups discussions (FGDs). Molefe and Sehularo (2015: 474) suggest that these qualitative instruments "are particularly appropriate for exploratory research studies, where the researcher does not possess enough knowledge about the topic to structure questions in advance for data collection". With permission of the participants, tape-recording was used for all sessions of the data collection procedure. Each interview lasted for forty-five (45) minutes, while the FGDs were guided by the flow of the discussions.

Data Analysis

The narrative analysis model by Taylor-Powell and Renner (2003) was adopted in the analysis of fieldwork data. The Taylor-Powell and Renner (2003) model involved getting to know the data obtained from the fieldwork, which allowed the researchers to follow a process of coding in order to reduce data into categories. The model then led the researchers to focusing the analysis on the aim of the study. The third step in the model allowed the researchers to categorize the data in terms of themes and patterns.

Fourthly, the researchers identified patterns and connections within and between categories, which enabled them to identify similarities and differences in cases (Taylor-Powell and Renner 2003), as well as to establish relationships (Bernard 2013). Finally, meanings and significance were then ascribed to the analysis.

Instruments' Credibility and Trustworthiness

Qualitative validity entails achieving truthfulness, correctness or accuracy of research data (Bartlet and Burton 2007). It involves the extent to which the researchers remained objective and also showed adequate selection of the participants in the study. In achieving credibility and trustworthiness, the researchers ensured that the appropriate informants were selected for the study. The researchers also ensured that the use of semi-structured interviews and FGD in triangulation aimed to check for gaps between methods. All interviews were conducted in participants' natural settings using a tape-recorder to ensure verbatim transcription. Finally, when the first draft of the report was compiled, informants who were interested were invited to read for accuracy of findings.

Ethical Requirements

Ethics in research is a multifaceted matter that encompasses more than just following a set of stagnant guidelines (Maree 2007). In ensuring that all ethical requirements relating to this study were fulfilled, the researchers took care of the following ethical aspects pertaining to the respondents in terms of gaining entry to the research site, participants' rights, informed consent, confidentiality, protection from harm, achieving anonymity and maintaining professionalism. The researchers applied for and received ethical clearance certificates from their institution and from the Department of Education located in the province where the study took place. Permission was then requested and received from various School Governing Bodies (SGBs) of participating schools, participating schools' Principals, School Management Teams (SMTs) and Heads of Departments (HODs) of the participating schools. The researchers emphasized that the respondents had a choice on whether to participate so as not to infringe on the ethical rights of participants to make their

own decisions. Procurement of informed consent implied that sufficient information on the goals of the inquiry and procedures were followed during research. All participating teachers then consented to the study by signing informed consent forms.

FINDINGS

Causes of Job Dissatisfaction

The purpose of the qualitative case study research design used in this study was to identify perspectives on job dissatisfaction among secondary school teachers. The manner of data analysis described above led the researchers to discover the views of participants on the causes of job dissatisfaction. The researchers wanted to find out what the views of the participants were, regarding job dissatisfaction. Asanda, who spoke during the FGD said, *"the problem we have in my school is that facilities are not conducive to effective teaching and learning. As I am a Physical Science teacher we do not have a laboratory for practical lessons with my learners".*

It must be noted that 80 percent of members in the FGDs agreed that they all encountered the same problem of not having enough resources to use in their teaching and learning. For Christine:

Our school is an overcrowded combined primary and high school and as teachers in the secondary school, dealing with, mostly, adolescents we do not get any support from their parents at all in connection with disciplinary matters. On the other hand the education system has disempowered teachers in terms of having our hands tied by giving more rights to learners and parents at the teachers' welfare. In addition, Mpela highlighted the issue of discipline when he noted that "*teachers cannot discipline learners without having to think about the reaction from the powers that be and parents, therefore teachers feel they are not accorded the respect that they deserve by the stakeholders".*

