



**PRIMARY SCHOOL EDUCATORS' MOTIVATION TO TEACH IN
MANENBERG, WESTERN CAPE, SOUTH AFRICA**

by

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ABSTRACT

This thesis emerged from a desire to understand the motivation of educators to teach in challenging school contexts on the Cape Flats of South Africa, in particular, Manenberg. The communities in this area experience the legacy of apartheid daily; this has an impact on the quality of teaching and therefore the learning process (Mestry & Ndhlovu, 2014; Spaul, 2012). This study explores the views of educators on their educator community and the learners and their families, and how they affect the motivation of the educators to teach in Manenberg. It is noteworthy that the effects of the Covid-19 pandemic on educator motivation are included in the study since this pandemic emerged while the study was underway.

This qualitative study employed an interpretative paradigm to understand the personal, lived experiences of educators teaching in three purposively selected primary schools in Manenberg on the Cape Flats. Violence and gang activities within the Manenberg area are commonplace and appear to have exacerbated the effects of colonial and apartheid education. The main concern regarding this, as articulated by the school principals, is that they struggle to find suitably qualified educators who are prepared to teach within the Manenberg context.

The findings suggest that the motivation of the educators is positively linked to the relationships educators develop with their educator community and the learners and their families. Positive relationships allow educators to live out their beliefs and remain committed to the school community despite the context, their salaries, or the demands made by education authorities.

Since the onset of the Covid-19 pandemic the motivation of the educators to be present in class physically has diminished for fear of contracting the virus.

The study is important as it adds to the body of knowledge of teacher motivation in marginalised, post-apartheid communities in South Africa through the development of a framework of educator motivation. The study further contributes to the limited literature on how crises shape the motivation of educators to teach in challenging contexts.

The study recommends that leadership teams and school governing bodies put

strategies in place to attract and retain suitable educators and develop contingency plans that consider the school context and the development of educator relationships.

The study argues that the policy allowing educators to automatically achieve permanent status with appointment along with the level of autonomy educators are allowed pertaining to the curriculum should be reconsidered by education authorities.

Based on the findings, recommendations for further research include another choice of site and sample, as well as the philosophy of the researcher and comparative studies. A study of high school educators within Manenberg, for example, may offer new insights not identified in this study.

A study under non-pandemic conditions may expand the contribution to the knowledge of educator motivation to teach in challenging school contexts. In addition, the study was not able to identify the possible differences in the motivation based on educator gender, ethnicity, age and experience as a result of the pandemic. Future studies should consider these demographics.

Disclaimer: The references to diversity and race in this thesis, such as black African (native), coloured and Indian, follow the racial categories as listed in the Population Registration Act, No. 30 of 1950. This does not, however, indicate that the study accepts these racial categories. The researcher acknowledges the complexity and problematic nature of race and is aware that, despite the occurrence of these categories and the references to diversity, they are neither homogenous nor fully representative of a participant's identity.

The South African policy documents relating to education refer to educators and learners as opposed to teachers and students or pupils. As this study was based in South Africa, all references to educators and learners can be interchanged with teachers and students or pupils.

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This research stems from my interest in what motivates educators to teach, and why they would do so in difficult circumstances. This thesis would not have been possible without the support, assistance and guidance of colleagues, friends and family.

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NB: Opinions expressed in this thesis and the conclusions arrived at, are those of the author and are not necessarily attributable to the National Research Foundation.

DEDICATION

For Jarrod, Marc, Nicci, Rene, Luke, Sophie and Oliver

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LIST OF ABBREVIATIONS

ANC	African National Congress
CAPS	Curriculum and Assessment Policy Statement
CEMIS	Central Education Management Information System
CNE	Christian National Education
DBE	Department of Basic Education
DoE	Department of Education
HOD	Head of Department
LOLT	Language of Learning and Teaching
NP	National Party
OBE	Outcomes-Based Education
PED	Provincial Education Departments
PMPS	People Management Practices System
PPE	Personal Protective Equipment
RNCS	Revised National Curriculum Statements
SACE	South African Council of Educators
SASA	South African Schools Act 1996
SASSA	South African Social Security Agency
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
UNISA	University of South Africa
UWC	University of the Western Cape
WCED	Western Cape Education Department

CHAPTER 1

Introduction

1.1 Introduction

The motivation of employees is essential for organisations and schools to prosper. Within the context of a school, educator motivation has a direct effect on learning as the level of educator motivation directly impacts the quality of teaching. But educator motivation levels are impacted by several things: remuneration, the conditions and the physical and interpersonal context of the school, and various other external and extrinsic factors as well as personal and intrinsic factors (Sayed & McDonald, 2017; Abubakar, Inuwa & Hama, 2017). Factors that affect the levels of motivation vary in different countries, and in particular, the country location – global south or global north countries. While global north countries like the United Kingdom, Germany and Norway experience various challenges such as an aging educator community, lower rewards but higher demands made on educators and limited career opportunities (Han & Yin, 2016), these challenges are different to the challenges in global south countries. According to Abubakar, Inuwa and Hama (2017), studies in Nigeria show that educators are not motivated as they are dissatisfied with their working conditions and the leadership of the principals, while educators in Thailand, as a result of professional issues, lack commitment and motivation. Regardless of the context and country, where educators are motivated and believe in what they are doing, they will dispense quality teaching.

In South Africa, the patronising ‘salvational’ effects of English and Dutch white-settler colonialism, which treated black Africans as people in need of civilisation (Malisa & Missedja, 2019; Fataar, 2018; Tunick, 2006), were exacerbated by the Nationalist Party (NP) when it came to power in 1948. The NP put policies in place to ensure the segregation of the different race groups, known as apartheid. The Population Registration Act No. 30 of 1950 ‘*created the distinctive four-part racial order in South Africa - placing individuals into one of the basic categories of Coloured, Indian, White or Black*’, as indicated by Muriel Horrell in Beckenridge (2014: 2). This does not, however, indicate that the study accepts these racial categories. The researcher acknowledges the complexity and problematic nature of race and is aware that,

despite the occurrence of these categories and the references to diversity, they are neither homogenous nor fully representative of a participant's identity. This thesis uses the term 'black', in a political sense, to include Indian, Coloured and Black African learners. The apartheid system affected all aspects of the country, including education by impacting the quality of educators and teaching, and hence educator motivation (Tibbetts & Weldon, 2017). The apartheid-era entrenched the divisions between the different races, with white people advantaged above all others, and other races receiving the poor teaching that was mandated by the colonialists. Different policies were put in place for each race, with native black South Africans being the most disadvantaged (Tibbetts & Weldon, 2017). The dissatisfaction with the education system saw learners uprising against the apartheid education system in 1976, with many learners dropping out of school due to a distrust of the schooling system. Despite the advent of democracy in 1994, little has changed for the schooling of black learners of colour, resulting in ongoing and increased levels of poverty and lack of opportunity for improvement (Sayed, 2016), and the continuation of epistemic violence as a result of the pernicious effects of colonisation and the apartheid system that excludes groups of people through knowledge and forms a key element of domination (Brunner, 2021).

Within South Africa's bifurcated schooling system (Ramrathan, 2020), educators in disadvantaged and impoverished schools have to deal with white settler social-structural and apartheid legacies of racism and the effects of inequalities – hunger, lack of parental support, alcohol and substance abuse, and gang activity – which impact teaching and learning (Tibbitts & Weldon, 2017). Motivated educators offer their learners hope for a better future. Within the context of the Cape Flats, South Africa, and particularly in Manenberg in the Western Cape, the suburb this study is situated in, the understanding of the motivation of educators to teach within these schools is imperative to bring about a positive change in the community (Rice, 2012). Understanding what motivates educators working in such contexts could assist school leaders to attract and retain good educators.

1.2 Problem

Teaching within South Africa before the first democratic elections of 1994 was fragmented along racialised lines, advantaging white learners and disadvantaging

learners of colour. All people of colour were marginalised, but native South Africans bore the brunt of the discriminative policies. The new democratic South Africa, however, saw the creation of a united non-racial education system with educators as key to school transformation (Tibbetts & Weldon, 2017; Kallaway, 2010; Konyana, 2001). The National Department of Education (see Chapter 2) introduced policy changes like curriculum restructuring to redress the inequalities of the apartheid education system, starting with the introduction of Outcomes Based Education in 1998, Revised National Curriculum Statements in 2002, Curriculum 2005, and Curriculum and Assessment Policy Statements in 2010 (Tibbetts & Weldon, 2017; Heystek & Terhoven, 2015; Kallaway, 2012). However, educators were not (re)trained to carry out the demands of the new curricula, which then perpetuated poor-quality teaching (Maharajh, Nkosi & Mkhize, 2016; Konyana, 2001).

On the Cape Flats, and particularly within Manenberg, a suburb designed for poor marginalised communities (see section 1.5), the legacy of apartheid is still evident with high levels of poverty, gang violence and substance abuse (Mrug, Madan & Windle, 2016). Numerous parents and grandparents participating in political struggles prior to democracy led many to drop out of school, which likely affected their understanding of the value of schools (Munje & Mncube, 2018; Bennell & Monyokolo, 1994). As a consequence, they may not see the need to support learners, educators or the schools in the ways necessary to uplift teaching and learning. Within this context, educators are often dubious and unprepared to teach in these schools. Even so, some educators have accepted positions at these schools, and remain at the schools (People Management Practices System [PMPS]). It is imperative to explore the factors that motivate educators to teach in Cape Flats schools in difficult contexts, particularly within Manenberg. Insights gleaned will address the quality of schooling for learners in marginalised communities.

1.3 Rationale for the study

The researcher, a white South African female, has been part of the South African education system as an educator since 1983 when she started teaching at an adult education centre in the township of Langa on the Cape Flats of the Western Cape in South Africa. Appointed to a whites only high school in 1984, the researcher taught in

whites only schools through 1991, when she was appointed to a previous white boys' only school that began accepting black learners of colour. The researcher experienced the changes that were brought about by the de-racialisation of schools and the creation of a unified education system in 1994, which included an increased educator-to-learner ratio and curricula revision. However, policy changes were not without contradiction and frustration for the researcher and her colleagues.

The researcher accepted the position of principal of a girls only high school in 2013, where the learners were girls of colour. The principal, a white female, and several white educators, were the main reason for parents to send their daughters to the school: parents equated quality schooling with white educators.

In 2018, the researcher accepted the position of circuit manager, chief education specialist, and is now responsible for ensuring the functionality of schools within her allocated circuit, ensuring that every class has an appropriately qualified educator and that learners achieve the outcomes as indicated by the Curriculum and Assessment Policy Statement (CAPS) (DBE, 2012). In visiting her circuit schools, the researcher witnessed educator demotivation as a result of the conditions – for teaching, of the learners and the school context. However, she also noted that each school also had motivated educators committed to their learners. From this, she became interested in educator motivation and the factors that influence the motivation for teaching in difficult environments, such as on the Cape Flats, where poverty, violence and substance abuse are prevalent. In terms of research, there is a dearth of knowledge pertaining to educator motivation in difficult environments. In addition to understanding the factors that influence educator motivation, the study further aimed to understand how these factors can be put into place to attract and retain quality educators at schools within difficult teaching environments.

In examining educator motivation, this study seeks to understanding the factors that enhance motivation which allows for improved teaching and learning and thereby grants learners hope for a better future. Exploring educator motivation on the Cape Flats, specifically in Manenberg, is important as the effect of impoverishment and gang activity is critical to understanding the reality of educator motivation in such contexts which is vastly different from other more privileged school contexts in South Africa.

1.4 Aim and research approach of the study

This study sought to determine what motivates educators to teach in difficult teaching areas on the Cape Flats, in Manenberg, through a phenomenological research approach. This focus included research on how the Covid-19 pandemic shaped educator motivation in these schools.

Accordingly, the following question guided the research and, simultaneously, provided structure for the thesis:

What are educator experiences of the wider school community (educator community, learners and their families) and how do these experiences affect their motivation to teach in challenging contexts on the Cape Flats?

This question sought to understand educator experiences of the wider school community (educator community, learners and their families), and how these experiences affect the motivation of the educators to teach in challenging teaching contexts on the Cape Flats, specifically in Manenberg, including in times of crisis such as the Covid-19 pandemic. As noted below (section 1.5), a *challenging context* refers to schools in marginalised areas with high levels of impoverishment and substantial gang activity as a result of the inequalities from the legacy of apartheid (Bowers du Toit, 2014).

The study asked the following sub-questions to engage the main question of the study:

1. *What are educators' views of how the wider school community influences their motivation to teach in challenging school contexts?*

This question examined educator views of their educator peers and the leadership of the school, at the micro level, and learners and their families, and the influence this community has on educator motivation.

2. *What are educators' views of how the wider school community affects their beliefs, commitment and self-efficacy? How do these effects influence their motivation to teach in challenging school contexts?*

This question interrogated how the educator community and school leadership at the

micro level, and learners and their families affect the beliefs and commitment of educators and their self-efficacy in challenging school contexts on the Cape Flats.

3. *What are educators' views of how the wider school community during the Covid-19 pandemic affected their motivation to teach in challenging school contexts?*

The Covid-19 pandemic has impacted education by intensifying and exacerbating educator motivation, particularly for those who teach in difficult environments. This question thus addressed how the Covid-19 pandemic influenced educator motivation concerning the wider school community. This question was added as the study progressed.

This study adopted a phenomenological approach to understand educator perceptions of why they teach on the Cape Flats, particularly in the Manenberg area.

The main aim of this was to determine how educators experience their wider school community, and how these experiences influence their motivation to teach in challenging school contexts on the Cape Flats. The study contributes in the following ways:

- To the development of an understanding of educator motivation in challenging school contexts;
- To understanding the effect the Covid-19 pandemic has had on educator motivation in challenging school contexts; and
- To understanding educator motivation so that the system and school leaders can identify quality educators to teach in challenging school contexts.

Drawing as it does on interviews with educators, follow-up visits with educators and the prior knowledge gained as a circuit manager within the Manenberg area, this study opened space for educators in difficult teaching environments to describe their work situations and express their feeling about where they work from their personal frame of reference. This capacity to speak for themselves is important, particularly in the challenging contexts within which they teach, as education authorities need to realise that a one-size-fits-all approach is untenable.

This study used a phenomenological qualitative approach to understand the lived experiences of educators who teach on the Cape Flats, a challenging area marked by inequality and impoverishment (Bax, Sguazzin & Vecchio, 2019; Cruywagen, 2019). The approach sought to explore and describe how individual educators experience phenomena from their perspectives (Konyana, 2001).

The focus of the study was the educators from three primary schools in the Manenberg area on the Cape Flats, Western Cape, South Africa. The selection of three primary schools in Manenberg was purposive as a selection of the community would yield the required data and would be replicated if a different selection was made (Theofanidis & Fountouki, 2019). Manenberg was selected purposively as it is an area marked by poverty, gang activity and marginalisation (Cruywagen, 2019).

Although there are other areas on the Cape Flats that have equally marginalised, poverty-stricken communities with high gang activity, the researcher's access to the Manenberg area, and her first-hand knowledge of the challenges educators face within these schools gave her access to the schools and the educators.

The study reviewed literature about motivation and motivation theories to develop a conceptual framework which considers educator views of their wider school community, and the effect of this community on their beliefs, commitment and self-efficacy. As the Covid-19 pandemic directly impacted this study, the conceptual framework includes the influence of the pandemic on the wider school community and therefore on educator motivation.

1.5 Operational definitions of terms

Key terminology used in this study is briefly explained to ensure that terms are clearly understood as applied in the study. The following operational definitions are used throughout the study report:

Educator motivation	<i>Educator motivation</i> , in the context of this study, refers to both external and intrinsic factors that impact educators' drive, commitment and perseverance to continue to teach in difficult
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teaching environments as encountered on the Cape Flats (Chigona, Chigona & Davids, 2014; Sayed & McDonald, 2017; Weinstein & De Haan, 2014; Lai, 2011), and specifically in the Manenberg area. This is further defined and discussed in Chapter 3.

Wider school Community	The term <i>wider school community</i> includes the educators at a school, the leadership of the school, and the learners and their families.
Challenging context/challenging school context	<i>Challenging context</i> or <i>challenging school context</i> refers to schools in marginalised areas with high levels of poverty, inequality and gang activity as a direct result of the inequalities of the legacy of apartheid (Bowers du Toit, 2014). The learners have very few resources, and parents or families lack the means to supply resources. Learners in this context likely belong to gangs which are entangled in the school context. Within the context of this thesis, the term <i>challenging context</i> is used interchangeably with <i>difficult teaching environments</i> and <i>difficult schools</i> , as explained in Chapters 2 and 3.
Impoverishment, poverty or relative poverty	According to World Vision (2021), <i>absolute poverty</i> includes not only money, but also access to health facilities and education, and being marginalised and excluded; <i>relative poverty</i> is when people are not able to fully participate in activities that the general society enjoy and take for granted. Within the context of this thesis, the terms <i>poverty</i> and <i>relative poverty</i> refer to <i>impoverishment</i> as many people living on the Cape Flats and within Manenberg have limited, uneven and patchy access to basic services of varying poor quality.
Cape Flats	The <i>Cape Flats</i> , about 20 kilometres from the city of Cape Town, in the Western Cape, South Africa, consists of township areas such as Manenberg, Langa, Hanover Park, Bishop Lavis, Nyanga, Steenberg and Khayelitsha which have a history of struggle regarding apartheid (Jacobs, 2021). The communities speak different South African languages and have different religions and cultures. They are classified as <i>Cape Flats</i> because the area is a low-lying sand dune that experiences dry summers and wet winters and is exposed to harsh wind, making life difficult for those living in the crude housing of informal settlements.
Manenberg	The Manenberg area is a township on the Cape Flats that was

created by the apartheid government for low-income coloured families who were forcibly moved to the area through the removals decree (Jacobs, 2021; Bowers du Toit, 2014). The area has rows of semi-detached houses and blocks of flats that maximise the number of people in the least possible space. As a result of the impoverishment within the area, many residents have become 'backyard dwellers' living in wooden shacks, while experiencing high levels of gang activity, crime and social disturbances (Bowers du Toit, 2014; Ziervogel, 2011).

With the onset of the Covid-19 pandemic, and as a result of the area's violence, the Manenberg People's Centre, which has been feeding '*thousands of residents*', began delivering food to the elderly to keep them safe (Hlati, 2020).

The circumstances of the people on the Cape Flats are expanded upon in Chapters 2 and 3.

1.6 Thesis layout

This chapter presents an overview of this study.

Chapter 1, firstly, presented the aim of the study, including the research questions. This was followed by the problem statement, motivation of the study, rationale and significance of the study, the research approach and specific terms used. The chapter concludes with the layout of the thesis.

Chapter 2 offers a brief history of both schooling and educator training in South Africa, both of which were directly affected by colonialism and the racist narrative that indigenous people of South Africa were 'less' than the white colonialists who invaded the country (Seroto, 2011; Mosweunyane, 2013). The subsequent apartheid policies did not improve matters, with white learners receiving preferential teaching above coloured and Indian learners, and black learners being side-lined to be the working force (De Wet & Wolhuter, 2009; Msila, 2007). Despite the abolition of apartheid in 1994, little has changed for previously disadvantaged schools and learners; the legacy of colonialism and apartheid continues. This has resulted in many of the families on the Cape Flats living in abject poverty with little regard for schooling or educators (Verasamhy, 2015; Legodi, 2001). Within marginalised areas such as the Cape Flats,

violence and gang activity have become commonplace, exacerbating the effects of colonial and apartheid education, while the educators are expected to be advocates for transformation (SACE, 2020; Ramrathan, 2020; Brothwell, 2019). The Covid-19 pandemic further exacerbated the colonial and apartheid inequalities experienced by the families on the Cape Flats (Paton, 2021; DBE, 2020a).

Chapter 3 reviews the literature surrounding educator motivation: the definition of motivation (Nyakundi, 2012; Sayed & McDonald, 2017), importance of motivation for educators (Kovach, 2018), and the different types of motivation as relating to educators (Chigona, Chigona & Davids, 2014; Cepelewicz, 2016; Neufeld & Malin, 2020; Deci & Ryan, 2020). The literature considers specific aspects of schools in challenging contexts, including the educator community, leadership, learners and their families. In addition, the particular context of schools in Manenberg is considered. It also discusses the effects of pandemics, such as Covid-19 (INEE, 2016; Schleicher, 2020), on educator motivation. A conceptual framework is developed as a guide to the study of educator motivation to teach in challenging teaching contexts (Guy-Evans, 2020; Derksen, 2010; Sincero, 2012).

Chapter 4 discusses the study's research methodology. The philosophical stance (Smith, 2018; Thanh & Thanh, 2015), a phenomenological approach (Alghamdi, 2019; Linsenmeyer, 2011), is explained for focusing on the lived experiences of the educators who teach in primary schools in Manenberg.

The study has a qualitative design for focusing on the subjective experiences of participants to better understand their experiences of teaching in difficult environments (De Jonckheere & Vaughn, 2019; Opdenakker, 2006). The educators in the study are from three primary schools with similar circumstances but with their unique contexts within the Manenberg area afflicted with gang activity, substance abuse and severely marginalised communities. Yet despite the challenges of a difficult area, some educators continue to teach at these schools. A pilot study was conducted to ensure that the questions posed to participants were not ambiguous and would render the results required (Fraser, Fahlman, Arscotte & Guillot, 2018). Data were collected through an online questionnaire (Roopa & Rani, 2012; Jowett, 2020), followed by semi-structured interviews initially conducted face-to-face but eventually, due to

Covid-19, conducted via Skype or email (De Jonckheere & Vaughn, 2019; Meho, 2006; Gibson, 2010). Follow-up questions were asked via email and, where possible, the researcher visited participants at their schools.

The researcher, as a circuit manager with 32 years of teaching experience within high schools, is considered both an insider and an outsider (Breen, 2007; Dwyer & Buckle, 2009). Data were gathered with the consent of the participants and with the assurance that information would remain confidential. Ethical clearance was secured from the Cape Peninsula University of Technology and the Western Cape Education Department to conduct the study (Singh, 2020).

The next three chapters, Chapters 5, 6 and 7 present and discuss the findings of the three sub-questions in addressing the main research question.

Chapter 5 discusses educator experiences of the natures of their educator community, including school leadership and the learners and their families in relation to educator motivation to teach in the difficult environment of the Cape Flats. The three primary schools are discussed separately in this chapter; while the schools are similar, their contexts are unique.

There are two key findings in Chapter 5 concerning educator motivation. Finding one states that relationships of the learners and their families with the educators are affected by learner behaviour (INEE, 2020; Van Tonder & Williams, 2009), the marginalised families (Pather, 2018; Devon, 2016), impoverishment (Jacobs, 2021; Schultze & Steyn, 2007) and gangsterism (Samsa, 2014). Finding two states that the relationships between educators and their educator community are affected by the attributes of the educators (INEE, 2016; Alam & Farid, 2011) and the nature and characteristics of the leadership (Sukandar, 2018; Talamas, 2014; Eyal & Roth, 2011). Both findings indicate that the level of motivation is directly affected, negatively and positively, by relationships developed with learners and their families and the educator community.

Chapter 6 discusses the effects of educators' views of their educator community, including school leadership of the schools, learners and their families, on educator motivation. These effects include achievement, status and recognition, autonomy and

teaching. There are four key findings in Chapter 6 in relation to educator motivation. The first is a sense of achievement experienced from learner success and in working with their educator community (Souders, 2020; Alghamdi, 2019). The second is a sense of status and recognition when the educator community and the learners and their families acknowledge and appreciate the efforts of the educators (Dullas, 2018; World Bank, 2009). The third is a sense of autonomy which allows the educators the freedom within their classrooms to do what is required to assist the learners, despite the top-down micro-management of the DBE and the WCED (Neufled & Malin, 2020; Schleicher, 2020; Williams, 2018). The fourth finding concerns the effect of teaching, the job itself, on educator motivation (Vero, 2017).

Chapter 7 discusses educator motivation in relation to the Covid-19 pandemic. As the effects are similar for all educators, the findings are not discussed per school as in Chapter 5. The onset, and ongoing nature of the Covid-19 pandemic have ramifications on the motivation of educators to teach (Ramrathan, 2020). The pandemic has altered teaching methods and given rise to additional anxieties which impinge on educator motivation (Grob-Zakhary, 2020).

The first key finding is that the motivation of educators for their educator community did not diminish; in fact, educators were more willing to collaborate in the best interest of the learners (Schleicher, 2020). The second key finding is that, while educators remained motivated to continue their relationships with learners and their families, out of concern for personal well-being and the well-being of families, they were not motivated to be physically in class with learners as a result of the context (Neufeld & Malin, 2020; INEE, 2020). The third finding indicates that while educators were anxious and uncertain as a result of the pandemic, which influenced their motivation to be at school, their beliefs about and commitment to learners did not change, and they were able to maintain their levels of self-efficacy (Neufeld & Malin, 2020).

Chapter 8 offers a synthesis of the findings as outlined in Chapters 5, 6 and 7. The chapter identifies five cross-cutting themes that influence educator motivation to teach on the Cape Flats, specifically in the Manenberg area. The first four themes – relationships educators develop with learners and their families, the educator community and school leadership; the school context; the need to earn a salary; and

education policy – while set apart from the fifth theme – the legacy of apartheid – cannot be entirely separated from it.

The first key finding indicates that educator motivation is affected by the relationships they develop with learners and their families, as this allows them to feel that they can offer hope to learners for a better future and to be part of something bigger than themselves (Kovach, 2016; Rumnarain, 2016). The study further argues that the relationships educators develop with their educator community affect educator motivation regardless of the context (Guy-Evans, 2019; Han & Yin, 2016), and that positive relationships with school leadership heighten educator motivation as educators feel supported (Cherry, 2020; Schultz & Steyn, 2007). The context of the school (Pather, 2018; Bowers du Toit, 2014), the second key finding, and where educators teach as a last resort for earning a salary (Ball, 2012), the third key finding, negatively impact educator motivation which may in turn affect commitment and self-efficacy (Winch, 2020; Tugsbaatar, 2019). The fourth key finding that affects educator motivation is the level of micro-management by the education authorities, particularly during a pandemic (Schreuder, 2020; Ramrathan, 2020). The fifth key finding is that educator motivation, along with the previous four findings, is affected by the legacy of apartheid, which according to Meyer (2019), started in 1652 and continues as an overarching theme in educator motivation (Souders, 2020; Chisholm, 2019).

By cultivating relationships with their educator community the study indicates that educators develop a sense of belonging that increases perceived feelings of self-efficacy (Tugsbaatar, 2019). However, context negatively affects educator commitment when educators do not feel accepted or a sense of belonging within the educator community (Alghamdi, 2019; Schwarz, 2017). Educators, the educator community and the learners and their families have all been deleteriously affected by apartheid policies which in turn worsens the teaching offered to the learners, lowering the quality of learning (Ball, 2012). The study argues that many educators teach as a result of their personal beliefs, commitment and perceived levels of self-efficacy. Although there are educators who teach because they believe it is their last resort for a salary, or for convenience, many still cling to personal beliefs that affect their self-efficacy (Ball, 2012).

Chapter 9 concludes the study by summarising the findings. It also discusses the contribution of the findings to the field of study. In addition, recommendations for policy, practice and future studies are suggested. The chapter ends with a brief discussion of the researcher's doctoral journey.

Broadly, the study adds to the knowledge of educator motivation in South Africa in difficult teaching environments such as in the Manenberg area. Few studies have examined the relationships of educators concerning motivation within difficult teaching environments on the Cape Flats, South Africa, or globally. While Bennell and Akyeampong (2007) consider the motivation of educators in Africa, analysis suggests that this remains an under-explored area.

This study distinguishes itself through the development of a framework to consider the effect of the wider school community on the motivation of educators to teach in challenging school contexts.

The relationships were of particular importance at the onset of the Covid-19 pandemic as the educators, despite anxieties and concerns for their own families, understood the importance of continuing the relationships between the educator community and the learners and their families for the psychological well-being of all concerned. The study, while affected by the Covid-19 pandemic, contributed to the limited emerging literature on how crises shape the motivation of educators.

1.7 Conclusion

This chapter provided a clear mapping of this thesis. The chapter commenced with an introduction that illuminated the importance of the study, and continued to articulate the problem out of which the study emerged, as well as the rationale for undertaking the study. The research question, with its associated research objectives and research approach, was presented, followed by an operational definition of the terms used in this thesis.

The next chapter will give a detailed context of schooling and educator training within South Africa as these have had a direct bearing on the motivation of educators who teach in difficult environments on the Cape Flats, and, in particular, in Manenberg.

CHAPTER 2

Context

2.1 Introduction

Chapter 1 discussed the problem out of which the study emerged, as well as the motivation and rationale for the study. As this study pertains to educator motivation to teach in difficult teaching environments on the Cape Flats, this chapter provides a short history of education within South Africa that will offer insights about teaching and learning within difficult teaching environments on the Cape Flats that affect educator motivation.

This chapter begins with the history of schooling in South Africa (section 2.2) as many educators received their schooling in this system, followed by a history of educator training in South Africa. Schooling and educator training have distinct periods – including pre-colonial, colonial and apartheid, and the current post-apartheid period – which are discussed individually (section 2.3). These are followed by the context of schooling on the Cape Flats, including violence and gang activity, and then the communities the schools serve (section 2.4). The chapter ends with a brief discussion of the effects of the Covid-19 pandemic on schooling at the onset of the pandemic, the phasing in of learners, and the ongoing effects on schooling as they pertain to educator motivation (section 2.5).

2.2 History of schooling in South Africa

The history of schooling in South Africa started with the indigenous people who passed on the skills and knowledge required for their communities to survive and thrive.

The African child was brought up by the community and educated in the culture and traditions of the community. The curriculum of indigenous education during the pre-colonial period consisted of traditions, legends and tales and the procedures and knowledge associated with rituals which were handed down orally from generation to generation within each tribe. This process was intimately integrated with the social, cultural, artistic, religious and recreational life of the indigenous peoples. (Seroto, 2011: 1)

With the onset of the colonial period, this way of life was eroded by the colonists, and later by the apartheid system, which devalued the indigenous way of life (Seroto, 2011). A short history of each period is discussed below to provide a context for contemporary schooling: pre-colonial school (section 2.2.1); colonial and apartheid schooling (section 2.2.2); and contemporary post-apartheid schooling (section 2.2.3) to better understand the background of the educators.

2.2.1 Pre-colonial schooling

Education in the Western Cape Province, and all of South Africa, was in place long before the European settlers arrived at the Cape in 1652 (Mosweunyane, 2013; Seroto, 2011). Much of the education took the form of training by the adult to the child and consisted of the culture and community traditions. These cultural and traditional teachings included stories of legends, processes and knowledge regarding rituals, and the laws of the community, which were passed orally from one generation to another to ensure community survival (Mosweunyane, 2013; Kaya & Seleti, 2013; Seroto, 2011). Many of the processes and rituals were established to ensure that the community survived in the area they inhabited (Seroto, 2011).

The teachings took various forms, including animal care, hunting and cultural rituals (Mosweunyane, 2013). The education the children received was not only to integrate them into the community, but also to ensure community rituals, laws, language and values were passed on from generation to generation. This developed the character of the children while instilling the values of the community (Kaya & Seleti, 2013; Seroto, 2011). The education system incorporated both the informal teachings of the family and the formal teachings of the community through rituals and practical forms of apprenticeship (Seroto, 2011).

Teaching in the pre-colonial period was characterised by oral lessons, rendering language a vital aspect of their teachings (Kaya & Seleti, 2013; Barrett & Afadameh-Adeyemi, 2011; Seroto, 2011). Many of the oral teachings took place before bed with stories that inculcated community values.

As the teachings were predominantly to pass on the values and teachings for survival, the motivation of the 'educators', the elders of the community, was strong.

2.2.2 Colonial and apartheid schooling

Formal schooling for indigenous people within South Africa was formally introduced by missionaries between 1807 and 1910 (Chisholm, 2019; Seroto, 2018), and saw two divisive education systems. The first was the missionary education brought to South Africa by the British, and the second was the Afrikaner education system, known as Christian National Education (CNE), based on Calvinist principles (Lebeloane & Madise, 2009). The British set up a system of government as they had done in other colonised parts of Africa. Along with the government, they set up an education system to achieve social control (Mosweunyane, 2013). The English language was declared the official language with churches, government and schools all being anglicised. Schools were developed throughout the Cape Colony to promote British culture, with educators from the United Kingdom primarily in mission schools (Msila, 2007). The curriculum was designed to teach Africans so that they could participate in church activities (Kallaway, 2010), and to teach the values inherent in the western way of life (Mosweunyane, 2013). By enforcing the western way on the Africans, the British not only devalued the African cultures but sought to alter their thinking and ingenuity, which affected the way they saw themselves (Seroto, 2018).

Education remained voluntary and piecemeal until the end of the Anglo-Boer war on 31 May 1902. After their defeat, the Boers, or Afrikaners, stood opposed to the British education system and developed their own, the Christian National Education, as they felt that the British education system was detracting from their cultural practices (Lebeloane & Madise, 2013; Kallaway, 2010).

The Union of South Africa, instituted in 1910, saw the development of both English and Afrikaans speaking schools. Afrikaans speaking people joined together to strengthen their political connections and began excluding non-Afrikaans speaking people from cultural and political issues; consequently, separate schools based on language and racial groupings became normal practice in South Africa (Chisholm, 2019).

In 1951, the Eiselen Commission upheld the opinion of the government that came to power in 1948, that education should be based on racial lines (Bauer, 2018). This laid the basis of what would become the apartheid legislation. The legislation brought

about the Bantu Education Act of 1953, the National Education Policy Act of 1967 (amended in 1982), and the Constitution Act of 1983 (Seroto, 2013). The Bantu Education curriculum was designed to limit the advancement of native South Africans to enforce control over the intellect of the learners and educators.

The system of apartheid determined that each cultural group was to retain its own identity and uniqueness, that racial groups should be separated to ensure harmony, and that the government would control the separation of people (Wolhuter, 2018; De Clerq, 2013). Education under the apartheid system saw schools divided by race, resulting in education re-enforcing and exacerbating inequalities within a divided society (Tibbetts & Weldon, 2017). The curriculum was designed to build the white race at the expense of all others (Msila, 2007), to maintain the master-servant relationship between white people and all other races (Tibbetts & Weldon, 2017). The apartheid education system was designed to domesticate and indoctrinate people. White learners were indoctrinated in 'veld schools', which further entrenched the belief that white South Africans were superior to black Africans (Seroto, 2018; Lebeloane & Madise, 2009; Msila, 2007).

Dr H.F. Verwoerd, the Minister of Native Education at the time (1950–1958), emphasised the complete separation of the different racial groups. He believed that black people could never be equal to white people (Seroto, 2018; Legodi, 2001). Verwoerd declared that the education system for Africans had to be decided by the white people, and in particular, the Boers. The education that was decided upon resulted in black Africans only receiving a meagre education that would prepare them for various forms of labour, and consequently confine black Africans to low paying jobs and manual labour (Tibbetts & Weldon, 2017; Legodi, 2001). People were allocated to economic positions that were fundamentally unequal, with black Africans treated as outsiders in areas that were designated for white people, primarily in cities. So-called Bantustans were developed for black South Africans and they were forcibly removed from their homes during the 1960s and 1970s. The different education systems made South Africa a country that did not educate for national unity, but rather for disunity and discrimination (Tibbetts & Weldon, 2017; Legodi, 2001).

The separate schooling and systems also saw a separate language policy. The Bantu

Education Act enforced the use of home language as the medium of instruction until learners completed Grade 8, with English and Afrikaans as two compulsory subjects (Tibbetts & Weldon, 2017). When a learner was promoted to Grade 9, English and Afrikaans became the medium of instruction, engendering much resistance (De Wet & Wolhuter, 2009), and further entrenching the dominance of white people over black people. Teaching in the home language for white English or Afrikaans speaking learners was compulsory until the end of Grade 6. Only KwaZulu-Natal had a different policy whereby parents had a choice regarding their child's language of instruction (De Wet & Wolhuter, 2009). After South Africa became a republic in 1961, the arrangements regarding the medium of instruction were upheld in white schools, and in 1969, this also became compulsory in KwaZulu-Natal. Those who were opposed to the language policy of the National Party (NP) believed that the language policy would have negative outcomes and that it would lead to economic and educational disempowerment of black people. The fact that black African learners had to acquire academic skills in two languages that were not their home languages limited their opportunities for growth (De Wet & Wolhuter, 2009).

There was particular resistance to being taught in Afrikaans as the language was perceived as the language of the oppressors, further aggravating an already difficult situation. University students and school learners joined the anti-apartheid struggle uprisings and protests of 1976 (Houston, 2016; Legodi, 2001). Black South Africans were initially despondent and then rebellious as they felt that the education system had dehumanised them. Tensions rose in South Africa. As a result of the uprisings, Afrikaans was no longer the medium of instruction in black schools, and bilingualism was reduced, as per Act 90 of 1979 (SA 1979, Government Gazette 6359). For a while, schools made use of the home language of learners as the medium of instruction, but this was changed to English over time (De Wet & Wolhuter, 2009). As there was a deep-rooted distrust and fear that teaching in an African language would further disadvantage the learners, the majority of learners chose to be taught in English rather than a home language.

The 1976 uprisings in Soweto brought learners of colour in South Africa to the forefront of the struggle against apartheid through school boycotts and protest marches and into 1980 in the Cape Peninsula (Molteno, 1987) and 1989 on the Cape Flats (Davis,

1989). The violence left many schools vandalised. Schools were closed for extended periods due to the protest actions of educators, expedited by unions and by learners, against poor infrastructure, violence and preventable deaths of learners (Ramrathan, 2020).

A generation of native, coloured and Indian learners' education was disrupted; many did not complete their schooling because of the uprisings and protests in 1976, 1980 and 1989. Without effective schooling or job programmes, they were unable to find work, leaving them vulnerable to criminal activities and drug abuse (Legodi, 2001). They were the 'lost generation' as a result of broken homes, staying away from school, violent behaviour and because they were regarded as living lives that were not driven by the values of the country (Seekings, 1996). The separate education systems left a legacy of bitterness and a backlog in the maintenance of infrastructure (Tibbetts & Weldon, 2017; Legodi, 2001), and served as a means of social control (Msila, 2007). This had severe consequences for the lives, and especially the education, of all South Africans (Legodi, 2001). Both black and white learners reaped the destructive effect of the Christian National Education system (Tibbetts & Weldon, 2017; Msila, 2007).

2.2.3 Contemporary post-apartheid schooling

The democratic education system dismantled the apartheid education of 19 racially and ethnically divided departments into one national department with nine provincial departments (Department of Education [DoE], 2001). The years of democracy from 1994 to 2009 saw three Government Ministers of Education: Sibusiso Bengu 1994–1999; Kader Asmal 1999–2004; and Naledi Pandor 2004–2009. In 2009, the education ministry was divided between Basic Education (DBE) and the Department for Higher Education and Training (DHET) with Angie Motshekga becoming the Minister of Basic Education in 2009, still currently in place, and Bonginkosi 'Blade' Nzimande serving as the Minister of Higher Education and Training.

Professor Bengu, then Minister of Education, while addressing the National Assembly on 26 May 1994, claimed he would prioritise the transformation of education (Legodi, 2001). He insisted that the education department would ensure equal education for all people, thereby renewing society and uplifting all people. This included the

introduction of the language preferences of learners, as expressed in the Freedom Charter of the African National Congress (ANC) in 1955 (De Wet & Wolhuter, 2009). The scrapping of both Afrikaans and African home languages as languages of instruction saw a decrease in bilingualism, but eleven languages were granted educational status (Brenzinger, 2017; De Wet & Wolhuter, 2009). The government may have given access to education to all learners, but they have been less successful at ensuring the quality of education: the government inherited a poor education system that required radical transformation to be accessible to all South Africans. Emphasis needed to be placed on the early grades to ensure success by Grade 12 to overcome poverty (Verasamhy, 2015).

Two new policy documents were to ensure the democratisation and equalisation of education, namely the 1995 White Paper for Education and Training (Tibbetts & Weldon, 2017) and the 1996 South African Schools Act (SASA). The White Paper declares the right to education up to and including Grade 9 for all learners (DoE, 1995), and the South African Schools Act (SASA), Act 84 of 1996, declares that learners are to start school in the year they turn seven and end in the year they turn 15, or have passed Grade 9.

In his message in the White Paper for Education and Training, Notice 126 of 1995, Professor Bengu said it was essential to build an education and training system that all South Africans can relate to as it should serve the needs and interests of *all* the people. The education system was to respect diversity and learning while striving for excellence (Department of Education, 1995).

Despite the new policies and Acts, the new education department after 1994 had to address the fact that many adult South Africans were functionally illiterate, and that conditions at many schools were extremely poor. The first five years of the new legislation were prevented from progressing due to high crime rates and other practices that detracted from a culture of teaching and learning (Mestry & Ndhlovu, 2014), including falsifying certificates, cheating during Grade 12 final examinations and the subsequent poor results, boycotting of classes for financial assistance, and strikes by educators (Legodi, 2001).

The SASA includes the right of learners to be taught in the language of their choice as the use of the home language of people would allow for effective communication and would break down barriers, bringing openness and respect for all. To a large extent, this has not been realised as English is still the main language of higher education and business (De Wet & Wolhuter, 2009). With the various education reforms and language policies, little emphasis was placed on quality: the quality of the input, the throughput rate or the output quality (De Wet & Wolhuter, 2009, Schäfer, 2018).

Education is regarded as a weapon of transformation (Kallaway, 2012), as underscored by President Nelson Mandela when he asserted that '*education is the most powerful weapon you can use to change the world*' (Duncan, 2013). The Revised National Curriculum Statement (RNCS) forms the base for the values that are honoured and valued in the Constitution of South Africa, Act 108 of 1996 (Kallaway, 2018; Tibbetts & Weldon, 2017). The major values of the Constitution include '*democracy, social justice, equality, non-racism and non-sexism, Ubuntu (human dignity), an open society, accountability, rule of law, respect and reconciliation*' (Msila, 2007:152). Economically, the curriculum needs to develop the sciences, while education needs to create learners who are good citizens and independent, individual learners. The curriculum was meant to give equal opportunities for all learners through democratic pedagogy in all schools. However, the inequalities within the schooling system, regardless of the policies by the democratic government, have not been done away with (Tibbetts & Weldon, 2017).

As educators are key players in bringing about transformation in South Africa, all are required to be qualified, competent, dedicated and caring, as per the Professional Teaching Standards of the South African Council of Educators (SACE, 2020) (Tibbetts & Weldon, 2017). In addition, educators are required to be '*mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase Specialists*' (Msila, 200: 151). Learners are required to fully buy into the values in the education system to develop a new South African identity that is different from the apartheid education system (Msila, 2007). These values are to inspire learners to,

act in the interests of the society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen. (Msila, 2007: 151)

These learners were to be well-behaved and willing to learn. If learners required assistance, educators were expected to develop strategies to encourage learners to live by these values. Educators are required to ensure schools are safe areas where the rule of law is adhered to at all times. However, the reality is that schools, and educators, are directly affected by politics, economics, the communities they serve, personal literacy and the general societal culture outside the classroom (Msila, 2007).

The SASA entrusts the School Governing Body (SGB) with certain powers, such as the right to nominate educators for positions at the school, and to decide on the policies of the school, while they are also responsible for the buildings and grounds of the school (Sayed, 2016). The powers given to the SGBs are to ensure that the various stakeholders of a school, such as parents, learners and educators, work together towards a common goal in the best interests of the learners (Sayed, 2016). However, many SGBs are ineffective in ensuring school and community collaboration. SGBs are required to assist schools to draw up all policies, including the following crucial policies: Discipline Policy; Code of Conduct for Learners, Educators and SGBs; Language Policy; and the Religious Policy (Msila, 2007; SASA, 1996).

To make education more accessible for all learners and to encourage learners to remain in school, the South African Schools Act, 1996, made provision for poor families to be exempted from paying school fees, but this was predominantly for schools that were identified as quintile one, two or three schools. The national quintile places schools in one of five groups according to the poverty of the community around the school. Quintile one is for the most poor, while quintile five is for the least poor (DBE, 2006). Despite the attempts by the government to improve the quality of and access to education for all learners, in 2019 '*100 schools [were] still to be built, 9000 schools [were] still using pit latrines, 300 schools [were] without electricity – which must be corrected*' (Reddy & Zulu, 2019: 2).

According to Reddy and Zulu (2019), while there have been some successes in education since 1994 regarding early childhood development, infrastructure and social protection, there has been little progress in the quality of teaching and culture of learning, and this continues to negatively affect the country's economic growth. De Wet and Wolhuter (2009) suggest that little has changed since 1994; the ANC vision for all learners to have access to education, although documented and passed as law, sits on paper only.

Racial segregation was done away with in 1994, but schools that served the white areas under apartheid continue to be functional, while those that served the predominantly black areas remain dysfunctional and have made very little progress in developing literacy and numeracy skills of the learners (Mestry & Ndhlovu, 2014; Spaul, 2012). In many of the dysfunctional or disadvantaged schools, *'disorder, distrust, rebellion, and lack of cooperation have undermined efforts to create an appropriate culture of teaching and learning'* (Spaul, 2012: 2). Many of these schools are underperforming, have high failure rates, high dropout rates and poor educator attendance (Mestry & Ndhlovu, 2014; Spaul, 2012). These schools tend to serve the socio-economically disadvantaged, which likely accounts for the above, but ill-discipline, poor administration and low intellectual demand play a significant role.