The researchers noted that the issue of discipline was a very sensitive one to be discussed with the participants in the study. Therefore, exploring whether the teachers had control over the disciplinary situation in their institutions was a sensitive matter to embark on, and this required genuine and truthful responses from the participants. However, in answer to the question relating to discipline, Christine maintained that "*the kids know that the teachers are scared to punish them and they use that against us. Corporal punishment is the only way and it works".*

Almost all the twelve teachers in the FGD concurred that corporal punishment is not a tolerable form of discipline. They also noted that the accountability should remain with the parents to discipline their own children and to decide whether to give them a beating or not when they behave badly. The school is not entrusted to punish but to educate. Some of the sturdiest feelings of displeasure articulated by teachers during interviews were related to students' academic failure, disciplinary problems and issues of morality such as dishonest, bullying, intimidating, and thieving. According to the interviewed teachers, there have been numerous occasions when they had difficulties coping with the circumstances outlined above, and there were also periods when they contemplated on quitting the job as Bongiwe noted, *"it was simply too much to take".*

Regarding the notion of teaching as a profession, 20 percent of the participants reported that they understood the teaching profession as a means of getting employed and having a source of income. The concern for the lack of support and monitoring was also an issue to those respondents who were forced by the circumstances to join the profession. This is more serious to them because they never even wanted to become teachers. Even though they ended up accepting themselves as teachers and adore their jobs, support is intensely required for them in order not to doubt the worth and value of the career. This was how Mr Zwane represented it during the G2:

Sometimes even the stresses that we talk about are of our own making. I believe that if one does his job, prepares for the lessons and not concerned about the politics and money, one will not be as frustrated as one would be if not doing his job.

On the other hand, 80 percent of the participants also noted that one of the underpinning foundations of their commitment to the job is coming from their love of working with children. Christine further added a more personal dimension to the discussions when she said, *"My happiness in my job mostly comes from my students".*

Regarding administrative issues, about 80 percent of the teachers in the FGD felt that these comprised huge class sizes, poor remunerations when matched to the private sector, preferential treatment and lack of virtue in appointments to senior positions and inequality in teaching loads between staff and management. Results also indicated that relation issues, including jealousy among professionals; collegial apathy; and disunity amongst educators were among those issues that caused dissatisfaction among teachers. The teachers added that sometimes they did not get recognition for the good work they have done from their principals because of favouritism. Some of the teachers also emphasized interpersonal relationships to be low among the staff and noted that all of these kill the teaching profession.

Student-related problems were also found to be very serious issues among the teachers who took part in the study. Issues such as poor discipline among learners, lethargy, dearth of work ethics, impertinence to teachers and school regulations, late-coming, absenteeism and absconding from school and classes. Teachers in the FGD talked about the school climate that can directly influence the emotional well-being and health of teachers as well as teaching outcomes. The climate of the school is very important not just because both teachers and learners spend most of their time there, but moreover because it affords a major setting in which learners develop new and diverse relationships with teachers and peers.

Findings also suggest that most of the teachers' salaries were insufficient to meet their requirements given the present-day increase of the cost of living nationwide. Furthermore, all teachers who participated in the interviews echoed similar sentiments. Undeniably, emphasizing the inadequacy of their remuneration, Nikiwe stated:

Most teachers are dissatisfied with the amount of wages the government pays them. It is certainly inadequate. The cost of living has risen and most teachers find it challenging trying to meet daily expenses such as transport, accommodation rent, food, medical care and paying school fees for their offspring from what they earn as their salary.

In support of Nikiwe's statement, Asanda also added:

In most schools, low remuneration has forced teachers to find supplementary sources of income in form moonlighting in other schools and coaching club teams and petty trading. These supplementary income activities have created divided attention and allegiance to teaching and thus causing a negative impact on the quality of teacher performance.