There is a direct link between privileged circumstances and the quality of education offered in South Africa, as the quality of education in low socio-economic areas is inferior to wealthier schools (Stryzhak, 2020; Mestry & Ndhlovu, 2014; Spaul, 2012). This perpetuates poverty as many struggle to enter the labour market. The inequality of apartheid education lingers, with enormous discrepancies between schools, mainly along racial lines, resulting in the learners from disadvantaged, poor and marginalised families not receiving the quality of education that will extend into higher education (Sayed, 2016; Mestry & Ndhlovu, 2014). There is a direct correlation between the context of a school and the academic outcomes of its learners and between the quality of the education offered at a school and the fees the school charges. In disadvantaged schools, there tends to be a broader age range of learners in classes as many repeat grades, which gives rise to bullying, violence, and learner insecurity, factors with which educators must contend. Inequalities are evident in the difference between the physical facilities and the management of previously whites-only schools and

disadvantaged community schools (Meyer & Chetty, 2017; Tibbetts & Weldon, 2017).

Within the broad changes after the 1994 democratic elections, there were several changes within teaching such as larger numbers of learners in classes, leaving educators over-burdened in very different contexts. Educators left the system as they were concerned that they would be relocated to an area they did not want to teach in (Tibbetts & Weldon, 2017). Moreover, educators were expected to support the transition to the new education system despite the burdens they carried due to the apartheid system. These issues affected, and continue to affect, educator motivation.

2.3 Educators and educator training in South Africa

This section considers the colonial, apartheid (section 2.3.1) and post-apartheid educator training (section 2.3.2) and the current situation for educators (section 2.3.3).

2.3.1 Colonial and apartheid educator training

Educator training in South Africa began with colonial and mission education. This training took the form of learning while teaching. A more formal form of educator training was later introduced by religious institutions (Chisholm, 2019; Seroto, 2018). The first school established in the Cape in 1658 was a school for slave children. By 1663, the number of colonialists had increased, requiring additional schooling. These schools, with learners of all races, were designed to teach learners reading to do their religious studies. As the learners only needed to be able to read their religious studies, the educators themselves were not expected to be able to do more than read, write and teach religious teachings (Chisholm, 2019; Seroto, 2018).

Between 1813 and 1934, English was introduced as the language of instruction at free schools, where older learners were situated as educators. However, government schools imported educators from England and Scotland, and older learners acted as a support for the younger learners (Chisholm, 2019). This system of using older learners as educators, both black and white, remained in place until 1922 before it was finally halted.

From 1920 onwards, colleges, both individual and those connected to religious institutions such as at the Moravian Genadendal mission station, the Slave Lodge in

Cape Town and the Tuan Guru's madrassah, began to train educators (Chisholm, 2019). In these colleges, minimum requirements for white educators were set and the quality of the training offered improved. However, black African educator training continued as part of the religious institutions, and remained of poor quality. This poor quality ensured that the black African educators would continue to 'know their place' within society (Seroto, 2018). The separation of the training of educators by race meant white educators were regarded as professionals due to the quality of their training, while black educators were regarded only as community leaders due to their more basic training (Chisholm, 2019).

Training centres that had been controlled by religious institutions were closed, became state-owned or became private institutions in 1948 (Tibbitts & Weldon, 2017), resulting in a number of good educator trainers losing their positions. In response, state-owned colleges were developed in urban areas for white, Indian and coloured educator trainees, while colleges for black African educator trainees were situated in rural areas, enforced by the Promotion of Bantu Self-Government Act and the Extension of Universities Act in 1959 (Chisholm, 2019).

Apartheid education, introduced in the 1950s, was accompanied by the establishment of more than 100 educator training colleges across the country. These training facilities were responsible for the training of most primary school educators, despite the separation of the different racial groups within the country. Yet the 1995 National Teacher Education Audit reported that educator training colleges were generally of poor quality (Whitfield, Adendorff & Mathebula, 2014; JET, 1995), and the training was unequal (Tibbitts & Weldon, 2017).

2.3.2 Post-apartheid educator training

Education, and educator training, was a focus of the democratic government after the 1994 democratic elections with the introduction of a new qualification structure and curriculum framework to improve the quality of educators (Chisholm, 2019; Department of Higher Education and Training [DoHE], 2015). The system of educator training had become too expensive for many prospective educators, partly as a result of the cessation of the bursary system, resulting in a shortage of two-thirds of the

required qualified educators (Eren, 2012). In addition, the poor status afforded educators meant a low intake of prospective educators (Kyriacou, Hultgren & Stephens, 1999). Of the educators who did qualify to teach, many did not enter the teaching profession, but chose to move into a different career path, or left the country to teach abroad (Loewus, 2021) thereby extending class sizes, the poor regard society has for educators and ongoing inequalities within the system (Tibbetts & Weldon, 2017; Richter, 2016). Because a limited number of qualified educators joined the teaching profession, the quality of teaching offered to learners hovered at a poor standard.

In an attempt to improve the quality of educator training in South Africa (De Clerq, 2013), to curb the financial costs and because of a decrease in the number of people wanting to become educators (Wolhuter, 2006), many educator training colleges were closed and higher education institutions (HEIs) were tasked with educator training (De Clerq, 2013; Clarke, 2010). Unsurprisingly, with the closing of the educator training colleges or the incorporation into existing HEIs, the number of students enrolling to become educators decreased. The decline in prospective educators could be attributed to issues such as the cost of attending a university and the distance these universities were from rural areas (Whitfield, Adendorff & Mathevula, 2014). Many lecturers from the colleges could not be absorbed by the universities as they did not have the necessary funds, and the qualifications of the lecturers did not meet the requirements to lecture at a university. Prospective students, who would have qualified to attend an educator's training college, did not qualify to study at a university (Whitfield, Adendorff & Mathebula, 2014). This move to HEIs saw a decline in the quality of educators within classrooms as the training was theoretically-based rather than the more practical training the colleges offered, which was more teaching-focused in preparing prospective educators more adequately for the realities of classrooms (Chisholm, 2019; Clarke, 2010). Quality teaching requires educators to have both excellent subject content knowledge and sound pedagogical knowledge (Chisholm, 2019), but this is contrary to what HEIs are offering, according to Chisholm (2019) and Clarke (2010).

The government introduced the Norms and Standards for Educators in 1996, revised in 2000 (SA, 2000; Government Gazette 20844), to usher in a comprehensive

common standard for all educators to improve the standard of teaching (Chisholm, 2019; Gallie & Keevy, 2014). Most educators in South Africa have the required minimum qualifications, but poor results are still being achieved as a result of the poor quality of teaching that is being offered (Mestry & Ndhlovu, 2014; Spaul, 2012). This poor-quality teaching is directly linked to the historically differentiated schooling and educator training given to people of colour, as discussed previously, in the colonial and apartheid eras. Despite the efforts of the government to overcome the legacy of poor educator training, poor quality teaching may be attributed to the lowering of standards and the poor quality of prospective educators entering training institutions, as indicated above (Chisholm, 2019; Clarke, 2010). In addition to these factors, the context of the schools in which educators teach is integral to the effectiveness of the teaching itself.

While post-apartheid educator training has intended to address the inequalities of the past and the subsequent poverty due to a lack of quality training, these issues still negatively affect educator training within South Africa (Chisholm, 2019). These inequalities were entrenched within the schooling system by the segregation of the learners. The segregated schooling system saw white learners receiving state-funded compulsory schooling, while coloured, Indian and black African learners received non-compulsory schooling, directly impacting the quality of the prospective educators entering the teaching profession (Chisholm, 2019). The democratic government realised the need to change the way educator training was undertaken and the curriculum that needed to be established, such as the move to the higher education facilities (Chisholm, 2019; Sayed, Badroodien, Salmon & McDonald, 2016). To bring about quality educator training, these changes were imperative (Sayed, Badroodien, Salmon & McDonald, 2016). The National Policy Framework for Teacher Education and Development came into being in 2007 (DoE, 2006) to bring about a sufficient supply of quality educators, but this was hampered by a lack of finances, a lack of status afforded educators, poor working conditions and low salaries (Sayed, Badroodien, Salmon & McDonald, 2016). Consequently, underprivileged schools and difficult teaching environments still offer poor quality teaching from inferior educator training (Tibbitts & Weldon, 2017).

Educator training has become a political issue as the training is expected to embed

values in the curriculum that will ensure that prospective educators address issues such as racism and sexism that segregate and degrade people as a way to deal with diversity within the schools (Chisholm, 2019). According to Joorst (2019), despite more than 25 years of democracy, despite the legislation that has been put in place to eradicate it, racism is still rife, both blatantly and surreptitiously (Barbieri & Ferede, 2020) in South African schools. According to Barbieri and Ferede (2020), training should be offered to educators to help them overcome their inherent, and possibly unconscious, prejudices and beliefs. This is particularly true for educators who qualified prior to the democratic South Africa who hold to their own particular belief systems (Fiske & Ladd, 2005). Undeniably, the education system within the country is flawed, but educators carry the brunt of the blame for the lack of success of the system (Chisholm, 2019).

2.3.3 Current situation for educators

A member of the Executive Council for Education in the Western Cape, Ms D Schäfer, claims that the WCED is not able to employ newly qualified educators due to budgetary constraints (Nortier, 2020), despite overcrowding in schools from an influx of children from other provinces (Schäfer, 2020b). Moreover, schools on the Cape Flats struggle to find suitably qualified educators due to the reputation of the area. In the case of previously white and independent schools, the challenges of employing suitable educators are minimal as they offer a more attractive school environment, and therefore are more attractive for prospective educators (Eyal & Roth, 2011; SACE, 2010). Schäfer suggests that the current situation is not conducive to offering all learners a quality education, which should be top priority (Schäfer, 2020a; Mlambo & Adetiba, 2020).

In situations where educators are not able to secure a position at a school, they often emigrate to another country to find employment. The quality of education in South Africa is negatively affected when educators emigrate (SACE, 2011). The Hofmeyer Audit (SACE, 2011) found that, in 2000, approximately 25 000 educators were being trained per annum, which was more than the demand for educators. At that time, more experienced educators were offered early retirement in an attempt to make posts available for newly qualified, younger, educators. But the number of students studying

to become educators decreased. In 2006, the country needed between 17 000 and 20 000 new educators, while only about 9 000 students were qualifying as educators (SACE, 2011: 6). In 2013, the education system required between 25 000 and 30 000 educators, but HEIs were only producing between 6 000 and 8 000 educators (Shibiti, 2020:1). This decrease in qualifying educators could be attributed to '*an ever-changing education policy landscape and teachers' under-preparedness to cope with it, unattractive salaries and conditions of service leading to demoralisation*' (SACE, 2011: 6). In 2019, according to Brothwell (2019), as educators were continuing to leave the country, this was identified as a serious situation for education in South Africa.

The policy reforms and changes to educator training did not consider the ongoing effects of the poverty and inequalities of educator training as a result of the legacy of apartheid and colonialism (Meyer, 2019), nor the experiences of educators, all of which effect educator motivation to teach.

2.4 Context of schooling on the Cape Flats

The violence and gang activity within the Western Cape, the difficult situation on the Cape Flats (section 2.4.1), and the communities the schools serve (section 2.4.2), are all factors for understanding the schooling context in which these schools are situated.

2.4.1 Violence and gang activity in the Western Cape and on the Cape Flats

The Western Cape has been identified as one of the most prosperous provinces in the country as unemployment levels were one of the lowest at 27,9% on 2 June 2021 (Lukas, 2021), and as the best developed province in South Africa (Leggett, 2004). But the Cape Town area includes the Cape Flats, which is the most crime-ridden area in the country, and '*Cape Town now ranks as the eighth most violent city in the world*' (Brothwell, 2019: 1).

The high crime rates in the Western Cape, and in particular the Cape Flats, can be attributed to apartheid forced removals that saw fragmented communities (Aernie-Fressner & Twala, 2021) and inequality which drives gangsterism and substance abuse (Bowers du Toit, 2014). In fact, the Western Cape has been identified as having a very high substance abuse problem (Leggett, 2004), and the highest incidence of

foetal alcohol syndrome in the world (WCG, 2020a; Githahu, 2019). Severe substance and alcohol abuse lead to various forms of violence, including gender-based violence, child abuse and domestic violence (Fritz, 2020).

Similarly, the Western Cape has been identified as having the highest murder rate in the country, likely attributable to the vast number of illegal firearms and ammunition within the province (Mlamla, 2020; Leggett, 2004). The problem of gangsterism within the Western Cape was identified by the then MEC for Community Safety in 2020, Mr Albert Fritz, as a ‘*culture of violence which permeated every facet of life in the province*’ (Mlamla, 2020: 1). Gangs and gang activity are exacerbated by the communities who protect the perpetrators as the gangs offer economic and other benefits to communities marginalised from inequalities within the province (Bowers du Toit, 2014; Allen, 2021). Figure 2.1 below presents the factors associated with murder in the Western Cape between 2016/17 and 2018/19.

Financial Year	Percentages and numbers	Gang related	Arguments	Robbery	Domestic violence	Community retaliation/vigilantism	Retaliation/revenge
2018/19	%	23.7%	9.0%	5.6%	5.7%	3.8%	2.9%
	Actual numbers	938	358	223	228	151	114
2017/18	%	22.0%	13.2%	8.1%	5.6%	4.7%	3.8%
	Actual numbers	808	484	297	208	173	141
2016/17	%	19.1%	17.6%	7.6%	3.8%	3.5%	2.2%
	Actual numbers	632	583	252	126	116	73

Figure 2.1: Factors associated with murder in the Western Cape from 2009/10 to 2018/19 (WCG, 2019: 19)

The statistics in Figure 2.1 show that gang-related activities are a contributor to violence throughout the Western Cape Province, and that these statistics increase year on year. However, one positive effect of the Covid-19 pandemic is that there has been a decrease in the murder rate by 35.8% in the first quarter of 2021 – the lowest recorded in the last five years, although still a total of 767 murders (Mlamla, 2020: 1).

2.4.2 Communities the schools serve on the Cape Flats

The Cape Flats area was engineered to be designated to mixed-race people by the apartheid government. Within the Western Cape, and specifically on the Cape Flats, racism, class and economic differences, and gender oppression are fundamental causes of school violence, all negatively effecting teaching and learning, and further affecting the motivation of educators to teach there (Meyer & Chetty, 2017; De Wet, 2016).

High levels of poverty are linked directly to poor youth behaviour which includes aggression and delinquency. Where youths are exposed to high levels of violence, they tend to become violent themselves (Meyer & Chetty, 2017). This is especially true when the perpetrators of violence within a community have the trappings of wealth, as this is attractive to youth with little hope for the future (Meyer & Chetty, 2017). According to De Wet (2016), the cost to the economy of gang activity and violence, especially an emerging economy such as South Africa's, delays the development of community projects that could uplift the marginalised communities, as the money for these projects must be redirected into safety-related projects. However, despite this, the Violence Prevention through Urban Upgrading (VPUU, 2016) has several projects planned for the Manenberg area.

2.4.2.1 Effects of gangsterism on the Cape Flats

Street gangs have been common on the Cape Flats for many decades. The idea of a specific geographical area, called 'turf', allows a particular group to take control over that particular 'turf' (Cruywagen, 2019; Petersen, 2019; Callanan, 2001). These areas of control see an organised group, a 'gang', assume violent supremacy over the area for economic gain (Bowers du Toit, 2014).

Gangs are responsible for burglaries and vandalism of school buildings, and for crimes such as the stabbing of learners and educators at school, sexual offences against schoolgirls, and damage to educators' cars (De Wet, 2016).

2.4.2.2 Effects of violence on the Cape Flats

Gender and gang violence on the Cape Flats is often perpetrated by males who feel

emasculated by a poor performance at school, or a lack of employment, and seek out alternative ways to demonstrate masculinity (De Wet, 2016). In addition, being a member of a gang gives young men a sense of security and community, and a chance to earn money (Bowers du Toit, 2014). Many of these young men, becoming desensitised to the feelings of others, are depicted as fearless perpetrators who exert power over others, especially those without gang affiliations or members of a rival gang (Van der Spuy, 2016; Bowers du Toit, 2014).

2.4.2.2.1 Effects of gangsterism and violence on schools

Classrooms cannot be separated from the communities they serve. On the Cape Flats, violence and gangsterism are directly linked to the effects of inequality and oppression from racism, class privilege and gender oppression (De Wet, 2016). Schools within these areas fear the outbreak of violence between rival gangs as they are direct targets, especially where learners from different gangs attend the same school.

As the violence in these areas escalates, schools are focal points for violence, not just between learners but also through interschool rivalries. Much of the violence at schools can directly be linked to gangsterism, which has arisen from poverty, unemployment, migration and the availability of weapons. The type of violence perpetrated by gangsters includes the robbing of schools, and the killing and/or raping of educators and learners.

Violence has a negative impact on school stakeholders and directly affects teaching and learning within the schools. When gang violence occurs in an area surrounding a school, absenteeism escalates as parents do not send their children to school, and educators grow anxious and fearful for their lives, often dodging gunfire around the school (Meyer & Chetty, 2017; De Wet, 2016).

Learners, including those as young as primary school learners, join gangs to feel protected and a sense of belonging, especially if there is a breakdown in the family structure (Bowers du Toit, 2014). Once youth become members of a gang, it is difficult to leave the gang; they risk being attacked, and possibly killed, should they try to leave.

2.4.2.2.2 Effects of gangsterism and violence on educators

Although some educators have been identified as perpetrators of violence against learners, most educators are trying to teach despite the gang violence. Educators for the most part are trying to keep learners safe while trying to teach them, even despite shootings that occur in and around the school during school hours. In addition to these acts of violence, schools experience administration and community factors that can result in violence: overcrowding of schools and classes, a lack of support for the educators, poor leadership, peer pressure, bullying, racism and poverty (Williams, 2018; De Wet, 2016).

Educator training, despite the awareness of school violence, does not empower educators to manage the violence to which they are exposed, nor to assist the learners in their care. In addition, learners who live in high crime areas lag in developmental processes (Wolhuter, 2018), exacerbating the demands made on educators by the Department of Basic Education (DBE) and the Western Cape Education Department (WCED) through their various policies and Acts, and the updated Personnel Administrative Measures (PAM, 2020). Opportunities for educator development in this regard are limited (Meyer & Chetty, 2017).

2.5 Effect of Covid-19 on schooling

The December 2019 onset of the Covid-19 pandemic utterly altered the way people globally conduct themselves. It also changed the way schooling is conducted worldwide. The Covid-19 pandemic is an example of a '*disruptive, unpredictable, and fast-changing reality which people across the globe are experiencing*' (Ramrathan, 2020: 10).

The Covid-19 pandemic, taking the world by surprise, changed the entire way the world functions (Gerwin, 2012). The pandemic has highlighted the inequalities within South African societies, the lack of resources in communities like Manenberg, and in education in general. As no one was prepared for the strategies necessary to curb the pandemic, little preparation occurred to prevent the negative consequences (Schleicher, 2020). Some of the consequences were already prevalent but were highlighted and exacerbated by the onset of the pandemic and the lockdown strategy

of the government in an attempt to slow the spread of the pandemic (Grob-Zakhary, 2020).

The Department of Basic Education (DBE) and Western Cape Education Department (WCED) ensured that personal protective equipment (PPE) was delivered to schools, but these were delivered in tranches that were not necessarily connected to the return of the educators. School leaders developed protocols for their schools based on the WCED and DBE Standard Operating Procedures (DBE, 2020c). However, this did not instil confidence in the educators as the PPE was not delivered to schools until after educators were expected to report for duty. The reports of deliveries and non-deliveries, along with the various media reports, increased fears and anxieties regarding the return to school (Gerwin, 2012).

The pandemic, during the course of this study, had distinct periods of differing levels of lockdown. The first stage is characterised by the strict level 5 lockdown which came into effect 26 March 2020, although schools were closed on 18 March. However, educators were required to 'teach' and feed the learners during this period. The second period commenced on 1 May 2020 when the lockdown level 4 came into effect. The second phase, from May 2020 to September 2020, saw the phasing of learners back to schools within the parameters of the prescripts of the Department of Basic Education (DBE). The third phase, from October 2020 to December 2020, saw changes to the lockdown levels as a result of the increase, and then decrease, in Covid-19 cases, but educators were expected to teach regardless of their concerns for their own well-being. The fourth phase includes the new academic year that started on 1 February 2021.

The control that authorities have over people depends on the beliefs they hold regarding the relevant authority. As a result of their beliefs, people may capitulate and accommodate the authority to avoid negative consequences. They will comply after weighing the costs against the benefits of compliance (Murphy, Tyler & Curtis, 2009; Fenech & Sumsion, 2007). The uncertainty brought about by the onset of the Covid-19 pandemic saw the DBE and the WCED taking decisions and then changing them as more information about the pandemic, and the social situation within the country, emerged. The decisions taken by the DBE and the WCED were then challenged by

various educator unions bringing confusion and increased uncertainty amongst educators (Schreuder, 2020a; Naptosa, 2020; Mouzelis, 2007). The uncertainty and concerns were further exacerbated by the context of the schools on the Cape Flats with their limited resources.

This section discusses the different phases of the Covid-19 pandemic in relation to schools.

2.5.1 Initial strict lockdown from 26 March 2020 to 1 May 2020

On 31 December 2019, the World Health Organization's Chinese office was informed that there were patients with pneumonia in the Chinese city of Wuhan, but that the cause of the pneumonia was unknown. The causative pathogen was identified on 7 January 2020 as a new coronavirus, which became known as Covid-19 (DBE, 2020c). On 7 January 2020, 'Severe Acute Respiratory Syndrome Coronavirus 2' (Department: Health, 2020) was confirmed as the causative agent of Covid-19. The first patients with the virus were identified in a market in Wuhan, China. However, the virus soon spread to over 100 countries. The virus, transmitted through respiratory droplets that are expelled when an infected person coughs or sneezes, presents symptoms as mild to severe respiratory illness with a cough, sore throat, shortness of breath or a fever (Department of Health, 2020). Until a specific treatment was made available, patient symptoms were treated to make them more comfortable (DBE, 2020a).

Because of the serious nature of the pandemic and the number of people infected, and those who subsequently died after contracting the virus, the President of South Africa, Mr Cyril Ramaphosa, announced a 'state of disaster' in the country on 23 March 2020, in terms of the South African Disaster Management Act 57 of 2002 (DBE, 2020c), and declared a strict lockdown for the entire country from midnight on Thursday, 26 March 2020, to Thursday, 16 April 2020 (DBE, 2020a). The purpose of the lockdown was to avoid widespread disaster among the South African people (Department: Health, 2020). The country's borders were closed. People were prevented from leaving their homes except to buy food or to seek medical assistance (DBE, 2020a; DoCG, 2020). The lockdown was extended from 16 April 2020 to 30

April 2020.

The full lockdown on 26 March 2020 stifled people’s ability to earn an income and therefore exacerbated the already high levels of poverty in the country (DBE, 2020a). Many of the schools on the Cape Flats have feeding schemes in place to offer the learners at least one meal per day. With the closing of schools on 18 March 2020 and the subsequent strict lockdown period, many learners who would normally be fed were without a meal for the day (DBE, 2020c). So, schools were instructed to continue with the feeding schemes at their schools, which many did. However, not only did learners arrive at schools for the meals, but also many adults and young children under six. The poverty of the Cape Flats was aggravated by the lockdown as many employees were not paid while under lockdown. Although strict protocols were established, and schools tried to adhere to them at all times, the people arriving for food did not always adhere to the protocols, which left principals, educators and volunteers vulnerable to infection (Department: Health, 2020).

2.5.2 May 2020 to September 2020

On 1 May 2020, the lockdown was lifted from Level 5 to Level 4. This meant some businesses could open to re-stimulate the economy. With the lifting of the lockdown to Level 4, the phasing in of learners was determined by the Department of Basic Education, as indicated in Figure 2.2.

Public ordinary/ special schools	Schools of skill	SID schools	Special care centres (LSPID)	Tentative dates
Grades 12 and 7	Year 4			06-May-20
Grades 11 and 6	Year 3	Grade 6		20-May-20
Grades 10 and 5	Year 2	Grade 5		03-Jun-20
Grades 9 and 4	Year 1	Grade 4		17-Jun-20
Grades 8 and 3		Grade 3	Year 3	01-Jul-20
Grades 2 and 1		Grades 1 and 2	Year 2	08-Jul-20
Grade R		Grade R	Year 1	15-Jul-20

Figure 2.2: Proposed plan for the phasing in of learners April 2020 (Mweli, 2020)

As a result of the challenges by the educator unions, these dates were adjusted by the Minister of Education, Ms Motshekga, who announced on public television on Tuesday, 19 May 2020, that all educators will return to school on Monday, 25 May 2020, and Grade 7 and Grade 12 learners will return to schools on Monday, 1 June 2020, with the rest of the learners being phased in over time. It was announced that there would be a trimming of the curriculum and adjustment of the school calendar.

When schools were opened for Grade 7 and Grade 12 learners on 1 June 2020, the feeding of the poor had to continue while lessons took place, and the learners within the schools also had to be fed. This placed additional pressure on educators to ensure social distancing and planning for the school day.

The WCED issued schools with guidelines on the necessary preparations for schools to reopen, and for educators and learners to return to schools (DBE, 2020b). Each staff member, including the school support staff, and every learner had to undergo a Covid-19 symptom assessment prior to entering the school premises. Parents were required to advise the school if their children had underlying comorbidities that could place a learner at higher risk should the child be exposed to Covid-19 (Schreuder, 2020a).

Principals and educators were required to orientate all staff on the following:

- How the virus is spread;
- Possible symptoms if infected;
- What to do to prevent the spread of the virus;
- How to wear and treat cloth face masks;
- What to do if someone appeared to have symptoms of Covid-19;
- What to do if they were diagnosed as being infected;
- What to do if coming into close contact with someone who is Covid positive;
- How to sanitise and wash hands correctly; and
- How to address learners regarding the virus in a manner they would understand and not find too upsetting (Schreuder, 2020c).

In addition to the orientation of the staff, educators were expected to educate learners about the virus, how to prevent infection and what healthy habits to adopt to prevent

infection. They were also required to communicate with parents and caregivers about the school's plans and policies regarding the virus, and to engage parents around their concerns over the safety of their children, all the while mitigating their own concerns for their own safety and the safety of their families (Schreuder, 2020a).

Principals and educators were required to do the necessary screening and take the necessary steps when someone was suspected of having contracted the virus; however, for many educators, this piled more stress at an already stressful time. Schools considered staggering start and end times of the school day, but many learners make use of public and private transport that has set times. Learners would arrive at schools in groups, which would result in a group of learners needing screening. Learners, particularly the ill-disciplined, would need careful management to ensure social distancing. The responsibility for ensuring social distancing became the responsibility of the educators who were required to be in their classrooms to meet the learners after disinfecting the classrooms (Schreuder, 2020b). In addition to keeping learners separated for the screening process, the learners, particularly in primary schools, had to be managed for social distancing when going to the bathroom and during break times. These additional duties reduced the time educators have for preparation and planning, and for carrying out administrative duties.

2.5.3 October 2020 to December 2020

By October 2020, all grades had been phased back into schools, but not all learners returned to schools (Paton, 2021). As a result of the physical size of the classrooms and the required 1m (Schreuder, 2020f) spacing between learners, full classes could not be accommodated; an adapted academic programme was required. The loss of school days as a result of the Temporary Revised Education Plans (TREPs) (Schreuder, 2020d), with learners attending school on either a rotational, alternate or platooning basis, means that learners have lost '*close to a full year of learning due to the Covid-19 pandemic and closure of schools since March 2020*' (Paton, 2021: 1).

2.5.4 New school year in 2021

At the start of the new academic year in February 2021, many learners still had not returned to schools. The dropout of learners may result in educators losing their

positions at schools as the staff contingent may be reduced to accommodate the decrease in student numbers. This is a challenge for principals and educators which is affecting their levels of motivation.

According to the National Income Dynamics Study – Coronavirus Rapid Mobile Survey (Nids-Cram) (Spaull, Burger, Carel, Daniels, Makaluza, Posel, Ranchard & van der Berg, 2020), although the annual dropout rate in South Africa is high, with Covid-19, the number of learners who have dropped out of school is three times the normal rate, and the majority of these learners are from marginalised communities (Paton, 2021). The learners who were attending school as per the TREPs, and who were progressed to the next grade, were not at a level to cope with the work in the next grade, so educators had to do additional scaffolding to ensure the basic knowledge of the previous year was in place before proceeding with the current grade. Despite these challenges, the DBE and WCED still required all educators to follow the adapted curriculum as per the Annual Teaching Plan (ATP), which does not consider the backup learning that learners require (DBE, 2020b; Bruwer, Hartell & Steyn, 2014).

As a result of the third wave of the Covid-19 pandemic in South Africa, the president announced on public television on Sunday, 27 June 2021, that schools would close early for the winter school holidays, on Wednesday 30 June 2021 for learners, and Friday, 2 July 2021 for educators. It was further announced that schools would reopen on Monday, 19 July 2021, with 100% primary school learners and special school learners from Grade R to Grade 12, returning to school on Monday, 26 July 2021, despite the concerns regarding the large number of people diagnosed as Covid-19 positive. This date was then amended by the president on public television and the finer details were indicated in the *Government Gazette* 44858 (SA, 2021): senior management teams were to report for duty on 22 July 2021 to plan for the term ahead. On Monday, 26 July 2021, all educators were to report for duty, along with the learners according to the Temporary Revised Education Plans (TREPs). However, on Monday, 2 August 2021, all primary school learners and special school learners were to return to schools and to adopt the 'normal' timetable had Covid-19 not materialised. To alleviate the concerns of the educators, the DBE arranged for educators to receive Covid-19 vaccinations between 1 July 2021 and 14 July 2021 (Walters, 2021).

The report by the Department of Higher Education and Training (DHET, 2020), contend that as a result of the Covid-19 pandemic and the negative economic effects, educators may return to, or newly enter, the teaching profession due to a lack of employment opportunities in the private sector.

2.6 Conclusion

This chapter offers a brief history of both schooling and educator training in South Africa. Both were directly affected by colonialism and the overriding racist narrative that South Africa's indigenous people were of less importance than the white colonialists who invaded the country. The subsequent apartheid policies did not improve matters: white learners received preferential teaching above coloured and Indian learners, and black African learners were side-lined into the work force, with little, if any, opportunity to improve themselves. Despite apartheid ending in 1994, little has changed for previously disadvantaged schools and learners. Although the democratic government has developed policies and programmes to bring about equal education for all learners, the legacy of both colonialism and apartheid continues with the poor quality of educators and resources at schools.

Today, as a result of the apartheid policies and the subsequent uprisings against the quality of teaching offered to learners, many families on the Cape Flats live in abject poverty with little regard for schooling or educators. Within these marginalised areas, violence and gang activity are commonplace, further exacerbating the effects of the colonial and apartheid education, with educators expected to be advocates for transformation.

In addition to the above, the Covid-19 pandemic has placed additional burdens on the educators to educate the learners, their families and the community in efforts to limit the spread of the virus. All these factors play a role in the motivation of educators to become educators or remain as educators and continue to teach, not only on the Cape Flats, but throughout the country.

Chapter 3 reviews the literature on motivation and the importance of motivation for educators. It also considers the educator community and school leadership. As educators cannot be separated from learners, families and school contexts, these are

explored in the literature review, along with the impact of Covid-19 on educator motivation. The chapter also provides a conceptual framework for understanding educator motivation.

CHAPTER 3

Literature Review

3.1 Introduction

The motivation of educators to teach, and specifically to teach in challenging school contexts, is not easy to measure (Bennell & Akyeampong, 2007). Motivation amongst educators, even in affluent contexts, has declined because of increased bureaucracy and increased demands on educators without relevant rewards or incentivising payments (Wolhuter, 2018; Bennell & Akyeampong, 2007). This chapter reviews the literature on educator motivation, including the importance of educator motivation; effects of educator motivation on the beliefs, commitment and self-efficacy of educators; and the effect of the factors of the wider school community on educators to teach in challenging school contexts. The literature review further considers the drivers, types and theories of motivation before developing a conceptual framework to understand the motivation of educators to teach in challenging school contexts on the Cape Flats, and specifically in Manenberg.

This chapter is divided into five sections. The first section (3.2) discusses educator motivation, including the importance of educator motivation, effects of motivation on educators and the effects of the wider school community on educator motivation. In addition, this section considers the effects of the Covid-19 pandemic on the wider school community, and the impact the pandemic had on educator motivation to teach in challenging school contexts on the Cape Flats. The next section (3.3) discusses the drivers of motivation, while the fourth section (3.4) examines types of motivation, and the fifth section (3.5) discusses theories of motivation. Finally, section 3.6 develops a conceptual framework for the motivation of educators to teach in challenging school contexts on the Cape Flats.

3.2 Educator motivation

Various thinkers from different disciplines like economics, sociology, psychology and philosophy, have tried to ascertain what motivates people to work. Some motivation theories, like Herzberg's job design model, are related to business where the theory is designed to assist management, or the leadership team, to motivate employees to

achieve the goals of the business (Souders, 2020; Button, 2017; Ball, 2012). Psychological motivation theories try to understand human nature and are more abstract than business-related motivation theories (Souders, 2020; Button, 2017; Ball, 2012). Economists see motivation as something that is directly affected by incentives, or as a deterrent (Onjor, Aroro & Embeywa, 2015). Economic motivation theories focus on maximising profits for businesses and improving well-being for individuals (Souders, 2020; Button, 2017; Ball, 2012). Sociologists consider motivation to be the drive, based on needs and wants, that encourages individuals to act, or to continue with an action (Turner, 1987). Philosophy considers motivation as the reasons people begin, continue or end certain behaviours at a specific time (Satell, 2012).

The literature defines *motivation* as a process of feeling driven to act (Chigona, Chigona & Davids, 2014; Filgona, Sakiyo, Gwany & Okoronka, 2020), or as an inclination to carry out a particular act as indicated by Ryan and Deci (Sayed & McDonald, 2017), or as directed toward particular goals (Weinstien & De Haan, 2014). Accordingly, motivation is therefore a means of understanding *why* people behave in particular ways. Lai (2011) states that motivation to teach is based on a person's inclination and preference to carry out a particular activity, and that intrinsic motivation is increased by the level of enjoyment gained from participating in the activity, while extrinsic motivation is typically a result of the rewards for carrying out the activity. Motivation is the understanding of the thoughts and actions, as shown by the way people behave, and the choices they make (Abubakar, Inuwa & Hamma, 2017; Sullivan & Strode, 2010). Kovach (2018) defines *motivation* as the method that explains an educator's drive, commitment and perseverance in teaching. For the purposes of this study, *motivation* refers to an educator's drive, commitment and perseverance to teach in challenging teaching contexts as encountered on the Cape Flats (Filgona, Sakiyo, Gwany & Okoronka, 2020).

This section will consider the importance of educator motivation (3.2.1).

3.2.1 Importance of educator motivation

An organisation's culture of work is derived from the level of motivation of the people who work within the organisation. However, the ability of an employee to carry out

assigned jobs is as important to the quality of work produced as their level of motivation (Nyakundi, 2012). The level of motivation and commitment from an educator can determine the functionality and quality of teaching at a school (Han & Yin, 2016; Jansen, 2015).

Understanding what motivates educators to teach will give management insight into how to attract good educators to challenging teaching contexts, retain those educators, and ultimately redress inequalities of the past (Chisholm, 2019; Sayed & McDonald, 2017; Jansen, 2015). Eren (2012) believes that educator motivation differs per educator based on personal characters. Bennell and Akyeampong (2007) note that educators experience a lack of motivation more than any other profession (Alghamdi, 2019).

Job satisfaction and motivation are vital for success within the education system (Alghamdi, 2019; Nyakundi, 2012). Within the teaching profession, job satisfaction and motivation affect the level of performance of the educators. For this reason, educator motivation is an important factor when considering effective teaching. As individual personality traits affect the level of job satisfaction and the individual's motivation, rewards such as gratitude and acknowledgment are essential for continued job satisfaction and motivation (Nyakundi, 2012; Chigona, Chigona & Davids, 2014). Growth from intrinsic rewards as a result of interesting and complex work offers the highest rewards (Filgona, Sakiyo, Gwany & Okoronka, 2020).

Schools that experience positive levels of educator motivation are able to achieve their goals as educators try to find new and improved ways of teaching, and thereby bring about the goals of the school. However, schools where the levels of educator motivation are low experience higher absentee rates, less effort put into planning and preparation, poor teaching practices, and limited, if any, commitment to extra-mural activities (Bennell & Akyeampong, 2007; Rajkumar, Venkataraman & Gayathri, 2016).

A study by Bennell and Akyeampong (2007) on educator motivation and incentives in sub-Saharan Africa and South Asia determined that many primary school educators do not experience job satisfaction and do not have high levels of motivation. This results in poor teaching, translating into a low level of education for the learners and

exacerbating the poverty within challenging school contexts, as on the Cape Flats. Despite demotivating factors that push educators into leaving the teaching profession, many educators remain at their schools and continue to make every effort to ensure that learners become literate and numerate, and thereby give them an opportunity to break the cycle of poverty within their families.

Understanding educator motivation and the factors that affect educator motivation will offer an insight into the way educators behave, their effectiveness as educators and the self-efficacy they enjoy (Alghamdi, 2019; Lourmpas & Dakopoulou, 2014). With the right motivation, educators will deliver a more effective and efficient service to their learners.

American research has found that educators choose to teach as a result of their altruistic, service-driven goals and intrinsic sources of motivation (Roness, 2011). Australian research indicates that the drive to work with young learners makes a difference in the lives of educators and that they experience meaningful engagement with their chosen subjects as main motivational factors (Roness, 2011). Research regarding educator motivation, particularly on the Cape Flats, is important to bring about effective teaching and learning, which is a particular concern as discussed in Chapter 2.

3.2.2 Effects of motivation on educators

Educators motivated to teach in challenging school contexts are essential for overcoming poverty and for improving the prospects for the community in these areas (Soares, Cunha & Frisoli, 2019). These same educators, without the necessary motivation, may feel concerned for their personal well-being and thus uncertain (Thoonen, Slegers, Peetsma & Geijsel, 2011; Lamb & Snodgrass, 2017). Uncertain educators are likely to stick to the prescribed rules and teach ineffectively. More certain and confident educators tend to be more motivated to ensure that learners' needs are met. Where educators have poor content knowledge, they experience uncertainty and reduced intrinsic motivation. Poor resources, a lack of leisure time and a demanding school ethos are extrinsic motivating factors that serve to demotivate educators (Rumnarain, 2016).

Educators must develop the social and emotional growth of learners while attempting to teach the curriculum, but this increases their workload (Kamstra, 2020; Fisher, 2017; Lamb & Snodgrass, 2017). Putting structures in place in the classroom that will give each learner an opportunity to feel important, accepted, included and secure while considering their social-emotional needs and being sensitive to each individual learner's emotional state – such as suffering from depression, neglect at home, or fear from bullying or violence – places such pressure on educators that many are compelled to leave the profession (Nyakundi, 2012).

Motivated educators are positively influenced by motivational factors. These motivational factors comprise an expectancy and an emotional component that directly affect the intrinsic motivation of the educators. This section will consider the effect educator motivation has on the beliefs, commitment and perceived self-efficacy of educators.

3.2.2.1 Beliefs and commitment

Educators who are intrinsically and altruistically motivated feel compelled to help the learners in their care to develop self-confidence and social skills, while simultaneously improving their academic ability (Kyriacou, Hultgren & Stephens, 1999). Two very important factors required for effective teaching are commitment and competence, yet very few studies have been carried out as to how these factors affect the motivation of educators within schools in marginalised areas (Bennell & Akyeampong, 2007).

Educators who are effective do not simply teach the curriculum; they develop relationships with learners based on their beliefs defined as the educator's '*deeply personal truths*' (Pajares, 1992: 309). Effective relationships serve as a motivating factor, while a lack of effective relationships leads to a lack of understanding and possible conflict, which can result in ineffective lessons (Thoonen, Slegers, Peetsma & Geijsel, 2011). Where educators are not afforded opportunities to live out their beliefs, they risk feeling uncertain and risk averse, and that results in inflexible approaches to teaching. As they grow more inflexible and risk averse, they tend to reflect more on their teaching, according to Thoonen, Slegers, Peetsma and Geijsel (2011), which minimises job satisfaction and maximises concern for their own well-

being. Educators who are satisfied with their teaching practice are more motivated to try new ways of teaching, new strategies and new pedagogies. In addition, they may find external initiatives and expectations at the school are aligned with their own and be more motivated (Thoonen, Slegers, Peetsma & Geijsel, 2011; Pajares, 1992).

Educator commitment is a key aspect in motivation as there is a strong connection between commitment and motivation to work (Battistelli, Portoghese & Vandenberghe, 2013). Committed educators have a strong moral responsibility to offer good quality service to the school and the learners, and therefore offer quality education to the learners they teach. As a result of their commitment, if their current teaching practice is not at the desired quality, these educators will engage in professional development activities to improve their teaching practice (Thoonen, Slegers, Peetsma & Geijsel, 2011). By engaging in professional development activities, the educators are stimulated to improve their teaching practice to meet their beliefs about their teaching (Thoonen, Slegers, Peetsma & Geijsel, 2011). Educators' attitudes toward their teaching practice can determine the way they perform in the classroom, and a change in that attitude could mean a change in performance. Change will only happen if there is a change in educator attitude and concern for their teaching practice; any resistance to bringing about change will obstruct improved performance (Rumnarain, 2016).

However, without a sound academic knowledge base, educators are not able to offer the learners in their care effective teaching (Kathirveloo, Puteh & Matematik, 2014). Where an educator is experiencing a measure of uncertainty regarding content or pedagogical knowledge, this will intrinsically have a negative effect on lesson presentation (Rumnarain, 2016). Likewise, a lack of resources, inadequate time for effective preparation, and some beliefs of the relevant school also have an extrinsic negative effect on lesson preparation.

According to Thoonen, Slegers, Peetsma and Geijsel (2011), effective educators not only have good professional content knowledge and pedagogical knowledge, but also engage with their learners and develop relationships based on personal beliefs which encourage them to offer more of themselves to the learners (Thoonen, Slegers, Peetsma & Geijsel, 2011). If an educator treats each learner as an individual while connecting with them in a genuine manner, and taking real-life contexts into account,

an educator is more effective. The educator will then benefit from personal beliefs aligned with teaching (Thoonen, Slegers, Peetsma & Geijssel, 2011).

Educator beliefs and their commitment to their teaching and learners have a significant effect on their motivation and potential success as an educator. Educator beliefs influence their perceptions, how they judge situations, and therefore how they behave within the classroom (Pajares, 1992). Where an educator controls the situation within the classroom through mindset, motivation and attitude, and alters the atmosphere in the classroom, they will bring about a positive atmosphere within the classroom that will enable good relationships and successful teaching (Kovach, 2018).

3.2.2.2 Self-efficacy

A person's self-efficacy beliefs will affect the choices they make and the effort they put in to achieve their goals. Or in other words, how involved educators are with their learners will be determined by their self-efficacy. The higher a person's self-efficacy, the higher their motivation, cognition and attitude towards what they need to carry out. Educators with high self-efficacy are better able to ask for help, while educators with low self-efficacy are less inclined to reach out to others. Educators with high self-efficacy regulate and monitor their practices to ensure that they achieve their desired effects (Dullas, 2018).

Both positive and negative emotions influence a person's sense of self-efficacy. Negative emotions may result in someone giving up when faced with adversity, such as a difficult school context, while positive emotions encourage people to take on new challenges (Tugsbaatar, 2019). The degree to which a person believes in their own self-efficacy influences their functionality. If they believe in themselves cognitively, they will be willing to try different activities, as are needed by the learners in these marginalised schools. When motivated, a person will see challenges as obstacles to overcome. They will therefore develop the skills required to overcome them.

Educators with a strong sense of self-efficacy may feel despondent on occasions, but they will still make every effort to achieve their goals. On the Cape Flats, educators face daily challenges which cause frustration, conflict and failure. However, these need to be overcome despite the realities of the situation. With a sense of optimism,

educators can overcome these feelings and, through self-efficacy, find ways of succeeding within a difficult context (Alghamdi, 2019).

Personal mastery has the biggest influence on the status of self-efficacy. Personal mastery leads to the development of self-efficacy for a specific outcome. Mastery is achieved by persevering and overcoming challenges (Filgona, Sakiyo, Gwany & Okoronka, 2020). As a person perseveres through challenges with the support of an educator community, they strengthen their resilience and overcome future challenges (Dullas, 2018).

A person's confidence influences their belief in their self-efficacy, which influences whether people think rationally, strategically, optimistically or negatively (Dullas, 2018). Where a strong sense of self-efficacy exists, educators see challenges as tasks to be overcome, think more deeply about challenges, reveal a strong commitment to their interests, and recover from disappointments quickly. However, where there is a weak sense of self-efficacy, educators avoid challenging situations, do not have the confidence to tackle challenges, focus on their failures, and lose confidence in their own abilities, particularly in challenging teaching contexts (Chetty, 2019).

Studies, according to Thoonen, Slegers, Peetsma and Geijssel (2011), have shown that when educators feel that their well-being is threatened, they feel uncertain and carry on doing what they have always done, thereby avoiding any risk. More certain educators take the initiative and are more willing to engage in different strategies to improve their professional behaviour (Thoonen, Slegers, Peetsma & Geijssel, 2011). Where educators perceive that their leaders trust them, they are more willing to engage in solving problems and thereby develop their self-efficacy.

3.2.3 Factors that influence educator motivation in challenging school contexts

There are various reasons for a lack of motivation amongst educators, according to the studies of educator motivation and incentives in sub-Saharan Africa and South Asia conducted by Bennell and Akyeampong (2007), and in Nigeria and Thailand by Abubakar, Inuwa and Hamma (2017). These aspects can be extrapolated for schools on the Cape Flats.

According to Van Tonder and Williams (2009), trying to deal with learners from dysfunctional families, low socio-economic and gang-infested areas, with poor behaviour and a lack of academic rigour, may make educators feel ineffectual. Educators often feel that they are not appreciated or recognised for their efforts by learners, parents or leadership of the school (Van Tonder & Williams, 2009). Feeling unappreciated in conjunction with other factors such as poor remuneration, inadequate training and insufficient resources compound the ineffectual feelings of educators (Van Tonder & Williams, 2009).

Salary, as an extrinsic motivator, is more effective when coupled with an intrinsic motivating factor. A decrease in remuneration and a lower regard for the teaching profession in comparison to other professions negatively affects the quality of teaching offered. Low salaries have been identified as the most detrimental factor in the education sector where high turnover rate and absenteeism are prevalent (Rajkumar, Venkataraman & Gayathri, 2016).

Increased workload and additional pressures on educators due to poor management, excessive administration, class size, educational policies and procedures and the relationship of the school with the wider school community combine as factors of burnout for educators (Van Tonder & Williams, 2009; Inter-agency Network for Education in Emergencies [INEE], 2016). Increased class sizes along with long working hours are demoralising for educators and decrease educator motivation (Nyakundi, 2012). Demotivated educators are a contributing factor of poor learning outcomes in both high and primary school learners (Nyakundi, 2012; Kamstra, 2020), especially within poor socio-economic areas such as Manenberg on the Cape Flats.

The level of answerability of educators to the learners they teach, and their parents, to the leadership of the school and different education departments, has a noticeable effect on educator motivation due to a lack of autonomy. The demands of the learners, parents and the education officials add to the stresses educators experience, along with the responsibility for feeding impoverished learners through the National Schools Nutrition Programme (NSNP) (DBE, 2020d), thereby decreasing educator motivation (Bennell & Akyeampong, 2007).

Nyakundi's (2012) research in sub-Saharan Africa found that primary school educators who have experienced the above-mentioned challenges do not enjoy their positions and are weakly motivated. In addition, primary school educators, in particular, are not regarded by society as in the past (Winch, 2020). Contributing to this reduced regard for educators are the conditions in which educators teach; conditions, often are not conducive to teaching and learning, have a negative impact on educator motivation (Schulze & Steyn, 2007).

According to Alam and Farid (2011), educator motivation may be affected by many different personal or social factors, school environment, socio-economic issues for both educators and schools at which they teach, the behaviour and attitude of the learners, incentives offered by the employer and the school, their level of self-confidence, and the personality type of the educator. The World Bank *Policy Brief on Teacher Motivation Incentives and Working Conditions* (2009: 4) states that nine factors operate as educator incentives, namely: '*intrinsic motivation, recognition and prestige, salary differentials, job stability, pensions and benefits, professional growth, adequate infrastructure and teaching materials, mastery and responding to stakeholders*'. Mastery and responding to stakeholders, in particular the learners, and intrinsic motivation directly relate to individual educators and their beliefs, driving educators to offer a service, and for some, to teach in difficult teaching environments (Filgona, Sakiyo, Gwany & Okoronka, 2020).

This section will consider the wider school community – comprising educators and their educator community, learners and their families, and the context of the working environment on the Cape Flats, and specifically in Manenberg – as factors influencing educator motivation.

3.2.3.1 Educators and their educator community

The educator community and the leadership offered within that community influence educator motivation and may be a factor when an educator applies for a different position. The relationships developed, and the support educators receive from their educator community, bring a sense of belonging, which increases motivation to teach at the school. This section reviews the educator community and the leadership within

the school.

3.2.3.1.1 Educator community

The *educator community* as discussed in this section includes all the educators at a school. As a collective, educators form a community within the school. They connect with learners and parents but have their own community apart from the learners and parents. Some of the activities carried out by staff at a school must be collective and must fulfil the needs of the educators to encourage them to collaborate (Dobre, 2013). In working together, educators construct relationships that are positive. As these relationships bloom more positively, educators are encouraged to continue inviting these relationships. As relationships grow, educators expect the relationships to strengthen as a source of support within the school (Dobre, 2013).

As a result of these relationships, educators experience a sense of belonging, which diminishes the likelihood of them leaving a school. But if educators do not fit comfortably in a school community, they may leave. As such, the integration of educators is essential for the continued satisfaction of educators (Fisher, 2017; Dobre, 2013). Where positive relationships are not developed, educators will not be able to improve themselves nor be able to fully express their views. In such a community, conflict and negativity lead to poor performance (Dobre, 2013).

If educators live in the same community as the school in which they teach, their levels of motivation are better than educators who live outside of the school community. This is generally because they are known to the community, and they have the support of the extended families (Bennell & Akyeampong, 2007). A working environment that has supportive colleagues serves as a motivating factor for educators. However, in an environment where staff do not support each other, educators experience high levels of stress and are demotivated (Schulze & Steyn, 2007).

The effectiveness of educators is directly linked to the working environment, which includes not only the physical condition of the relevant school, but also the processes and systems that are in place, the relationships amongst educators, and the ethos of the school (Nyakundi, 2012).

Where educators experience high levels of cohesion amongst the staff, they experience higher levels of self-esteem, improved job status and satisfaction, which all contribute to educator motivation. However, Bennell and Akyeampong (2007) found in their study of Southern Africa that cohesion with educators is low. This occurs where a school community comprises a number of inexperienced educators who are not able to offer the level of support that a more experienced educator would; this has an adverse effect on educator motivation (Bennell & Akyeampong, 2007).

According to Deci and Ryan (2008), years of research on intrinsic motivation confirm that psychological needs must be satisfied for people to function effectively and for psychological health. Competence, autonomy and connection are required for psychological health regardless of a person's culture (Alghamdi, 2019; Williams, 2018). A school community that works together, supports one another and connects emotionally increases psychological health and educator motivation.

3.2.3.1.2 School leadership

The role of the leaders within a school is crucial for the motivation of educators and learners (Abubakar, Inuwa & Hamma, 2017), and the principal is in charge of motivating staff (Talamas, 2014). Leaders need to empower educators and allow them to grow (Young, 2018; Fisher, 2017). In addition to empowerment, leaders need to allow educators to live out their personal beliefs, thereby allowing them to develop their motivation (Eyal & Roth, 2011). As educators live out their personal beliefs, they are more effective, increasing their motivation (Jansen, 2015). Leaders also need to follow their own beliefs and live their own motivations to ensure the effectiveness of the school (Fisher, 2017; Broom, 2015).

Authoritarian and rigid leaders typically do not allow educators to participate actively in management decisions. In these situations, educators are not offered opportunities for self-determination and are unable to develop their self-efficacy, thereby diminishing job satisfaction and motivation (Alghamdi, 2019; Kolleck, 2019; Abubakar, Inuwa & Hamma, 2017; Ayal & Roth, 2011; Bennell & Akyeampong, 2007). Whether educators are supported by their principals or the SMT influences the perceptions of the educators about their working conditions (Williams, 2018; Onjoro, Arogo & Embeywa,

2015; Schulze & Steyn, 2007). In an autocratic situation, educators perceive school leaders as unsupportive, which could cause stress and reduce educator motivation (Bush & Glover, 2016). Conversely, if leaders do not put the required structures in place to support educators, educators lose their sense of professional commitment which impacts the quality of teaching and reduces educator motivation (Williams, 2018; Bennell & Akyeampong, 2007).

Where managers show humanness and embody participatory practices, positive relationships develop amongst the educators, ushering in collaboration and reducing stress, workload and burnout (Chisholm, 2019; Kolleck, 2019). Leadership that encourages strong relationships amongst educators facilitates educator motivation (Kolleck, 2019; Dobre, 2013).

In addition to leadership styles and the support offered to educators, leaders with a vision add a valuable component to educator motivation (Williams, 2018; Kolleck, 2019; Eyal & Roth, 2011; Thoonen, Slegers, Peetsma & Geijsel, 2011). The motivation and productivity of educators can be increased by recognising their efforts, as this bolsters intrinsic motivation. Although management may offer employees extrinsic rewards, intrinsic rewards are of equal importance to most educators (Filgona, Sakiyo, Gwany & Okoronka, 2020; Nyakundi, 2012).

Innovation, and the subsequent reformation of schools, is dependent on contextual and sustainable support for educators (Rumnarain, 2016). Educators who engage in professional development are more able to innovate and apply new teaching methods. Without the support of the leadership team, this innovation may be stifled and educators may be demoralised (Williams, 2018; Onjoro, Arogo & Embeywa, 2015). As educators are a vital part of growth and development within schools, they should be afforded opportunities to bring about the relevant changes thereby promoting common values and new educational perceptions of teaching (Fisher, 2017; Lourmpas & Dakopoulou, 2014). Hierarchical leadership teams who exercise strict control, power and authority, stifle the innovation of educators; however, when opportunities are created for educator innovation and teaching changes, this allows for the development of critical thinking for educators, the learners and the community (Fisher, 2017; Raffo, Dyson, Gunter, Hall, Jones & Kalambouka, 2007).

The South African Schools Act (SASA) emphasises school leadership and school management to ensure that schools are fully functional and embody effective teaching and learning (Bush & Glover, 2016). According to Yit (2017), school functionality links directly to school leadership. As leadership is a dynamic process involving different people, the various stakeholders need to engage in the leadership process for the school to be sufficiently functional (Yit, 2017). Autonomous leadership amongst principals allows for and fully supports educators taking the lead in developing different strategies within their classrooms to ensure effective teaching (Sukandar, 2018; Williams, 2018; Potterton, 2014). In supporting educators to take the lead in developing strategies for more effective teaching and learning, principals who are accountable for learner progress can meet the demands of the education authorities while simultaneously meeting the needs of the educators for a measure of autonomy (Fisher, 2017).

The motivation of educators has grown increasingly important within the South African context as the transformation of the education system after 1994 has inundated schools with policies, leaving educators unmotivated and frustrated (Williams, 2018; Bush & Glover, 2016). Leaders, especially principals, must empower educators to ensure that they perform their duties efficiently and effectively, and that they bring about educational change (Fisher, 2017). Leaders therefore need to stimulate educator professionalism and efficiency by supporting educators and their relationships to ensure the advancement of the school and learners (Sukandar, 2018; Lourmpas & Dakopoulou, 2014). By creating a caring environment with support, high expectations and a student-centred focus, positive relationships will develop between learners and educators (De Witt & Lessing, 2013).

Leaders play a critical role in educator motivation by developing their professionalism and passion for education (Sukandar, 2018). By recognising and developing the right motivations, educators will focus on activities to improve the quality of education they offer. Educators will not only feel more motivated but will also have a sense of success (Lourmpas & Dakopoulou, 2014). Where leaders bring about school improvements, they also stimulate the desire for professional development, which further enhances educator motivation (Sukandar, 2018; Thoonen, Slegers, Peetsma & Gayathri, 2011).

Where management teams emphasise psychological and social needs of the educators, they will maintain a positive ethos at the school which encourages educators to achieve their goals. In achieving their goals, educators will bring high energy levels to the schools and be more resilient. These educators are generally more sensitive to the emotional states and needs of the learners in their classrooms, and develop strong learner-educator relationships, which leads to self-fulfilment. According to De Witt and Lessing (2013), when educators feel more self-fulfilled, they are more dedicated and more able to cope with classroom demands. Raffo, Dyson, Gunter, Jones and Kalambouka (2007) suggest that when educators are self-fulfilled, they are better able to cope with classroom stresses and suffer less stress-related illness; this reduces educator turnover at schools.

Leadership is a factor of motivation as good leadership ensures that a school reaches its goals. However, for school leaders to achieve the goals, they need the support and buy-in of educators; they need to motivate educators to ensure that they carry out their duties appropriately to achieve school goals. If leaders and educators work together to achieve school goals, they motivate each other (Dobre, 2013).

3.2.3.2 Learners and their families

Educator motivation is affected by learners and their families, and the context in which they live. While they are inter-related, each is discussed separately below.

3.2.3.2.1 Learners

Within South Africa, the Western Cape, and the Cape Flats, there are different levels of learner performance based on learner background (see Chapter 2), parental support, educator quality, and available resources for the school (Chisholm, 2019). According to Bennell and Akyeampong (2007), research has indicated that educators find working with learners to be a key reason for job satisfaction, and therefore a reason for motivation. However, the high demands placed on educators, their remuneration and society's disregard of the profession are demotivating factors (Williams, 2018; Bennell & Akyeampong, 2007).

According to Schulze and Steyn (2007), previous studies in South Africa have linked

stress amongst educators to learners who are ill-disciplined and unmotivated. This includes disruptive behaviour, poor work ethic, aggression and violence against educators (Mrug, Madan & Windle, 2016; Tomaševski, 2001). Learners who behave in an anti-social manner, take drugs, are involved in gangs and associated activities tend to achieve poor academic results (Hartnack, 2017), as true in South Africa and elsewhere (Chisholm 2019). Constant exposure to violence brings about increased aggression while decreasing the emotional reactions to the violence. While learners may show desensitised behaviour (Mrug, Madan & Windle, 2016), this is not the situation for the educators who are exposed to gang violence at school (Samsa, 2014).

The limitation on educators as regards disciplinary action makes it difficult for educators to contend with poor behaviour, especially with learners who are older than the other learners in the class (Bennell & Akyeampong, 2007). When educators are forced to contend with undisciplined learners, they may react emotionally and lash out at learners. When this happens, the atmosphere in the classroom is unpleasant, which restricts effective teaching and exacerbates a situation of stress and high emotions. Educator responses to ill-disciplined learners tend to be sadness, dread, annoyance and frustration (De Witt & Lessing, 2013).

Educators must embrace different personalities, cultures and languages within their classrooms, while watching for discrimination of learners toward each other (Anderson, 2016; Makoelle, 2014). Educators have to navigate the discrimination within their classes that has a negative effect on learning, and on how learners experience school (Newman, 2019; Pfeifer, Brown & Junoven, 2007). Pfeifer, Brown and Junoven (2007) suggest that discrimination in the class may be about learners who are not within their personal friendship group.

The constructivists approach teaching by emphasising that the learning space must be conducive to learners regulating their behaviour and actively engaging in the learning process regardless of their differences; the learning environment should offer learners a real-life context (Thoonen, Slegers, Peetsma & Geijssels, 2011). The differences amongst learners include their socio-economic situation, culture, intelligence and learning abilities. Within classes that have learners from different backgrounds, with different cultural beliefs and customs and languages, it is difficult

for educators to accommodate each learner within their individual context. This not only affects the motivation of the educators, but also the motivation of learners to work with educators.

In areas of poverty, learners suffer from poor health due to poor diets; they lack the necessary equipment and support to excel. Learner absenteeism due to ill health adds to the workload of educators who are responsible for ensuring that learners catch up the work they missed. In these schools, the learners often rely on the educators to support them and to offer nurturing. When faced with these challenges, and the need to nurture the learners in their care, many educators experience high stress levels, especially when learning is repressed (Schulze & Steyn, 2007).

Educators have to deal with learner mental health issues on a daily basis, but without the training to do so, or with the necessary resources. While a social worker and a psychologist are assigned to each circuit within the various education districts, they are not always available, so educators have to fulfil these roles. Educators must deal with the daily struggles of learners who do not cope academically, those struggling with issues within themselves, as well as the family problems that arise from a serious lack of parenting skills (Devon, 2016). Despite their willingness to assist, this increases the pressure on educators who are also struggling to meet the demands of the curriculum and administration from the education departments.

3.2.3.2 Learner families

Where learners do not have parental support at home, or parents are divorced, or a parent is ill or deceased, an added burden is placed on educators to feed and care for these learners (Schulze & Steyn, 2007).

Within the impoverished Manenberg area, single-parent families or grandparent-led families and gang activities compound the poor relationship between educators and learner families (Pather, 2018). In the event that parents and educators are able to connect with a common goal, the learners, parents and educators trust and respect each other. Families motivate educators to offer more to the learners in their care (Bipath & Nkabinde, 2018; Soares, Cunha & Frisoli, 2019). When the educators feel comfortable with the learners and their families, they offer more personal services to

the learners in the face of challenges (Alghamdi, 2019; Zakrzewski, 2012).

Parental involvement is a significant factor when considering the background of a learner. Where parents are directly involved in their children's education, the learners achieve positive academic results and cognition is improved (Teodorovic, 2009; Organisation for Economic Co-operation and Development [OECD], 2004). Where parents are not able to support their children academically due to a lack of educational attainment, educators need to facilitate training sessions to help parents get more involved in the academic progress of the learners (OECD, 2004).

As a result of the uprising against apartheid education, as discussed in Chapter 2, a survey by Bennell and Monyokolo (1994) found that those learners who were in Grade 12 in 1984 or in 1988 managed to find employment, but the percentage of learners who managed to get to Grade 12 were less than 10% of the learners who originally enrolled for schooling at primary school level. According to The Unit for Religion and Development Research, University of Stellenbosch, in partnership with Transformation Africa, Manenberg has a higher-than-average percentage (46.3%) of people over 20 years of age who did not complete high school (Erasmus & Mans, 2017: 33), the average income is well below the provincial average, and unemployment is rising. Currently, according to Jacobs (2021), Manenberg has widespread poverty, high crime rates and unemployment. If parents of the learners did not complete their schooling, they are not able to assist their children academically, which decreases educator motivation as additional pressure is placed on educators to support the learners.

The South African Schools Act (SASA) clearly defines the role parents are to play in their child's education; educators are more accountable to parents and parents are more demanding of educators. As parents demand more of educators, but do not support the educators, educators feel demotivated (Bennell & Akyeampong, 2007).

3.2.3.2.3 Context of learners and their families

According to Blankstein, Noguera and Kelly (2016), for teaching to be effective within the context of the Cape Flats, educators have to go beyond the prescribed curriculum to offer learners the opportunity to succeed academically. They further indicate that

knowing what works plays an important role in ensuring academic improvement, but it is not enough as each learner's unique capacity needs to be assessed and adaptations made to meet those specific needs (Blankstein, Noguera & Kelly, 2016). In order to take the individual needs of the learners into account, and to be able to work with their attitudes and learning behaviours, educators must be trained accordingly for learners to focus on cognitive instruction (OECD, 2004).

A number of the learners in schools are not from the community the school is based in, with many coming from different provinces in South Africa. A large number of learners are from other countries in Africa, as indicated on the Western Cape Education Department's [EduInfoSearch] site. According to the Western Cape Government's Audit Report for 2019/2020 Financial Year (WCG, 2020b: 7), at least 130 000 learners from the different provinces in South Africa and other countries in Africa, have migrated to schools in the Western Cape. Many of the learners do not speak the language of teaching and learning (LOLT) at home, which places them at a disadvantage as they first have to learn the LOLT before they can begin to learn the subject contents (OECD, 2004). A further disadvantage for these learners is that the parents are not able to assist the learners in the LOLT and are therefore not able to assist with homework exercises (Makoelle, 2014). This places additional stress on the educators to assist the learners to learn to speak, read and write in the LOLT.

Educators who consciously work with those learners, who are vulnerable and needy because of their socio-economic context, have an added burden. They have to offer a more personal service to their learners. Maslow's hierarchy of needs must be addressed before functional and effective teaching can take place (Young, 2018).

Although some studies have indicated that the context of the school does not play a major role in the achievement of learners, this was applicable where the leadership of the school was strong (Teodorovic, 2009). Likewise, the learner-educator ratio and the availability of teaching and learning materials also played a role in learner achievement, but this was marginal in comparison to the learner's personal context. The beliefs and traditions of a school, also referred to as the school ethos, can also play a role in determining the level of academic achievement of learners (Rumnarain, 2016). Educators and the leaders of schools are expected to improve academic focus,

lead powerfully and create a positive ethos despite the context of the school they serve (Sukandar, 2018; Raffo, Dyson, Gunter, Hall, Jones & Kalambouka, 2007).

Learners join gangs to garner the standing, regard, relative financial gain and sense of belonging that they require, but do not receive at home as a result of the level of dysfunctionality of the family structure, particularly in marginalised communities, such as in Manenberg, giving rise to a lack of self-esteem (Bowers du Toit, 2014; Antrobus, 2009; Alleyne & Wood, 2010). For a number of these learners, joining a gang was not their choice, but the gang offers them safety in a violent area and, in many instances, living in an area automatically infers that locals are members of the local gang (Alleyne & Wood, 2010). However, the main contributing factor for learners to join gangs remains the dysfunctional family and, in particular, the absence of the fathers. According to Antrobus (2009), the absence of a father is one of the main contributors for gang membership and for criminal convictions (Alleyne & Wood, 2010). Research, according to Alleyne and Wood (2010), has shown that gang members will forgo their moral standings and adopt violent behaviour to be accepted into a gang, which gives rise to a disregard for authority, which makes the job of teaching extremely difficult in the classroom. In addition, where the learner believes that standing within the community is important, they may resort to bullying behaviour to enforce their standing in the community, or within the classroom.

A school's social context influences the extent to which the curriculum is delivered as a result of the level of effectiveness of instructional time. Where attitudes and behaviour of learners and parents are not conducive to teaching and learning, educators have to control and discipline learners before teaching can take place. In addition, high-poverty schools often have a negative effect on the processes within a school as the school often faces unpredictable situations (Raffo, Dyson, Gunter, Hall, Jones & Kalambouka, 2007).

Schools offer destitute learners, and their families, meals while also providing emotional support to those from problem homes. In addition, educators are also expected to take care of learners after school hours when there is no parental support (Devon, 2016). Educators are able to identify that a problem exists, but they are not medical doctors nor are they in a position to refer learners to medical professionals.

Their only recourse is to refer to the circuit social worker or the circuit psychologist, both of whom are already dealing with many other issues in the circuit. With rising mental health issues, especially in the Manenberg area, the goodwill of educators is being relied upon to assist the communities (Devon, 2016), which decreases educator motivation where the educators feel that they are not able to assist the learners adequately.

During the Covid-19 lockdown, greater demands were placed on learners to study autonomously, to be independent learners, to self-monitor and to increase their capacity for learning. However, within the marginalised Manenberg area, where parents are not able to guide their children, these learners were at a greater disadvantage than prior to the lockdown (Schleicher, 2020; INEE, 2020). Where learners are exposed to difficulties, such as violence and intimidation, it can result in learning difficulties, behavioural problems, and psychological problems. Where learners are exposed to ongoing stressful situations, these risk factors are referred to as Adverse Childhood Experiences (ACEs) (INEE, 2020). The factors that make up ACEs include abuse, neglect, violence within the family setting, family alcohol and drug abuse, and violence within the community (Wolhuter, 2018). These factors do not fall into what is regarded as normal stressful situations, but where these factors are ongoing and intense, they grow toxic and have an adverse effect on the learner's response system. This is intensified where the learner does not have a good support system from a responsible adult, such as a parent, or in many cases on the Cape Flats, an educator. In the event of an emergency, as has been presented by Covid-19, additional pressure is placed on families and communities, which further intensifies the ACEs.

3.2.3.3 Work environment

Teodorovic (2009) states that the context of a school consists of different variables that all affect the educators in different ways. These include the qualifications of the educators, the infrastructure and the location of the school, while the processes at the school are affected by the behaviour of the educators, the control at the school, and the curriculum (Chisholm, 2019). Studies in Latin America show that favourable educator-to-learner ratios, available teaching and learning materials, a proper library

and effective educator training have positive effects on the motivation of educators (Teodorovic, 2009). The level of motivation of educators could increase or decrease depending on the quality of the buildings, teaching and learning materials and the level of education of the educators.

The physical, social and cultural aspects of the environment affect the way educators experience their work situation (Rumnarain, 2016). These are regarded as external or extrinsic aspects of curriculum delivery, and are significant to the effectiveness of the educators (Onjoro, Arogo & Embeywa, 2015). The physical aspects include actual equipment, including learning and teaching support materials, needed to be an effective educator. The effectiveness of educators is impacted by the work environment, which includes the ethos of the school, policies, staff relationships, and all external environmental factors (Nyakundi, 2012).

As the behaviour and attitudes of the learners and the parents deteriorate educators become targets of bullying and a sense of disempowerment sets in (De Wet, 2010). In addition, where the personal possessions of educators are vandalised, and their core job of teaching disrupted, they suffer high levels of stress which has a negative effect on their health, and on educator motivation (Williams, 2018). Educators who have reached this powerless state are demoralised which leads to a lack of commitment to their work resulting in poor performance, absenteeism, and a general apathy towards the school, learners and the community (Mafini & Dlodlo, 2014).

The work environment is an important determinant of educator motivation. Studies in Nigeria describe the working environment for educators as the most impoverished of all sectors, which has a negative effect on the quality of teaching (Nyakundi, 2012). A working environment that is safe and clean motivates educators, while an unsafe working environment has a demotivating effect. However, there are educators who are able to cope within difficult teaching environments, particularly if they understand the culture of the learners in the school (Bester & Du Plessis, 2010). Poor physical conditions, or systems that do not support teaching and learning have a negative effect on the performance of educators (Nyakundi, 2012; Department of the Presidency, 2012) and on educator motivation.

3.2.3.4 Covid-19 pandemic

The Covid-19 pandemic, as discussed in Chapter 2, represents a frenzied time that required organised and appropriate plans to be put in place; school leaders needed to take control. This included the dissemination of information and convincing the school community to buy into the plans that had been put in place in order to keep everyone as safe as possible (Neufeld & Malin, 2020). Despite the confusing and contradictory messages from the Department of Basic Education (DBE), the Western Cape Education Department (WCED) and the various education unions, school principals had to interpret the different documents and policies, and communicate these to educators, parents and learners, and to convince them to internalise the adjustments being made for the benefit of all.

Early in 2020, at the beginning of the pandemic, there was much speculation regarding the virus on social media. The misinformation brought about confusion and increased the spread of fear and stress amongst people, which reduced their sense of well-being (Brooks, 2015), and hindered their reaction to the outbreak. Dr Tedros, Director General of the World Health Organization (Depoux, Martin, Karafillakis, Preet, Wilder-Smith & Larson, 2020: 1) said that the *'misinformation on the corona virus might be the most contagious thing about it'*.

A negative effect of this for educators was that the information regarding Covid-19 from social media and news channels, made them reluctant to return to schools after lockdown, and to teach the learners when they returned. The various social media, government reports and publications available on Covid-19, and the statistics regarding infection and death rates, have resulted in dissenting and distracting stories generating fear about returning to work and the probability of catching the virus (Gerwin, 2012).

In addition to the public health measures that were put in place to combat the outbreak, measures were necessary to combat the *'pandemic of social media panic'* (Depoux, Martin, Karafillakis, Preet, Wilder-Smith & Larson, 2020: 1). The public health officials needed to react to rumours and perceptions of the Covid-19 virus and control them in an effort to lessen the negative information and public reactions to the virus, gaining buy-in from the public to slow the spread of the virus with quarantine and social

distancing orders.

The Covid-19 coronavirus has brought about isolation, through the lockdown period and social distancing, fear of contracting the virus and the possible health repercussions, and feelings of vulnerability, which require all, and particularly educators, to place an emphasis on the basic psychological needs of those around them (Neufeld & Malin, 2020; Deci & Ryan, 2008; Ramrathan, 2020). The health and well-being of educators had to be prioritised as their lives were affected by the virus, considering that they were under pressure prior to the virus becoming part of their everyday lives, and compounding any stress they were already experiencing (INEE, 2020; Anderson, Turbow, Willgerodt & Ruhnke, 2020; INEE, 2016).

Covid-19 crossed borders; it does not discriminate based on nationality, gender, education or income, but the consequences of the pandemic have not been the same for everyone – the most vulnerable are hit the hardest (Schleicher, 2020). This is particularly true for learners in disadvantaged areas as the pandemic has highlighted the inadequacies and inefficiencies within the education system, such as access to information technology needed during lockdown for virtual lessons, the support needed to ensure education continued, and the unequal distribution of resources within schools (Schleicher, 2020; Anderson, Turbow, Willgerodt & Ruhnke, 2020). This was particularly prevalent in Manenberg where the learners and communities are already marginalised and struggle for access to digital learning resources, lack the resilience and will to learn on their own, and therefore have fallen behind learners in more affluent areas (Schleicher, 2020; INEE, 2020).

The arrival of the Covid-19 pandemic has had a direct effect on the autonomy of educators who lost control of their lives, and to a great extent, of their classrooms, which is the opposite of countries like Finland, Japan and the Netherlands, where schools were given autonomy to make alternative arrangements for education (Schleicher, 2020). Schools in the Western Cape were required to follow the standard operating procedures relating to Covid-19 issued by the DBE and the circulars from the WCED, regardless of the school context. Educators were given little autonomy to adjust the regulations to suit the context of their schools, heightening anxiety.

The need to relate to others has been greatly affected by lockdown and social distancing. Even though educators were required to return to schools on 18 May 2020, the social distancing requirement meant that socialising was still not allowed, so connecting with colleagues was a challenge. Contact with close friends and family was also limited, isolating people, leaving them feeling lonely and unimportant. Educators were not able to take care of the learners in their care to ensure that they were not infected by the virus; this negatively impacts educator competency levels, compounding stress levels and concerns (Neufeld & Malin, 2020; Deci & Ryan, 2008).

At the onset of the pandemic, the information from the World Health Organization and other sources changed on an almost hourly basis, with new public health and safety policies developed and implemented, making it difficult for the DBE and the WCED to keep up to date and in communication with all parties. Schools were closed when the State of Disaster was declared, and lockdown came into effect on 26 March 2020. The debate as to when to open schools, and how to phase in the reintroduction of learners to schools caused conflict with the DBE and WCED, with disagreements as to the state of readiness of schools; and unions disagreed with the decisions taken as well (Naptosa, 2020). Information disseminated to the public and schools were inconsistent.

School leaders are experienced people and generally have a good understanding of their school environment, but with the new Covid-19 crisis, all parties are inexperienced in dealing with this particular crisis. All school stakeholders are insecure and are learning to cope with the crisis on a daily basis; therefore, it is imperative that all stakeholders consider the perspectives of others as feelings of insecurity could negatively impact the autonomous motivation of educators (Neufeld & Malin, 2020; Deci & Ryan, 2008).

Many educators were required to work remotely from home, which was challenging, especially as most educators had not done this before, and educators, including those in the OECD's PISA programme, were not ready for the '*world of digital learning*' (Schleicher, 2020: 16). While remote teaching may have been an option for educators, the learners, especially those on the Cape Flats, mostly did not have access to the data or infrastructure required to connect to lessons (Neufeld & Malin, 2020;

Schleicher, 2020). Under lockdown, educators were not able to engage in normal daily teaching, nor follow their usual daily routines, which reduced motivation. With uncertainty and a decrease in, or lack of, motivation, many educators lost their sense of purpose and their drive to teach (Neufeld & Malin, 2020; Deci & Ryan, 2008). For educators, basic functions such as running a household grew difficult, but by staying positive and keeping the end goal in sight helped overcome feelings of despair. Setting a routine, despite staying at home, helped educators keep sight of their purpose and maintain their self-determination.

The principal, as school leader, directed the way through the pandemic for the educators, learners and parents. Leaders had to establish protocols for when either a learner or educator showed signs of illness, and had to judge when they needed to direct partial or full closure of the school for decontamination (Schleicher, 2020). Principals and senior management team (SMT) members had to encourage and motivate educators to work with them but without micro-managing others into defensiveness (Neufeld & Malin, 2020). Educators are inspired by leaders to whom they feel connected and who do not force their own beliefs onto them, but who allow for inclusion in decision making.

Lockdown was a good time to reflect on what matters and what adds value to life: priorities and commitments. By engaging in activities that bring meaning to life, educators could sustain their levels of motivation and wellness (Deci & Ryan, 2008). During this time, educators were able to assist learners or colleagues to be involved in their own autonomous interests, allowing them to grow (Filgona, Sakiyo, Gwany & Okoronka, 2020; Neufeld & Malin, 2020). However, the need for learners to be at school to continue the close relationships they have with educators, the full education experience, and the social and emotional services offered by schools quickly became apparent (Schleicher, 2020).

The purpose of the lockdown was to 'flatten the curve' by keeping people apart as they practiced social distancing. While this may have been advisable for health purposes, the isolation seemed to have a negative effect on psychological health. This negative effect could be mitigated by the use of technology to connect via the internet – for example Zoom, FaceTime, WhatsApp and Skype – to the educator community and,

where possible, for educators to connect with learners (Neufeld & Malin, 2020). But lockdown deprived educators of the opportunities for challenges, achievements and connections with colleagues. Educators had to adjust their motivations and personal needs to this new situation of working from home and social distancing.

Self-isolation during lockdown created opportunities for following online newsfeeds, which to many may have been overwhelming and emotionally destructive (Neufeld & Malin, 2020). At this time, it was imperative for colleagues to consider the feelings of others during the lockdown, and the return to school with the pandemic still very much a factor, stress and tensions were intensified, and differences led to frustration and anger (Müller & Goldberg, 2020; Neufeld & Malin, 2020). Listening to each other was more important than ever to support each other during a difficult time. When people feel that someone is listening to them, they feel more connected to that person, which allows them to be more creative and to better carry out their duties. During pandemics such as Covid-19, basic psychological need satisfaction is essential for continued motivation. By promoting basic needs through self-regulation and leadership, morale will be enhanced, heightening autonomy, competence and connection (Neufeld & Malin, 2020; Williams, 2018).

Covid-19, according to Ramrathan (2020), has been *'likened to the most deadly [sic] diseases of the past, including the Spanish Flu and the bubonic plague'* (Ramrathan, 2020: 1). Educators were expected to work outside of their normal school hours with little, if any, regard for themselves or their lives outside of their roles as educators (Ramrathan, 2020). The onset of Covid-19 and the expectation that educators would continue teaching via virtual methods gave rise to the perpetuation of the inequalities within the country as many of the learners not only have limited access to the internet, but very few have access to the relevant devices needed for virtual lessons (Ramrathan, 2020; Müller & Goldberg, 2020). This division amplified what Spaul (2012) refers to as the 'two-world' or 'bifurcated' schooling in South Africa (Ramrathan, 2020; Sayed, 2016).

Educators faced the same challenges and concerns as the general public with the onset of Covid-19 and the subsequent lockdown, but they also had to contend with managing their work, taking care of their own families and supporting their learners

virtually (Müller & Goldberg, 2020). Covid-19 and the subsequent lockdown have been traumatic for most people in the same way that traumatic events such as tsunamis, severe bush fires and other natural disasters are traumatic. The resultant school closure exacerbated the trauma of the learners, resulting in a negative effect on learner psyches, their ability to learn and their behaviour (Müller & Goldberg, 2020; INEE, 2020). Educators, although not generally trained in trauma counselling, experienced secondary trauma when supporting learners through the opening and closing of schools (Müller & Goldberg, 2020).

Most Manenberg families fall into the lower socio-economic bracket, and so were hardest hit by the lockdown blighting the country's economy, ushering in hunger and greater poverty (Müller & Goldberg, 2020). When most babies and young children contract Covid-19, the symptoms tend to be milder than in adults, but they can transmit the virus to others, even in the absence of symptoms. However, some children have fallen extremely ill and deaths have occurred (Milstone, 2020), a harshness particularly prevalent where children have underlying medical conditions such as asthma, diabetes and malnutrition (Milstone, 2020; Headey, Heidkamp, Osendarp, Ruel, Scott & Black, 2020). Malnutrition, especially amongst low socio-economic groups, was exacerbated by the pandemic; many young children are not only showing symptoms but needing serious medical intervention (Headey, Heidkamp, Osendarp, Ruel, Scott & Black, 2020).

With the increase in poverty levels and reduced opportunities for earnings, many learners have been forced to drop out of school to find employment to assist their families, similar to the situation of the 1997-1998 Asian financial crisis and the 1916 polio pandemic (Müller & Goldberg, 2020: 14). In addition, many learners are subjected to violence, abuse and exploitation by their parents and by gang leaders (Tomaševski, 2001). As a result, their need to connect with their educators and the need for the educators to offer counselling has increased (INEE, 2020). Where learners have no one to connect to as a result of poor family life, they lose their sense of belonging and their sense of citizenship, which results in their migration towards high-risk social groups and criminal gangs, as here they feel a sense of belonging (Van Ngo, Calhoun, Worthington, Pynch & Este, 2015; Bowers du Toit, 2014).

3.3 Drivers of motivation

The drivers of educator motivation can be divided into three different categories: 1) altruism, where the educators teach because they believe in teaching as a means to helping learners and thereby improving society; 2) intrinsic motivations where educators teach for the joy of teaching itself; and 3) extrinsic motivations which include job security, remuneration and school holidays (Chigona, Chigona & Davids, 2014).

3.3.1 Altruism

Motivationally, *altruism* is the drive to improve the welfare of others regardless of the cost to oneself. This may be the result of a self-interest drive, or to build one's reputation (Elster, 2006). However, according to Cepelewicz (2016), altruistic acts may also be performed for either empathetic reasons or to receive something in return. A person may behave altruistically as a result of empathy or to receive something – either because they are being generous or for selfish reasons (Cepelewicz, 2016). Where educators believe in the social value of education, they are altruistically motivated. Educators who teach for altruistic reasons may do so to give back to society, or to feel that they are part of something larger than themselves.

The altruistic motive for serving as an educator is related to the belief and moral commitment of educators to be of service to learners and the community. As educators are given an opportunity to influence the lives of young people, their altruistic drive yields good relationships between educators and learners, positively impacting teaching and learning and educator retention (Williams, 2018; Jungert, Alm & Thornberg, 2014).

3.3.2 Intrinsic motivation

The innate enjoyment of teaching is a driving force called *intrinsic motivation*. The expectancy and emotional components of the motivational factors include educator self-efficacy belief in their level of competence, and commitment to learners (Alghamdi, 2019). Where the educators believe in themselves and the school's context, they accept the school values and this increases their motivation. The emotional component directly relates to the emotional state of the educators and their

reactions to teaching, and the school in general (Lourmpas & Dakopoulou, 2014). In addition to the rewards, increased levels of autonomy drive educators to be more productive which improves their competencies and their motivation (Wolhuter, 2018). With improved motivation, they are better prepared to solve new challenges (Dobre, 2013; Deci & Ryan, 2008).

Despite a school's context, there are educators who continue to do what is required as they have a sense of empowerment that keeps them motivated as they expect positive feedback in some way. Where an educator has a positive view personally and in terms of work, they show resilience in the face of adversity and adapt and improvise, facing challenges well (Alghamdi, 2019; Holmes, Collins & Rutherford, 2017). Intrinsic motivation offers an inherent trend to engage with difficult situations, find solutions, as they benefit from personal satisfaction (Weybright, Caldwell, Hui, Wegner & Smith, 2017).

Educators who have an opportunity to express their own opinions and an opportunity for decision-making regarding their teaching are more motivated to carry out their duties and ensure successful teaching (Geoghegan, 2018). Internal, or intrinsic, motivational factors, such as an educator's beliefs, commitment to teaching, and drive for self-efficacy, motivates educators to teach in schools in Manenberg. Intrinsic motivation offers the greatest rewards for the promotion of long-term job satisfaction (Davies, Nambiar, Hemphill, Devietti & Massengale, 2015). Intrinsic motivation is driven by personal preference and the pleasure derived from a particular activity, such as overcoming a challenge (Lai, 2011).

3.3.3 Extrinsic motivation

Extrinsic motivation affects an educator's level of commitment, behaviour, accomplishments and job satisfaction (Mafini & Dlodlo, 2014). Increasing extrinsic rewards could reduce the effectiveness of intrinsic motivation (Bennell & Akyeampong, 2007). Rewards received as a result of motivation include positive re-enforcers, which may have been the reason for engaging in a particular activity, or negative re-enforcers to ensure a person participates in the activity (Lai, 2011). However, as not all people are motivated by the same rewards, it is difficult to determine exactly which rewards

are most effective, and even so, they are prone to change over time (Lai, 2011).

If money is viewed as a significant factor, educators will want to earn higher salaries. Financial rewards could be a motivating factor for an improved level of performance where the individual uses the money to satisfy other needs. In these instances, the salary could have a significant effect on the commitment and level of performance of an employee and could, then, be a motivating factor (Alghamdi, 2019). According to Dobre (2013), studies have shown that a salary increase does not increase motivation for an extended period, and therefore does not improve the quality of work significantly (Han & Yin, 2016). Adeyele (2011) contends that pension fund systems do not affect the level of motivation except where Maslow's hierarchy of needs are met. Non-financial incentives, such as non-financial rewards, social recognition and positive feedback after performance appraisals have a positive impact on motivation (Dobre, 2013).

Various researchers, according to Dobre (2013), believe that the prospect of receiving rewards could bring heightened job satisfaction, thereby directly and positively effecting the quality of work the educator offers learners. Furthermore, a system of rewards is an effective management tool in bringing about changed behaviour amongst employees, thereby improving an organisation's efficacy.

3.4 Types of motivation

Deci and Ryan (2008) believe that motivation is not a homogeneous concept, but rather that there are different types of motivation, and that the type of motivation is important when envisaging an outcome. Moreover, they indicate that motivation could be intrinsic, from within, or extrinsic, from outside, or a combination. School leaders could create a motivational climate for educators, who could be extrinsically motivated by opportunities the leader provides. If extrinsic factors meet the psychological needs of the educator, they are typically autonomously motivated (Nyakundi, 2012; Deci & Ryan, 2008).

Autonomous motivation, which includes both intrinsic and extrinsic motivation factors, offers people a sense that their actions are correct, whereas *controlled motivation* has external regulation and has been internalised to offer approval, avoid shame, build

self-esteem and support the ego. When controlled, people are coerced into thinking, feeling or behaving in a particular way.

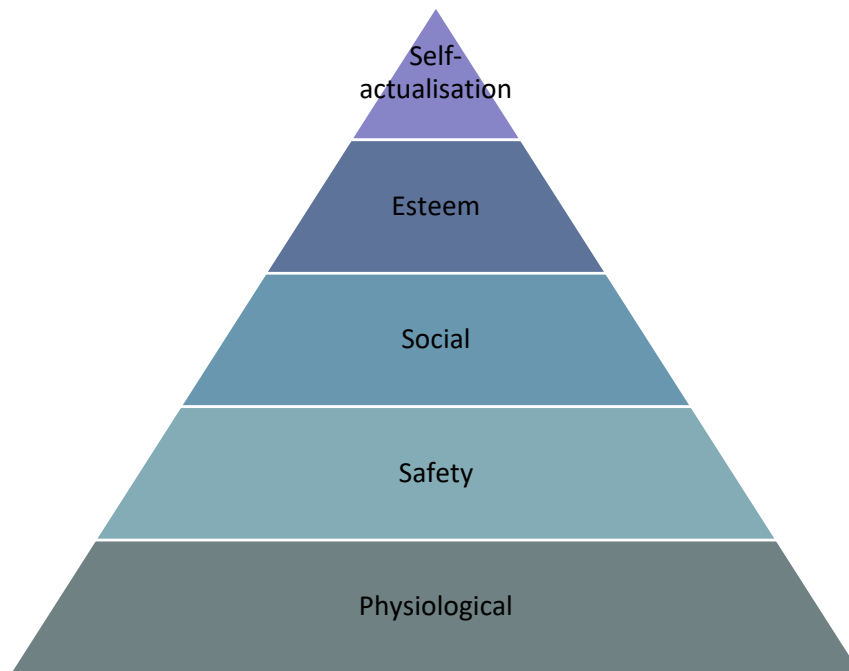
Both autonomous and controlled motivations encourage and direct behaviour (Deci & Ryan, 2008). Autonomous and controlled motivations result in different effects, where autonomous motivation offers higher levels of psychological health, leads to more realistic types of activities and is more sustainable over time. The concept of human needs offers an understanding of how social forces and interpersonal relationships affect both autonomous and controlled motivations, and indicate why some activities improve well-being while others do not (Nguyen, 2021; Kulleck, 2019; Börü, 2018; Deci & Ryan, 2008). An important aspect of motivation is the energy from within to pursue aspired goals that allow for autonomous actions to bring about these goals. Although the energy used in attaining goals may be draining, autonomous regulation of goals leads to revitalisation with the attainment of the goals (Filgona, Sakiyo, Gwany & Okoronka, 2020; Deci & Ryan, 2008).