Supplementary employment activities are possibly responsible for both direct and indirect lower levels of motivation among teachers and, ultimately, their performance in their main jobs dwindles. However, in conclusion teachers suggest that if they are reasonably remunerated and well-motivated, they can adequately perform to achieve much better quality of education.

DISCUSSION

This study has revealed the causes of dissatisfaction among secondary school teachers. Generally, dissatisfaction was articulated with regard to physical working situations and data obtained by means of semi-structured interviews. This established that schools that were previously disadvantaged experienced problems with infrastructure, which hindered the delivery of quality education in public schools. The teachers talk about poor facilities and the lack of maintenance, a serious water shortage and poor road-work making rural schools inaccessible. They also revealed that the state of the roads were particularly bad during the rainy season, they had challenges with electricity and unkempt school environments. The environments had dilapidated buildings, overgrown grass and shrubs that made the schools look unattractive. According to Khan (2003), favourable working conditions would boost teacher job satisfaction. Moreover, Iwu and Iwu (2013) perceived that inadequate infrastructure was a major feature that inhibited operative management of schools. Inadequate resources for teaching also led to increased workload for educators. Lower teacher satisfaction is likely to correlate with the psychological distress outcomes and low self-esteem (Cunningham 1983; Ho and Au 2006; Ghosh 2013).

Factors such as the day-to-day running of each school also influenced that affected job satisfaction. Factors such as ill-disciplined (demonstrated by their frequent absence from school or class), late appearance for classes as well as

boisterous behaviour were problems with a number of learners. Consequently, the schools' disciplinary committees must emphasize procedural steps in harmony with the rules and regulations of natural justice (as with listening to the other side) before taking disciplinary action against a learner (Prinsloo 2011). Parents' participation also affects the effectiveness of a school - in the Education District where this study took place physical parental absence was high as most of them worked far away and only returned home on month-ends, while others only came back once at the end of the year.

The above finding confirms those of El-Hilali and Al-Rashidi (2015: 408) who found that parental participation is one of the key "factors that significantly influence the level of school teachers' job satisfaction". Also such parents were therefore unable to support the schools. In child-headed homes parents were permanently absent (sometimes death-related), poverty stricken homes where children went to school on empty stomachs, and a low level of parents' literacy according to findings by Prinsloo (2011), French and Wagner (2010), Okwaraji and Aguwa (2015), Sandeep and Prahallada (2015) and Vrinda and Nisha (2015) were some of the factors causing job dissatisfaction for the teachers.

Again, findings from this study collaborate with many documented studies (see for example: Dinham and Scott 2000a; Modisaotsile 2012; Aliakbari 2015; NosratZehi and Saravani 2015), which confirm that the highest sources of teachers' job satisfaction were the satisfactions derived from daily working with children, assisting in their development and observing them actively participating in society whilst contributing to the welfare of others. Most of the teacher participants expressed joy in seeing ex-students from their schools well-established in society and earning a good living. A well-managed system of education is imperative for a number of reasons, comprising human development and the maintenance of social and political responsive economic systems (Modisaotsile 2012).

Teachers who were interviewed in the study also confirmed earlier findings by Modisaotsile (2012) as well as those by Aftab and Khatoon (2015) and Alwi et al. (2015) that remuneration, shorter working hours and holidays ranked low in their satisfaction list. The teacher participants noted that these were simply supplementary benefits, which made the profession more lucra-

tive All interviewed participants expressed that their major source of satisfaction was derived from children themselves. Many narrated different experiences of 'wonders' which they performed while nurturing their students. These findings confirm the results obtained by Bucknell and Thomas (1996) who conceded that the gratification of working with children, developing relationships with them and having the prospect of contributing to the growth and achievement of young personalities, may be mutual universally, notwithstanding the country context.