3.5 Theories of motivation

There are many theories relating to motivation. This chapter briefly reviews theories of motivation as they relate to educators, including Maslow's Satisfaction of Needs; Alderfer's existence, relatedness and growth theory; McClelland's theory of needs; Vroom's expectancy theory; McGregor's theory X and theory Y; self-determination theory; self-efficacy theory; Hertzberg's motivation theory; and regulation theory.

Abraham Maslow explained motivation through the satisfaction of needs on a hierarchical scale (Cherry, 2020). The satisfaction of the different needs does not motivate but, when needs are not satisfied, behaviour may alter to try to satisfy a particular need. The satisfaction of needs, required for growth and well-being, motivates people to behave in a manner that satisfies the requirements to sustain life (Souders, 2020; Kulleck, 2019). People have a psychological need for autonomy, competence and connection, so in the absence of the fulfilment of these needs, educators will be less motivated to teach (Filgona, Sakiyo, Gwany & Okoronka, 2020; Cherry, 2020; Williams, 2018; Ma & Liu, 2016; Onjoro, Arogo & Embeywa, 2015). Maslow's hierarchy of needs starts with the basic physiological need for nourishment

and safety and develops up to psychological needs that include self-actualisation. Basic physiological needs are from an absence of food, shelter and safety, while psychological needs, of a higher order, are expressed in terms of growth and realisation (Filgona, Sakiyo, Gwany & Okoronka, 2020; Aruma & Hanachor, 2017). Maslow's theory can be expressed diagrammatically as in Figure 3.1 below:



**Figure 3.1: Maslow's hierarchy of needs
(Aruma & Hanachor, 2017: 16)**

Alderfer's existence, relatedness and growth theory expands on Maslow's theory. When educators lose their sense of autonomy, they are more focused on the safety aspect of teaching in difficult teaching contexts.

McClelland's theory, that needs are developed and learned, assesses the motive behind the behaviour. The theory indicates that achievement, power and connection are the driving forces behind motivation and influence either the internal or external factors (Souders, 2020; Alghamdi, 2019; Robbins, 1998). The motivation for achievement, a psychological need connected to competency, is defined as a drive to achieve excellence by either carrying out a task particularly well, competing to improve on previous performance, or improving on what others have achieved (Filgona, Sakiyo, Gwany & Okoronka., 2020; Kovach, 2018). The motivation for achievement

arises from the social environment and the influences within that environment, but could also stem from a need for personal growth (Souders, 2020; Eyal & Roth, 2011).

Vroom's expectancy theory explains different behaviours based on the belief that people make decisions to achieve desired outcome (Souders, 2020; Alghamdi, 2019). Motivation will be high where people believe their efforts will lead to the same level of desired outcome. The expectancy theory has three factors that affect the level of motivation. The first is expectancy, where the anticipation of achieving a particular goal is the driving force. The second is instrumentality, which considers the person's perception of the effort expended in order to achieve the desired outcome. And the third, valence, indicates the extent to which the person finds the outcome desirable (Kovach, 2018). Expectancy theory accentuates the expectancy an educator has for success in specific activities, and the value the educator places on the activity. This is directly related to educators' beliefs in their own competence (Ma & Liu, 2016).

McGregor's theory X is based on the supposition that most people want to be instructed in what they are required to do, and that they do not want to be held accountable but prefer to be secure in their jobs (Dobre, 2013). The theory further assumes that people are motivated by financial gain or by fear of consequences. Managers who prefer to control their employees will prefer this method of motivation. Theory Y, on the other hand, considers that there are employees who enjoy working and who make every effort in their work when given control over their workplace (Souders, 2020). Both these theories should be considered with employees as some people prefer to be controlled and directed, while others prefer an autonomous workplace (Dobre, 2013). Either theory X or theory Y may be appropriate at different times within an organisation (Robbins, 1998).

The self-determination theory, as developed by Deci and Ryan (2008), states that motivation is a private evolving process over time emphasising the need for competence, autonomy and connection, as these are necessary for human development, honour and well-being (Alghamdi, 2019; Williams, 2018; Koole, Schlinkert, Maldei & Baumann, 2018; Eyal & Roth, 2011; Deci & Ryan, 2008). Competence allows educators to feel effective within social environments where they can express their capabilities, so they will look for opportunities to develop their

capabilities through these opportunities (Thoonen, Sleegers, Peetsma & Geijsel, 2011). As their level of competence grows, the more intrinsically motivated they are to continue developing themselves, and thereby achieve a feeling of well-being. The level of autonomy educators experience is enhanced by the support of their superiors to act autonomously, as this increases intrinsic motivation (Williams, 2018). The need to belong may not be a conscious need for many, but it is something humans strive for (Filgona, Sakiyo, Gwany & Okoronka, 2020; Sukandar, 2018). Our immediate families were traditionally our 'tribe', but now a tribe often includes our work colleagues, especially when an immediate family is not available (Winch, 2020: 1). Being part of a group is not just a hypothetical concept; it sustains a person's emotional well-being as it offers a group identity, gives a sense of a common purpose, offers support of like-minded people and reduces loneliness, especially if an educator is new to the staff (Eyal & Roth, 2011). Connection refers to the sense an educator has of being cared for and respected, along with a feeling of belonging to the community (Winch, 2020; Alghamdi, 2019). Belonging to a community bolsters security, and encourages educators to follow their beliefs and pursue their drives, essential for intrinsic motivation (Filgona, Sakiyo, Gwany & Okoronka, 2020; Ma & Liu, 2016).

The need to belong is not just about being in a group but being accepted and supported by the group and reciprocating acceptance and support to group members (Cherry, 2020; Carr, Reece, Kellerman & Robichaux, 2019; Sukandar, 2018). Members of the group may adapt their behaviour to simulate other members of the group, thereby adapting to the group norms and achieving further acceptance (Cherry, 2020). In being part of a group, individuals strengthen their purpose as they are part of something larger than themselves, and they are motivated to develop long-term relationships (Cherry, 2020; Alghamdi, 2019; Over, 2016).

People rely on group members, copying behaviours to learn to survive in different environments and to better understand those around them, establishing deeper connections (Over, 2016). These groups are not random groups, but groups that offer long-term relationships with a common purpose.

Self-determination theory categorises motivation into amotivation, extrinsic motivation and intrinsic motivation, positing that a person's motivation is an evolving process that

develops over time and is dependent on where the person is at a particular time. Amotivation is when a person resists participating in an activity, while extrinsic motivation refers to outside forces that drive a person to carry out a particular activity (Filgona, Sakiyo, Gwany & Okoronka, 2020; Eyal & Roth, 2011). Extrinsic motivators include salaries, working conditions, leadership, and rewards or punishments that are external to the relevant educator, and are regarded as low self-determined motivators. Often educators will engage in extrinsic motivational activities out of shame or guilt (Filgona, Sakiyo, Gwany & Okoronka, 2020). If a strong sense of self is part of the driving force to execute an activity, and the activity is carried out for personal pleasure, this is referred to as intrinsic motivation (Eyal & Roth, 2011). Again, educators are more effective when they work towards competence than when they try to avoid failure (Ma & Liu, 2016; Cleary & Zimmerman, 2012; Koole, Schlinkert, Maldei & Baumann, 2018).

Bandura's self-efficacy theory states that people make decisions based on their personal ability to be successful, which is motivating. When people believe in their own self-efficacy, they are motivated to accept more challenging tasks (Alghamdi, 2019). Self-efficacy is not about the skills a person has, but rather the perceptions of what they can achieve with the skills they possess (Ma & Liu, 2016; Schwarz, 2017). Research, according to Ma and Liu (2016), has shown that educator efficacy is a very important variable in positive teaching and learning. Educators with high self-efficacy achieve much more than those with low self-efficacy, which may be a factor in educator self-confidence and their commitment and motivation for teaching (Alghamdi, 2019).

Herzberg's two-factor theory or motivation-hygiene theory is premised on the notion that an individual's attitude towards their job can determine the individual's success or failure (Robbins, 1998). Job satisfaction is influenced by motivating factors based on the individual's need for achievement, recognition, responsibility, promotion and the job itself (Souders, 2020). On the other hand, external factors, such as policies and administration, salary, relationships within the job situation and working conditions, are regarded as hygiene factors that, if unacceptable, bring unhappiness (Geoghegan, 2018; Ball, 2012). Accomplishment, appreciation, responsibility, possibilities for growth, and teaching itself are strong intrinsic motivators, necessary for long-term motivation, while hygiene factors tend to be short-term motivations that can be short-

lived resulting in the educator reverting to previous behaviours (Bennell & Akyeampong, 2007).

The effect on motivation of intrinsic and extrinsic factors is shown in Figure 3.2 below.

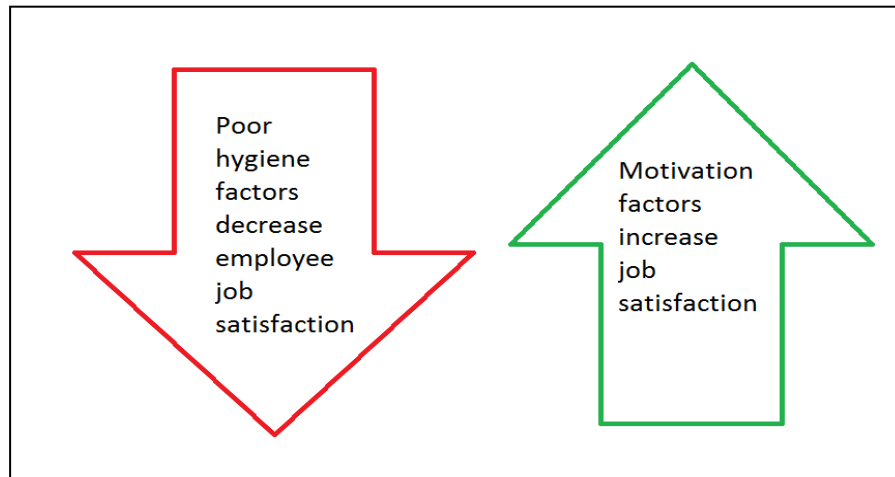


Figure 3.2: Herzberg's two-factor motivation theory (Geoghegan, 2018)

Hertzberg's hygiene factors and motivators are independent of each other and influence the way people behave. Where people are unhappy with the work they do, they tend to find fault with the environment, while people who are happy at work are happier with the environment as well (Dobre, 2013). The extrinsic hygiene factors include a school's policies, policies of the Western Cape Education Department and Department of Basic Education, control by superiors, financial security and relationships amongst educators, and school stakeholders, all of which educators have little control over (Geoghegan, 2018; Department of the Presidency, 2012). As extrinsic factors, they do not influence the performance of an educator, but they do set the parameters for the minimum that is required (Filgona, Sakiyo, Gwany & Okoronka, 2020). The presence of positive hygiene factors minimises dissatisfaction, but does not necessarily improve the quality of work. Hygiene factors can affect an educator's willingness to work, but motivating factors affect educator ability (Dobre, 2013).

Intrinsic motivating factors affect an educator's feelings of accomplishment, professional growth and recognition for their efforts. Motivating factors increase the level of job satisfaction while concurrently increasing the efforts of educators (Dobre,

2013). Motivating factors encourage an educator to improve the quality of their performance at school. Other motivating factors include being recognised for their work, their successes, the level of responsibility, the possibility of promotion or personal development, and teaching itself (Geoghegan, 2018). An educator who is effective and is recognised for the contribution made to the learners and the school, will exude pride, which will motivate the educator to do more. At the same time, educators who develop themselves and are then offered an opportunity for a promotion post will strive to develop themselves even more, and ultimately achieve success in their careers. These factors will boost the motivation of an educator who is already fully motivated by teaching itself. An educator who grows while enjoying teaching will inspire the learners to achieve (Vero, 2017). As these factors, dependent on the individual educator, are regarded as intrinsic motivating factors.

However, Deci and Ryan (Kolleck, 2019; Sullivan & Strode, 2010) believe that motivation is neither extrinsic nor intrinsic, but can move along a continuum from extrinsic to intrinsic depending on the activity, as depicted in Figure 3.3.

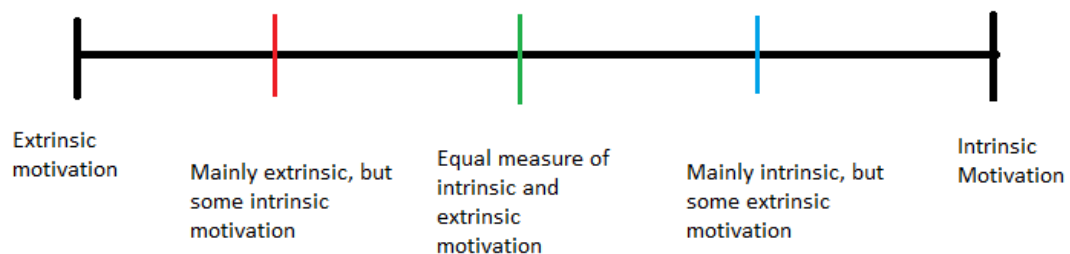


Figure 3.3: Range between extrinsic and intrinsic motivation

Deci and Ryan theorise that there are three psychological needs for optimal functionality: aptitude, self-sufficiency and connection (Alghamdi, 2019; Davies, Nambiar, Hemphill, Devietti & Massengale, 2015). These three include what an individual understands about what they know, the ability to make choices, and having a sense of belonging to the group or, in the case of educators, to a school (Davies, Nambiar, Hemphill, Devietti & Massengale, 2015). What an educator knows includes their professed aptitude, self-efficacy and autonomy. Educators who believe in themselves are better prepared, are willing to go beyond the constraints of the curriculum and are eager to meet the needs of the learners. Educators who adopt the

vision and mission statements of the school, and apply them, tend to have a strong sense of belonging (Alghamdi, 2019; Mafini & Dlodlo, 2014).

Regulation theory considers the transformation of social relationships (Kenny, 1999), and builds on the insights of Marxist ideologies (Boyer, 2008). Regulation theory, developed in the 1970s and associated with the economist Michel Aglietta, defines *regulation* as influencing the way life unfolds, thereby affecting change and the way people react to change. Reactions can be resilient or indifferent, based on a person's beliefs which may negatively influence responses as they influence the person's perspective of the world (Drahos, 2017). However, for many, the term *regulate* means the governance of others through the use of rules and standards. This may have negative connotations if people are anti-government, or feel the government is over-regulating. Regulations need not include the government, however, nor do they need to be dominating. Within the global village, there are various international organisations and professional bodies that regulate how people communicate and work across the world. In addition, regulations are established to ensure the well-being of all people (Drahos, 2017). In this light, regulation can be positive in terms of how people engage in the social world. The benefits of regulations may not be overt but may have far reaching positive benefits for society.

With regulation there is a need for compliance, perhaps a specific type of behaviour, or something larger that joins the regulated and the regulators. The regulated are required to understand the purpose of the regulation regardless of whether they believe in the regulation or not. The level of compliance will determine the legitimacy and trustworthiness of the system. Those being regulated may challenge the authority of leaders to usher in regulations through their various networks, or unions in the case of educators, while regulators rely on power to influence the flow of events (Drahos, 2017; Fenech & Sumsion, 2007).

Motivational attitudes, revealing to authorities the control they have over people, consist of the beliefs held in relation to the authority. However, there may be a measure of capitulation when someone does not necessarily agree with the authority but chooses to comply to avoid negative consequences such as 'no work or no pay' (Murphy, Tyler & Curtis, 2009). By committing to an authority, or capitulating, a person

accommodates the authority (Fenech & Sumsion, 2007). When the costs are weighed up against the benefits in a rational manner, people are motivated to comply (Murphy, Tyler & Curtis, 2009; Fenech & Sumsion, 2007).

By understanding how educators view their wider school community (peers, learners and their families) and the effect they have on educator motivation, school leaders will be better prepared to meet the needs of the educators, thereby attracting and retaining educators at schools in difficult teaching environments. After considering the various theories of motivation, the researcher understands that there is not just one particular theory of motivation that explains the motivation of educators to teach in difficult teaching environments on the Cape Flats. However, the views educators have of their wider school community influence their beliefs, commitment and self-efficacy, and affects their teaching motivation. Assessing educator views of their wider school community, the researcher has developed a conceptual framework, as discussed in section 3.6 below, to better understand the motivations of educators to teach in challenging school contexts.

3.6 Conceptual framework

The review offered a critical engagement with the literature on educator motivation, drivers, types and theories of motivation. From the literature review, a conceptual framework was developed considering the views of educators of their wider school community, as well as educator views of how the wider school community affects their beliefs, commitment and self-efficacy, and how these impact their motivation to teach in challenging school contexts on the Cape Flats, particularly in Manenberg. In addition, educator views on how the wider school community was affected by Covid-19, and how Covid-19 affected their motivation to teach in challenging school contexts is considered, as indicated in Figure 3.4 below.

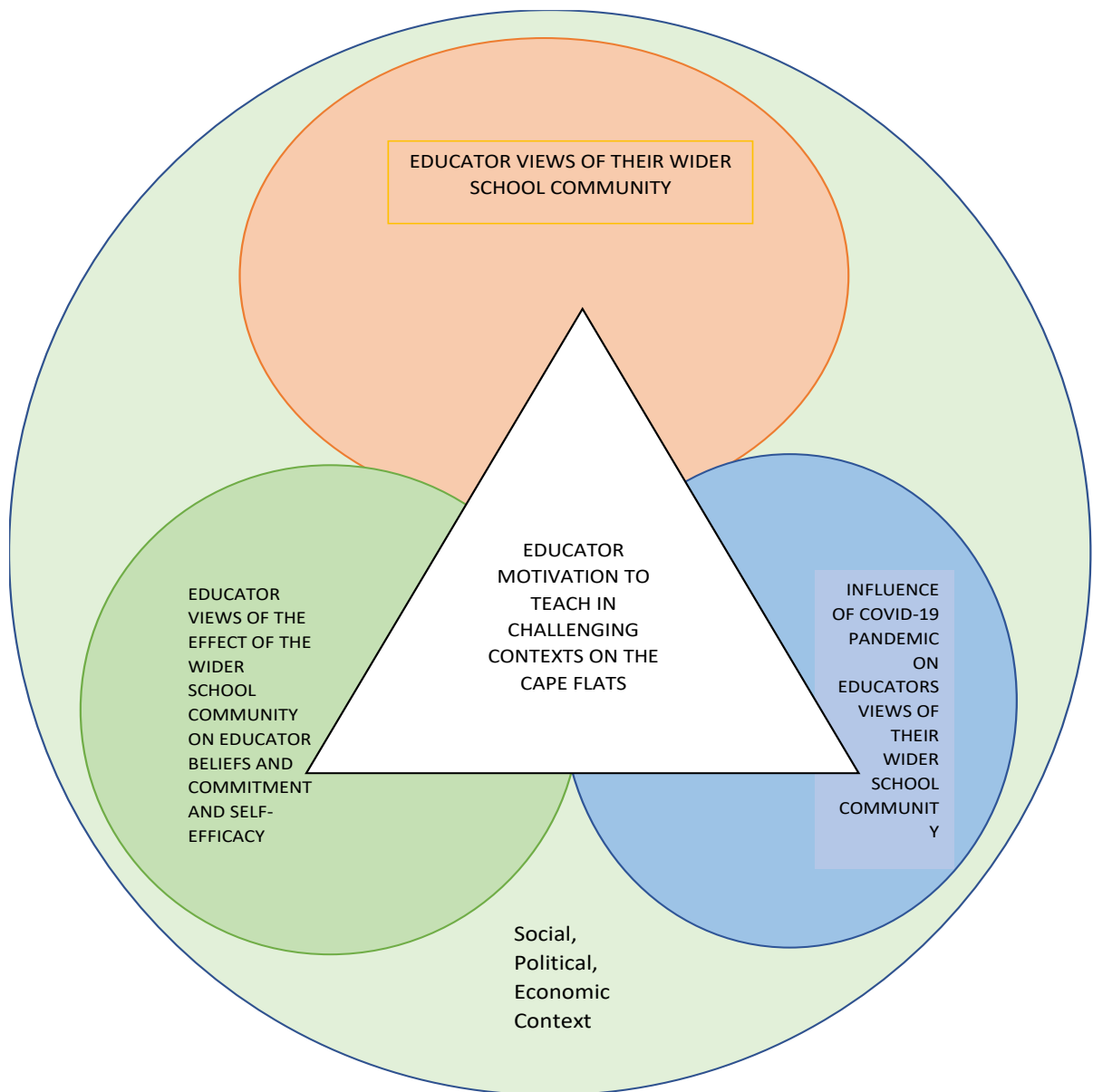


Figure 3.4: Conceptual framework for educator motivation to teach on the Cape Flats

The conceptual framework considers the influence of the wider school community on educator motivation to teach in challenging contexts on the Cape Flats, and particularly within Manenberg. Relationships affect the beliefs, commitment and self-efficacy of educators, and the effects influence the motivation of the educators within challenging teaching contexts as indicated in Maslow’s hierarchy of needs theory, Alderfer’s existence, relatedness and growth theory, McClelland’s theory of needs, self-determination theory, self-efficacy theory and Hertzberg’s two factor theory. The

wider school community includes the educators and the educator community which includes the school leadership, and the learners and their families. When relationships are positive and educators feel they are able to live their beliefs, they will remain committed to the school, and with the affirmation and validation of the educator community, including the school leadership, they will strive to achieve their perceived levels of success (Ma & Lui, 2016; Schwarz, 2017) as indicated in Maslow's hierarchy of needs, Alderfer's existence, relatedness and growth, McClelland's theory of needs, self-determination and Hertzberg's two factor theory.

Positive relationships between the educators and learners and their families result in affirmation and validation which allow educators to live their beliefs and their perceived self-efficacy (Filgona, Sakiyo, Gwany & Okoronka, 2020; Derksen, 2010; Guy-Evans, 2020). However, these relationships are influenced by the gang affiliations of the learners and their families. Where the learner, or the parent of the learner, is gang affiliated, this will have a direct effect on the relationship between the educator and learner families, and therefore on the motivation of the educator to teach in Manenberg (De Wet, 2016; Teodorovic, 2009; Rumnarain, 2016) as indicated in Alderfer's existence, relatedness and growth theory, and Hertzberg's two factor theory.

The legacy of apartheid has sustained high levels of poverty and its repercussions in Manenberg. Apartheid is part of the history of the country, but its effects are still very much real and evident (Guy-Evans, 2020; Derksen, 2010; Härkönen, 2007) and affects their level of motivation as indicated in Hertzberg's two factor theory, McClelland's theory of needs and regulation theory. This includes poor quality education and a scarcity of resources to improve their situation (Department of the Presidency, 2012) (see Chapter 2).

While the relationships educators develop with learners and their families and the educator community is the focus of this study, the onset of the Covid-19 pandemic with its subsequent effects on educators, the educator community and learners and their families, has impacted these relationships. For example, Covid-19 has had a direct impact on the wider school community, and therefore, on educator motivation. The Department of Basic Education (DBE) and the Western Cape Education Department (WCED), through their directives and regulations, have also directly

impacted educators, the educator community and learners and their families as indicated in regulation theory, Herzberg's two factor theory and McGregors theory X and theory Y.

Where school leadership is aware of the importance of the relationships of educators with the educator community and learners and their families for the motivation of educators to teach in challenging school contexts, they must encourage these relationships. In the long-term, educator retention will be higher.

3.6 Conclusion

This chapter reviewed the literature regarding the importance, theories, drivers and types of motivation. The literature regarding the factors influencing the effects these factors have on educator motivation – including the educators, their community, the school leadership, the learners, their families and the school context – were discussed along with the literature on the effect of pandemics on educator motivation. Change often occurs after a crisis. Covid-19 has been deeply disruptive to everyday living, including education: the '*nature of our collective and systemic responses*' (Schleicher, 2020: 26) to the chaos caused by the Covid-19 pandemic will determine how we are affected by this and other disruptions. From an assessment and analysis of the views of educators on their wider school community within challenging schools, a conceptual framework has emerged concerning these views and their influences on educator motivation, beliefs, commitment, self-efficacy, and the willingness to teach in challenging school contexts. .

Chapter 4 will discuss the methodology adopted for this study, which includes the philosophical stance of the study, the research design, and site and sample selection.

CHAPTER 4

Methodology

4.1 Introduction

The aim of this study was to understand the motivation of educators to teach in schools on the Cape Flats where poor socio-economic conditions and violence, drugs and gang activity have created difficult teaching environments. A review of relevant literature and a theoretical framework (see Chapter 3) have guided the research questions and approach for this study. This chapter sets out the research design and methodology used in this study.

The research aims and questions are explained in the first section (4.2), followed by the philosophical stance adopted (section 4.3). These are followed by the research design (section 4.4), research technique (section 4.5), the sample selection (section 4.6), pilot study (section 4.7), data collection (section 4.8), and data processing and analysis (section 4.9). Following these, a deliberation on the positionality of the researcher and issues of trustworthiness are presented in sections 4.10 and 4.11. Relevant ethical considerations are discussed in section 4.12, and the limitations of the study are presented in section 4.13. The chapter concludes with section 4.14.

4.2 Research aims and questions

This research, examining educator motivation within schools in difficult teaching environments on the Cape Flats, sought to understand factors that motivate educators in these environments despite the socio-economic conditions and the harmful impact of gang activity at the schools. Some educators still bring quality teaching and learning and offer learners and their families hope for a better future.

Many schools in Manenberg have difficulty in attracting and retaining educators who offer learners the necessary foundation of literacy and numeracy. However, some educators in these difficult environments push through and continue teaching at these schools. The reason these educators continue to teach at these schools was the subject of this study.

The researcher, as a circuit manager on the Cape Flats, noted the challenges these

schools were facing in retaining and attracting educators as a result of the poor socio-economic issues, violence in the communities and on school premises, and the gang activity at and around the schools.

The main research question which guided this study was as follows:

What are educator experiences of the wider school community (peers, learners and their families) and how do these experiences affect their motivation to teach in challenging contexts on the Cape Flats?

This question sought to understand what motivates educators to teach in challenging school contexts on the Cape Flats, and specifically in Manenberg.

The study posed the following sub-questions to engage the main question of the study:

1. *What are educators' views of how the wider school community influences their motivation to teach in challenging school contexts?*

This question considered educator views of their wider school community, peers, learners and their families, and how these views influenced their motivation to teach in challenging school contexts.

2. *What are educators' views of how the wider school community affects their beliefs, commitment and self-efficacy? How do these effects influence their motivation to teach in challenging school contexts?*

This question considers the effects of educator views of their wider school community, peers, learners and their families, on their beliefs, commitment and self-efficacy, and how these effects influence educator motivation to teach in challenging school contexts.

3. *What are educators' views of how the wider school community during the Covid-19 pandemic affected their motivation to teach in challenging school contexts?*

The Covid-19 pandemic has impacted the world, intensifying and exacerbating educator motivation of those who teach in challenging school contexts. This question

addresses how educator views of the wider school community during Covid-19 affected their motivation to teach in challenging school contexts. This question was added as the study progressed.

4.3 Philosophical stance

This study concerned the experiences of the educators who teach at schools on the Cape Flats where poor socio-economic conditions and high rates of gang activity prevail (Bax, Sguazzin & Vecchiatto, 2019; Cruywagen, 2019). As phenomenology studies the structures of conscious experience as well as real life experiences within specific historical, cultural and social contexts, it was suitable for this study examining the experiences of educators (Smith, 2018; Santiago-Delefosse & del Rio Carral, 2015).

My research philosophy includes ontology, a study of being, and epistemology, a study of knowledge. *Ontology* studies the realities of what people experience as real, therefore the nature of their reality (Smith, 2018; Thanh & Thanh, 2015). *Epistemology* is a discernment of what people know by observing and analysing what they say, do and produce; it investigates the relationships between what participants know and what can be known (Smith, 2018; Thanh & Thanh, 2015). *Phenomenology* is a study of people's experiences of phenomena, and what they understand to be phenomena. For this study, the experiences of individual educators were the focus (Smith, 2018). Educators' experiences are their reality, influenced by politics, culture and personal beliefs. Their beliefs, which are socially constructed, emphasise certain aspects of their reality while downplaying others (Cohen, 2013). The idea of a reality that drives people was crucial for this study as it focused on the motivation of educators to teach in difficult teaching environments.

The researcher adopted a phenomenological approach requesting participants to describe the experiences they lived followed by an analysis of how educators are socially situated within the communities they serve. Specific emphasis was on the way participants experience learners and their families, the educator community, the environment and school leaders and how all of this affects their teaching motivation.

4.4 Research design

As a phenomenological study focuses on the data gathered from participants to explore their motivations, a qualitative research approach was best suited for undertaking this study.

A qualitative approach was used as the experiences of the participants were analysed to arrive at an understanding of their motivations to continue to teach in difficult environments. The first-person perspective was best suited to this study as the participants were selected for their experiences of teaching within difficult environments, and they narrated their experiences from their point of view (Alghamdi, 2019; Smith, 2018). Participants' personal experiences allowed an exploration of the motivations of the educators.

A variety of methods are used in a phenomenological study: interviews, conversations, participant observations and various other personal texts belonging to the participants (Linsenmayer, 2011). The methodology, designed as open-ended to encourage participant openness of their experiences, consisted of participant narratives constructed through semi-structured interviews.

4.5 Research techniques

As this study was seeking to understand better teacher motivation semi-structured interviews were the main research technique used. A questionnaire was issued to those participants who had agreed to be part of the study, but as the researcher was aware of the power dynamics due to her position as Circuit Manager, the questionnaire allowed the participants to indicate if they were not prepared to be interviewed. An overview of each of the enquiry methods is given below.

4.5.1 Semi-structured interviews

The research interview explores opinions, experiences, beliefs and motivations of individuals to obtain a more profound understanding of the social phenomena. Qualitative research interviews attempt to understand the world from a participant perspective and to find meaning in the experiences of the participants (De Jonckheere & Vaughn, 2019).

There are three types of interviews that can be used in a qualitative study: structured, semi-structured and unstructured interviews. For this study, semi-structured interviews were used (Gill, Stewart, Treasure & Chadwick, 2008). Semi-structured interviews are particularly useful in circumstances where some information is already known about the topic, as in this study where the researcher has experience of working within Cape Flats schools, and where sensitive topics are under investigation. Eliciting open-ended information, the researcher can explore relevant topics, taking the thoughts and beliefs of the participants into account, while delving deeper into specific themes. Open-ended questions that are neutral, sensitive and understandable elicited as much information as possible about the study and the aims of the study. The initial questions were simple and easily answered, intended to put participants at ease, and then more important questions were asked that were directly linked to the research question (Gill, Stewart, Treasure & Chadwick, 2008). Subsequent probing questions, based on the answers offered by the participants, sought deeper and more meaningful responses (De Jonckheere & Vaughn, 2019).

Various main questions explored the areas the participants were to expand on. The questions allowed the participants to discuss a particular area without restricting them to anything specific. The flexibility of the questions meant participants could expand on different aspects and the interviewer could ask additional questions to probe a particular comment or relevant reaction for further clarity (Gill, Stewart, Treasure & Chadwick, 2008). During a face-to-face interview, observed non-verbal cues give further insight into the verbal responses (De Jonckheere & Vaughn, 2019; Opdenakker, 2006). Listening is a key component of an interview, so the interviewer should be attentive, empathic and non-judgemental while stimulating responses from participants.

The interview questions for post level 1 educators (Appendix 4A), school management team members (excluding the principal) (Appendix 4B), and the questions for the principals (Appendix 4C), while similar, included extra questions specific to school roles.

For example, for post level 1 educators (Appendix 4A), the initial question was about their teaching journey and their experiences along the way. This question encouraged

participants to talk about their personal journey in teaching and to relax and feel comfortable with the interview. The next few questions were designed to gain insight into their beliefs and commitment, and their personal and professional goals, while also assessing the influence of the school context, school community and school leadership on their beliefs and commitment. The next set of questions was directly related to their motivation, the motivation of their colleagues, and the influence of school leadership on their motivation. With the onset of Covid-19, additional questions were introduced to better evaluate educator willingness to return to school after lockdown, the return of learners, the effect of the pandemic on their level of motivation to be at school and on their level of motivation to continue in the teaching profession. The questions allowed educators to share their experiences and give feedback into their motivation to teach in difficult teaching environments.

The interview questions for the school management team (SMT) members (Appendix 4B), excluding the principal, started with the same question as for the post level 1 educators: SMT members were given the opportunity to discuss their personal journey in teaching and to relax and feel comfortable in the interview. The second question asked participants to discuss their reasons for applying for a promotion post at their school. The subsequent questions focused on beliefs, followed by school context. The next three questions probed their goals, and how they motivate the educators to achieve their goals and to improve the quality of teaching. The next two questions considered their level of autonomy at the school, and how they use their autonomy to motivate themselves and the staff for whom they are responsible. The next question asked of advice they would offer to prospective educators at their school as this would share insight on the context of the school as understood by SMT members. The last question before the Covid-19-related questions asked about support they receive from the principal. The Covid-19-related questions were the same as for the post level 1 educators, but also included how Covid-19 had impacted their role as an SMT member, and their motivation. The questions were posed to the SMT members, without the principal, to gather insight into motivation to teach in a difficult teaching environment, and to understand how they see their role, and the support they offer, in relation to the motivation of educators.

As school leadership is not the focus of the study, but rather the effect the leadership

has on the motivation of school educators, the questions for the principal were different to the post level 1 and SMT questions (see Appendix 4C). The first three questions explored their reason for applying to be school principal, their perception of the standard of the school at the time, and the issues that must be addressed. The next two questions explored the reaction of the staff to any changes, the school context, and ideas to motivate the staff to work with the principal. The next three questions explored the way the principal motivates the demotivated educators, what is required to retain an educator who would prefer to leave the school, and what motivated the principals themselves to remain at the school, in light of the difficult context. The last question before the Covid-19 related questions was the advice the principal would offer other principals in similar areas to retain staff. The first two Covid-19 questions were the same as those for the other participants regarding their feelings of returning to school and the subsequent return of learners to school. As the principals had to take full responsibility for the staff and learners to ensure their health and well-being in the midst of Covid-19, the third question related directly to their level of responsibility while abiding by the rules and regulations as indicated by the National (DBE) and Provincial Education Departments (PED). The final two questions were directed towards their continued motivation as principal, with the unique responsibilities in the face of the pandemic. Principals are regarded by the DBE and WCED as school managers accountable to ensure that every class has a suitably qualified educator. An understanding of the school context and the learners and their families is essential when recruiting – and motivating – educators.

The narrative questions and responses allowed participants to share their stories stemming from their perceptions and interpretations of their lived experiences. Again, through the semi-structured interviews, participants explored their stories and relayed these to the researcher as their understanding of their lived experiences.

The interview site was planned to be located where participants felt most comfortable. The researcher established a rapport with the participants prior to undertaking the interviews, and at the start of the interviews, re-established this rapport before proceeding with the interview process (Carter, Shih, Williams, Degeling & Mooney-Somers, 2021). Due to Covid, the researcher had to weigh alternative methods to the face-to-face interview, such as Skype or email interviews (Roberts, Pavlakis &

Richards, 2021; Fritz & Vandermause, 2018). Skype interviews are similar to face-to-face interviews as the researcher and the participant see each other so the researcher is able to make field notes, despite being in separate venues.

The identified participants were contacted via telephone and email to participate in the semi-structured interviews to expand on the original questionnaire by describing their personal motivations for teaching within a difficult environment. They were encouraged to tell their personal stories. The in-person and Skype interviews were recorded on an audio tape, and then transcribed along with any field notes taken at the interview. No recordings were made on Skype as it is an open platform which may have left the recording vulnerable to the public arena (Sullivan, 2012; Carter, Shih, Williams, Degeling & Mooney-Somers, 2021; Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood & Devlin, 2021; Roberts, Pavlakis & Richards, 2021). The field notes indicated nuances, such as hand gestures and discomfort that did not show on the audio recording (Sullivan, 2012; Schwandt, 2015; Opdenakker, 2006), but were pertinent to better assessing educator responses.

Email interviews made a space for participants to write rich accounts of their experiences as they recollected events that took place without any time constraints (Meho, 2006). Email interviews, according to Meho (2006), offer the same quality of data as other, more traditional forms of interviews, and make accessibility to the participants easier. They are therefore a viable alternative to face-to-face interviews. However, researcher observations of participants, and the nuances that would be recorded in field notes, are not possible with email interviews (Gibson, 2010, Opdenakker, 2006). The participants who indicated a preference for email interviews were those who were confident in their use of computers and in their ability to write their accounts of their experiences, or in some instances where the participant was not confident to discuss experiences face-to-face (Meho, 2006). A downside to email interviews is that they can be time-consuming. In addition, participants may take time to complete their response and may lose interest part way through, may decide not to participate, and may withdraw with or without notifying the researcher (Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood & Devlin, 2021; Meho, 2006). But on the flip-side, participants have more time to mull over their responses before forwarding to the researcher, who will then take time to ask more probing questions, which then

takes more time for a response (Gibson, 2010; Opdenakker, 2006; Meho, 2006). While this gives participants time for richer and more complex versions of their stories, it may result in some embellishment or untrue information as the participant does not see the researcher, and therefore may feel inclined to impart untruths or inaccuracies in the account. Or they may spend time revising their stories (Meho, 2006). In addition to the additional time required for the email interview, spontaneity within the interview is lost (Opdenakker, 2006). The researcher experienced face-to-face and Skype interviews as far more spontaneous, and the participants divulged more information than was requested (Sullivan, 2012). The email interviews required more probing, but the participants did not respond well to follow up email questions (Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood & Devlin, 2021). The researcher, although limited by protocols for visiting schools not in her circuit, visited the participants at their schools to ask follow-up questions, but these visits were not welcomed by the participants as they indicated that they had already answered the questions.

The researcher knew the interview schedule well, and listened intently during face-to-face and Skype interviews to gain adequate information from participants without interrupting them. While this was not possible with email interviews, as much probing as possible was carried out via email, and the researcher visited these participants at their schools once the Covid-19 restrictions were lifted, for further clarity. As there was no hypothesis, only questions that needed to be answered, the themes that emerged from the data did not always correlate with what was expected; in some instances, themes were contrary to the expected effects as a result of the different personalities and the situations and state of mind in which participants found themselves (Blandford, 2013).

4.5.2 Online questionnaire

Questionnaires, invented by Sir Francis Galton in the late 1800s, form the backbone of surveys. They comprise a list of questions for a respondent to complete (Roopa & Rani, 2012). As a well-established tool for gathering information during research, they allow for gathering information regarding social issues, behaviours, attitudes, beliefs and understanding of a particular topic (Jowett, 2020; Bird, 2009). The purpose of the questionnaire must be clearly defined, and the manner in which the findings will be

used must be pre-determined (Roopa & Rani, 2012). The questionnaire, an arrangement of questions asked of individual respondents to gather useful information about a specific topic of research in a relatively short period of time, are important tools for gathering information about a specific population (Jowett, 2020). Depending on the questions, a wide range of information can be gathered about a specific population, with viable deductions made about the population (Howard, 2019; Bird, 2009).

The construction of a questionnaire is imperative to its success. Correct and appropriate questions will encourage accurate reflection of respondent responses. Data generated from a questionnaire offer baseline, comparable information in the same format from each of the respondents (Jowett, 2020; Howard, 2019; Bird, 2009). To ensure reliability and validity, the format, question sequencing, words chosen, and types and length of the questions need to be carefully considered. The questions must be ordered in a logical sequence for an easy flow from one to the next, for ease of answering (Roopa & Rani, 2012). There are five types of questions that can be included in a questionnaire: classification, behavioural, knowledge, perceptions and feelings. Classification relates specifically to the personal details of the respondent that may offer insight into the relevant respondent's behaviour, knowledge, perceptions and feelings. The questionnaire used in this study included three classification questions, five perception and four feeling type questions. The final question was to ascertain the willingness of the participants to be interviewed for the study.

The wording of the questions must be specific and unambiguous to ensure that each respondent understands each question clearly to ensure that the responses are reliable and valid (Bird, 2009; Ainsworth, 2020). In addition, the questions should be short, simple and in a language suited to the population group. Likewise, the questionnaire must be well-planned, with careful steps: initial considerations, the development and sequencing of the questions, the pilot study and then the final questionnaire to be completed.

An advantage of an online questionnaire is that respondents may participate at their own pace and convenience. As responses are automatically recorded and saved, this is convenient for data analysis. However, a disadvantage of using an online

questionnaire is that participants may offer answers they think the researcher wants to receive, or untrue answers that they anticipate will allow the researcher to see them in a different light. In addition, online questionnaires allow the possible participant to delete the questionnaire rather than respond where they may have felt more inclined to complete the questionnaire in the presence of the researcher (Howard, 2019).

The questionnaire was generated and forwarded to prospective participants prior to the Covid-19 pandemic in South Africa, and therefore did not include, at that point, questions relating to the pandemic. A system usability scale (SUS) was used for the questionnaire. John Brooke developed the SUS in 1986 to collect subjective ratings quickly and easily from participants (Bangor, Kortum & Miller, 2008; Finstad, 2006; Lewis & Sauro, 2009). The SUS usually includes ten questions with a rating scale of 1 to 5. However, the questionnaire issued to the prospective participants had a rating scale of 1 to 10, intended for the participants to consider the topic of each question and the influence each topic had on their motivation, without requiring an expansion of their answers. Moreover, a scale of 1 to 10 prevented a 'middle' figure as a neutral response to the question. With the scale as used, a rating of 5 and below would indicate below average, while a rating of 6 and above would indicate an above average rating. This would require the participants to consider each question carefully.

The first two questions asked participants how many years they have been in the teaching profession, and the number of years they had been at their current school. The questions were grouped according to the motivation factors that were the focus of this study prior to Covid-19. In order, two questions were directed towards the environment of the school; two questions were directed towards their beliefs and their connections; two questions related to school leadership and the manner in which the leadership supports the participants (Williams, 2018); two questions were related to their self-efficacy and self-sufficiency; and the last question related to the extent that teaching fulfilled their personal goals. The questions posed were designed to gather information about the factors that could affect the motivation of the educators. Responses provided initial insights into the experiences of the educators, but was not the main technique of data collection.

4.6 Sample selection

This section discusses the sample selection and the characteristics of the schools.

4.6.1 General discussion of sampling

Sampling entails the selection of a portion of the population that conforms to the specifications of the study, a subset of the population selected to participate in the research (Polit, 2004). In selecting participants for the research study, the question the researcher asked was of importance as it dictated the methodology used and therefore the sample selection. The decision was taken as to whether to study everyone in the specific site, or selected members, based on the type of information needed. Once the researcher decided that purposive sampling was appropriate, relevant qualities were considered, with cognisance that purposive sampling is a fundamentally biased method and that interpretations do not apply beyond the sampled population. However, it was imperative for the researcher to understand the culture of potential participants to ensure that familiar and reliable participants were in the sample (Tongco, 2007).

Purposive sampling was used after the questionnaire had been disseminated to possible participants. In purposive sampling, a researcher sets out to find participants who are willing and able to provide knowledge and experience relating to what the researcher needs to know (Bernard, 2002) and which assists the researcher in exploring the problem and answering the research questions. The participants chosen were from three primary schools in Manenberg on the Cape Flats, as the area has been identified as a difficult area (Bax, Sguazzin & Vecchiatto, 2019; Cruywagen, 2019) and the researcher is involved in schools in the area, making the area convenient for study.

4.6.2 Sampling of participants for this research

This study is a qualitative study of selected primary schools in Manenberg on the Cape Flats that suffer the consequences of drug use, gang violence and poor socio-economic conditions as a result of the legacy of apartheid that negatively affects teaching and learning even today (Pather, 2018; Bowers du Toit, 2014) as discussed

in Chapters 2 and 3 of this thesis. The high gang rate on the Cape Flats opens the door to drugs, poverty, violence and intimidation which impinges on learners, the community, the educators and ultimately on education (Pyrooz, 2013; Cruywagen, 2019; Bax, Sguazzin & Vecchiato, 2019). Despite the context and the daily challenges of the schools, there are educators who arrive at school each day to soldier on with their duties as educators. The choice of the Manenberg area was twofold: firstly, because of the researcher, through her position as circuit manager within Manenberg; and secondly because the area has been identified as one of the top 10 problem areas by Police Minister, Bheki Cele, wherein the South African National Defence Force (SANDF) troops are deployed to confront gang violence (Isaacs, 2019; Cruywagen, 2019). In addition, statistics reveal a poor throughput rate at these schools, high unemployment, and low monthly household incomes, but even so, area residents hope to be defined differently (VPUU, 2016). This study seeks significant insight into what motivates educators to teach in difficult environments, and what drives them to continue to do so, even when difficulties are compounded by Covid-19.

The purposive sample selected included three principals, three other senior management team members (one per school), and eight post level 1 educators representing each grade from Grade R to Grade 7, where post level 1 educators have not been promoted to a managerial position, and whose focus is on teaching rather than management. The decision to include the principals was because, as managers and leaders of their schools, they affect educator motivation. SMT members are required to support educators in their teaching and therefore impact educator motivation. The selection of educators from various grades was because the demands made on educators of various grades from a curriculum perspective offer different insights into educator motivation. In addition to the grades taught, the educators were selected to represent various ages, genders, qualifications and experiences.

The rationale for studying educators at primary schools was because the educators are exposed to parents or caregivers of younger child more so than in high school as parents of learners in higher grades are less involved in their children's education (Cotton & Wikelund, 1989). Where parents are involved in their children's schooling, it offers educator insight into the family context and school context of the learners which affects the motivation of educators to teach in these schools (Ofoegbu, 2004).

The semi-structured interviews took place with the following participants, whose names have been changed for anonymity (Figure 4.1).

	Jupiter Primary School	Experience	Saturn Primary School	Experience	Neptune Primary School	Experience
Principal	Junaid (email)	31 years, 5 at JPS	Matthew (email)	28 years at SPS	Left the school	
Deputy/SMT	Natasha (email)	26 years, 2 at JPS	Zola (email)	16 years, 7 at SPS	Donovan (face-to-face)	32 years at NPS
Grade 7	Samantha (face-to-face)	7 years, 2 at JPS	Ulrich (email)	34 years at SPS	Enver (email)	22 years at NPS
Grade 6			Kubeshni (email)	13 years, 3 at SPS		
Grade 5	Faith (face-to-face)	6 years at JPS				
Grade 4			Francis (Skype)	26 years, 12 at SPS		
Grade 3	Sally (Skype)	42 years, 3 at JPS				
Grade 2					Anusha (Skype)	6 years, 4 at NPS
Grade 1					Diane (email)	7 years, 5 at NPS
Grade R					Florence (email)	3 years at NPS

Figure 4.1: Participants, interview form, school positions and years of teaching experience

4.6.3 Discussion of each of the three schools

Information on the three schools was obtained from their relevant school improvement plans and relevant staff establishment letters as found on the Central Education Management Information System (Cemis) of the Western Cape Education Department, as well as the researcher's observations and discussions with the educators. Each school has been allocated a planetary pseudonym to protect the anonymity of the participants and the schools they serve. Specific references have been excluded to avoid identification of specific schools and staff.

4.6.3.1 Jupiter Primary School

Jupiter Primary School is a no-fee paying, quintile 4 school. The quintile system is a school ranking system that takes income, literacy and unemployment levels of the

community the school serves into account (DBE, 2006). Quintiles 1 to 3 schools are 'no fee' schools, while quintiles 4 and 5 schools are meant to be fee paying schools. However, despite some schools being in poverty-stricken areas, such as Manenberg, the quintile system has not been adjusted accordingly. But some quintile 4 schools have been adjusted to 'no fee' schools. As the schools cannot charge fees and fund raising within an impoverished area is limited, this has a negative effect on these schools both financially and educationally (Botha, 2020). The school received R1 466 per learner for the 707 learners enrolled at the school for 2020. The school's staff establishment for 2020 is 17 educators, which equates to each educator, including the principal and deputy principal teaching 41.5 children per class. The school offers both English Home Language and Afrikaans Home Language as subjects and the language of learning and teaching (LOLT). This means that the learners have to be in separate classes and taught by an English or Afrikaans speaking educator. The school has twenty-one (21) classes, but an educator staff establishment of seventeen (17), which compounds the pressure on the principal and the School Governing Body to finance an additional four (4) educators.

The physical position of the school is in the middle of where four different rival gang areas converge, with the areas of control meeting where the school is situated. Children of rival gang members attend the school, which places additional pressure on all concerned. The principal of the school grew up in the area, attended Jupiter Primary School, and returned as principal after teaching at other schools to gain experience. As he understands the community, and they know him as a member of the community, he has on occasion met with the area gang leaders to ask them to keep the gang issues away from the school. This has minimised the gang interference during school hours. However, the gang activity continues around the school; gun shots resound on a daily basis.

As the community is impoverished, the principal garners sponsorship from various sources to ensure that the learners receive two meals per day. School shoes and uniforms have also been sourced for those learners who are not able to source their own. The principal is fully hands-on, takes full responsibility and is fully accountable for all that happens at the school. When staff are feeling particularly stressed, he will arrange for some light entertainment, or organise a culinary treat, to lift their spirits.

Despite the difficult context of the school, and the old buildings, the school is relatively well-maintained, clean and neat at all times. Some of the glass windowpanes have been replaced with Perspex to prevent further breakages, and to deflate the broken window theory (Fox, 2019) which posits that visible signs of crime and public strife in urban areas encourage further crime and public strife.

Learner achievement at the school is not at the desired level, especially for the learners who are in the Afrikaans home language stream and who appear to lack respect for schooling. Many learners do not complete the schoolwork assigned at home, nor do they attend school on a daily basis, according to the school improvement plan (SIP), lowering the throughput rate. In addition, the lack of parental involvement at school has a negative effect on the governance of the school: the school struggles to find parents who are willing and able to perform their duties on the School Governing Body (SGB), as legislated in the South African Schools Act (SASA, 1996).

According to the SIP (SIP 2020, SIP 2019, SIP 2018), '*recruiting excellent educators is an enormous challenge*'. When newly qualified educators are appointed, they do not have the experience or expertise to deal with classroom management. Experience in dealing with difficult learners is critical as '*discipline measures at home are non-existent*', and there is '*no support for learners at home*' (SIP 2020).

4.6.3.2 Saturn Primary School

Saturn Primary School is a no-fee, quintile 4 school.¹ The school received R1 466 per learner for the 264 learners enrolled at the school for 2020. The school's staff establishment for 2020 is 10 educators, which equates to each educator, including the principal, teaching 26.4 children per class. The school primarily offers Afrikaans Home Language, which is the LOLT, but has started introducing English Home Language as a LOLT to attract more learners. This means that the learners have to be in separate classes and taught by an English or Afrikaans speaking educator. However, the introduction of English as a LOLT has seen a decline in the number of Afrikaans speaking learners applying to the school.

¹ See Jupiter Primary School for an explanation of a no-fee, quintile 4 school.

For a number of years, due to dwindling learner numbers and the decrepit quality of the school building, the WCED considered closing the school and amalgamating the school with another in the area. However, the immediate school community was unhappy about this and protested. So, the WCED rescinded its decision to amalgamate the two schools. But as a result of the possible amalgamation, when the permanent principal retired, the post of principal was not advertised. The permanent head of department became the acting principal, serving for five years before the post was advertised and he was then finally appointed to the principal position. The delay in appointing a permanent principal weakened the confidence in the school by the community and lowered the number of learners at the school. With the permanent appointment of the principal and the introduction of English Home Language, though, there has recently been a slight increase in numbers.

The physical infrastructure of the school needs urgent repair to then double its size, but a lack of funds has hampered these renovations. However, some classrooms and the ablution facilities for the learners have been renovated and are in good order.

Safety in the area is a concern as learners and staff are often under threat. Sporadic gang violence persists in the area, with parents refusing to send their children to school when there is shooting in the area, or they come to collect their children when the shooting starts after learners arrive at school. However, the parent members of the School Governing Body are committed to doing what is best for the school and the learners at all times, and they are supportive of the principal.

According to the SIP (SIP 2020, SIP 2019, SIP 2018), '*safety is a major concern in the area. Learners and educators are continuously under threat. Sporadic gang violence persists*'. Despite these challenges, the school does not have anyone to monitor or control access to the school. The school has approached outside organisations, such as Sonke Gender and Justice, to assist with learner and parent programmes.

4.6.3.3 Neptune Primary School

Neptune Primary School is a no-fee, quintile 4 school.² The school received R1 466

² See Jupiter Primary School, and DBE, 2006, for an explanation of no-fee, quintile 4 schools.

per learner for the 465 learners enrolled at the school for 2020. The school's staff establishment for 2020 is 13 educators, which equates to each educator, including the principal, teaching 35.7 children per class. The school offers English Home Language and has English as the LOLT. Neptune Primary School is a full-service school which means it has designated classes for learners with psychologist-assessed learning difficulties.

Although the school is situated in a more affluent part of Manenberg, the learners who attend the school come from all areas of Manenberg, and further afield, and are exposed to the negative effects of gang violence in the areas they reside. Learner behaviour is a main concern at the school as poor behaviour detracts from teaching and learning. In addition, the departure of the permanent principal, and two vacant departmental head posts, have caused some instability amongst the staff.

The current acting principal is an experienced deputy, but taking over school management at the start of the Covid-19 pandemic has proven challenging. Despite the difficulties at the school, the school has managed to maintain a basic functionality and the level of teaching and learning is at an acceptable level. The physical infrastructure is in good condition, well-maintained despite the financial constraints.

According to the SIP (SIP 2020, SIP 2019, SIP 2018), *'learner behaviour is a major concern. Trespassing is a major concern because we do not have a proper fence at the back of the school'*. In addition, the safety officers that used to be at the school have been withdrawn by the Community Safety Department, heightening access control challenges. The school has been experiencing increased learner behavioural problems – truancy and violent incidences amongst learners – as a result of the heightened gang violence in the area. In addition, there is staff instability as the school has been unsuccessful in searches to find suitable educators to fill vacant posts. Currently, the school does not have a permanent principal as the previous principal accepted a post outside the area.

4.7 Pilot study

According to Fraser, Fahlman, Arscott and Guillot (2018), pilot studies are a way of mitigating risk to reduce the possibility of failing in a larger project. Although there are

different meanings of what a pilot study is, in general, a pilot study focuses on a particular experiment or project, and assists the researcher with making decisions for the full research project based on the outcome of the pilot project. A pilot study can be a mini version of the final study or can serve as a test for the research instruments that are planned for the final study, thereafter fine-tuning the instrument or adapting the study to ensure success (Fraser, Falham, Arscott & Guillot, 2018). The research questions can be refined, research methods can be adapted, and a final decision on how to conduct the research can all be finalised after a pilot study (Ismail, Kinchin & Edwards, 2018; Fritz & Vandermause, 2018).

A pilot study can form the basis for changes to the research instrument and research process and can assist with testing the viability, trustworthiness and validity of the research study. The pilot study, in offering the researcher a clear explanation of the emphasis of the study, assists with data collection and analysis (Ismail, Kinchin & Edwards, 2018). Although pilot studies are more commonly used in quantitative research studies, they are also used in qualitative studies for instruments such as interviews (Ismail, Kinchin & Edwards, 2018).

As a pilot study indicates the feasibility of the study, adjustments that need to be made are undertaken before a final decision taken as to how to proceed (Ismail, Kinchin & Edwards, 2018). A pilot study with proper aims and objectives is advantageous, even essential, for effective procedural rigour and validity (Fritz & Vandermause, 2018).

The pilot of the questionnaire was sent to six educators in Manenberg. Of the six educators, one was a principal and two were SMT members who all responded to the questionnaire, and six post level 1 educators, of which only three educators responded to the questionnaire, suggesting that the questions were too open-ended. The pilot group did not answer the questions in a manner that offered the researcher the appropriate insight into their motivations for teaching. The answers appeared to indicate that the participants were trying to answer the questions in a positive manner regardless of their real motivations, so answers were not directly related to the questions posed. The questions were adapted to allow the participants to select a rating between 1 and 10, rather than requiring them to write a short paragraph. In selecting a rating of between 1 and 10, the participants had to consider their answers

without being given an option of a neutral number.

Two pilot interviews were held with educators, one deputy and one post level 1 educator who do not teach at the any of the three participating schools. It was apparent that the educators did not fully grasp the questions, so questions were rephrased and an additional four educators were interviewed in a second pilot. An example of the rephrasing was with question 4 for educators. The original question asked: *'How do you feel about working in this area?'* The responses did not consider the context of the schools, but only the learners and their families. The question was therefore rephrased to: *'Your school is situated in a notoriously difficult area. How do you feel about working in this area?'* In addition, the advent of Covid-19 required additional questions incorporated to the interview schedule as the motivation of educators was likely affected by the pandemic (Fritz & Vandermause, 2018). The pilot interviews were conducted prior to the announcement of the strict lockdown, and therefore did not allow for educator responses to be nuanced by the pandemic in South Africa.

4.8 Data collection

Through purposive sampling, as discussed in 4.6 above, three primary schools in Manenberg, including all their educators, were selected for this study. Through further purposive sampling, participants were selected based on set criteria (see 4.6.2 above).

The data collection began with the online interest questionnaire to determine if participants were willing to be a part of the interview section of the study. The adapted questionnaire was forwarded via email to all 56 educators at the three schools targeted for this study who had signed the consent form to participate in the study. This included three principals, two deputy principals, six heads of department, and 45 post level 1 educators. Of the 56 educators invited to participate in the questionnaire, only 24 responded. This included two of the three principals, three deputies and 20 post level 1 educators. From the responses received, and the indication of the willingness of the participants to be interviewed, the researcher selected the relevant participants for the semi-structured interviews as per the criteria indicated above (Sullivan, 2012).

For the participants, the format of the semi-structured interviews was based on their personal concerns in regard to the Covid-19 pandemic. Initially, all potential

participants indicated that they would be prepared to meet the researcher for a face-to-face interview during the school holidays. With the announcement by President Cyril Ramaphosa that schools would close on 18 March 2020 instead of 20 March 2020 for the school holidays, and the subsequent announcement on 23 March 2020 that the country would be entering full lockdown from 26 March 2020 as a result of Covid-19, participants reconsidered their willingness to be interviewed. The researcher likewise had to reconsider the face-to-face semi-structured interviews versus safer alternatives. Participants with comorbidities were particularly concerned about meeting face-to-face and risk exposure to the researcher, especially as they had applied to work from home, an option offered by the WCED.

The researcher interviewed each of the face-to-face and Skype participants once. However, follow up interviews were conducted via email at the request of the participants, with some follow up visits to schools, when possible, for further clarity on a particular point or for additional probing. Each participant was asked permission to record the interview process.

4.9 Data processing and analysis

This section discusses the way the data were processed and analysed, including the online questionnaire and the semi-structured interviews, both in-person and virtual. The different stages are discussed separately below.

4.9.1 Data processing

This section discusses the process involved in capturing, translating and transcribing the data.

4.9.1.1 Data capturing

The online questionnaire was developed using Google Documents which meant that the researcher, who is adept at using Microsoft Office Suite, could download responses into an MS Excel sheet for analysis.

The semi-structured interviews that were carried out in person or via Skype were recorded on the researcher's cellular telephone using the Recorder Application.

Although the Skype interviews could have been recorded via the Skype Application, the researcher decided to record the verbal interviews, save them directly to her OneDrive account, and immediately remove them from her cellular telephone.

4.9.1.2 Transcription of the data

The recorded interviews were forwarded to a professional transcriber who was not connected to the study or to any of the participants or schools. The competency of the transcriber was evident as she does transcription work for students and companies. As the interviews were all in English and the transcriber is an English home language speaker, language was not an issue.

The researcher carried out quality assurance through immersion in the data and cross-referencing against the audio recordings in the event of unclear statements and where the transcriber highlighted areas that were unclear. The transcriber was fully briefed on the ethics involved in social research, and that all information was to be treated as confidential (see 4.12, ethical considerations below).

See Appendix 4G for the transcript of the interview with Anusha.

4.9.1.3 Language of instruments

According to Lee (2001), Temple (1997) and Temple and Young (2004), language affects the way in which participants respond to interviews and questionnaires. Where participants have to translate their responses, the meaning may be lost as words in the different languages often carry various meanings or emotional undertones. Consequently, a simple translation using a dictionary may not yield the cultural meaning behind the spoken words.

The questionnaire and the semi-structured interviews were carried out in English. Although the participants were offered the option of Afrikaans, none opted for it. Although South Africa has eleven official languages, the participants were all bilingual in English and Afrikaans. As participants were all comfortable with English, the interviews and the questionnaire were carried out in English.

4.9.2 Data analysis of interviews

Analysing qualitative data is concerned with making sense of data in relation to the phenomenon in question (Taylor & Gibbs, 2010). Analysing qualitative data concerns studying the data to identify themes, ideas or categories that make sense in terms of the responses to the phenomenon under study. In other words, data can be considered as '*themes and topics, ideas and concepts, terms and phrases or keywords*' (Taylor & Gibbs, 2010: 1). The data need to be compared to previously coded data to ensure that the theme or code identified is consistent with other identified data, and that patterns and regularities are identified (Cohen, Manion & Morrison, 2018). To this end, the semi-structured interview transcriptions were organised, themes identified, conclusions drawn, and findings reported.

The recorded interviews were transcribed into MS Word documents. All the interviews were coded manually following Cohen, Manion and Morrison's (2018) and Braun and Clarke's (2012) six phases of thematic analysis. Thematic analysis is a data analysis method used in qualitative studies where patterns are identified across the data being analysed.

The first phase was for the researcher to become familiar with the data (Cohen, Manion & Morrison, 2018; Braun & Clarke, 2012). Where the interviews were face-to-face or virtual, the researcher had prior knowledge of the data before the start of the analysis. The researcher immersed herself in the data to develop a deeper understanding of the content. The researcher made notes to begin coding the data into themes. In order to fully understand the data, the transcribed and emailed interviews were read and re-read, and the original recordings of the face-to-face and virtual interviews were compared against notes and transcriptions.

Phase two included generating initial codes (Cohen, Manion & Morrison, 2018; Braun & Clarke, 2012). The initial notes were compared, and similarities grouped together to start the initial coding of the data in relation to the research questions.

The data were arranged using an affinity diagram (Appendices 4E & 4F) (Holtzblatt & Beyer, 2017; Lucero, 2015; Brassard & Ritter, 2010) by placing the notes together in groups. This offered a visual representation of the themes, an overall view of the

identified themes.

The third phase considered codes and themes and possible themes were identified (Cohen, Manion & Morrison, 2018; Braun & Clarke, 2012). Notes were grouped in interrelationship diagrams (Brassard & Ritter, 2010) to consider the impact of various themes and sub-themes on each other. Figure 4.2 shows the themes identified and the connections they have to each other.

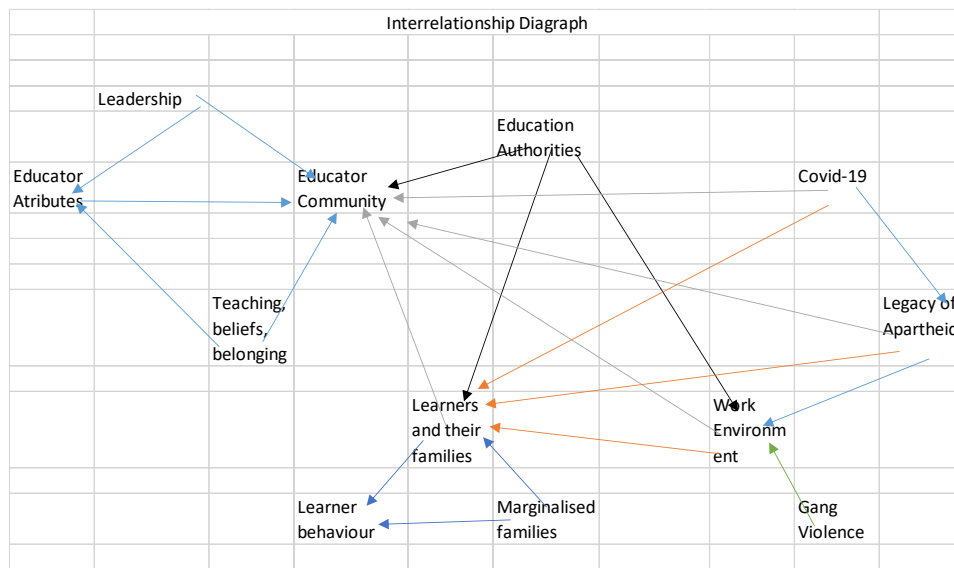


Figure 4.2 Interrelationship diagram of identified themes and connections

The themes identified were reviewed in phase four (Cohen, Manion & Morrison, 2018; Braun & Clarke, 2012) by revisiting the data to ensure that data were sufficient or, where insufficient, to relegate that set of data to a sub-theme. Where the data were diverse enough to fully support the theme, these became main, stand-alone themes. An analysis of the data in comparison to the identified themes ensured that data were relevant.

The fifth phase entailed the defining and naming of the themes (Cohen, Manion & Morrison, 2018; Braun & Clarke, 2012). The main themes were defined to identify the core of the themes, which was again compared to the transcribed data. Each theme was considered, and a concise working title was introduced to label the identified theme.

The thesis formed phase six, wherein themes were analysed and the report written on the relevant main and sub-themes, incorporating data extracts to demonstrate the prevalence of the theme (Cohen, Manion & Morrison, 2018; Braun & Clarke, 2012). Where direct quotes from the participants are used, the quotes are indicated in *italics* with the relevant participant's pseudonym, grade taught or, if on a school management team (SMT), the name of their school, in brackets. Where the data correlates with the literature, the relevant literature is referenced.

4.10 Positionality and reflexivity

The researcher's position in relation to her study was a key issue when collecting data. The researcher had to consider whether she was an outsider or an insider, as positionality affects the formulation of research questions as well as the data collection process (Ganga & Scott, 2006). According to Dwyer and Buckle (2009), where there is a shared status as insider, the researcher has the benefit of gaining access to the participants. Chavez (2008), for example, suggests benefits of being an insider researcher as being acquainted with the research group, access to the participants, and formulating activities suited to the data collection. A drawback is the assumption by the participants that the researcher already knows the subject and therefore they may not provide all the information. Dwyer and Buckle (2009) conclude that researchers, whether an insider or outsider, should remain open, authentic and honest and should offer a true reflection of participants' experiences.

Breen (2007), in a paper on her role as neither an insider nor an outsider in her research, explains how a combination of insider and outsider researcher allowed her to maximise the best and minimise the negatives of both roles. The researcher in this study was also regarded as both an insider and an outsider. As a current circuit manager, the researcher has inside knowledge of the schools but she did not have knowledge of educator motivations within these schools, which placed her as researcher in both an insider and outsider position, or as Breen (2007) indicates, on the continuum of the insider/outsider role. While the researcher may have been seen as holding a position of power, which may have had a negative effect on the participants, the researcher, as circuit manager, mitigated and minimised the power dynamic by not including schools within her circuit. The researcher assured

participants of her objectivity and encouraged them to be as frank as possible, which afforded the researcher an objective view. However, the researcher's experience as an educator and principal of a public high school gave her insight into the motivation of educators to teach in high schools, which placed her within the insider realm. The researcher was therefore regarded as both an inside and outside researcher.

In only one of the face-to-face interviews was it apparent to the researcher that the participant was very aware of the researcher's position as a circuit manager, which resulted in the participant answering the questions by trying to give the 'right' answers. The researcher had to assure the participant a number of times during the interview that answers would be confidential, and that the researcher was seeking the participant's honest and personal insights.

4.11 Trustworthiness

Trustworthiness in a qualitative research project refers to the relevance of the tools, processes and data. Appropriate methodology, instruments and data approaches that are dependable, transferable, confirmable and credible established the trustworthiness of this qualitative research project (Althubiati, 2014). Trustworthiness also refers to the replicability of the processes and the results. In order for this to be possible, consistency is crucial.

The different aspects of credibility, transferability, dependability and confirmability are discussed individually below.

4.11.1 Credibility

Credibility refers to how true the findings are to a real-life situation. The research findings must be believable. According to Pandey and Patnaik (2014), the following items should be considered: extended time at the site, ongoing observations, peer debriefing, triangulation, and establishing corroboration and coherence (Althubiati, 2014).

In this study, credibility was achieved by keeping in contact with participants within their school settings, which allowed for a better understanding of the school situation and the relationships built with colleagues and learners, while continuing to strengthen

the trust between the researcher and the participants. The contact with the participants allowed for confirmation of data, thereby concluding that the data are credible.

4.11.2 Transferability

Transferability refers to the findings being applicable to a wider population than was studied, which has an interpretive design (Pandy & Patnaik, 2014). The researcher, aware of her positionality, was also aware of her understanding of the schools and the participants, and therefore made copious notes during the data collection process to report on what the participants indicated. As the aim of the research was to understand the motivations of educators to teach in Manenberg, the reporting could provide insight into the experiences of educators at primary schools within Manenberg. While acknowledging the limitations of the study (see 4.13 below), the researcher has provided contextual information about the three schools that allows for transferability to similar settings. Despite the reluctance of educators to be involved in the study, the educators who participated are representative of the educators within the three primary schools in Manenberg.

4.11.3 Dependability

As this was a phenomenological study, it relied on the narratives of the lived experiences of the participants. As a result, it is possible that the same study carried out using the same instruments and participants may yield different results (Pandy & Patnaik, 2014). To overcome these challenges and ensure dependability, the researcher was part of a number of professional learning communities, where individuals who have either completed or are in the process of completing their doctoral studies serve as critical mentors and guides. By keeping in contact with the participants, the researcher established a good level of trust with them. To ensure dependability, participants were asked to evaluate the transcripts, findings, interpretations and recommendations (Anney, 2014).

4.11.4 Confirmability

Confirmability refers to the findings of the research representing the responses from the participants rather than the researcher's personal preferences or biases (Pandy &

Patnaik, 2014). The researcher's positionality and reflexivity were discussed in 4.10 above.

4.12 Ethical considerations

Ethics in research is concerned with doing what is right versus what may be wrong and what researchers should or should not do as regards their research practices. Moreover, values and compassion are integral to respect the rights of the participants (Singh, 2020). The key elements of openness, accountability and honesty were maintained and enhanced throughout the study. The researcher adhered to best practices relating to ethical development, implementation and dissemination of the research matter. The integrity and reputation of the university was upheld, while the rights of the participants, and fellow researchers, were protected at all times.

The first ethical consideration for this thesis was gaining permission from the Research Ethics Board of the Cape Peninsula University of Technology to conduct this research; the researcher had to prove that she was well-meaning and would value the participants at all times (Cohen, Manion & Morrison, 2018). Once ethical clearance was granted, the Research Department of the WCED was approached for permission to conduct the study within the Metro Central Education District schools, which was also granted (See Appendix 4H). The proposed research instruments were made available to both ethical boards in the interest of openness, transparency and honesty. Once the formal ethical clearance was granted, the principals of the identified schools were asked for permission to address the staff regarding their possible participation in the study. During the initial meeting with prospective educators, the full purpose and aims and intent of the study were explained. In addition, the researcher assured the possible participants that the role of the researcher was that of a student and researcher and not as a representative of the WCED or DBE.

The *do-no-harm principle* created an ethically considered research. The principle of *do-no-harm* (Charanle & Lucchi, 2018) required that participants did not achieve a worse outcome than if they had not participated at all. While it cannot be guaranteed that there will be no risk to participants, the researcher had to ensure minimal risk (Singh, 2020). Each participant was advised that their contribution was strictly

voluntary and that they could withdraw at any time. The study abided by all the codes of ethics as described above. Each participant was asked to complete an informed consent form for the purposes of the study and was assured of confidentiality and anonymity within the research prior to the first data collection process, the information questionnaire (Cohen, Manion & Morrison, 2018).

Confidentiality of participants was guaranteed. Pseudonyms were used instead of names. This included comments that may have suggested a name or role of the participant, or referring to any characteristics that may indirectly identify a participant. The initial questionnaire was emailed to the prospective participants, with a link to the Google document for capturing responses. The interview questions were not sent to participants prior to the interviews. However, the email interviews required that questions be sent to the participants to elicit their responses.

Transcripts and recordings were stored separately on the researcher's external hard drive, password protected. All hard copies were locked in a file at the researcher's domicile. All recordings and hard copies were destroyed within six months of the research being completed. All communication with participants was carried out personally by the researcher.

A number of additional ethical issues arose as a result of the onset of the Covid-19 pandemic, and the need to convert the in-person face-to-face semi-structured interviews to electronic interviews in the interest of social distancing for the safety of the participants. According to Jowett (2020), moving the semi-structured interviews from in-person, face-to-face interviews to Skype interviews during the stress of the Covid-19 pandemic may have implications for validity as the additional stress imposed on the participants needs to be acknowledged (Carter, Shih, Williams, Degeling & Mooney-Somers, 2021).

In addition, participant privacy needs additional attention. Information that is contained in the realm of the internet can be regarded as residing in the public domain, which may expose the participants. Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood and Devlin (2021) contend that issues regarding the difference between public and private domains include issues of confidentiality and security, keeping the

identity of participants confidential, the control of the researcher over the information, and the potential to harm both researcher and participants. As much of what is placed online is regarded as public, it is often difficult to distinguish where the right to privacy begins and the right of the public domain ends. In addition, we must acknowledge that what may be regarded as part of a private domain may become public at a later stage, depending on the service provider and the settings approved (Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood & Devlin, 2021). For this reason, participant consent for the online semi-structured interviews included consent to take part in the online interview. This is of particular interest for the Skype interviews. Where the interviews were recorded on Skype, they remained available for 30 days, accessible to anyone accessing the Skype account. For this reason, the Skype interviews were not recorded on the Skype platform but recorded with the researcher's voice recorder.

The online interviews may have excluded possible participants as they may have been hindered by a lack of resources, such as web-enabled devices or the data required to work on these devices. As indicated in Chapters 3 and 7, this was of particular concern for the study participants. While some of the prospective participants declined due to a lack of resources during lockdown, some were prepared to offer an email interview once they were back at school and able to access the necessary equipment and data (Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood & Devlin, 2021; Carter, Shih, Williams, Degeling & Mooney-Somers, 2021).

During in-person interviews the researcher is able to create a presence and show consideration for the participant by engaging in caring activities such as meeting them at the door or offering them a beverage. However, with online Skype interviews, this is not possible, so these are devoid of in-person care that could have been offered to put the participant at ease (Carter, Shih, Williams, Degeling & Mooney-Somers, 2021). Not only is the opportunity for the researcher to control the environment greatly reduced in virtual interviews, but there may be technical issues or interruptions as a result of the chosen online venue (Carter, Shih, Williams, Degeling & Mooney-Somers, 2021; Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood & Devlin, 2021).

The basics of ethical practices stay the same regardless of the form of data capturing;

however, there may be relevant issues that might not affect traditional forms of research (Kaye, Hewson, Buchanan, Coulson, Branley-Bell, Fullwood & Devlin, 2021). The positionality of the researcher reconsidered as the physical presence at the schools could not take place, but as the researcher is a circuit manager, she is aware of the school context so this did not affect her positionality (Roberts, Pavlakis & Richards, 2021). The authenticity of the participants may be affected when making use of email interviews as the researcher is not able to gather an impression of the participant as would occur during in-person and Skype interviews. However, Sullivan (2012) suggests that, as authenticity is a social construct, it changes all the time.

The data collected from the questionnaire were uploaded to the researcher's external hard drive although the questionnaire itself was located on the researcher's OneDrive account. Once completed, the information was downloaded for analysis and removed from the OneDrive account. The downloaded information was analysed on the researcher's computer and again stored on the researcher's external hard drive, which is stored at the researcher's domicile. The researcher's computer and passwords are stored within her domicile.

The face-to-face and Skype interview recordings were uploaded onto the researcher's OneDrive and linked to the transcriber, who downloaded them. Once downloaded, the recordings were removed from OneDrive and stored on the researcher's external hard drive, saved with applicable pseudonyms. The links to the recordings were emailed to a transcriber, a neutral party, for transcription. The transcriber does not know the participants, nor is she interested in any of the information recorded as she is not involved in education in any way. The transcriber, understanding the necessity for confidentiality, agreed via a contract to maintain confidentiality. All recordings and transcriptions have been saved to the researcher's external hard drive for safekeeping. The email records were saved to the researcher's external hard drive after analysis, and deleted from the researcher's email records.

As indicated in the trustworthiness discussion above, measures were taken to ensure the credibility of the findings; and views and opinions of the participants were reported as accurately as possible.

4.13 Limitations

This study has a few limitations, including the position of the researcher as a circuit manager, the sample size and site, the lack of correlation between learner achievement and educator motivation, the reluctance of educators to be involved, and the Covid-19 pandemic.

4.13.1 Role of the circuit manager versus the educators

Every effort was made to ensure that educators felt comfortable enough to discuss their lived experiences without fear of rapprochement. The researcher assured the participants of confidentiality and that no information gained would be used as a measure for the school.

At the start of the face-to-face and Skype interviews, the researcher emphasised that the information was for the researcher, and encouraged participants to address the researcher by her given name to make the sessions less formal and put the participants at ease. However, this was not possible for the email interviews, and follow-up emails. The researcher was able to undertake some follow-up questions on a face-to-face basis when visiting the schools, but only notes could be taken at these sessions. As the participants were more at ease in their own space, without any recordings, they were a bit more willing to open up, and did not seem as intimidated as initially.

4.13.2 Sample size and site

While the sample size was sufficient, it was extremely difficult to get a more balanced range of educators as regards to age, race, gender and experience due to Covid-19 concerns. The researcher, despite all efforts, had to accept the willingness of those who agreed to the interviews regardless of age, race, gender and experience.

As the study only considered primary school educators and no high school educators, the study may therefore not give a full account of the reality of teaching in Manenberg.

4.13.3 Reluctance of educators to meet for interviews or to become involved

Despite indicating a willingness to be involved in the research when the researcher

addressed the staff at the various schools, when it came to actually giving an interview, there was a measure of reluctance. In an attempt to convince educators to participate, it was evident that those educators who aspire to being life-long learners were more inclined to be a part of the research, and eager to find out more. Those educators who completed their initial educator training and have held permanent positions at their schools for a number of years without any further education and training other than what is required by the WCED, were less eager to be involved.

4.13.4 Fear and anxiety of Covid-19

When initially formulating this study, there was no indication of the pandemic that would hit the world at the beginning of 2020. Once the president announced the early closure of schools on 18 March 2020, the face-to-face interviews planned for the March 2020 school holidays were no longer possible. As a result, the third research question was included in the study. When the lockdown occurred on 26 March 2020, it grew difficult for the researcher to contact the educators. This may have been as a result of the concern for the cost of data or a lack of facilities at home. Skype interviews took place during Level 5 lockdown, but the face-to-face interviews only took place once the country was at Level 3 lockdown. The email interviews all took place during Level 3 lockdown as educators had returned to schools and once again had access to data and facilities at their schools.

4.14 Conclusion

This chapter discussed the philosophical stance of the researcher who used a phenomenological study as the lived experiences of the educators who teach in primary schools in Manenberg on the Cape Flats. The aim of the research was to answer the main research question:

What are educator experiences of the wider school community (educator community, learners and their families) and how do the experiences affect their motivation to teach in challenging contexts on the Cape Flats?

The research design was within the interpretive paradigm as the experiences of the participants are subjective, constructed from their own truths, and offer an

understanding of their experiences. The educators in the study are from three primary schools within Manenberg as the area is afflicted with high gang activity, substance abuse, and severely marginalised communities.

The data gathering was undertaken with the consent of the participants, and with the assurance that their information would be confidential. Ethical clearance was sought from the Cape Peninsula University of Technology and the Western Cape Education Department to conduct the study.

The limitations of the study, including the position of the researcher as a circuit manager, the sample size and site, and the reluctance of participants to be involved, were exacerbated by the onset and continuation of the Covid-19 pandemic. As a result of Covid-19, the third research question was added to the study.

Chapters 5, 6 and 7 discuss the findings of the data collected.

CHAPTER 5

Influence of the attributes of the wider school community on educator motivation

5.1 Introduction

Chapter 4 explained the research methodology used in this study. This chapter presents the data from the questionnaire and the data from the semi-structured interviews to answer the first research question:

What are educators' views of how the wider school community influences their motivation to teach in challenging school contexts?

The educator community, comprising educator attributes, nature and characteristics of leaders, and relationships between colleagues, are discussed in the first section of this chapter (5.2). The second section, learners and their families, comprising learner behaviour and attributes, and marginalised families, parenting, gangsterism and relationships, are discussed in the second section (5.3), as shown in Figure 5.1 below:

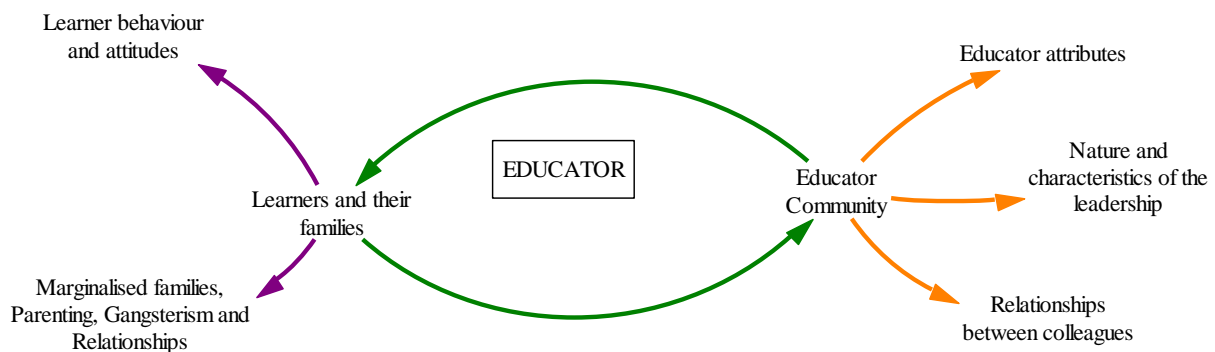


Figure 5.1: Educator views of their wider school community

As in this figure, the educator community is either an enabling or a constraining factor. The sub-themes identified in relation to the educator community include the educator attributes, nature and characteristics of leadership, and relationships between colleagues. These themes impact on one another, enabling and constraining, and

influence the motivation of educators to teach in challenging school contexts on the Cape Flats, specifically in Manenberg.

The learners and their families theme includes sub-themes of learner behaviour and attitudes, marginalised families, parenting, gangsterism and relationships. Each of these themes have either an enabling or a constraining effect on the motivation of the educators to teach on the Cape Flats, specifically in Manenberg.

The three participating primary schools are discussed separately for each theme and sub-theme because, while there are similarities, the three schools have their own distinguishing characteristics and contexts. Each theme will be followed by a synopsis to discuss how the educators at the different schools experience each theme. Where direct quotes from the participants are used, the quotes are indicated in *italics* with the relevant participant's pseudonym, grade taught, or if they are a school management team (SMT) member, and the name of their school, in brackets. Where the information correlates with the literature, the relevant literature is referenced.

5.2 Educator community

The educator community includes all educators at the school, including school leadership. Educator community sub-themes include educator attributes, nature and characteristics of the leadership, and the relationships between colleagues. These sub-themes both enable and constrain the motivation of educators to teach on the Cape Flats, specifically in Manenberg.

5.2.1 Educator attributes

Educator attributes include aspects such as the attitude, commitment, behaviour and ability of the educators to offer effective teaching. Educators who are committed to their learners have a strong work ethic and meet the expectations of the various stakeholders at the schools. However, educators who only see teaching as a means to secure an income are less committed to the learners and the school and are often not regarded as effective educators (Jansen, 2015; Dobre, 2013; Lourmpas & Dakopoulou, 2014). These ineffective educators do not offer support to the other educators or the learners which is demotivating for the effective educators (Jansen,

2015).

5.2.1.1 Jupiter Primary School

The educators at Jupiter Primary School (JPS) are a diverse group of people consisting of different ethnicities, religions and languages. Regardless of the diversity of the staff, they collaborate to create an environment conducive to teaching and learning. The principal, Junaid, offers '*guidance when it is necessary*' to eliminate any issues that may negatively affect the motivation of the educators at the school (Schwarz, 2017). In addition, he interacts,

on a one-on-one basis with them by asking for some feedback on issues. Addresses any issues immediately – gossip, differences, arguments – do not let it stand over, and be fair and consistent with approach. (Junaid, Principal, JPS)

The educators are also aware of the differences amongst staff, but with the guidance and support of the principal, as indicated above, they try to understand each other. In doing so, and by concentrating on the strengths of the different educators, the principal eliminates situations where educators can be perceived by their colleagues as lacking in some aspect (Bush & Glover, 2016). The principal encourages educators to embrace and appreciate their differences and to be tolerant of each other (Vogel, 2018):

I'm teaching Muslim learners, got Muslim colleagues, and I've learnt so much in the past few years and I've taken an interest in learning about the religion. (Faith, Grade 5 educator, JPS)

In learning about the Muslim religion, Faith gained a better understanding of her colleagues, thereby improving her relationships with the staff. An understanding of one another improves relationships between staff, which is motivating (Dobre, 2013) and bolsters educator confidence. However, not all JPS educators make the same effort to understand each other or work jointly:

I've noted with my colleagues they will complain but they won't ask why and speak up when they have the opportunity, and I feel I am even more opinionated when I know it's minuted. (Faith, Grade 5 educator, JPS)

Where educators do not actively engage in discussions, according to Faith, they feel dissatisfied, which leads to frustration and demotivation (Mafini & Dlodlo, 2014). To encourage staff to be more confident to participate in discussions, Junaid offers educators,

mentor programmes to show interest in the educators so that they could feel worthy. (Junaid, Principal, JPS)

By introducing a mentor programme, the principal works to improve staff competence. When educators feel competent and capable, they are more positive and more motivated. Educators who are positive and find value in their teaching, such as Samantha, look for opportunities to improve their teaching:

I look at my learners and I could see, you know, how they could form part of their own development without knowing. So, I would love to pursue my Masters. (Samantha, Grade 7 educator, JPS)

Samantha is motivated to improve her qualifications to offer her learners more effective lessons. This attitude is also expressed by Sally:

I will always love teaching. I am looking out for different methods and strategies to use now. (Sally, Grade 3 educator, JPS)

However, for Sally, her motivation is to improve her teaching by changing her methodology and strategies. For Faith, teaching was not her chosen career when she started studying, but she,

went back to study, to do education studies. Everything just fell into place for me, so it didn't feel like a chore at all, so I'm glad I was a mature student, you know everybody was planning their 21st, I was planning my 30th. (Faith, Grade 5 educator, JPS)

If educators like Faith stress teaching as a calling, their level of motivation improves and they offer learners quality teaching and support (Lai, 2011; Roness, 2011).

The educators at JPS are encouraged to understand and support each other regardless of their different attributes so that any negativity amongst the educators

can be reduced. The idea is to bring about positive attitudes and energy, thereby improving teaching and learning and increasing motivation (Claridge, 2015; Schwarz, 2017; Mishra, 2020).

5.2.1.2 Neptune Primary School

At Neptune Primary School (NPS), Donovan (Deputy Principal, NPS) finds that not all the educators are equally committed to teaching. In fact, the less committed educators do not offer the same standard of teaching.

I know who all the less effective educators are. With the weaker teachers, you need to know their weaknesses and you need to understand why they are weak and you need to have a level of empathy, only then you can assist them. (Donovan, Deputy Principal, NPS)

Where educators are perceived as being weak or demotivated, this may be as a result of their personal feelings of despondency, as indicated by Donovan:

Many of the teachers who are employed in the Manenberg area have had issues. They are normally the teachers that nobody else wants, so they have come through a difficult time. Coming to the Manenberg area would maybe be a last resort. (Donovan, Deputy Principal, NPS)

According to Donovan, the Deputy Principal, the educators at Neptune Primary School who opted for early retirement, but who decided to return to teaching, or who believe that they are not wanted by any other school, have fallen into demotivation, which is in keeping with the findings of Dullas (2018) and Chisholm (2019). As a result of their demotivation,

their heart is really not into teaching, and so you struggle to get quality people into our area, and that is one of our big concerns and challenges we have to face. (Donovan, Deputy Principal, NPS)

When educators lack motivation, they are not typically involved in their educator community or offer quality teaching, as indicated by the World Bank (2009). However, Anusha is happy *'being able to share the environment with teachers who are actually there for the kids'*. As caring for the learners is important to Anusha, she is motivated

by her colleagues who feel the same. She is also motivated by the leadership:

If they just come with their positive attitudes and make you feel as a valued member of the team, I think that's also very, very encouraging. (Anusha, Grade 2 educator, NPS)

Florence (Grade R educator, NPS) finds that *'not all educators are open to change and therefore have a negative attitude'*. Where educators have a *'negative attitude'* the more effective and motivated educators struggle to bring about quality teaching and learning for all learners, which is demotivating (Thoonen, Slegers, Peetsma & Geijsel, 2011; Rumnarain, 2016).

The educators at NPS have different motivations for teaching at the school. Not all the educators are motivated by teaching and therefore not all offer the same level of commitment to the educator community or the learners. This can demotivate the educators who are committed to offering quality teaching.

5.2.1.3 Saturn Primary School

The educators at Saturn Primary School (SPS) are not all teaching at the school for the same reasons, and do not all have similar educator attributes. For some of the educators, it is an opportunity to earn a salary, which is demotivating for other educators (World Bank, 2009). One educator, Kubeshni, indicates that,

Some people just come to get paid. Whether we want to know it or not, that is the reality. The teachers have this thing where they tend not to help and turn their backs. (Kubeshni, Grade 6 educator, SPS)

Kubeshni's perception that educators only come to school to earn their salaries and do not assist in various aspects of the school is partially supported by Zola, who insists,

We are all on our own journeys. We cannot expect the same motivation and results from different people. (Zola, Deputy Principal, SPS)

The differences in educator motivation and the quality of the work they perform has to be managed by the principal, who believes that all the educators will be able to work together if they,

share the vision of [his] plan of how [he] hopes to achieve the goals. Set the tone and demonstrate the work ethic needed to achieve your goals. Educators are made comfortable in their respective job descriptions and are encouraged to reflect and talk about their challenges they might be experiencing. (Matthew, Principal, SPS)

Despite the principal's shared vision and the opportunities to discuss any challenges they may be facing, according to Kubeshni,

There are a lot of discrepancies still, but I believe what's right is right even if no one likes you. (Kubeshni, Grade 6 educator, SPS)

Although structures are in place to support educators, not all educators make use of the opportunities afforded them to address their challenges. This can demotivate those educators, like Kubeshni, who believe that their level of commitment and motivation is not equalled by the full educator community. However, Zola indicates that,

by understanding that sometimes we are all overburdened, tired, stressed and overworked, which causes us to react in the moment. (Zola, Deputy Principal, SPS)

Although educators may not appear to have the same commitment, Zola believes that commitment mirrors the workload of the educators, which negatively affects those educators who believe that not all the educators are equally committed and motivated.