In the interviews numerous social problems were mentioned. However, issues with classroom discipline were paramount. A social problem such as ill-discipline interferes in communiqué processes among teachers and students, and this has an influence on the teaching and learning process. In group discussions, teachers shared strong feelings of dissatisfaction due to the fact that they had to deal with the effects of social problems in their classrooms. Many participants maintained that respect towards teachers from students as well as their parents had diminished. Furthermore, most of the remarks conveyed a sense of embitterment resulting from the perceived anticipations for respect and appreciation, which had never been accomplished through the years. This had escalated the general feelings of dissatisfaction and low morale. However, lack of veneration and recognition for teachers has been a burning issue of research in many studies, including those of Ingersoll (2001), Chan (2002), Demirta (2010), and Basaka and Ghoshb (2011).

Teacher participants agreed that ferocious behaviour constituted a definite problem among learners in senior secondary schools where bullying was a public problem that needs urgent attention. This overall concern about indiscipline in classes and schools was also a collective concern to most of the teachers in the participating schools. The disciplinary guidelines are to provide a harmless environment for all educators and learners, notwithstanding the responsibility of the learners respect the educators and accept discipline from them. It must be argued that ill-discipline among students is not peculiar to the Education District and province where this study was located nor is it a South African problem exclusively. Much reviewed literature on the subject from Kenya (Njiru 2014), Southeast Nigeria (Okwaraji and Aguwa 2015),

India (Aftab and Khatoon 2015) and Pakistan (Alwi et al. 2015), to mention a few, had equally reported on the impact of students' level of discipline to teaching and learning. Hence, these causes of dissatisfaction are neither peculiar to the Education District in the study nor to South Africa as a whole; instead, they are equally present in many countries across the world.

CONCLUSION

Based on the findings of this study, it is obvious that work has to be done in the area of teacher motivation and job satisfaction. A satisfied and motivated teacher force is germane for the realisation of most of the millennium development goals as they relate to education. Certainly, no nation can function or grow beyond the strength of its teachers. A healthy, happy and satisfied teaching force means, almost unquestionably, a healthy nation. It is, therefore, desirable that every effort should be made by all stakeholders to ensure that the teaching sector is efficient. This is because enhanced performance from teachers can only be achieved if they are gratified with their jobs.

RECOMMENDATIONS

The results uncovered in this study have warranted the following recommendations. First, the Department of Education should come up with incentive packages tailor made to increase teachers' motivation for greater efficiency of productivity as well as teacher satisfaction. Distinct attention should be put towards increasing teachers' remunerations because the majority of the teachers grumbled about the adequacy of their salaries that did not meet their needs. Increasing teachers' salaries may go a long way towards increasing the teachers' morale to teach.

It may be desirable to institute teachers' awards for accelerated performance. Areas of concern such as teacher performance, school and pupil discipline, pupil attendance, pupil accomplishment, community and parental participation in school undertakings should be compensated to serve as motivation. Moreover, there is need for the Department of Education to develop teachers' resources like learner teacher support material (LTSM), namely: textbooks and teachers' guides with practical advice for teachers as to how to implement effective teaching practices. These resources must be designed to assist teachers with what and how best to teach.

The Department of Education should ensure that all schools in their jurisdiction have well-publicised discipline policies, a clear code of conduct and school rules which clearly specify the penalties of misbehaviour. Educators should be well conversant with the regulations regarding education to safeguard themselves and their learners. The Department of Education should run workshops on educational law.

LIMITATIONS OF THE STUDY

The researchers want to highlight two constraints they faced during the course of data collection. The study was conducted during the time of revision for senior secondary school teachers, and they were preparing their students for the end of the year examinations. As a result, the researchers experienced enormous delays in conducting the fieldwork, and that may have impacted on the quality of data obtained. As a result of the delay in obtaining data for the study, the transcription plan was also affected, and data transcription was meant to take only a week. However, as a result of the earlier challenge in conducting interviews, the whole process took much longer time. It was possible that the timing of the fieldwork during the period teachers were preparing their learners for examinations may have impacted on the quality of the data obtained during the fieldwork.

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