Not all the educators at SPS are equally committed and motivated. Understanding that each staff member is on their own journey means that they all have different motivations at different times (Lourmpas & Dakopoulou, 2014). However, the lack of commitment of some educators has a negative effect on the motivation of the committed educators to teach at SPS.

5.2.1.4 Synopsis of educator attributes

The educators at Jupiter Primary School work to overcome the challenges that arise because of their differences in order to strive for a common goal, and to bring about an understanding of each other (Thoonen, Slegers, Peetsma & Geijsel, 2011; Rumnarain, 2016).

Neptune Primary School also has a diverse group of educators with varying degrees of commitment and motivation to teaching and learning. The educators at Saturn Primary School have different attributes and levels of motivation, but there is an understanding that they are not all the same.

All three schools have diverse educators who display high levels of motivation through their commitment to being fully involved at their schools and offering quality teaching. However, all three schools reveal that not all educators are equally committed or motivated, which is demotivating for the wider educator community.

5.2.2 Nature and characteristics of the leadership

The nature and characteristics of the school management team (SMT) influences the educator attributes as the more supportive the SMT is of the educators and the more assistance they offer to motivate the educators, the more effective the educators are. Data from the questionnaire indicates that 19 of the 24 participants felt that the SMT supported them and enhanced their motivation to continue to teach at their schools, as presented in Figure 5.2:

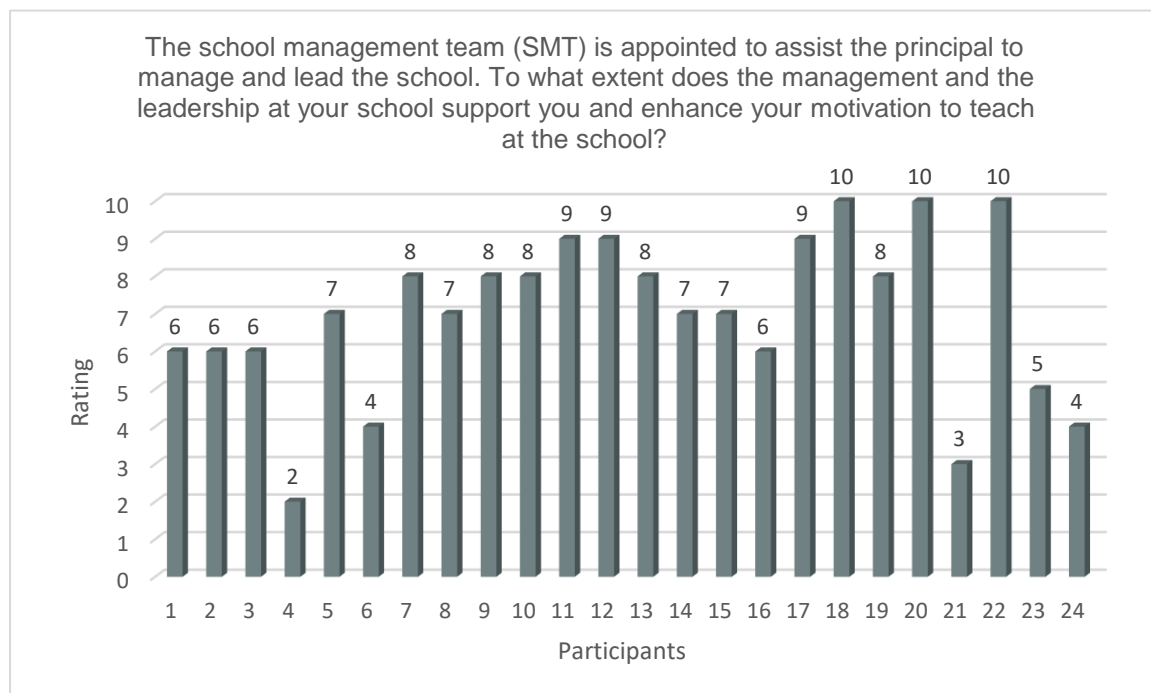


Figure 5.2: Extent the SMT supports educators and motivates them to teach at the school

Where the nature and characteristics of the leadership team is supportive, according to Figure 5.2, this appears to play a role in the motivation of educators to continue to teach in Manenberg. While the majority of the participants indicated an above average rating (6 or more out of 10³) for the support they receive from the SMT, five participants indicated a below average rating for the support they receive, which is in keeping with the data collected from the interviews, as discussed below.

Although the principal is part of the SMT, one of the questions in the questionnaire asked the extent to which the principal, as the leader of the school, enhances the motivation of the educators to teach at the school. Figure 5.3 below shows that 18 of the 24 participants gave an above average rating, 6 or more out of 10, of motivation from the leadership style of the principal, while 6 participants feel that the leadership style of their principal offers below average motivation.

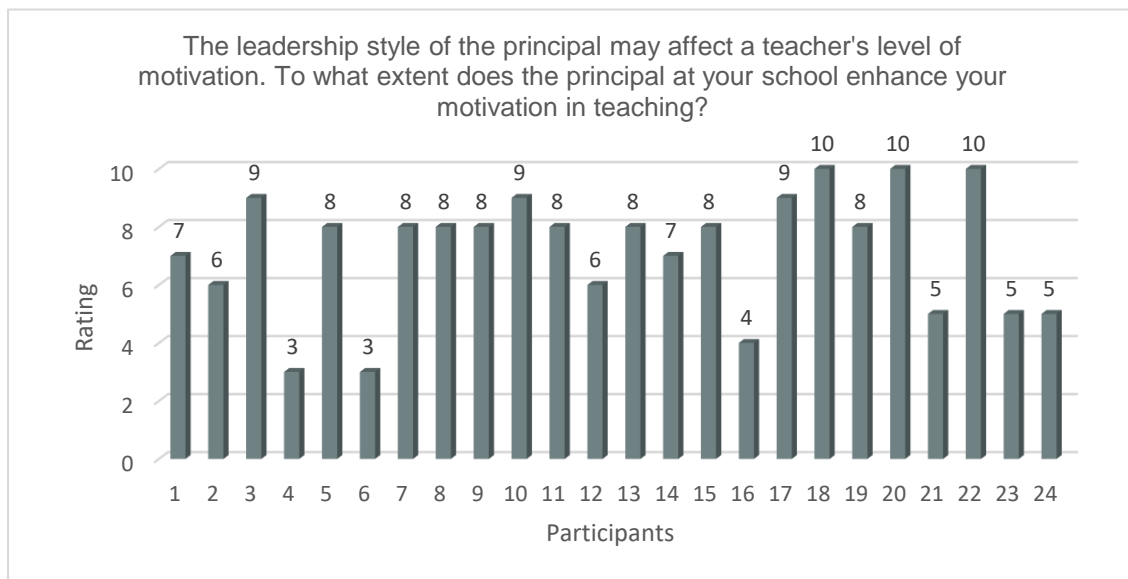


Figure 5.3: Extent the principal enhances the motivation of educators to teach at the school

The individual school level discussions show a similar trend to the two figures above.

³ A rating scale between 1 and 10 was used so that participants had to consider their answers without being given an option of a neutral number.

5.2.2.1 Jupiter Primary School

Where the nature and characteristics of the leadership style of the principal and the SMT members are supportive, educators feel that they have someone to rely on who understands how they are feeling, which increases their motivation.

[The deputy and the principal] are very supportive. They never made me feel like I'm asking a stupid question. [The principal and the deputy both have] open door policies. I can ask for guidance, advice, and I have been blessed to have such good teachers around me. (Faith, Grade 5 educator, JPS)

Where the nature and characteristics of the leadership are to offer educators mentoring, or coaching, this offers the educators an opportunity for growth and development (Schwarz, 2017; Claridge, 2015; Gattiker, 2014).

The deputy will tell you exactly what you can and cannot do, and what you should do. She gives insight. She is stern, direct, but extremely constructive, and I learn. (Samantha, Grade 7 educator, JPS)

Where educators feel that they are supported and assisted to grow and develop, they will be more willing to try new ideas and to grow within their teaching positions which positively impact motivation (Dobre, 2013). This is in keeping with findings in Figure 5.2 above. Where educators are offered opportunities for professional growth, they are able to increase their competence (Thoonen, Slegers, Peetsma & Geijsel, 2011; Bennell & Akyeampong, 2007; Souders, 2020; Robbins, 1998).

It is important for me to build relationships with all educators so that I can create opportunities to speak to educators and not only when they are needed to be taken to task. (Natasha, Deputy Principal, JPS)

For Natasha (Deputy Principal, JPS) cultivating relationships that are open and that offer opportunities for growth and development makes it easier to 'guide educators when they do not do what is required of them' (Claridge, 2015; Schwarz, 2017; Mishra, 2020).

Samantha (Grade 7 educator, JPS) is concerned that her principal and the SMT listen to concerns, but they expect the educators to resolve the concerns or issues that have

arisen; the leadership does not assist in resolving problems. Where the educators do require assistance from the SMT, but are not assisted, they feel neglected and undervalued, which results in demotivation (Nyakundi, 2012).

All the interviewed educators at Jupiter Primary School find their principal to be visible and supportive of the entire school community:

The principal has eyes everywhere at this school. He knows everything that is happening in this school. (Faith, Grade 5 educator, JPS)

Sally (Grade 3 educator, JPS) feels good to be at school because '*my principal is clued up and very enthusiastic*'. A principal that is visible 'everywhere' makes educators feel secure, confident they can rely on the principal to support them as needed. With the relevant support and enthusiasm, the principal will encourage staff to be equally supportive and equally visible, and to offer more than just the expected teaching to all the members of the school community (Fisher, 2017; Steinberg, 2017; Schulze & Steyn, 2007).

The principal, in an attempt to bring about quality teaching and learning, offers educators growth opportunities, which is,

daunting but allows one to realise one's own strengths and capabilities. I want to be that person for the upcoming teachers as well. By being given additional responsibilities has made me realise that maybe I am capable. (Faith, Grade 5 Educator, JPS)

Where the nature and characteristics of the leadership team, including the principal, is to offer the staff support and opportunities for growth, development and empowerment, this leads to increased educator motivation.

5.2.2.2 Neptune Primary School

The nature and characteristics of the leadership team at Neptune Primary School has seen some changes with the appointment of the principal to another school, which has given rise to different educators reacting to the leadership team differently.

Anusha (Grade 2 educator, NPS) commented that when reporting issues to the SMT

'it would fall on deaf ears'. The lack of support by the SMT gives educators a sense that they are not valued as people, which is demotivating (Schulze & Steyn, 2007). However, when the SMT is supportive, she indicated the opposite:

It's quite encouraging to go back the next day, and just face those challenges again. (Anusha, Grade 2 educator, NPS)

Where the nature and characteristics of the school leadership is to encourage input from educators, and then values the input given, educators are more motivated to be a part of the team, and therefore are more involved in the school (Andrews, 2011; Nyakundi, 2012; Mafini & Dlodlo, 2014).

While Anusha appears to have mixed feelings regarding the SMT, Florence feels that she is fully supported and has opportunities to '*fulfil my aspirations*' (Florence, Grade R educator, NPS).

Good relationships amongst staff are due to the nature and characteristics of the SMT that encourages and works with the staff to bring about quality teaching and learning, and motivates the educators to be involved in all aspects of the school (Dobre, 2013; Schultz & Steyn, 2007), as indicated by Enver:

The support of the SMT gives allowance to use one's initiative and creativity, which enhances the execution of lessons. (Enver, Grade 7 educator, NPS)

According to Bennell and Akyeampong (2007), for teaching and learning to take place, educators need good relationships, autonomy and support, but where this is lacking, educators will be less motivated and start working on their own, and will not serve as part of the team. This leads to a breakdown in relationships, as noted by Anusha:

They would say all these lovely things while you're meeting with them, like: "oh yes, I'll be there tomorrow; I'll come in and check what's happening", but um, come tomorrow, there's just no show. (Anusha, Grade 2 educator, NPS)

However, Enver commented that the principal, prior to leaving, motivated him to be at the school as '*we shared similar philosophies, beliefs and values*' (Enver, Grade 7 educator, NPS), while Diane felt the same:

The principal meets with me to discuss matters on how to improve our system with regards to supporting the learners and parents. (Diane, Grade 1 educator, NPS)

The educators at Neptune Primary School experienced the principal in different ways. Donovan explained that,

We've had principals that, I won't say did not care about the teacher, or did not care, but they left everything. Some successful deputies and principals, people fear them. (Donovan, Deputy Principal, NPS)

Donovan indicated that principals who were at the school previously were not effective nor were they involved in the school or the staff, while others behaved in a manner that was not supportive, but generated fear amongst the staff and school community. Although there is currently no permanent principal at the school, the previous principal was perceived differently by the staff, and therefore affected their motivation differently.

5.2.2.3 Saturn Primary School

Where the nature and characteristics of the SMT are to encourage the staff, it encourages Francis (Grade 4 educator, SPS) to '*do my best and to improve where needs be*'. Good relationships amongst staff as a result of SMT encouragement ensures quality teaching and learning and amplifies the willingness of educators to be fully involved in all aspects of the school (Dobre, 2013; Schultz & Steyn, 2007). Where the leadership team acknowledges the work the educators do and supports them, they are more motivated, as indicated by Ulrich:

Teaching in itself is a demanding career. The leadership of the school tries its best not to overload the teachers unnecessarily with admin. The leadership makes you feel that you are an important link in a chain. Your well-being is very important to them. We have been encouraged not to work hard, but to work smart. (Ulrich, Grade 7 educator, SPS)

Ulrich is appreciative of the support of the SMT, and feels that the support offered indicates a concern for the well-being of the staff, which he finds motivating (Thoonen, Slegers, Peetsma & Geijsel, 2011; Lamb & Snodgrass, 2017). In addition, where the

SMT acknowledges the efforts of the educators, they are motivated to offer their services and be fully involved in the daily running of the school (Dobre, 2013).

Zola, although a member of the leadership team, feels that the leadership team '*does not listen to anyone but themselves*' (Deputy Principal, SPS), which contradicts what the non-leadership team members indicated. He prefers to rely on his own inspiration and pass that inspiration on to the educators and learners in his care.

The educators at Saturn Primary School perceive the leadership team and the principal differently but, regardless of their perceptions of the leadership team members, the educators are either motivated by the leadership team to do things or, from a lack of perceived support, are motivated to do what they believe they need to do.

5.2.2.4 Synopsis of nature and characteristics of the leadership

The support and encouragement of educators by the leadership of a school affect relationships between the different role players and impact motivation. The opportunity for the nature and characteristics of the leadership team to influence the relationships between the educators and the SMT, and the support they offer, is limited, but the SMT is significant in the motivation of educators (Dobre, 2013; Van Tonder & Williams, 2009). Educators who feel supported by the leadership will be more willing to seek guidance, thereby improving the quality of teaching and learning as a result of the growth and development that comes from the support (Spaull, 2012). Where the leadership builds relationships, it is easier to guide educators to be more effective educators who are willing to be part of the team, enhancing motivation (Lourmpas & Dakopoulou, 2014).

The SMT at Jupiter Primary School is supportive and is prepared to mentor educators. This presents opportunities for growth and development which is motivating for educators (Bennell & Akyeampong, 2007).

Neptune Primary School's principal left the school, but the educators indicated that the principal was critical to their level of motivation to teach while still at the school. However, since the principal left, the educators are divided in how they perceive the

nature and characteristics of the leadership team and the effect the SMT has on the educator motivation, which is in keeping with data in Figure 5.2 above.

The educators at Saturn Primary School feel that they are supported by the SMT, but that there is little unity amongst the SMT members, which is demotivating for SMT members. However, the educators indicate a mixed response to the role of the principal in their motivation, which is in keeping with the data from Figure 5.3 above.

Where the nature and characteristics of the leadership team are approachable, supportive and they have a finger on the pulse of the school, educators feel cared for and the relationships formed are motivating (Thoonen, Slegers, Peetsma & Geijsel, 2011). However, where the leadership team is not visible and is unwilling to support staff, educators feel despondent and find ways to overcome their issues themselves, which is demotivating, and in keeping with the data in both Figures 5.2 and 5.3 above.

5.2.3 Relationships between colleagues

Although many of the educators admitted to good working relationships with their colleagues, not all the educators felt the same.

5.2.3.1 Jupiter Primary School

At Jupiter Primary School, the educators work together (Ma & Liu, 2016) for the benefit of the staff and the learners:

[They] share ideas and approaches as to how to teach a certain topic. We have internal reflections and external reflections regarding classroom management, and keeping up to date with administration. (Samantha, Grade 7 educator, JPS)

Being able to discuss progress and plans with colleagues in a structured manner results in '*less stress when you come to school and we have discussed everything*' (Samantha, Grade 7 educator, JPS). This is aligned with the findings of Schulze and Steyn (2007) who contend that if educators feel comfortable with their colleagues, their levels of motivation are enhanced.

In contrast, according to Faith, she only reaches out to her colleagues when she is unsure how to proceed with a particular section. She has realised that she needs to,

reach out to the lower grades. That has been my benefit. I have learnt so much from the Foundation Phase teachers, and that's where I learnt that when I'm struggling with my kids, I need to go to my Foundation Phase colleagues to figure out what the building blocks are so that I can assist my learners. (Faith, Grade 5 educator, JPS)

By reaching out to the educators who teach in lower grades, Faith is collaborating with her colleagues to offer her learners lessons that will help them to progress. However, in collaborating with her grade colleagues, she realised,

That's also when I opened up my eyes about my grade peers that there seems to be this lack of motivation. (Faith, Grade 5 educator, JPS)

When able to connect and collaborate with colleagues, educators do not have to rely on their own initiatives to bring about effective teaching, thereby heightening motivation, especially amongst colleagues who are not motivated (Ma & Liu, 2016; Cleary & Zimmerman, 2012; Koole, Schlinkert, Maldei & Baumann, 2018).

According to Samantha, despite personal feelings, educators must work together for the benefit of the learners:

We have our disagreements, but everybody knows they need to do something and they need to apply themselves. Whether it is in your favour, or not in your favour, at the end of the day, we apply ourselves because it's about teaching. (Samantha, Grade 7 educator, JPS)

At Jupiter Primary School, the educators try to work together. Regardless of the relationships they have with one another, they strive to set aside their differences and work together (Neufeld & Malin, 2020).

5.2.3.2 Neptune Primary School

The relationships between the educators at Neptune Primary School are supportive, as indicated by Anusha who often meets with her colleagues to discuss,

how to get this naughty one to actually sit and work, what are you doing with that one, to improve the handwriting or to focus. (Anusha, Grade 2 educator, NPS)

Their discussions have made a huge difference in the way they teach as they brought about an understanding of each other. The opportunity to sit together and share stories has resulted in colleagues sharing in each other's excitement, which is motivating for all. They share in each other's successes and support one another when things do not go as planned. This has a positive effect in the classroom, which is encouraging for the learners. Where there is a particularly difficult learner, or a learner who is struggling academically, the learner will be sent to another educator's class to give the learner a different way of learning. When learners improve, they all share in the success:

It's such a nice feeling knowing that together we have made a difference in the child's life. (Anusha, Grade 2 educator, NPS)

By collaborating to offer learners the best possible education, educators uplift the learners, but also each other, which increases their levels of motivation, as indicated by Thoonen, Slegers, Peetsma and Geijsel (2011).

We share the environment with teachers who are actually there for the kids. It kind of just makes you want to go and be better. You can't even express how amazing it is working with a team who actually wants to just make a difference! (Anusha, Grade 2 educator, NPS)

Where educators believe that they are supported, and that the educators they are working with have the same objectives, this unites them in purpose and motivation (Bennell & Akyeampong, 2007).

Diane (Grade 1 educator, NPS), however, feels differently to Anusha. Diane indicated that '*I am a bit of a lone ranger*' and therefore she does not work with her colleagues nor does she build relationships as '*it's not that they would know anyway!*' Despite indicating that she does not work with her colleagues, Diane admitted that she is,

always open to new advice, and I will seek a better way, if I am in fact wrong.
(Grade 1 educator, NPS)

According to Nyakundi (2012), all staff must work together for the benefit of the learners. Zola believes,

the relationships between the teachers, even if there's a disagreement, you can

figure it out, and we can move from it. We can solve it, and move from it. We share a common denominator. (Zola, Deputy Principal, SPS)

Whether educators like Anusha and Zola work together willingly or, like Diane, only work with their educator community when they need something, these relationships support and encourage the educators which increases their levels of motivation.

5.2.3.3 Saturn Primary School

Saturn Primary School is a relatively small school with a small staff, enables a closeness as they work together.

We often share best practices, and are always there to assist one another. We have formal and informal discussions about planning and presenting. (Ulrich, Grade 7 educator, SPS)

The educators collaborate with the support of the principal and the SMT. The principal, Matthew, believes that they work well together because,

educators are constantly reminded of the role that they play in upholding the School Code of Conduct. Their positive actions and behaviours will display and demonstrate the solidarity and unity of the staff. Collective decisions that were agreed upon should be executed promptly in the best interest of the school as a community. Thought, leadership, pro-activeness and reflection is encouraged throughout our daily activities. A developmental approach is adopted with educators to engage in their concerns or issues to derive a win-win solution. (Matthew, Principal, SPS)

The principal, by creating a 'win-win solution', raises the level of motivation of the educators to teach at SPS.

5.2.3.4 Synopsis of relationships between colleagues

Jupiter Primary School educators collaborate for the benefit of the learners. The relationships that the educators have developed together reduce stress and increase their motivation to continue teaching at the school.

Neptune Primary School educators, however, are divided – some educators build

relationships while others prefer to work independently. When the educators work together, they have a common goal and a joint purpose with the learners as their focus (Tugsbaatar, 2019).

Because of the small staff at Saturn Primary School, the educators realise that they can achieve their goals if they work together and build relationships. They are united in their drive to offer learners quality teaching and learning; this is a 'win-win' situation for all (Filgona, Sakiyo, Gwany & Okoronka, 2020). The data indicate that when educators make connections, their motivation increases.

5.2.4 Summary of the educator community

The educators within Manenberg, regardless of the school in which they teach, must contend with various issues while establishing themselves within the educator community and with the leadership of the schools where they teach.

Leaders who espouse a clear vision for the school and who share this vision with educators and invite them to offer their input, and who value that input, motivate their staff to be fully involved in the daily operation of the school, and to continue to teach at the school (Eyal & Roth, 2011; Thoonen, Slegers, Peetsma & Geijsel, 2011). Where educators feel valued and supported, and the SMT, especially the principal, develop good working relationships with the educators, educators offer their support and retain their motivation to teach at the school. With a positive attitude towards the educators and the school, the SMT can garner support from the educators for school initiatives (Lourmpas & Dakopoulou, 2014). These relationships and the support offered are greatly enhanced when the principal is visible 'everywhere'. Educators do not see this as an intrusion, but rather as support, which motivates them to continue their efforts, and to grow and develop as educators within their classrooms and within the school (Raffo, Dyson, Gunter, Hall, Jones & Kalambouka, 2007).

The educator community is an important factor of educator motivation, especially in Manenberg, as it gives educators the opportunity to collaborate and support one another in difficult situations and develop relationships that are uplifting and familial (Bennell & Akyeampong, 2007). While personality conflicts and differences of understanding occur, educators are working towards a unified goal. Where they feel

part of a 'tribe', they feel cared for, supported and understood; they feel they belong (Winch, 2020). However, as some educators feel that teaching in Manenberg is their last chance or that these difficult schools are the only schools that will employ them, as indicated by Donovan (Deputy Principal, NPS), they are demoralised and demotivated. But with the support and motivation of their colleagues, they still try to offer the learners quality teaching (Bennell & Akyeampong, 2007). The motivation of educators to teach on the Cape Flats, regardless of the quality of teaching offered, is enhanced when they are supported by their colleagues within the educator community.

5.3 Learners and their families

According to the Policy on Learner Attendance, published under General Notice 361 in Government Gazette 33150 of 4 May 2010, with effect from 1 January 2011, a parent is regarded as: *'(a) the biological parent or guardian of a learner, (b) the person legally entitled to custody of a learner; or (c) the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner's education at school'* (Republic of South Africa, 2019: 312). This distinction is important for schools within Manenberg as a number of learners do not live with their biological parents.

The questionnaire indicated the extent to which the learners motivated the participant educators to teach, as indicated in Figure 5.4 below.

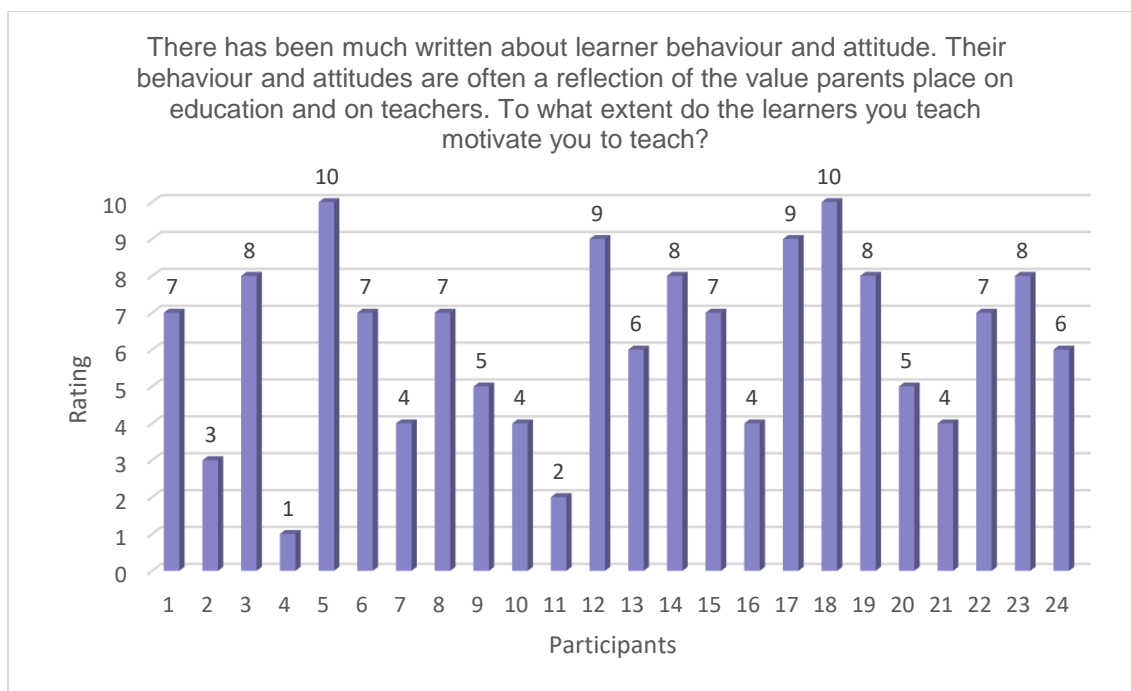


Figure 5.4: Extent the learners motivate educators to teach

The average rating regarding the extent to which learners motivate the participants is 6.2 on a scale of 1 to 10. Figure 5.4 makes evident that 7 of the 24 participants' level of motivation to teach the learners is below average, while 17 of the 24 participants are motivated by the learners they teach. This suggests that learners are a factor in what motivates educators to teach within Manenberg; however, it does not specify exactly what it is about the learners that motivates educators. This is expanded in the analysis below.

The participants in the interview process all indicated a fondness for the learners they teach. To some educators, as indicated by Bennell and Akyeampong (2007), the learners are more than just learners: *'I believe that they are not my learners, they are my kids'* (Kubeshni, Grade 6 educator, SPS). As reported by Kubeshni, the parents notice this commitment and approach the educators to say,

Ms Kubeshni, can you please help me, John is not listening, or I'm battling to do this or that. (Kubeshni, Grade 6 educator, SPS)

The sub-themes of the core theme of the learners and their families include learner behaviour and attitudes, marginalised families and parenting, and the family relationships with the school. These sub-themes are discussed individually.

5.3.1 Learner behaviour and attitudes

Educators are challenged on a daily basis when dealing with learners whose behaviour is not conducive to teaching and learning. Learners' behaviour is affected by the relationships they have with their families, coupled with alcohol and substance abuse, and the connections with the various gangs in the area. Educators often must administer psycho-social support to learners who have been exposed to alcohol and substance abuse and gang activity, to overcome the trauma experienced (Devon, 2016; van Tonder & Williams, 2009; Samsa, 2014; Mrug, Madan & Windle, 2016). Where learners have no respect for the authority of educators, this adds an additional burden for the educators. Learner behaviour and attitudes have an effect on the motivation of educators to continue to teach.

5.3.1.1 Jupiter Primary School

Jupiter Primary School educators have realised that effective teaching and learning relies on them connecting with learners on a personal level as the following quote reveals:

It's impossible to teach this type of learner if you don't know how to say 'well done' and you know it is more about the affirmation. (Samantha, Grade 7 educator, JPS)

Taking care of the learners is important and a vital part of what educators do, according to Nguyen (2021). Where learners are distrustful, or have been traumatised, or have not been shown any love and support at home, they have little self-confidence or belief in their own abilities; therefore, educators must connect emotionally with learners to ensure effective teaching and learning (Chisholm, 2019). Educators indicate that they are committed to their learners as they feel that the '*learners need me*' (Samantha, Grade 7 educator, JPS), which speaks to their beliefs and commitment to teach at JPS.

Adverse behaviour of the learners can be reduced through open communication with the parents (Paquette & Ryan, 2001), as suggested by Samantha:

Learners are aware that the parents will be contacted, they change their behaviour positively. (Samantha, Grade 7 educator, JPS)

However, this is only possible where the parents are involved in the lives of their children, and value the education offered by the school (Chisholm, 2019). If parents are prepared to work with educators, the chance to make a difference in the lives of the learners increases, which increases the level of motivation of educators.

Natasha (Deputy Principal, JPS) knows that if learners are involved in gangs or start abusing alcohol and drugs, it is difficult to deal with '*learner behaviour, discipline and work ethic*' (Natasha, Deputy Principal, JPS). When learners arrive at school already under the influence of alcohol or other narcotics, it is very difficult for the educators to engage them in teaching and learning. Learners who are members of a gang generally do not associate authority with anyone other than the gang hierarchy, which makes disciplining them at school difficult and prevents educators from teaching.

If a learner feels that the other learners in the class are not showing the level of respect that the status offered by the gang calls for, bullying may ensue to enforce their perceived level of standing (Alleyne & Wood, 2010). Bullying creates additional disciplinary issues within the classroom, furthering the challenges to the authority of the educators, thereby decreasing motivation (Drahos, 2017).

Samantha (Grade 7 educator, JPS) experienced a cultural shock when she started at JPS. She found it,

contrary compared to where I've come from. But I guess it's a hard life. You know, it's not the teaching atmosphere, not a classroom atmosphere of rules, but more of a safe and warm space of feeling important, and then teaching kicks in. It's impossible to teach this type of learner. (Samantha, Grade 7 educator, JPS)

As a result of their circumstances, many learners at JPS are not ready to learn, regardless of their willingness to do so. Again, if learners do not feel safe, have been traumatised or do not have family support, they are not able to learn, and are therefore '*impossible to teach*' as indicated by Samantha (Kearney & Garfield, 2019). Learners who have been exposed to violence, abuse and exploitation by gangs need educators to offer safety, protection and care that they do not receive elsewhere (INEE, 2020; Bowers du Toit, 2014) for effective teaching to take place.

Faith has grown more anxious about being in the area over the last couple of years.

I've seen bodies on my way to school. I've had to divert the learners from crime scenes. Crime is definitely creeping close to the school. In the past week between 9am and 10am, six to eight gunshots every day without fail. I'm not sure if it is a warning, or what the purpose is. (Faith, Grade 5 educator, JPS)

These actions by gangs may be a form of intimidation and, while they do not come onto the school grounds, are traumatic and give rise to fears that need to be mediated by educators who themselves are fearful, which directly affects the quality of teaching offered and has a negative effect on motivation to teach in Manenberg (INEE, 2020; Nyakundi, 2012; Samsa, 2014).

Despite the level of trauma, many of the learners appear to be desensitised to the violence that surrounds them, as explained by Faith:

A man was killed right there on the field, and I think that what struck me was the Grade 7s who just walked on. They looked, they glanced, and they discussed who was killed. It didn't faze them. (Faith, Grade 5 educator, JPS)

The ongoing violence and the repercussions of the violence may appear to have no effect on the learners, but in discussing the victim, as noted by Faith, the learners experience 'secondary or vicarious trauma' (Leonard, 2020: 3), which negatively affects teaching and learning. In addition, the apparent desensitisation is also applicable when a family member is the victim:

What I've noticed about the learners when they tell me about their cousin being killed and they saw it, there's this nothingness on their face and I can't imagine being that cold when a family member is ... I think it's a coping method. (Faith, Grade 5 educator, JPS)

The apparent desensitisation is an emotional response to the trauma, potentially affecting their normal brain development and therefore their responsiveness to the educators in class (Leonard, 2020). This is indicative of the level of desensitisation amongst the community, as discussed by Mrug, Madan and Windle Mrug, (2016) and Meyer and Chetty (2017).

When learners discuss violent incidences with the educators, this ushers in secondary trauma for the educators, affecting the way they manage their classrooms:

I feel unsafe and keep my door locked as often as I can. It has become such a norm that learners speculate about who is shooting. At times I go out to ensure that no learner has been caught in the crossfire. (Natasha, Deputy Principal, JPS)

Despite feeling unsafe, which is demotivating, Natasha remains concerned for the well-being of the learners.

As a result of the level of violence, participation in extra-mural and co-curricular activities are not possible, hampering learner development and learning:

Extramural and co-curricular activities are pertinent to the development of the learners and their self-esteem. (Natasha, Deputy Principal, JPS)

If schools are able to offer learners after school activities, educators are better able to cultivate a good relationship with the learners outside of the academic sphere, which has a positive effect on the way the learners behave within the classroom (Bennell & Akyeamong, 2007; Rajkumar, Venkataraman & Gayathri, 2016). However, this is not possible at JPS, which can be demotivating.

5.3.1.2 Neptune Primary School

The educators of Neptune Primary School must find a way to deal with the trauma of learners and offer the necessary support. For example, Anusha (Grade 2 educator, NPS), identifying a learner who suffers from an anxiety disorder, arranged with her to sit directly in front at her desk. She would signal to the learner when she was moving away but that she would be back:

So just that reassuring, and it's made such a difference in how the child behaves in class and the amount of effort she's put in. (Anusha, Grade 2 educator, NPS)

This gave the learner the security of knowing that the educator would be back, and subsequently her academic results have improved. Anusha is not only required to teach the learner, but also '*to counsel, parent and support the learner*' (Anusha, Grade 2 educator, NPS) as explained by Bipath and Nkabinde (2018) and Zakrzewski (2012). As many learners of NPS need psychological support, educators are often called upon to offer this support, which places great strain on them as most educators have not been trained in trauma counselling. While this increases their feelings of being needed,

it compounds their stress (Müller & Goldberg, 2020).

In addition to the psychological support the educators offer the learners, educators seek ways of working with poorly behaved learners. In their meetings, they frequently discuss this:

So how you getting this naughty one to actually sit and work? What are you doing with that one? (Anusha, Grade 2 educator, NPS)

Despite 'naughty' learners, the educators try to find ways of dealing with all learners and improving their behaviour. While poor behaviour can be demotivating, the educators at NPS seek ways to improve learner behaviour.

However, educators like Anusha (Grade 2 educator, NPS) believe,

There's just something about the under-privileged, which I'm so drawn to. You kind of mould them, and you expose them to life. You can show them even though we are in Manenberg, we can carry ourselves differently. In Manenberg, they only know one way. Everyone conducts themselves in one way. I don't think I'll ever leave the area which I teach in. (Anusha, Grade 2 educator, NPS)

Educators like Anusha see an opportunity to develop the learners to rise above what they know and believe in, and to overcome the apparent poor parenting they receive. The motivation to teach these learners increases and educators are prepared to offer the learners more than just teaching and learning. This is a strong motivating factor when considering alternative teaching opportunities:

We provide education, we provide counselling, we actually provide everything besides education. (Donovan, Deputy Principal, NPS)

As suggested by Donovan, the educators at NPS are prepared to offer the learners support services to overcome their personal challenges. In supporting the learners, educators can mollify some of the poor behaviour to better teach the learners, which is motivating as the learners then have a means to rise above their circumstances.

5.3.1.3 Saturn Primary School

The educators at Saturn Primary School admitted that their learners have poor

attitudes, and therefore behave poorly towards their schooling, the school and the educators. Matthew (Principal, SPS) commented that the learners have poor behaviour and '*negative attitudes*' towards schooling that make the daily task of educating that much more difficult, which is demotivating.

According to Matthew (Principal, SPS), educators believe the negative behaviour of the learners is as a result of their parents:

Poor learner behaviour and negative attitudes are a result of parental apathy towards involvement in schooling matters, and child neglect and abuse at home.
(Matthew, Principal, SPS)

As a result, educators must assume an almost parental role to change the mindset of the learners while offering,

Social justice programmes to learners and parents on anti-bullying and parenting skills. (Matthew, Principal, SPS)

If learners do not have adequate role models at home, the behaviour and attitude they are exposed to is carried into the classroom, negatively affecting teaching and learning (Müller & Goldberg, 2020). When learners are at school, according to Kubeshni,

What bothers me is the way the learners bring their outside attitude and behaviour to school. (Kubeshni, Grade 6 educator, SPS)

In addition to the poor behaviour, turf wars and revenge killings give rise to ongoing learner absenteeism, and '*learner drop-out rates leading to decrease in staff establishment*' (Matthew, Principal, SPS) resulting in overcrowding in classes, and the demotivation of educators (Matthew, Principal, SPS), as discussed by Müller and Goldberg (2020).

Despite the negative attitudes and behaviour of the learners, Matthew believes,

I am able to reach learners by transferring knowledge, skills and values to inspire their dreams and aspirations for the future. (Matthew, Principal, SPS)

The educators of SPS are motivated to guide learners to a better future as they believe they can make a difference within the community despite problematic learner

behaviour (Bipath & Nkabinde, 2018; Soares, Cunha & Frisoli, 2019).

5.3.1.4 Synopsis of learner behaviour and attitude

Educators at Jupiter Primary School find learner attitudes and behaviour challenging, but try to understand and support the learners as they are aware that many of the learners have been traumatised by violence, substance abuse and a lack of parental support (Müller & Goldberg, 2020; INEE, 2020). The educators contend that dealing with learners is complicated by their involvement in gangs.

Neptune Primary School educators did not indicate poor behaviour as a big issue, but mentioned that learners have been traumatised by their circumstances, including a lack of parental support and gang-related activities.

At Saturn Primary School, educators indicated that learners have negative attitudes towards schooling stemming from a lack of support from parents. Despite these negative attitudes, the educators at Saturn Primary School still do what they can to offer the learners hope for the future.

Despite the poor behaviour and less-than-enthusiastic attitudes of learners, the educators still believe that they can make a difference in learners' lives, and therefore maintain their motivation to teach at their schools and to uplift the communities (Zakrzewski, 2012).

The behaviour and attitude of the learners within Manenberg is challenging on a daily basis. If learners have been traumatised, additional support and attention is required of educators, so they feel needed (Müller & Goldberg, 2020). Relationships between educators and learners, regardless of their behaviour, are important as they give the learners hope for a better future (Chetty, 2019), and this motivates educators.

Despite the demotivating effects of learners' circumstances, some educators cling to the belief they can have a positive effect on learners; this motivates them. Despite behavioural challenges, the educators at all three schools still claim that they are motivated to improve the lives of learners in their care. In finding the good in the learners, educators live out their beliefs (Jansen, 2011).

5.3.2 Marginalised families, parenting, gangsterism and relationships

Many of the families in Manenberg, as a result of apartheid, struggle with poverty and a lack of education which gives rise to feelings of powerlessness to overcome their circumstances (Bowers du Toit, 2014). As the level of poverty has risen, so has gang activity, with concomitant substance abuse and violence. This means additional challenges for educators, which has impacted their motivation to teach (Van Tonder & Williams, 2009).

Relationships between educators and learners and their families affect educator motivation: where these relationships are supportive, the learner has a positive outlook, which is motivating for the educators. However, if relationships are deficient, this results in challenges that demotivate educators. Nonetheless, they see their role as providing opportunities to learners for a better future (Bipath & Nkabinde, 2018; Soares, Cunha & Frisoli, 2019; INEE, 2020).

5.3.2.1 Jupiter Primary School

The community in which Jupiter Primary School is situated falls into the lower socio-economic bracket with poverty and significant hunger (Müller & Goldberg, 2020). As a result of the poverty, several of the learners suffer from malnutrition and other ailments, hampering their academic progress:

So many of our learners living in Wendy⁴ houses. Many of them suffer from asthma, insufficient, or little, food at home, and malnutrition, which leads to poor or low immune systems which makes them very vulnerable, especially during cold and flu season. That becomes overwhelming to the educators. (Natasha, Deputy Principal, JPS)

JPS is a National Schools Nutrition Programme (NSNP) school that supplies a percentage of the learners with daily meals. However, the school offers all learners meals, as they know that learners cannot learn on an empty stomach.

In order to supplement the NSNP programme to reach all those in need, the school has to employ creative ways to raise much needed funds to operate efficiently.

⁴ Wendy house is a trade name for wooden structures such as small houses, garden sheds or dog kennels.

(Junaid, Principal, JPS)

JPS further supplements the meals offered by the NSNP by garnering sponsorships from outside organisations '*which is feeding all the children*' (Junaid, Principal, JPS). Meeting with potential donors and collecting the donations adds to the normal academic day, especially as educators are approached to assist with collections. Becoming involved in issues that should be addressed by the Department of Social Development adds to the burdens of educators. While educators may be motivated to uplift the communities, they also feel demotivated by additional demands to contend with the enormity of the poverty the community endures (De Wet, 2010).

The parenting styles of the parents of JPS are questionable: '*ooh, it's a strong word, parenting*' (Faith, Grade 5 educator, JPS). In many instances, there is a complete absence of parental involvement:

Absent fathers, parents abusing illegal substances or learners being taken care of by grandparents who cannot cope with the day-to-day stresses. (Natasha, Deputy Principal, JPS)

If fathers are absent, mothers are single parents while also juggling work, so are not always available to learners. In cases where the mother does not work, she may be available, but if substance abuse is an issue, she is not able to properly parent (INEE, 2020). If parents do communicate with the educators, and the parents and educator are aligned, as Samantha (Grade 7 educator, JPS) indicated, the learners will not rely on the educators as much for 'parenting', but if there is little control at home, learners tend to struggle with behavioural issues within the classroom, straining and demotivating educators.

Many of the parents expect educators to discipline their children,

thereby fulfilling the role the parents are supposed to do at home. Most times, the teacher is the only source of safety and love, and this is what they need. (Natasha, Deputy Principal, JPS)

The school offers psycho-social support to learners and social justice programmes, such as '*anti-bullying and parenting skills*' (Junaid, Principal, JPS) because,

Our parents feel so hopeless, and they don't feel empowered. (Faith, Grade 5 educator, JPS)

The educators at JPS either feel a connection with the learners because of their personal backgrounds, or because they feel that they are contributing to something greater than themselves. This is particularly true for Natasha, who finds it intensely satisfying to work in this area:

As it gives me an opportunity to plough back in the community as a person who was reared in a similar community myself. I feel blessed that coming from a similar under-privileged community, yet I am successful and can be a positive role model and an example of success to our learners. (Natasha, Deputy Principal, JPS)

According to Faith (Grade 5 educator, JPS), by building relationships with the parents of learners, they have to,

offer parenting skills, counselling, parenting, psychological services, and be a friend to the learners first before teaching can take place. You naturally absorb peoples' trauma without realising. (Faith, Grade 5 educator, JPS)

For educators taking on the stresses of the families and absorbing their 'trauma', their levels of motivation decrease. Regardless of the stresses, the educators at JPS, particularly those who grew up in similar circumstances, feel driven to offer the marginalised families hope for the future.

5.3.2.2 Neptune Primary School

Donovan (Deputy Principal, NPS) grew up in and currently still lives in the local area. Although he rose above the legacy of living in the Manenberg area by completing his schooling and becoming an educator, he believes that learners will struggle to improve themselves. He believes that educators who think that they can expect more from the learners,

Are going to struggle. I have been working here for 30 years, and I have known this as a marginalised community. They are illiterate. (Donovan, Deputy Principal, NPS)

If educators do not believe that the learners and, likewise, the community, will improve despite their efforts, educators grow despondent and demotivated over time (Schleicher, 2020).

This belief that learners will be unable to improve stems from the lack of parental education which prevents parents from supporting the learners academically.

The role of the parent has become so much more important in a child's education, but we have what we call the "lost generation of parents". Many of our parents at our school did not complete their education. They are not really able to assist our learners. Many of my parents are illiterate, and they are not able to assist. (Donovan, Deputy Principal, NPS)

As a result of their lack of schooling (see Chapter 2), parents are not able to assist children with schoolwork, so learners rely solely on educators to achieve academically (Bennell & Monyokolo, 1994). According to Donovan,

Most of the learners in our areas, don't really do homework. We have a backlog here in our curriculum, and especially with our learners, because the parents themselves can't help them. (Donovan, Deputy Principal, NPS)

The lack of parental support for learners can have a demotivating effect on educators when learners are unable to complete the work required, which can result in educators withdrawing themselves emotionally from the learners (OECD, 2004). In addition to the perceived lack of ability to assist their children, many parents are young and inexperienced:

Many of our parents are still young children, young people, so they also are not able to assist. (Donovan, Deputy Principal, NPS)

If parents are young as a result of teenage pregnancies, they have little parenting experience and therefore struggle to parent their own children; if they themselves dropped out of school, their lack of education inhibits their attempts to assist their children academically (Kim, 2016; Psaki, Chuang, Melnikas, Wilson & Mensch, 2019). In addition to the poor academic performance of the learners, teaching is hampered by violent gang activity that occurs outside of the school.

When shooting happens during intervals, the learners run to the fence to see what is happening. (Enver, Grade 7 educator, NPS)

Learners are often drawn to the shootings rather than moving away to safety. Their intrigue may stem from their affiliations to a gang, or the affiliation of their family members to a gang. As a result of the marginalised community and the increase in gang activity in the area, as discussed in Chapter 2, gang activity affects not only the community, but also the learners and educators within the school.

Neptune Primary School is on the border of the Manenberg area, but Diane is still,

anxious sometimes. However, I feel that I am needed where I am, and I can make a positive difference in the lives of the learners, and that is what it is about. Being in the area means that I must be more vigilant. (Diane, Grade 1 educator, NPS)

Donovan (Deputy Principal, NPS), having spent over 30 years at his school, feels that *'the school environment and the school community has changed'*. When he started at the school, he felt safe despite the violence as there was a South African Police gang unit nearby who monitored the gang activities (Bennell & Monyokolo, 1994). Donovan is acquainted with some of the gang leaders who,

are normal people. Some of them are so normal that you would never say they were the notorious people that you read about. [He believes that he is] at the heartbeat of the community, [and would often know about the killings that have occurred as] people confide in me. (Donovan, Deputy Principal, NPS)

The educators at NPS are aware of parents who are members of gangs in the area. While they may appear *'normal'*, the educators are aware of their reputations and what they are capable of, which is stressful. Donovan, though, believes that educators should,

engage with these people and acknowledge what they are doing. Don't be critical of their lifestyle. (Donovan, Deputy Principal, NPS)

Although Donovan believes that the educators should *'engage'* and *'acknowledge'* known gang members, this will not reduce the anxiety of working within the Manenberg area as it will not decrease the level of violence:

The only thing they know is violence. We resolve things through violence here, and things get sorted out in a violent manner. (Donovan, Deputy Principal, NPS)

Educators who live within the area and experience the effects of gangsterism at home likely have a clearer understanding of the community and its issues, which may assist them to relate to the learners and their families.

The manner in which the parents regard the educators is dependent on the way in which the educators treat the parents. According to Florence,

The parents that I get into contact with are very supportive and committed. It depends on the way you treat them. They want to know that they are part of the school family. (Florence, Grade R, educator, NPS)

Donovan (Deputy Principal, NPS) believes that working with the parents *'makes them feel as if they are important'*. Despite their circumstances, treating the parents with respect will improve their self-image which will in turn help with the way they treat their children (Dulles, 2018). As parental self-image improves, so too will relationships between parents and educators, which will increase the motivation to continue working with the parents. Knowing and understanding the community is helpful to create strong, respectful relationships between educators and parents for the best interests of the learners and strongest motivation.

5.3.2.3 Saturn Primary School

Educators at Saturn Primary School find relationships with the parents *'very challenging'* (Kubeshni, Grade 6 educator, SPS). Ulrich (Grade 7 educator, SPS) expressed that his many years of experience within the area has taught him how to communicate with parents and learners. The communication between himself and the families has opened his eyes to their daily struggles:

For newcomers, it would be difficult to adapt, and I will never get used to the shootings and gang violence. (Ulrich, Grade 7 educator, SPS)

Regardless of Ulrich's years of experience in the area, he still finds the gang activity difficult to work amidst. However, Francis (Grade 4 educator, SPS) grew up in the area and finds it easy to teach at SPS. She feels comfortable at school,

But sometimes learners can be outspoken, but I treat them with respect and therefore I get the same respect from them. (Francis, Grade 4 educator, SPS)

Francis believes that showing respect and encouraging the learners will show families that educators value them and are willing to work together. However, this does not necessarily help parental involvement in their children's schooling. Ulrich believes that educators would be more committed to their schools if,

We had more parent involvement, and more commitment from parents. (Ulrich, Grade 7 educator, SPS)

As many of the parents in this marginalised community did not complete their own schooling (see Chapter 2), they are likely uncomfortable assisting their children, and therefore are not as involved in their children's schooling as educators would like.

'As a result of parental apathy towards schooling matters, child neglect and abuse' (Matthew, Principal, SPS) and the lack of stimulation at home, there is a high drop-out rate, as indicated by Pather (2018). An increasing drop-out rate reduces the number of learners at the school resulting in the staff establishment of the school being decreased by the WCED. This can be demotivating for educators after investing in a learner's hope for an improved future.

Matthew (Principal, SPS) admitted that learners have poor behaviour and *'negative attitudes as a result of parental neglect'*. Where parents *'neglect'* their children, the educators perceive this as a lack of interest in the learners which leaves learners open to seek affirmation from other sources, often gangs (Van Ngo, Calhoun, Worthington, Pynch & Este, 2015).

Many of the SPS families live in abject poverty, feeling disempowered and disillusioned (De Wet, 2010). With feelings of resignation due to a scarcity of prospects, parents are blind to the value of schooling (Müller & Goldberg, 2020). As they do not see the value in the education being offered to their children, they show little, if any, interest in the progress their children are making at school, and therefore *'don't even collect their children's report at the end of the year'* (Ulrich, Grade 7 educator, SPS). This is extremely demotivating for educators as they feel unsupported by the parents.

As a result of his concern for the learners and the perceived lack of support from the parents, Ulrich (Grade 7 educator, SPS) decided to introduce a reading hour at the school where the learners could read to the parents. Ulrich brought the parents into the programme because it is,

no use me trying to uplift the learner and the parent is not involved in the child's education. (Ulrich, Grade 7 educator, SPS)

In addition to including the parents in their children's education, the reading hour assisted in addressing the issue of semi-literacy amongst the parents. While the reading programme demanded his personal time, the success of the programme increased his motivation to be at the school as he could see an improvement in the literacy levels of the community.

Zola (Deputy Principal, SPS) commented that the educators of SPS need to remain committed to the learners and their families, to offer hope for a better future:

If we give up on them, who would be in their corner? Who would fight for them?
(Zola, Deputy Principal, SPS)

If parental involvement is lacking, educators need to continue their efforts to engage with the families for a better future for the learners. Engaging the families generates more interest by the parents in the academic progress of their children, which motivates the educators to offer even more (Bennell & Akyeampong, 2007).

5.3.2.4 Synopsis of marginalised families, parenting, gangsterism and relationships

A lack of parental involvement is a serious problem for educators in all three schools. Jupiter Primary School, in particular, finds that substance abuse by parents and the absence of fathers have a negative effect on learners and behaviour, especially for boys (Antrobus, 2009; Alleyne & Wood, 2010). Despite parental apathy and surrounding gang activity, the educators of JPS find the good in the learners, which motivates them to continue to offer the learners teaching and learning opportunities. The educators find the gang-related activities and the involvement of the learners and their families in gang-related activities shocking, but they continue to offer learners a

safe environment within which to learn (Tomaševski, 2001). Despite offering them a safe space, the learners have grown desensitised to shootings, and appear unaffected by the sight of dead bodies.

The perceived lack of control of the children at home is echoed by a lack of parental involvement in their children's schooling at Neptune Primary School. The learners have a huge academic backlog (Bruwer, Hartnell & Steyn, 2014) and the school has limited facilities, which restricts the ability of the educators to bring about quality teaching and learning, resulting in the demotivation of the educators as they do not see rewards equal to effort expended. At NPS, there are daily shootings to which the learners are drawn. Learners run towards the shooting, having grown desensitised to the effects of the shootings. A number of the parents are members of gangs, which adds additional stress on educators who are trying to set an example as positive role models.

While the educators at all three schools find the parents challenging and have to assist in parenting the learners, the educators of Saturn Primary School still try to assist the parents and uplift the community, and are motivated by the improvements they bring about. The educators encourage the learners to reduce their absenteeism rate and reduce the drop-out rate, which has a negative effect on educator staff establishment numbers. However, the educators find it demotivating when the few assets the school possesses are stolen to pay for alcohol and drugs, or to appease gang leaders.

Although the three schools are different, gangsterism, including violence, alcohol and drug abuse, vandalism and bad behaviour impact educators negatively. As the violence increases, so the educators – particularly Diane, Zola, Natasha and Faith – grow increasingly fearful of going to work each day, which is demotivating for them.

The educators also find it demotivating when they are expected to 'parent' the learners, keep them busy and offer psycho-social support as they are not able to adequately carry out their core duty of teaching and learning (Chisholm, 2019).

All three schools have indicated that the families respond in a positive manner when educators are respectful towards them. This improves the relationships between the educators and the families, increasing the motivation of educators to teach in

Manenberg.

Rumnarain (2016) insists that how educators perceive their environment depends on the physical, cultural and social aspects of the community. If an educator grew up in the area, they have a clear understanding of every aspect of the community and are able to offer the community more than they currently have.

5.3.3 Summary of learners and their families

The Cape Flats, specifically Manenberg, including the three schools studied, are contextualised as areas with impoverished and marginalised communities (Bax, Sguazzin & Vecchiatto, 2019). Sadly, nothing seems to have changed during the post-apartheid democracy as the community is still '*ridden with high anti-social activities*' (Junaid, Principal, JPS), according to Cruywagen (2019). The anti-social activities are now social norms that have filtered into the schools, '*curtailing the provision of quality teaching and learning*' (Junaid, Principal, JPS) (Spaull, 2012).

If learners are neglected at home, educators must offer learners the care at school that they do not receive at home. Educators seek ways of uplifting the learners to offer them hope for the future. While gang families offer learners a measure of stability and give them the status that they crave, this affects their behaviour at school which then negatively affects educators. While the desire to improve the lives of the learners motivates educators to teach in Manenberg, the negative effects of gangs, substance abuse and violence in the area render it difficult for educators to remain motivated.

While understanding the challenges that learners and their parents face every day and offering a level of '*sympathy and empathy*', educators assume the role of psychologist and social worker. This cultivates a more personal relationship with learners and parents which is not always conducive to teaching and learning and can be demoralising and demotivating (Paquette & Ryan, 2001).

5.4 Conclusion

This chapter discusses the findings from the data collected to answer the first sub-question of the study:

What are educators' views of how the wider school community influences their motivation to teach in challenging school contexts?

The two identified themes and sub-themes in relation to the motivation of educators to teach on the Cape Flats were discussed (Figure 5.1).

Learner behaviour and attitudes, marginalised families, parenting, gangsterism and relationships are factors that directly affect the motivation of educators to teach in these difficult environments. If educators are motivated, they overcome their anxieties of working within the area to offer the learners hope for a better future despite the daily challenges of the learners and their families. Regardless of the challenges the schools face from gangsterism in the area, such as vandalism and violence, educators believe that they can offer hope. This belief serves to motivate many to teach in these schools.

The circumstances in which the learners live, their marginalised families, and the effects of gangsterism traumatise many learners (INEE, 2020). This makes it difficult for educators to manage them and to control them enough to be able to bring about effective teaching and learning. In addition, educators offer parenting advice to parents and care for the learners *before* they are able to carry out their core duty of teaching and learning, which adds to their workload and decreases their motivation. Levels of motivation are further challenged by the disempowerment and disillusionment of the parents, and their resultant lack of respect for schooling as a result of the ongoing effects of apartheid and the apartheid education systems.

But despite the challenges of the learners and their families, educators continue to teach and offer additional support services, within Manenberg, stemming from their commitment to the learners. The educator community encourages educators to continue to teach at their schools because of the support and collaboration amongst them which offers a sense of 'family' and motivates them (Kolleck, 2019; Fisher, 2017). Despite the challenges of teaching in Manenberg and the poor quality of some of the educators, educators are able to find their 'tribe' and feel a sense of belonging. Feeling that they belong, are cared for and supported develops an educator's sense of self-efficacy, thereby motivating them to continue to teach on the Cape Flats despite the challenges and anxieties caused by the harsh environment replete with gang violence,

alcohol and drug abuse, apathetic parents and desensitised learners.

Educators show various levels of motivation to continue to teach at their schools in these challenging school contexts, and specifically in Manenberg on the Cape Flats. Chapter 6 discusses the findings from the collected data regarding how educator views of the wider school community affect their beliefs, commitment and self-efficacy, and how these influence their motivation to teach in challenging school contexts.

CHAPTER 6

Effect of educators views of their wider school community on their motivation to teach

6.1 Introduction

Chapter 5 discussed the characteristics of the educator community and the learners and their families, and how they influence the motivation of educators to teach in challenging school contexts on the Cape Flats, and specifically in Manenberg. Chapter 6 discusses the findings from the questionnaire and the data collected from the semi-structured interviews to answer the second research question:

What are educators' views of how the wider school community affects their beliefs, commitment and self-efficacy? How do these effects influence their motivation to teach in challenging school contexts?

In seeking to respond to the second research question, it was determined that the views educators have of their relationships within their wider school community, as discussed in Chapter 5, affect their beliefs, commitment and self-efficacy, and therefore the motivation of educators to teach in challenging school contexts. The effects identified are a sense of achievement and satisfaction, sense of status and recognition, sense of autonomy and teaching, the job itself. These themes are discussed individually in section 6.2 of this chapter regarding the effects of the relationships on the motivation of educators to teach on the Cape Flats, and specifically Manenberg, as indicated in Figure 6.1.

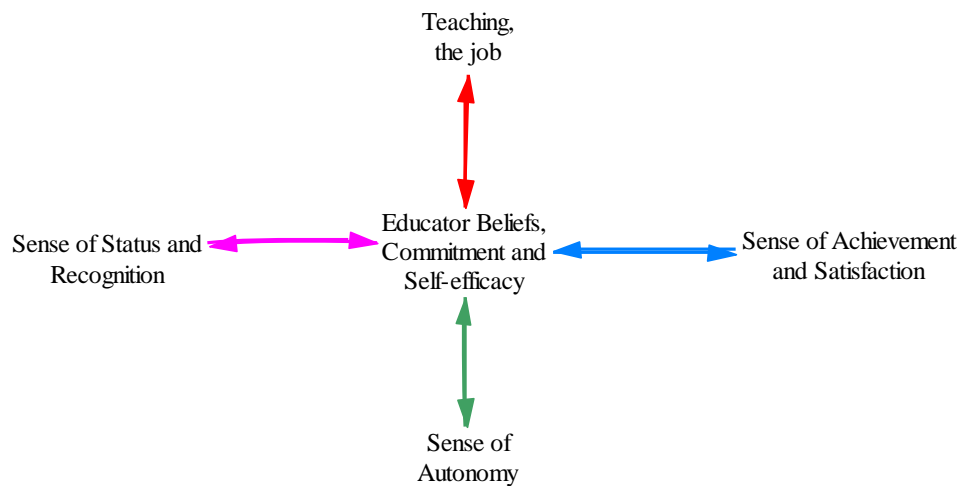


Figure 6.1: Effects of the views of educators of their wider school community on educator motivation to teach in challenging school contexts

Figure 6.1 indicates that the four identified effects of the wider school community on educator beliefs, commitment and self-efficacy are interrelated but not necessarily causations of motivation. The chapter begins with a discussion of each of the four identified themes – a sense of achievement and satisfaction (6.2.1), sense of status and recognition (6.2.2), sense of autonomy (6.2.3) and teaching, the job itself (6.2.4) – and concludes with a short summary of the findings (6.2.5).

Unlike in Chapter 5, the three participating primary schools will not be discussed separately per theme as the effects of sense of achievement and satisfaction, sense of status and recognition, sense of autonomy, and teaching, the job itself, are applicable to educators across all schools.

6.2 Effects on educator beliefs, commitment and self-efficacy, and their motivation to teach in challenging school contexts

Educator beliefs and commitments, and their drive for self-efficacy in relation to their motivation to teach in challenging environments are impacted by the sense of achievement educators experience, the autonomy they exercise, the sense of status and recognition they perceive, and their teaching, the job itself (Onjoro, Arogo & Embeywa, 2015). Each effect will be discussed separately below.

6.2.1 Sense of achievement and satisfaction

Achievement refers to the appraisal of an educator's work and the resultant increase in recognition and responsibility, as well as how they are perceived by others. Educators make judgements about their competencies and then adjust to improve if they feel that they are lacking. These competencies may be recognised by the school leadership which could lead to promotion and additional responsibilities. In addition, their level of competence may lead to their educator community praising them, motivating the further development of competencies which lead to further achievements (Dullas, 2018).

Self-efficacy, as indicated in Chapter 3, refers to an educator's belief that they will capably achieve the relevant outcomes for activities they undertake (Dullas, 2018). This belief determines how an educator carries out duties at school, and how successful they will be in overcoming obstacles in their path. If educators have high levels of self-efficacy, they generally are more motivated and successful in achieving their goals (Lai, 2011) and therefore achieve better results (Ma & Lui, 2016). Educators with high levels of self-efficacy are more willing to approach others for assistance in achieving their goals and provide the learners with hope for the future. When educators are approached to assist, or to take on additional responsibilities as a result of the competencies they display, they accept the challenge as a result of their perceived self-efficacy as indicated by Faith:

I think by earmarking you as a partner that can help mentor someone, you also realise your strengths and your capabilities by mentoring someone. When I was initially earmarked to mentor someone, I thought ... Why me? I'm still figuring out all the acronyms. But [the principal] entrusting me with, like even with regards to finding the interns, I was flabbergasted that I was asked to run that, and I definitely put my all into it, and I think it's still going very well with our interns. (Faith, Grade 5 educator, JPS)

This acknowledgement of her achievements motivated Faith to offer a valuable service to the school as a mentor, which further heightened her competence (Lourmpas & Dakopoulou, 2014; Dobre, 2013; Deci & Ryan, 2008).

Not all educators need external validation to achieve a sense of achievement as

indicated by Natasha (Deputy Principal, JPS), who finds her sense of achievement is connected to the learners and the educator community (see Chapter 5),

balancing personal, social and well-being of the learner always reflects what I achieve; why did I do that? To do the best I can to support the growth and success of the learners and teachers. (Natasha, Deputy Principal, JPS)

Offering support to the educator community and learners allows educators to feel a sense of achievement as they are able to make a difference in their lives. The support offered is not confined to academic support, as indicated by Anusha when talking to the female learners in her class:

Girls, we are ladies, we are not vultures, so please act like ladies, and they just looked at me like: what are you speaking about? So, I actually had to go back and teach them different ways of bringing themselves across and how to manage their expressions and their emotions. (Anusha, Grade 2 educator, NPS)

Anusha not only offers the learners academic support, but also advises on personal conduct, which gives her a sense of achievement. Donovan (Deputy Principal, NPS) notes that feels achievement when he is able to offer the learners hope for the future. He believes they need to be prepared for what lies ahead and that teaching just the curriculum is not enough:

It's not just a matter of just being a teacher and teaching the curriculum. You need to teach the curriculum in a manner that will prepare the child for the next couple or five years, uplifting the community. If you just come in here to teach a curriculum then you're defeating the purpose. (Donovan, Deputy Principal, NPS)

Learners and their families affect the self-efficacy of educators and their sense of achievement when the educators are able to offer the learners advice and support that will give them opportunities to improve their future prospects. In addition, if educators widen their teaching practice to include preparing learners for a changed future, they increase their perceived self-efficacy.

The educators' sense of achievement is increased when they identify the needs of their educator community and react in a manner that satisfies these needs, as indicated by Natasha:

So, as a member of the SMT, I need to be vigilant and aware of the different needs in the organisation. I find it rewarding when I see that, after identifying these particular needs, whether positive or negative, and I react on it, and get positive results. I achieve goals both for myself and the organisation. (Natasha, Deputy Principal, JPS)

Donovan's (Deputy Principal, NPS) sense of achievement is a result of the assistance he offers the learners and their families. By supporting learners and their families, he is afforded respect, which he perceives as achievement. In the quote below, Donovan acknowledges that he supports the community, families and learners.

Our children don't have; our community don't have what I have; what I've experienced. The broader community, because I interact with them on a daily basis and people know me, and they trust me. I have been here so many years, and I've earned that trust through giving them advice and helping them, and sometimes giving them money, and sometimes helping them with forms. Whatever, it is not only to do with education. I am able to live out my dreams here because I know I make a change. (Donovan, Deputy Principal, NPS)

Being able to 'make a change' increases the educators' sense of achievement, which increases their self-efficacy. An increase in self-efficacy is likely to give rise to considering promotion posts, as indicated by Donovan:

I was instrumental in many of the things that our principals and deputies were supposed to do, that naturally became the natural progression and I was just always the one that did all the important things at school, and that was the reason I moved up the ladder. (Donovan, Deputy Principal, NPS)

His motivation to teach in Manenberg and his commitment to the learners and their families, and the educator community, has given Donovan a sense of satisfaction:

You would never find better job satisfaction. Here you will find so much job satisfaction if you know the learners and you see what they can possibly achieve. (Donovan, Deputy Principal, NPS)

Anusha, too, feels motivated when she finds different ways for her learners to succeed:

Because there's always new ways and different tricks to teaching certain things

and finding new ways of bringing something across. You have to ask, you have to go out and find different ways just to make things more exciting, and knowing that together we have made a difference in this child's life. (Anusha, Grade 2 educator, NPS)

Anusha has a sense of satisfaction when she is able to make a difference in a learner's life, which increases her perceived self-efficacy.

Matthew (Principal, SPS), after identifying shortcomings of school leadership, realised that he needed to bring about transformational change if he hoped to achieve his goals at the school. He therefore organised workshops and arranged for all staff to be trained to acquire new skills and knowledge, including transformational leadership skills, time management, and capacity of building of staff in teaching and assessment, planning and academic interventions. By increasing the competence of the staff, he achieves some of his goals while encouraging educators to achieve new goals. In order to motivate the educators to continue with their growth and development, he arranged for,

certificates and awards of acknowledgement of achievement, which resulted in increased participation in sporting and cultural events, which was in line with my goals. (Matthew, Principal, SPS)

When educators find ways to realise their goals, they feel achievement that motivates them to continue with these efforts. In addition, when the educators are acknowledged for their achievements by school leadership, they are even more motivated (Dobre, 2013) as indicated in McClelland's theory of needs (Souders, 2020; Alghamdi, 2019). As a principal, Matthew considers his educator community goals:

Educators who are self-motivated, driven, proficient, adept, and show leadership qualities are assigned more responsibilities. They will also be delegated to lead a project of their interest to integrate school activities with teaching and learning strategies. (Matthew, Principal, SPS)

With opportunities before them, educators like Francis find the encouragement of the principal to develop competencies and therefore further achieve goals is motivating:

My principal and HOD always support and encourage new ideas to inspire

learners. The leadership at the school is always very supportive, resourceful and helpful. I am able to do the things I want to do. (Francis, Grade 4 educator, SPS)

With opportunities given to educators, they are able to achieve their goals and derive satisfaction in their work. Regardless of whether educators are offered opportunities by school leadership, if educators are self-driven, they will create opportunities for themselves to achieve their goals:

I simply don't allow people or work to stand in my way. If I want something, I will make it work. (Kubeshni, Grade 6 educator, SPS)

If educators are given opportunities to achieve their goals, or they create opportunities to assist their learners beyond the curriculum, they realise a sense of achievement and satisfaction that is motivating. When learners improve academically, the educators view this as an indication of their personal achievements. So, they feel motivated and their sense of self-efficacy improves, helping them to resist stress and burnout (Onjoro, Arogo & Embeywa, 2015).

6.2.2 Sense of status and recognition

As educators can achieve their goals and feel a sense of satisfaction, their status and recognition within the educator community and amongst the learners and their families increase. Having a positive attitude towards learners, families and the educator community at the school, allows educators to cultivate relationships with various stakeholders, which further encourages them to teach at their schools as they are acknowledged for their efforts within the community. Faith (Grade 5 educator, JPS) believes that her motivation to teach at her school has been encouraged because of,

the positive feedback that I've gotten from parents, from staff, that's what's kept me at the school. (Faith, Grade 5 educator, JPS)

As the educators' sense of achievement and satisfaction increase, their status in the educator community increases; they are often recognised for their efforts by learners and their families:

These ... people are so grateful for what you do. There are people here that think the world of me in Manenberg because of what I've done for their children, and

what I've done for them. And that makes you feel great, that people will remember!
(Donovan, Deputy Principal, NPS)

Being appreciated and recognised by the learners and their families encourages educators to continue to teach in difficult teaching environments in Manenberg (Dobre, 2013; Nyakundi, 2012; De Witt & Lessing, 2013). In addition to being appreciated by learners and their families, educators are further motivated when recognised by the educator community and especially school leadership (Fullan, 2010; Bush & Glover, 2016), as indicated by Donovan:

Letting those teachers know that they are important. That's important: "You know Miss, what you're doing is important, I know it's difficult in that class, but what you're doing is important." (Donovan, deputy principal, Neptune)

Recognition has been identified by the World Bank (2009) as one of nine motivating factors for educators to teach (see Chapter 3). Being recognised for the efforts put into teaching encourages educators to apply themselves even more, and to accept more responsibility (Souders, 2020). Recognition of educators builds their self-esteem, and '*gives allowance to use one's initiative and creativity*' (Kubeshni, Grade 6 educator, SPS), which further motivates. Not all educators see promotion as the only form of recognition that teaching offers. The enjoyment of teaching itself and the learners (see Chapter 5) are vital in the level of motivation of educators to teach in Manenberg, as indicated by Sally:

To give my best. See learners being successful. Helping them to become self-motivated, disciplined and confident human beings. This can be achieved by me expanding my knowledge as a teacher, through reading information on various topics, attending workshops or any other forms of enrichment. (Sally, Grade 3 educator, JPS)

Sally increases her self-efficacy by developing herself and her learners, while Samantha achieves recognition by influencing learners:

Give me a classroom with learners because I believe wherever I need or wherever I find myself, it must be effective, influential, [and] it must leave influence.
(Samantha, Grade 7 educator, JPS)

In addition to influencing learners, Samantha would ‘*love to mentor peers*’, which will offer her recognition and status amongst the educator community. Being recognised by the educator community increases how educators perceive themselves and their self-efficacy. As a result of the recognition of his educator community, Donovan,

became a HOD mostly because the teachers that were here said: No, you must apply, so I applied, and I got it. (Donovan, Deputy Principal, NPS)

Although it may appear that some educators do not require recognition in the form of promotion, encouragement from the educator community to apply for promotion opportunities shows motivation stemming from the recognition of the educator community, which increases their feelings of self-efficacy (Davies, Nambiar, Hemphill, Devietti & Massengale, 2015; Deci & Ryan, 2008).

The status educators achieve is connected to the recognition they receive from the educator community and learners and their families. If educators receive the status and recognition for the work they do, and they are able to live out their beliefs, they are able to develop their sense of self-efficacy and motivation to teach.

6.2.3 Sense of autonomy

People have a psychological need for autonomy and feel demotivated with an absence of autonomy (Ma & Lui, 2016). The level of autonomy educators may exercise within their teaching directly affects the level of achievement educators are able to attain as they grow increasingly competent in their roles at the school, thereby increasing, with positive autonomy, or decreasing, with an absence of autonomy, the level of intrinsic motivation of educators to teach in Manenberg.

A top-down approach diminishes the autonomy of educators and disempowers them, thereby decreasing their motivation to teach (Dobre, 2013). The autonomy of educators is directly linked to the level of control exercised by the Department of Basic Education (DBE) and the Western Cape Education Department (WCED). Regardless of the interventions by educator unions, the level of autonomy of educators has been reduced through the Curriculum Assessment Policy Statements (CAPS) and the various circulars issued by the education departments (Van Tonder & Williams, 2009),

which frustrate and demotivate (Bush & Glover, 2016). Educators do not feel that they have scope to adapt the curriculum to the context of the learners:

There's very little room for you, as a teacher, to find kind of what works for you, and how to get your kids involved. (Anusha, Grade 2 educator, NPS)

The lack of autonomy does not allow for modification based on the particular context of the school or the schools' learners. Regardless of the context, the CAPS and instructions issued in circulars must be adhered to, which is demotivating as learners are not able to meet the expectations of the curriculum, often from a lack of parental support at home, as indicated in Chapters 2, 3 and 5.

The lack of autonomy regarding the curriculum reduces the educators' desire to be educators in a manner that suits their personality style, as indicated by Donovan:

The curriculum and the WCED don't allow you that autonomy, to live out your teaching. I think, give people more autonomy and allow them to express themselves within parameters. (Donovan, Deputy Principal, NPS)

With more autonomy, educators will be able to manipulate the curriculum, and the allotted hours for teaching to make the curriculum '*accessible for the learners to understand despite their backlogs*' (Donovan, Deputy Principal, NPS). Kubeshni indicated:

I do research, I ask advisors or the internet. (Kubeshni, Grade 6 educator, SPS)

While Kubeshni does the necessary research to manipulate the curriculum to suit her learners, she is still required to meet the CAPS requirements with her learners, and to follow the directives from the WCED and the DBE as educators have to '*be up to date with the WCED circulars*' (Natasha, Deputy Principal, JPS). Educators who are not able to do the research, or feel that they are not supported in their creativity, feel restricted:

We are so in a straight-jacket. You are not able to be creative. (Donovan, Deputy Principal, NPS)

The level of control exercised by the DBE and WCED directly affects the level of

autonomy of educators, which in turn, affects the level of achievement educators are able to experience, despite their competence, in relation to the motivation of educators to teach in Manenberg. The more explicit the level of control, the less autonomy educators can exercise within their classrooms as they are required to report on the work done in class. As their level of autonomy decreases, their motivation decreases as they are not allowed to adjust the curriculum to the context of their schools. However, if control is relaxed, educators are able to exercise autonomy, thereby increasing their opportunities for achievement.

Where educators feel supported, they feel they have more autonomy (Winch, 2020) as indicated by Samantha:

I find another way in that I know this is my classroom, and I'm in charge of the classroom setting. So then, whatever I decide, as I said, falls in the framework of the policy. (Samantha, Grade 7 educator, JPS)

Educators who feel supported are agile and able to work within the confines of the policy documents while exercising a measure of autonomy by adapting curriculum content to suit their learners. So, educators can meet the requirements of the education departments, while still ensuring teaching that is suited to their learners within their context. However, where educators are not offered support to exercise autonomy, they often feel demotivated, as indicated by Samantha:

Ideas get shared, but it doesn't always get brought into [being] and sometimes that also causes a kind of demotivation, because you experience teaching in a classroom, and you won't go with nonsense and suggest nonsense. You will go and suggest things that is important because you know it worked, because you experience the teaching relationship with your learners. So, when you speak about it, and it doesn't get focussed upon, and it doesn't get really followed up, that is when I feel demotivated. (Samantha, Grade 7 educator, JPS)

Without the relevant support from school leadership and the educator community, educators are not able to exercise much autonomy regardless of the value of their suggestions for the learners.

Curriculum advisors strictly follow the policies and protocols of the WCED and the

DBE, which restricts educators from teaching in line with their abilities and personal styles (Drahos, 2017; Thoonen, Slegers, Peetsma & Geijsel, 2011). To overcome the restrictions of the curriculum advisors, Faith indicated:

I do submit lesson plans. I promise you it's a skeleton. It's literally what [the curriculum advisor] wants to see. I will put that CAPS, copy and paste, so that you can sign. I enjoy figuring out how I can mould CAPS, and to make it something that [the learners] understand. (Faith, Grade 5 educator, JPS)

In 'copying and pasting' the information from the CAPS document, Faith meets the requirements of the curriculum advisors administratively, which deceives the DBE and WCEDs administrative approach as evidence of quality. Educators, like Faith, when they feel unsupported by the educator community, the school leadership or the curriculum advisors, but who believe in the need to adapt the curriculum to suit the learners, may present the minimum requirements to bring about effective teaching.

Educators feel frustrated by the top-down approach of the political players, which leads to feelings of demotivation (Rumnarain, 2016). Faith has strong feelings about the demands made on educators by the education authorities:

I absolutely hate the fact that I, as an adult, and my colleagues as adults, are all being bullied, and also we don't know the rationale behind many of the instructions and, time and time again, people have poked so many holes in CAPS. I just feel like it's the biggest farce to expect learners from different provinces to learn the same thing at the same time, and to overburden them with content that doesn't make sense to them, and to assess them as often as we do. (Faith, Grade 5 educator, JPS)

The stipulations of the education authorities leave little room for educators to exercise autonomy within their classrooms regarding the curriculum and the required administrative reporting. The form of bullying experienced by the educators can also be seen as micro-management:

We are being micro-managed in the most childish way and yet we are the ones that must ensure bullying doesn't take place at school. (Faith, Grade 5 educator, JPS)

Educators feel motivated when they are given a measure of autonomy within their classrooms, but to the contrary, feel demotivated by the lack of autonomy afforded educators by education authorities.

6.2.4 Teaching, the job itself

Teaching, the job itself, is regarded as a strong intrinsic motivating factor (Bennell & Akyeampong, 2007). Educators who enjoy teaching will inspire their learners to achieve (Vero, 2017), which will motivate the educators to offer even more (Bipath & Nkabinde, 2018). Educators who teach because of the job itself do so for altruistic reasons, believing they will make a difference in the lives of the learners in their care (Chigona, Chigona & Davids, 2014). Teaching for many educators is a calling, meaning they have a strong urge to be an educator, rather than seeing their job as a position that puts food on the table (Na, 2015; Thoonen, Slegers, Peetsma & Geijsel, 2011). Educators who feel called are more emotionally involved with the learners they teach:

I always tell my parents; this is not just your child for the year. We are in it together, and most of the time, it extends to well after the year. (Anusha, Grade 2 educator, NPS)

The connection with school families, and the subsequent commitment, means educators offer learners more than educators who view teaching as nothing more than a means to an end (Thoonen, Slegers, Peetsma & Geijsel, 2011). For these educators,

being a teacher, the job comes home with you. It's with you on holiday. It's with you when you're out with your family. You're thinking: I needed to do this for that child; I wonder if this one is okay at home? Being a teacher is not just 9 to 5. Not at all. (Anusha, Grade 2 educator, NPS)

In addition to not just being '9 to 5', educators who are motivated by teaching consider their teaching in all that they do. Faith indicates:

I get my best inspiration when I'm driving to work, when I'm in the shower, when I'm having a conversation, when I see something ... Okay, okay ... I must take this

to school because it's going to help me here, and also just using my learners, their everyday experiences, what they know and taking my content to meet what they know. (Faith, Grade 5 educator, JPS)

Educators who see teaching as more than just a means to earn a living consider their learners in all that they do. Teaching cannot be separated from the learners; there is a strong connection and commitment (Rajkumar, Venkataraman & Gayathri, 2016) of educators to learners and their families (see Chapter 5). Being part of something bigger than oneself, and the status and recognition that teaching offers, makes teaching fulfilling despite the daily challenges (Dobre, 2013; Souders, 2020).

Certainly, educators may feel overwhelmed by teaching from time to time. When this happens, they may opt to leave the profession, but when 'teaching' is a motivating factor, they find their way back into the classroom (Davies, Nambiar, Hemphill, Devietti & Massengale, 2015).

Twelve years ago, I entered the teaching profession again, and have not looked back. An amazing journey. (Diane, Grade 1 educator, NPS)

According to Diane, although she left the teaching profession for a while, returning to education rekindled her passion for teaching. Faith (Grade 5 educator, JPS), despite her family urging her to leave the Manenberg area, believes '*I don't think I'm done with what I can give to the school*' (Faith, Grade 5 educator, JPS). Although Manenberg has challenges, as discussed in Chapter 5, Faith believes that she has more to offer the learners and the school.

Education within schools cannot take place without the educators, who are pivotal in bringing about change in the world of the learners, particularly within Manenberg (Chisholm, 2019):

I always believed that I can make a difference in the lives of the kids. Working in underprivileged areas makes me more excited to work at the school. (Florence, Grade R educator, NPS)

Being committed to the learners is demonstrated by the connections made, but also by the manner in which educators view their role professionally and prepare for their

daily tasks (Rumnarain, 2016):

I am fully committed. Every day at school. Always early and well prepared. Making lessons exciting with different methods and strategies. Having my classroom neat and tidy, inviting and conducive to learning. My attire professional, which contributes to my discipline. My use of language and behaviour also very professional. My commitment to my learners is also revealed through my engagement with them. (Sally, Grade 3 educator, JPS)

As indicated by Sally, educators who are motivated by teaching offer themselves fully to the profession and are committed to their learners and their educator communities. In offering themselves fully to teaching, the educators are prepared to offer their learners additional support, as admitted by Zola:

I spend most weekends at school working. If I did not care about or believe in the learners, I would not offer my weekends to teach them. (Zola, Deputy Principal, SPS)

If educators feel strongly about teaching, and teaching learners in Manenberg, they are prepared to go beyond the call of duty. The learners in the Manenberg area have challenges, as discussed in Chapter 5, but they are like all other learners. They have the same needs as any other learner, as per Maslow's hierarchy of needs (Cherry, 2020; Souders, 2020; Robbins, 1998), but due to crippling challenges, their physiological and safety needs are not always met within the family structure, and therefore have to be met at school (Devon, 2016). Educators who see teaching as a calling not only offer academic teaching to their learners, but also consider the individual needs of the learners they teach:

Understand the need that every child is different, and as a school we need to embrace it. (Diane, Grade 1 educator, NPS)

Educators who are motivated by teaching consider their learners' needs and find a teaching style that allows them to reach their learners, and make a difference:

You kind of mould them, and you expose them to life. (Anusha, Grade 2 educator, NPS)

The motivation of the educators to continue to teach is further enhanced when the learners have taken the opportunities offered by the educators to change their lives:

I had one parent that phoned me this year. Her child is studying [medicine]. She sent me an e-mail, and I felt great. She was a brilliant student. I had to write a motivation for that child, and I took the parent [to a high school with a good reputation outside of the Manenberg area]. That was always done after school, just to get that child in there and she's now first year at university. That is a success story. (Donovan, Deputy Principal, NPS)

If educators experience 'a success story', they are able to fulfil their beliefs, which further motivates them to teach. In fulfilling their beliefs, their commitment to the learners increases their sense of self-efficacy, especially when they themselves come from Manenberg or a similar area on the Cape Flats, as indicated by Zola:

The desire to want to make a difference in a community similar to the one I grew up in. I believe that everyone deserves the opportunity to change their lives but can only do that with the right guidance and mentorship. This is what I try and do for the learners at the school. I try to guide or mentor them to make better life-changing choices. (Zola, Deputy Principal, SPS)

Educators whose belief system has room for compassion for those less fortunate than themselves find teaching within a difficult area such as Manenberg, fulfilling:

I don't think I'll ever leave the area which I teach in. There's just something about the under-privileged, which I'm so drawn to. (Diane, Grade 1 educator, NPS)

For Anusha, teaching allows her to live out her beliefs of offering learners hope for a better future:

I want the learners to get out of that cycle of depending on handouts and of being a backyard dweller. They must grow up to be independent and be able to provide for their families. There is nothing wrong with staying in your community, but be a provider and a positive contributor. (Anusha, Grade 2 educator, NPS)

Educators who are motivated by teaching see teaching as an opportunity to grow and develop marginalised communities, despite the challenges that countless learners experience, as discussed in Chapters 2 and 5. As many of the learners come from

dysfunctional families and live in difficult neighbourhoods, they do not expect to improve their circumstances (Souders, 2020; Pather 2018), but the educators feel that they are '*just giving those kids a bit of hope*' (Anusha, Grade 2 educator, NPS), which is undeniably motivating (Nyakundi, 2012; Mafini & Dlodlo, 2014; Bipath & Nkabinde, 2018).

Teaching is a profession which is truly born to have a strong sense of self-efficacy. Teaching, in general, and teaching at my school is the ultimate fulfilment for me and it gives me a gratification that I draw from when there are more difficult days. After all, we deal with young energetic learners. Challenging learners both academically and with misbehaviour. (Natasha, Deputy Principal, JPS)

However, if educators are not motivated by teaching, they often find the job stressful and are likely to consider alternative employment opportunities. For Kubeshni (Grade 6 educator, SPS), she hopes '*to be in a different career in five years' time*' (Kubeshni, Grade 6 educator, SPS), while Samantha (Grade 7 educator, JPS) hopes to '*not get old in primary school*'.

6.2.5 Summary of sense of achievement, sense of status and recognition, sense of autonomy, and teaching

Teaching allows educators to live out their beliefs, which furthers their commitment to teaching and increases their self-efficacy. They are therefore prepared to go beyond the call of duty to bring about hope for a better future for the learners and their families. Relationships with the learners often lead to relationships with the families, which further motivate educators to continue to teach and care for learners and the educator community; they are drawn to be part of something bigger than themselves, despite the top-down micro-management enforced by the DBE and the WCED. Education, for many educators, is a calling, a strong urge to be an educator, rather than just a position that puts food on the table (Na, 2015).

If teaching is motivating and educators are able to live out their beliefs, they tend to overcome, or find a way to manage, the obstacles in their paths like the challenges prevalent in Manenberg (Alghamdi, 2019; Dobre, 2013). If teaching allows educators to achieve their goals, they boost their levels of competence, which then brings

opportunities for status and recognition, and they enlarge their willingness to offer more to their learners than just the curriculum. While the additional responsibility does not always translate into promotion, the recognition of achievement encourages them to live out their beliefs and enlarge their self-efficacy. The recognition that educators receive for achievements encourages them to act autonomously, despite the restrictions of the education authorities (Lai, 2011). As educators develop their self-efficacy, the enjoyment they experience from teaching increases, which motivates educators to continue teaching in Manenberg.

6.3 Conclusion

This chapter assesses the effects on educator motivation of relationships they cultivate within the educator community and the learners and their families ; and the effects of these on their beliefs, commitment and self-efficacy in relation to their motivation to teach in challenging school contexts on the Cape Flats, specifically in Manenberg, to answer the second sub-question to the main research question:

What are educators' views of how the wider school community affects their beliefs, commitment and self-efficacy? How do these effects influence their motivation to teach in challenging school contexts?

The level of family dysfunctionality, the relative poverty and the gang violence within the Manenberg area leave the learners in the area with little hope for a better future, as discussed in Chapter 5. However, as a result of their beliefs, educators within the Manenberg area feel a need to assist the learners and therefore develop parental feelings for them. As relationships between educators and learners develop, the relationships with learner families also grow, and the level of educator status increases. This brings about a willingness to go beyond the call of duty to bring about hope for a better future, which means educators feel part of something larger than themselves. This increases their commitment to teach on the Cape Flats, and specifically in Manenberg. Feeling part of something bigger than themselves allows educators to commit and connect to learners and their families , and the educator community , despite the top-down, micro-management of the DBE and WCED.

Educators assess themselves and their abilities to draw their own conclusions as to their level of competence. However, if their competence is recognised, and additional responsibilities are offered, a sense of achievement is acquired, and they are more willing to improve their abilities and offer the learners and the educator community a higher level of service. With achievement, educators are more willing to act autonomously, despite DBE and WCED restrictions. As the educators develop their level of self-efficacy, they grow in their commitment to teaching.

Figure 6.1 shows the identified effects of sense of achievement; sense of status and recognition; sense of autonomy; and teaching, the job itself, as motivating factors for educators to live out their beliefs, maintain commitment, and develop their self-efficacy. Each of these offers the educators external validation that increases their motivation to teach in difficult teaching environments on the Cape Flats, specifically in Manenberg.

Chapter 7 will consider the effects that the onset of the Covid-19 pandemic has had on the motivation of educators to teach on the Cape Flats, specifically in Manenberg.

CHAPTER 7

The effects of Covid-19 on educator motivation

7.1 Introduction

Chapter 6 discussed the views of educators on how the wider school community has affected their sense of achievement, sense of status and recognition, sense of autonomy, and their teaching, the job itself, and how this affected their motivation to teach in challenging school contexts. This chapter discusses the effects of the Covid-19 pandemic on educator motivation in challenging school contexts on the Cape Flats. This question was added during the progress of the study because of the timing of the onset of Covid-19 during the data collection of the study. This chapter considers the data collected from the semi-structured interviews as regards the Covid-19 pandemic to answer the third sub-question of this study:

What are educators' views of how the wider school community during the Covid-19 pandemic affected their motivation to teach in challenging school contexts?

Figure 7.1 below indicates that the Covid-19 pandemic has impacted the educator community, the learners and their families, and the beliefs, commitment and self-efficacy of educators, and therefore their motivation to teach in challenging school contexts on the Cape Flats, and specifically in Manenberg.

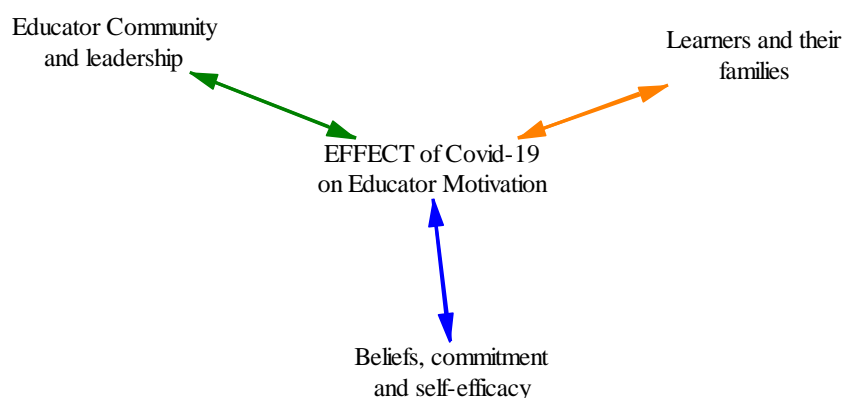


Figure 7.1: The Covid-19 pandemic has shaped the motivation of educators to teach on the Cape Flats, specifically in Manenberg

The effects of the Covid-19 pandemic in the different phases on educator motivation will be discussed in relation to the effects on the educator community, including the psychological effects, the effect on educator motivation with the return of learners to school, the effect on leadership and the effects on educator motivation from the regulations imposed on them (section 7.2). The next section considers the learners and their families, which includes the onset of the pandemic, the return of learners to school, and the effect of the regulations and compliance (section 7.3). Section 7.4 considers the effects of the pandemic on the beliefs, commitment and self-efficacy of educators.

As with Chapter 6, the three participating primary schools will not be discussed separately for each theme as educators were exposed to the same rules and regulations pertaining to the Covid-19 pandemic by the education authorities and had to apply the same protocols.

7.2 Effect of the Covid-19 pandemic on the educator community

The effects of the Covid-19 pandemic on the educator community will consider the psychological effects on educators, how the return of learners to schools affected educators, the effect of the pandemic on school leadership, and the effect of the DBE and WCED regulations on educator motivation.

7.2.1 Psychological effects

Educators, regardless of their fears of catching the Covid-19 virus, were expected to follow the DBE and the WCED regulations for returning to school (Drahos, 2017). As indicated by INEE (2016 and 2020) and Anderson, Turbow, Willgerodt & Ruhnke (2020), the onset of a crisis, such as the Covid-19 pandemic, brings about a measure of anxiety that diminishes the motivation of the educators to teach. This was confirmed by Sally, who,

was very anxious as I am over 60 years of age. Covid-19 and the winter weather slowed me down. My motivation was here. The atmosphere at the school was very sombre, at times. (Sally, Grade 3 educator, JPS)

Although Sally wanted to be in class and was ready to teach, her personal fears of contracting the virus, and the fears for her colleagues, led to apprehensions for returning to school, and for the reintroduction of learners. Due to her fear, her motivation was negatively affected (Gerwin, 2012).

I was feeling anxious, and my first inkling was to phone my doctor and ask for a prescription, and then I thought, no, I would phone my therapist. I wasn't blind to the fact that this was a traumatic experience. I needed to learn how to manage my anxiety. (Faith, Grade 5 educator, JPS)

Faith also admitted feeling anxious and considered applying to work from home through the WCED comorbidity application process (Education Labour Relations Council [ELRC], 2020).

Despite her fears, Samantha prepared lessons and taught via virtual means:

I was frustrated, but I was teaching during lockdown: online, WhatsApp, and I was busy. (Samantha, Grade 7 educator, JPS)

Despite these anxieties and concerns for their own welfare, educators were instructed to return to school by the DBE, and then by the WCED, with suggested threats of 'no work, no pay' (Brooks, 2015; Motshekga, 2020). Junaid, knowing that his reactions would impact his staff, had to carefully consider his own feelings before he could support his staff:

It has impacted me in a way that I had to make a conscious decision on how my action or reaction will be with the staff. I have to be calm and consistent. There is a huge concern regarding comorbidities, learners and teachers getting infected with the Corona virus and also others are passing away. (Junaid, Principal, JPS)

Enver felt 'a bit anxious' to go back to school as he suffers from a comorbidity, but he was happy with the phasing in of the learners. However, Covid-19 has,

affected my motivation to physically be in a class with learners. (Enver, Grade 7 educator, NPS)

While Enver's motivation to be in class was negatively affected, Donovan was not affected in the same manner:

Covid-19 has not affected my motivation to teach. It was actually an exciting period to be involved in. (Donovan, Deputy Principal, NPS)

While other educators were anxious and had concerns about how safe they would be at school, Donovan felt excited to be a part of this new way of educating. He was quite pragmatic about his situation:

I don't have an option but to work. I have a family, and I have responsibilities. I am one pay cheque away from being bankrupt. (Donovan, Deputy Principal, NPS)

Despite their concerns, educators rely on their salaries and therefore had no alternative but to do what was required of them, to be at school and to make every effort to teach the learners.

I have always loved and been passionate about my work. I love my profession and am passionate about working with young people. However, the virus has turned our world upside down. It is nobody's fault really, but it has also affected our psyche. (Zola, Deputy Principal, SPS)

For Zola, the return to school stirred enormous anxiety, despite his passion for teaching. The uncertainty caused by the conflicting details that were made known by the various stakeholders working with the virus, and the resultant changes from the DBE and WCED, drained his passion to get back into the classroom. The relationships he had cultivated amongst the learners could not be as they were before as he was anxious about the close proximity of the classroom.

The Covid-19 pandemic gave rise to increased anxiety amongst educators which did not decrease their motivation to teach, but rather decreased their motivation to be in the classroom.

7.2.2 Effect of the return of learners on the educator community

SMTs were expected to ensure that the schools were ready to receive learners with the appropriate protocols in place, as indicated by Anusha:

All structures were in place for the return of the learners. (Anusha, Grade 2 educator, NPS)

Schools followed the protocols to ensure that all the relevant structures were in place, including the use of PPE supplied by the WCED, on the return of learners to the schools. This did not alleviate the stress and fear of the educators but gave a measure of comfort that they could control the access of the learners onto the school premises.

On the return to school, and with the phasing in of learners, educators had to change the way they teach in their classrooms. A full class could not be situated in the same venue at the same time, so educators had to teach the same lesson twice, or even three times, depending on the number of learners in a class and the physical size of the classroom (Cassar, 2021). To alleviate educators teaching the same lesson more than once, Donovan,

discovered, with the Covid, teachers were prepared to teach in other grades. (Donovan, Deputy Principal, NPS)

Teaching and collaborating in other grades allowed educators to experience the different grades and reconsider their teaching style and strategies in the best interests of learners and colleagues. Kolleck (2019) suggests that if educators have positive relationships with colleagues, they are more prepared to collaborate, which brings about a beneficial '*collective efficiency*' during a crisis (Kolleck, 2019: 4).

As many of the learners in Manenberg are not at the required academic level, as discussed in Chapters 2 and 5, Donovan (Deputy Principal, NPS) and his staff availed the foundation phase educators to teach the senior grades, scaffolding their lessons and giving learners the chance to improve their literacy skills (Rumnarain, 2016; Devon, 2016; Van Tonder & Williams, 2009). The foundation phase educators, because they teach learners to read, used their foundation phase teaching methods to scaffold, breaking the different parts into easier smaller sections, to teach and

reteach senior learners. However, even with educators assisting in the different classes, this did not decrease their anxieties; it increased their motivation to teach as shown by their willingness to teach the senior grades, as indicated by Donovan above.

Misinformation made educators feel insecure about returning to school (Depoux, Martin, Karafillakis, Preet, Wilder-Smith & Larson, 2020) as indicated by Kubeshni:

I don't mind starting school. It is my job, and I'm always excited to do a good job. To have routine is always nice as well. I'm unsure of what will happen. If it's required for me to teach, I will be here. I just motivate myself to be here. I think we forget that we are here for the learners and no one else.
(Kubeshni, Grade 6 educator, SPS)

Kubeshni was prepared to do the job she is paid for, and which she enjoys, despite her uncertainties about Covid-19 and the phasing in of learners to schools. Although her uncertainties may have prevented her from returning to school if she had a choice, she motivated herself to go to school and teach. As an educator, she realised she could not focus only on her personal situation but had to consider the effect Covid-19 has on the learners, including the loss of academic time and the stress from the pandemic. As shown in Chapter 5, as the area the learners come from is impoverished with high illiteracy rates amongst the parents, continuing to teach learners had to be a priority (Chisholm, 2019).

Ulrich was more concerned for the learners as the,

learners missed a lot of work, and that made them laid back. (Ulrich, Grade 7 educator, SPS)

'Laid back' learners exacerbate the problem of learners reaching the appropriate academic level; this may further demotivate educators as it compounds their already heavy workload. The return of learners to schools increased the anxiety of the educators, which decreased their motivation to be in the classroom but did not decrease their motivation to teach, regardless of the potential of catching the virus from learners or colleagues.

7.2.3 Effect on leadership

For the educators, coming back to school raised fears for themselves and their families, but for the principals of the schools, not only did they have to ensure their own safety, but it was incumbent on them to ensure that their schools were Covid-free. The SMTs were expected to put Covid-19 protocols in place as instructed by the DBE and the WCED and ensure that all who entered the school adhered to these protocols:

For this reason, it is very important that we need to continuously follow the safety regulations that we as a staff have put in place, and also constantly follow up whether the measures in place are adhered to. (Junaid, Principal, JPS)

Principals and the SMT together had to put strategies in place to ensure that protocols would be followed to ensure the safety of all who enter the premises (INEE, 2020; Anderson, Turbow, Willgerodt & Ruhnke, 2020; INEE, 2016; Motshekga, 2020). But the school protocols shifted and changed as the DBE and the WCED drew up protocols and disseminated them to schools (Naptosa, 2020). As the continuous changes gave rise to additional anxieties amongst educators, the SMTs were relied upon to manage the changes and support the educators in returning to school safely (Dobre, 2013):

It is incumbent upon me as the leader at school to rely on my humanitarian qualities. This enables me to keep calm, increase tolerance, show respect, and lead by example to navigate others through unpredictable, trying and troublesome times. These are the qualities that I share and demonstrate as encouragement to overcome fear and adversity. (Junaid, Principal, JPS)

Despite the apparent lack of humanitarian concern shown by the DBE and the WCED, school principals served as humanitarians in their concern for the educators. In treating educators with humanity and concern, and by remaining steadfast and calm despite personal fears and anxieties, the principals encouraged the educators to rise above their anxieties to offer the learners the best possible education despite the difficulties of the Covid-19 pandemic.

Matthew, as a school principal, feels that going back to school and bringing in the staff and learners,

is a huge responsibility to shoulder. The stress, anxiety and the knowledge that I am responsible for the safety of others has impacted upon my own health. Only through self-discipline and self-preservation am I able to lead, motivate and encourage others to take care of themselves by practicing the golden rules', [which include the washing of hands, sanitising, social distancing, the wearing of masks, and staying home if at all possible].
(Matthew, Principal, SPS)

Returning to school was stressful for educators, but for the principals, who were responsible for the entire staff and learner contingent, the responsibility was a significant burden. If principals accept accountability and responsibility for the staff and learners, they put their own health at risk, as indicated by Matthew. The added stress of ensuring that all educators and learners follow the DBE standard operating procedures (SOP) added to the principal's anxiety from the onset of the Covid-19 pandemic and the regular miscommunications (Depoux, Martin, Karafillakis, Preet, Wilder-Smith & Larson, 2020; Brooks, 2015; Gerwin, 2012).

7.2.4 Effects of regulations on the educator community

Information was disseminated to schools after educators had been instructed to return to schools. Samantha commented that although she did not have a choice but to return to school (Brooks, 2015), she felt that the DBE and WCED did not regard the concerns of the educators, and felt that it was,

a matter of respect, for all educators. To be here, and things are coming in drips and drabs, and you have the gun against your head to be here. That was cruel. That was seriously cruel. (Samantha, Grade 7 educator, JPS)

The perceived lack of humanitarian concern by the DBE and the WCED for the educators in schools was seen as cruel by Samantha, as the educators, despite their concerns and the reality of the Covid-19 pandemic, were forced to return to schools and teach regardless of the situation of the learners at the school or the context of the

school. Faith felt that educators were being bullied into returning to schools:

Yes, you're being bullied! I hate the fact that I, as an adult, and my colleagues as adults, are being bullied. We don't know the rationale behind many of the instructions. We're the victims of bullying. (Faith, Grade 5 educator, JPS)

The educators, according to Faith, felt bullied into re-entering the classroom while Covid-19 virus was not under control, which increased the opportunities for the educators to contract the virus. Anxieties affected their mental health. If educators are micro-managed and feel bullied, they tend to lose interest in doing what they are required to do, reducing their motivation to teach (Rajkumar, Venkataraman & Gayathri, 2016). While they may continue to do what is required, educators might not offer the learners the level of teaching required for learning to take place at a particularly difficult time.

The educators were very concerned about going back to school for fear of catching the Covid-19 virus, which, for many, meant a death sentence if the media was to be believed (Gerwin, 2012). As a result, the educators felt that, as people, their well-being was not considered:

I felt like our government doesn't care about the teachers. I was anxious and afraid of catching the virus. I want to be at school, but the virus makes you anxious. (Ulrich, Grade 7 educator, SPS)

Although the unions agreed that educators were at risk of contracting Covid-19, educators were still expected to return to school to prepare for the return of the learners (Schreuder, 2020c). Despite the concern for their well-being with the return of learners to schools, the educators, like Matthew, felt that,

We are so in a straight-jacket, and you just become despondent. (Matthew, Principal, SPS)

Regardless of the feelings of despondency, as indicated by Matthew, and the lack of autonomy to make decisions or plans to manage the screening of learners, the decontamination of schools or the curriculum, the educators felt that they had no

leeway to ensure the safety of the learners and educators while ensuring academic progress (Schleicher, 2020). Educators were expected to follow the regulations and directives of the DBE and the WCED:

I will do what needs to be done and soldier on, but I feel overwhelmed. I have mixed feelings about going back to school and teaching in the face of rising Covid-19 statistics because, as teachers, we do not have much of a choice! I suppose the best approach is to take it one day at a time. (Zola, Deputy Principal, NPS)

Despite feeling overwhelmed, as acknowledged by Zola, educators, in response to the demands of the DBE and WCED as indicated in Chapter 3 (Drahos, 2017; Souders, 2020; Mouzelis, 2007), returned to school and carried out the directions as received. By being compliant despite their anxieties, educators avoided the social disapproval should they have refused to return to school, as indicated in Chapter 3, as the cost of non-compliance is greater than the benefits (Murphy, Tyler & Curtis, 2009; Fenech & Sumsion, 2007).

7.2.5 Synopsis of the effect of the Covid-19 pandemic on the educator community

All staff, especially those over 55, were concerned for their welfare and safety with Covid-19 (Brooks, 2015; Gerwin, 2012). Although the educators were excited to see their colleagues, their level of motivation to teach was significantly reduced. However, with a reliance on salaries earned, many felt they had no option but to return to work.

School leadership set an example and treated staff humanely to encourage them to offer the learners the best education possible within the confines of the Covid-19 protocols. A positive side-effect of the phasing in of learners was that educators were more prepared to work in collaboration with colleagues to offer the learners the best possible education (Kolleck, 2019).

Educators felt that the DBE, WCED and the educator unions showed little concern for their safety, nor did they show concern for the educators themselves. This impinged on educator mental health, with insecurities and anxieties, but they were relieved to

return to a routine, as indicated by Anusha.

Despite the challenges and the perceived bullying by the DBE and WCED, educators maintained their motivation to teach. Returning to school was an exciting idea as educators and learners had not seen each other face-to-face for weeks, but the thought of returning in the middle of the Covid-19 pandemic gave rise to anxieties, especially in the face of the high death rates in South Africa and other countries (Gerwin, 2012).

7.3 Effect of the Covid-19 pandemic on learners and their families, and therefore educator motivation

Learners and their families were directly affected by Covid-19. How they dealt with the lockdown situation and the relevant protocols had a direct effect on educator motivation to return to the classroom. This section discusses the effect of the different phases of the pandemic on the learners and their families, and how this affects educator motivation.

7.3.1 Onset of Covid-19 and the strict lockdown

Educators had to train the learners in standard operating procedures (SOP), as indicated by the DBE and the WCED, before they could start teaching them, as

social distancing was impossible in this environment because they hadn't applied it at home. (Samantha, Grade 7 educator, JPS)

As explained in Chapter 3, many learners and their families from the area live in close proximity to each other in low-rise flats or in wooden shacks, which limited the ability of families to practise social distancing and other protocols as directed by the State President via social media and Government Gazettes (Schreuder, 2020b). This increased educator anxieties and decreased their motivation:

The media also plays a role in making the educators anxious and does not make it easy for many teachers to settle down. (Natasha, Deputy Principal, JPS)

Working in close proximity to the learners, even those who do not exhibit symptoms, still exposes the educators to possible infection of Covid-19, thus adding to their feelings of being overwhelmed, increasing their levels of anxiety, and decreasing their motivation to be in the classroom with the learners (Neufeld & Malin, 2020; Deci & Ryan, 2008).

Families and the learners continued to socialise and play outside with friends. They continued to behave in the same manner as prior to Covid-19. So, educators not only had to train the learners on Covid-19 protocols, but they had to issue constant reminders to learners of the protocols:

So now, they coming into a classroom setting, and you have to remind them not to hug their friend, but they are used to doing it at home. (Samantha, Grade 7 educator, JPS)

The context of the schools and the marginalised families that are serviced by the schools in Manenberg on the Cape Flats were highlighted by the onset of the Covid-19 pandemic. The lack of resources, the poor home circumstances, and the lack of parental education, as discussed in Chapters 2, 3 and 5, were highlighted when the Covid-19 restrictions were introduced, as indicated by Donovan:

Covid has actually brought up a lot of the deficiencies in our society, in our community, in our schools, which we now can see clearly. [The] marginalised communities [were caught wanting as there was] no data. There was no home-schooling that could happen. (Donovan, Deputy Principal, NPS)

Learners, during the strict lockdown, did not attend school, nor did they complete the academic work supplied through the work packs that the DBE and WCED instructed schools to distribute to learners. This is partly due to the inability of parents to support learners in completing the work, as indicated in Chapter 5. While some learners returned to school despite the threat of the pandemic, many parents choose to keep their children at home, making it difficult for schools to encourage learners to return, as indicated by Ulrich who found that schools are,

struggling to get the learners back to school. (Ulrich, Grade 7 educator, SPS)

If learners did not return to schools, they could not continue their academic programme which reduced educator motivation as this negatively affected their desire to offer the learners hope for the future.

7.3.2 Return of learners to school

Despite the challenges of non-compliance to social distancing within the family setup and the community, as indicated in 7.3.1 above, the schools were expected to follow the Covid-19 protocols at all times (Schleicher, 2020). In order to assist the schools in managing the learners and the Covid-19 protocols, learners were phased in over a period of time.

The phasing in of learners, as opposed to all learners returning at the same time, was appreciated by the educators, as indicated by Faith:

Phasing in of learners is the better option because to orientate an entire school would be next to impossible. You orientate a small group so that you can bring in more, and the others will learn from the herd mentality. (Faith, Grade 5 educator, JPS)

This gave educators the chance to work with small groups and orientate them to the relevant protocols. As more learners were phased in, the learners could follow the others, assisting in educating all learners in Covid-19 protocols. Despite the orientation of educators for learners, and rules the educators enforced for everyone's safety, learners would neglect the protocols quickly when outside of the classroom, as indicated by Natasha:

Social distancing with learners proves to be challenging in class but especially so during interval. Staff have to be vigilant during intervals when it comes to playground duty. Learners mostly adhere during teaching in the class, but some teachers find it more difficult than others. (Natasha, Deputy Principal, JPS)

Controlling learners who did not value social distancing during intervals when learners went to play required a substantial effort from educators. They did not have breaks as then there would be no one to monitor the learners to ensure social distancing, but this was exhausting and demotivating for educators.

When I read through what we had to do, and put in place, I thought these children are never going to do it. We're doing the best we can, and the learners know they must pull their mask on. (Faith, Grade 5 educator, JPS)

Despite the efforts of educators to ensure that the school precinct was sanitised and cleaned appropriately as per the DBE and WCED protocols, some parents still opted to not send their children to schools. This added pressure on the educators who then had to teach the learners who attended school, while simultaneously preparing academic work packs for those who did not attend, as per DBE and WCED regulations, regardless of whether the learners did the work or not.

7.3.3 Regulations and compliance

Regardless of the contradictory DBE and WCED documentation, and despite reports by the various media, Department of Health and the World Health Organization (Schleicher, 2020), learners were instructed to return to school at the anticipated peak of the Covid-19 infections in South Africa in July 2020. This added to the stress of educators who had to screen learners daily and ensure social distancing while teaching, in the face of what was perceived as a lack of concern for educators:

My concern is that we are going into the peak of Covid-19 and also into the heart of the winter season as we are expecting the bulk of the learners back at school on the 6th July 2020. (Natasha, Deputy Principal, JPS)

Despite the strict lockdown on 26 March 2020, schools were still expected to ensure that learners received meals as per the NSNP (Schreuder, 2020c). As many parents were unable to work or earn a living, they were unable to feed their children:

Our families are big, and that's why with Covid, people couldn't feed their children. We're sitting with huge families, and they cannot provide for all

those children. Families are very big, and you cannot depend on government for grants. (Donovan, Deputy Principal, NPS)

The NSNP proved to be an essential service, as learners and their families were fed regularly.

The educators complained that the instructions from the DBE and the WCED were insufficient, they also felt that they were unfairly expected to perform duties at a very difficult time (INEE, 2020; Anderson, Turbow, Willgerodt & Ruhnke, 2020; INEE, 2016), and that the decisions were based on a political agenda, not human concern:

This whole thing has become such a politicised issue. We, the people, we are suffering. We, the teachers and the schools, are suffering. (Donovan, Deputy Principal, NPS)

As indicated by Donovan, some educators feel that they are pawns to meet political agendas, and to fill in for other governmental departments such as the Department of Social Development who should have been responsible for the feeding of learners.

The decision taken by the DBE for learners to return to school (Schäfer, 2020a), and then the subsequent closing of the schools as a result of the pressure from the unions (Naptosa, 2020), resulted in the educators losing confidence in the education authorities:

The way things are going now, it is not instilling confidence in the teachers, or the parents, or the learners. We starting, we closing, we starting, we closing, then we opening, and then only certain learners, then you close. (Donovan, Deputy Principal, NPS)

In addition to feeling that the requirements of educators by the education authorities were politically motivated, educators commented that the education authorities did not instil confidence in the educator community as they appeared to be indecisive during a time of crisis.

7.3.4 Synopsis of the effect of the Covid-19 pandemic on the learners and their families

Educators felt that they had to carry the full responsibility for educating the learners in the protocols of Covid-19, which increased their anxieties and decreased their motivation to be in the classroom (Brooks, 2015). They were in close proximity with the learners once they returned to schools, which increased their levels of anxiety even more and further reduced motivation. The onus was on educators to be on duty with the learners every minute of every day to prevent learners from breaking protocols. Educators were frustrated by the contradictory messages from the education departments, and the unions and media reports (Akram & Kumar, 2017; Gerwin, 2012).

Educators felt that the onset of the Covid-19 pandemic highlighted the inequalities that they had to deal with as regards resources, particularly the lack of resources for learners and their families. The learners were in close contact with people at home as they played with friends in the streets without social distancing or wearing masks (Depoux, Martin, Karafillakis, Preet, Wilder-Smith & Larson, 2020). For many families, as they live in '*Wendy houses*' (Natasha, JPS), there was nowhere for them to carry out social distancing, resulting in the children playing outside, and the adults visiting each other as normal (Schultz & Steyn, 2007).

In addition, educators were required to ensure that learners were given a meal every day from the start of the hard lockdown, without consideration of their health and well-being. Educators expressed that the authorities did not consider them in their quest to bring about the political outcome of feeding learners.

Educators were concerned when the learners did not return to school as required by the DBE and the WCED. The parents, many afraid, kept learners at home, which added to the workload of the educators who are expected to teach. As educators are motivated by offering the learners hope for the future, educator motivation was decreased by the lack of return of the learners to schools.

In addition, the indecisiveness of the education authorities in terms of the return of learners to schools, and the requirement of educators to feed learners during the

uncertainty of a pandemic, resulted in a decrease in educator motivation.

7.4 Effect of the Covid-19 pandemic on the beliefs, commitment and self-efficacy of educators

The onset of the Covid-19 pandemic has had a serious impact on the motivation of educators to return to the classroom. In addition, the constant changes by the DBE to Covid-19 related policies and regulations, and subsequently the WCED, resulted in educators feeling frustrated and angry, but as a result of their beliefs and commitment, they navigated the situation and thereby increased their perceived self-efficacy (Deci & Ryan, 2008; Neufeld & Malin, 2020).

Educators indicated that they felt the education authorities relied upon their commitment to teaching to carry out the Covid-19 instructions and protocols. Samantha, for example, expressed anger that the authorities had not been honest with her:

I feel like the plan was never obvious to us. It was hidden, and it was just a stack of circulars that was forwarded to us that we had to read and make sense of. That made me very cross! Okay we're going to do it this way ... Oh, no, here's another circular, we must do it this way. I felt disrespected by the DBE and WCED. (Samantha, Grade 7 educator, JPS)

As educators like Samantha follow the directives of the DBE and the WCED, the educators expected the authorities to give specific directions, so that educators did not have to determine how to specifically implement the various directives. However, for Natasha, a member of the school's senior management team (SMT), the interpretation and implementation of the policies gave her a measure of control which bolstered her beliefs; she set aside her own anxieties to prepare for the safety of all at the school:

The process of the Covid-19 planning and implementation of our school's policy document gave me tremendous gratification because, even in this uncertain time, I gained inner strength and motivation. (Natasha, Deputy Principal, JPS)

Developing the directives from the DBE and the WCED allowed Natasha to grow in strength, to realise the outcomes she believed herself capable of, and to grow even more, thereby achieving a higher level of self-efficacy (Dullas, 2018).

Although Covid-19 placed additional responsibilities on school leadership, these responsibilities were not only perceived as negative. Natasha found that,

Personally, it actually brought out some leadership strengths that even surprised me. Strengths regarding my personal discipline, determination, taking charge and leading discussions when my principal could not be with me. (Natasha, Deputy Principal, JPS)

By embracing the challenges of the onset of the Covid-19 pandemic, Natasha developed her leadership skills beyond what she thought she was capable of (Lai, 2011). When the need arose, educators like Natasha put aside their own concerns to ensure the safety of the learners and staff, carrying out their roles as educators while increasing in perceived self-efficacy.

Educators at the onset of the Covid-19 pandemic were able, through their beliefs, commitment and self-efficacy, to rise above their concerns, constraints, frustrations and pressures to continue to teach and retain their motivation for teaching (Lai, 2011). Prior to Covid-19, educators did not necessarily collaborate for the benefit of the learners. They might work with the members of their tribe, but generally not with each other (Winch, 2020; Cassar, 2021). When the learners were being phased in after the lockdown, educators co-operated to make this happen:

In the past, all the doors were locked, and you weren't prepared to see what foundation phase teachers are teaching. You couldn't just walk into their class, but now, with the co-operation that was happening with the different phases, they could see who can teach, how they teach, and what should be taught and the different methodologies, because a foundation phase teacher has a different mind-set and a different skill-set than a senior phase teacher, so that was also good. (Donovan, Deputy Principal, NPS)

Despite personnel issues at the school and the division between the foundation phase

and intermediate and senior phase educators, the onset of Covid-19 brought educators together for the benefit of the learners. In addition to benefitting the learners, educators were exposed to different teaching methods that could potentially improve their own practice (Carr, Reece, Kellerman & Robichaux, 2019). A number of the educators were demotivated as they were teaching at the school as a last chance, as indicted in Chapter 5, but with exposure to various educators and their teaching styles, they had an opportunity to reconsider their teaching strategies and styles. This brought about a greater sense of co-operation and achievement, which increased commitment and increased self-efficacy (Dullas, 2018; Chisholm, 2019).

Educators indicated that they remained motivated to return to school and to offer the learners the best education they could:

It hasn't affected my motivation to teach. The Covid-19 virus had more of an effect on the learners. (Ulrich, Grade 7 educator, SPS)

Learners certainly have daily challenges, as discussed in Chapters 3 and 5. But for Ulrich, his motivation did not change with the onset of the Covid-19 pandemic. He was able to continue to live his beliefs and offer learners the same commitment he has always shown. For Kubeshni, however, while her motivation was affected, as a result of her beliefs and her commitment to the school, she explained,

I just motivate myself to be here. I will teach through any situation and any disruption. (Kubeshni, Grade 6 educator, SPS)

Despite the challenges that arose from Covid-19, the educators, as a result of their beliefs, commitment and self-efficacy, rose above the challenges to do what was required of them by the education authorities. The beliefs of the educators allowed them to work together to implement the protocols required and the changes in teaching methodologies, which increased their levels of commitment.

Overcoming the challenges posed by the Covid-19 pandemic gave educators a sense of achievement, which increased their perceived levels of self-efficacy. However, not all the educators were positive, as many expressed that the Covid-19 pandemic highlighted the inequalities still lingering from the legacy of apartheid. This reduced

their commitment, but they still had to do what was required to earn their salaries.

School leadership, despite the pressure to keep everyone safe from Covid-19, as a result of strong beliefs and commitment, carried out the requirements of the education authorities, which increased their perceived self-efficacy. In addition, they encouraged educators to collaborate in ways that had not occurred previously and that increased the perceived levels of self-efficacy of the educators.

Despite, or because of, the challenges educators faced from the Covid-19 pandemic, as a result of their beliefs and commitment, educators carried out the requirements of the education authorities and thereby increased their perceived self-efficacy.

7.5 Summary of the effect of the Covid-19 pandemic on the motivation of educators to teach on the Cape Flats

While the world has felt like a rollercoaster ride from the Covid-19 pandemic, for educators, the rollercoaster has been a very difficult and trying ride.

Education has often been at the forefront of political change (Chisholm, 2019; Msila, 2007), and the onset of Covid-19 became the latest political issue for schools. Political parties and education unions debated what would be best for education, and for the feeding of learners, without consideration for the educators who had to supply the altered education and assist with the feeding scheme (Schreuder, 2020c; Schulze & Steyn, 2007). Educators have had mixed emotions as to how to deal with the Covid-19 issues. Many realised the need to keep schools open and continue to educate learners, as well as to continue offering meals, but the concern for their personal safety and their families conflicted them personally when examining their motivations to continue to teach in the Manenberg area and the need to earn salaries. The top-down authoritarian approach of the DBE and WCED, with conflicting opinions from educator unions, meant that educators, while staying committed to their learners, felt demotivated and disrespected.

Educators with strong beliefs and commitment, made every effort to continue to teach despite the challenges inherent in a poor community. Despite their anxieties and the uncertainty introduced with the onset of Covid-19, most educators remained motivated

to teach in Manenberg and were strengthened by their perceived levels of self-efficacy.

7.6 Conclusion

This chapter presents and discusses the findings from the data collected to answer the third sub-question of the study:

What are educators' views of how the wider school community during the Covid-19 pandemic affected their motivation to teach in challenging school contexts?

This chapter considered the effect of the onset of the Covid-19 pandemic on the identified themes, as indicated in Figure 7.1. These themes included the factors discussed in Chapter 5, the educator community, and the learners and their families, as well as the beliefs of commitment and self-efficacy as discussed in Chapter 6.

The Covid-19 pandemic affected educator motivation as it affected the educator community, including the leadership of the schools and learners and their families. As a result, educator beliefs, commitment and self-efficacy were shaped by Covid-19.

Chapter 8 offers a synthesis of the findings from the previous three chapters and the literature review.

CHAPTER 8

Synthesis of findings

8.1 Introduction

This chapter synthesises the findings of the previous three chapters to answer the main research question:

What are educator experiences of the wider school community (educator community, learners and their families) and how do these experiences affect motivation to teach in challenging contexts on the Cape Flats?

The synthesis considers the findings in relation to literature and further draws on the conceptual framework outlined in Chapter 3.

This chapter begins with a synthesis of five themes from the findings that affect the motivation of the educators to teach on the Cape Flats (8.2), and specifically in Manenberg.

8.2 Synthesised themes affecting the motivation of educators to teach on the Cape Flats

The study identified five themes that influence the motivation of educators to teach on the Cape Flats, specifically in Manenberg. The first four themes are relationships educators develop (8.2.1), which include relationships with learners and their families, with the educator community and with school leadership; the context of the school (8.2.2); the last resort to earn a salary (8.2.3); and education policy (8.2.4). The fifth theme considers the legacy of apartheid (8.2.5) as it cuts across the other four themes.

8.2.1 Relationships

This study identified the relationships educators cultivate with the learners and their families (section 8.2.1.1), their educator community (section 8.2.1.2) and with school leadership (section 8.2.1.3) as motivations for teaching in challenging school contexts on the Cape Flats, and specifically within Manenberg.

The quality of relationships is impacted by the power dynamics within relationships (Körner & Schütz, 2021). A social construct, power is prevalent in everyday interactions and in relationships. The degree of the impact of power has decreased with altered expectations of gender roles and society's expectations in general. Although the participants within this study did not directly indicate 'power' as a factor within their relationships, the effects of power relationships are prevalent. These relationships relate to the 'educators views of', the effects on 'educator beliefs, commitment and self-efficacy' and the 'influence of COVID-19 pandemic' on educators views of their wider school, as indicated in the conceptual framework developed in Chapter Three.

These relationships as educator motivations will be discussed individually below.

8.2.1.1 Relationships with learners and their families

Research indicates that good relationships between educators and learners and their families are a motivating factor that makes educators feel more connected to their learners and their families, which motivates them to teach. If educators have the support of learners and their families, they feel a greater level of commitment to the learners, which increases their motivation. The relationships between the educators and learners and their families may be influenced by positional power, but if educators are from the same community, they may have a social power dynamic (Peyton, Zigarmi & Fowler, 2019).

If educators and parents respect one another, relationships tend to be positive, and are further improved if educators either grew up in the area as part of the community or currently reside in the area (Kovach, 2016; Thoonen, Slegers, Peetsma & Geijssel, 2011). If an educator grew up in the area, they have a clear understanding of every aspect of the community, allowing them to feel that they belong, and are able to offer the community more than they currently have (Rumnarain, 2016).

The study suggests that if parents take an interest in their children and their schooling, and they connect with the educators, their learners exhibit fewer behavioural problems. However, if parents do not show an interest in or work with their children, the educators must rely on alternative strategies and offer the parental support the

learners require to overcome their trauma and neglect before teaching can take place (Alghamdi, 2019; Soares, Cunha & Frisoli, 2019). Conversely, if learners join gangs, they tend to show little regard for the educators (Alleyne & Wood, 2010).

Substance abuse by parents, absentee fathers and the perceived high levels of parental involvement in gang activity within Manenberg give rise to serious problems such as poverty, lack of learner support, and high levels of domestic and general violence (Alleyne & Wood, 2010; Antrobus, 2009). Despite the perceived inability of parents to control their children, the educators find the good in learners, which motivates them to continue teaching. Educators often try to offer learners a safe space to overcome the negative impact of family and gang-related violence. But even so, many learners are now desensitised to gang-related shootings (Mrug, Madan & Windle, 2016).

As discussed in Chapter 2, a number of the parents in the area have little schooling themselves and do not regard schooling as important. As a result, the educators indicated that they have to assume the role of parent when learners are at school. However, the lack of parental support negatively impacts educator levels of motivation as they are unsupported and will not be able to achieve their perceived levels of self-efficacy as indicated by Bandura's self-efficacy theory, as discussed in Chapter 3 (Tugsbaatar, 2019; Lai, 2011).

This study argues that if educators develop relationships with the learners to offer them hope for a better future, the educators are motivated to change learner mindsets and thus are able to live their beliefs (Jansen, 2015). If educators believe they can make a difference in the lives of the learners, they maintain their motivation to teach at their schools and uplift the communities within the Manenberg area (Zakrzewski, 2012).

The educators assert that they had to carry the full responsibility for educating the learners in the Covid-19 context, which increased their anxieties and decreased their motivation to be in the classroom. When the learners returned to schools, the educators were in relatively close contact with the learners for the full duration of the time they were at schools as the educators had to monitor learners even during interval times to ensure social distancing and mask wearing.

The study suggests that the love for the learners, or the belief that they can make a difference in learners' lives, allows educators to rise above their personal issues to continue to teach at schools on the Cape Flats, and specifically within the Manenberg area. With the learners as motivation, the educators believe that they are needed and are therefore willing to continue to teach in Manenberg (Dullas, 2018). The relationships that develop, regardless of whether the educators are from the community or not, allow educators to feel connected to their learners; this strengthens commitment. As the educators grow more committed to their learners and their families, this may increase their sense of achievement, which may in turn increase their self-efficacy (Tugsbaatar, 2019; Lai, 2011).

Teaching cannot be separated from the learners, their families, or the educator communities, and therefore allows for the ultimate fulfilment of their sense of self-efficacy. Bringing hope to the learners from the Manenberg area, and helping them rise above the legacy of their births, as discussed in Chapter 2, allows educators to enjoy teaching, which fulfils their lives regardless of the context of the school and the challenges they face. This is in keeping with Herzberg's two factor theory of motivation, as discussed in Chapter 3, where educators are intrinsically motivated by their relationships with learners and their families.

8.2.1.2 Relationships with the educator community

Educators are a diverse group of people with different attributes and different levels of commitment, behaviour and ability (Guy-Evans, 2020). These different attributes affect the relationships amongst the educators and determine how well they work together. Although educators may consider those in their educator community as equal, there is always a level of power involved in decision-making (Green & Johns, 2019). These relationships are affected by the knowledge required at different times within the school. However, as long as the educators collaborate and respect and value each other, they can overcome these power dimensions.

The educators in this study indicated that by finding common ground in the love they have for the learners, they are motivated to work together for the benefit of the learners. However, the study also indicates that not all the educators have the same

level of concern for the learners, but that some remain at the school as they feel they have no other option but to continue teaching to receive their salaries. The differences in commitment and motivation to offer quality education to the learners in their care appears to negatively affect the relationships amongst educators which is a cause of demotivation amongst educators (Han & Yin, 2016; Jansen, 2015).

The relationships educators cultivate and the support they offer one another allows them to rely on each other to overcome the stresses of being an educator, which increases their levels of motivation to continue to teach at their schools (Winch, 2020; Alghamdi, 2019; Falk, Varni, Finder, Frisoli & Frisoli, 2019). Each of the participants indicated that the relationships they have developed with their colleagues, whether as a whole group or a smaller group within the larger group, is a significant motivation for them to continue to teach and forms part of the educators' experiences of social phenomena. As their feelings of motivation increase due to their relationships, it appears that their commitment to learners and to offering them quality teaching increases; educators are more willing to collaborate and consider alternative teaching strategies. However, it appears that where the relationships are not positive, the opposite occurs: educators go through the motions of teaching to receive a salary (Carr, Reece, Kellerman & Robichaux, 2019).

This study suggests that when educators have a sense of belonging at their schools their level of motivation increases. Such findings reaffirm Maslow's needs theory, as presented in Chapter 3, that once the basic needs to sustain life have been met, the psychological needs, including connecting with others, when met lead to motivation (Filgona, Sakiyo, Gwany & Okoronka, 2020; Ma & Lui, 2016; Cherry, 2020). In addition, educators' social needs are met when they are able to connect with their educator community and with the learners and their families, and when educators are acknowledged by colleagues and by learners and parents. As these relationships develop and educators feel supported and accepted rather than judged, their sense of self-efficacy increases which also increases their sense of achievement. The connections made with the educator community increase their perceived levels of achievement, which brings about further connections. This finding that educators' sense of achievement positively correlates with their sense of motivation reaffirms McClelland's theory of needs (see Chapter 3) which states that needs are developed

and learned, and that achievement, power and connection are driving forces of motivation (Souders, 2020; Alghamdi, 2019).

This study indicates that the positive relationships educators engender in their educator community allow for a feeling of belonging, which in turn, allow educators to feel that they are part of something larger than themselves. This finding reaffirms research of Cherry (2020), Alghamdi (2019), Over (2016) and Davies, Nambiar, Hemphill, Devietti and Massengale (2015). These relationships occur amongst educators who are aligned to each other which results in smaller sub-groups, or 'tribes' as discussed in Chapter 5. These smaller sub-groups, or tribes, do not reduce the motivation of the educators to teach as they still experience a sense of belonging within their smaller sub-groups. If an educator prefers to work alone, but still believes in the school and the learners, the educator still feels a sense of belonging as the school resonates with their beliefs (Kolleck, 2019; Mafini & Dlodlo, 2014). However, the study indicates that if educators do not feel that they belong, they will feel isolated and demotivated (Dobre, 2013).

Where educators feel that they belong, and are doing something of value, they are far more motivated to continue to do what they believe in (Thoonen, Slegers, Peetsma & Geijsel, 2011), which is connected to self-actualisation as per Maslow's needs theory (Chapter 3). The educators indicated that, as a result of the commitment, achievement and acknowledgement, their perceived levels of self-efficacy increase, similar to Bandura's self-efficacy theory as discussed in Chapter 3, that people make decisions based on their perception of what they can achieve (Alghamdi, 2019; Schwarz, 2017; Ma & Lui, 2016), and therefore their levels of motivation.

The study suggests that when educators receive recognition from their educator community and other stakeholders, the status and recognition increase their levels of motivation (Dullas, 2018). This is further enhanced if the recognition comes from school leadership (Souders, 2020; Bennell & Akyeampong, 2007). However, the indication is that educators who teach for the salary do not want recognition, nor do they want to make any effort to improve the status they have been afforded by their educator community or the learners and their families. The study further suggests that if educators are given more responsibility as recognition for their achievements, their

motivation grows (World Bank, 2005), and they apply themselves even more (Souders, 2020). However, where educators know their limitations, and work to their best ability, they are able to fulfil their own beliefs, which allows them to achieve the level of status that they are happy with, thereby increasing their level of motivation (Lai, 2011; Sullivan & Strode, 2010). In addition, there are educators who do not want to do anything more than what they are required to do in the classroom as they achieve recognition from what they do for the learners.

The educators indicated in Chapter 5 that they experience a sense of achievement when they are offered opportunities for growth and development (Tugsbaatar, 2019), and when they are encouraged to expand on what they believe they are good at. In addition, when the learners improve academically, the educators perceive this as their achievement. As they increase their levels of achievement, they are able to overcome the challenges they experience daily which allows them to rise above the stress they experience, thereby increasing their perceived self-efficacy (Filgona, Sakiyo, Gwany & Okoronka, 2020). The educators feel a sense of achievement when the parents judge them as good educators when the learners improve their academic achievements. As their sense of achievement improves, so does their level of motivation (Souders, 2020; Alghamdi, 2019).

The study indicates in Chapter 6 that where educators believe in their levels of competence, and are able to support and encourage their educator community, their levels of self-efficacy increase (Ma & Liu, 2016). As the educators are supported and encouraged to improve their levels of competence, and are acknowledged for their improved levels of competence, their levels of motivation increase (Thoonen, Slegers, Peetsma & Geijsel, 2011).

The study indicated that the Covid-19 pandemic not only disrupted the working lives of educators, but it also negatively affected their relationships at their schools and their levels of self-efficacy as they could not connect with their learners or their peers, as discussed in Chapter 7. While the anxiety caused by the pandemic reduced their motivation to be at school for fear of contracting Covid-19, their well-being and that of their families, it did not reduce their need to continue their relationships with the educator community or with the learners (Ozamiz-Etxebarria, Santxo, Mondragon &

Santamaria, 2021).

As the learners were phased into schools after the strict lockdown due to Covid-19, the educators found that they could collaborate to offer the learners the best possible schooling. As the learners were academically not up to standard prior to the Covid-19 pandemic and the strict lockdown, the educators maximised the phasing in of learners and the smaller classes to offer the learners scaffolding, which allowed for more intensive interventions.

The relationships the educators develop with their educator community offers the educators support, and they are able to rely on each other, whether as a whole group or in individual smaller groups, which encourages commitment towards the educator community, and as a result, the learners and the school (Winch, 2020; Alghamdi, 2019; Falk, Varni, Finder, Frisoli & Frisoli, 2019). The increased commitment increases their motivation to teach. However, where the relationships do not foster commitment, this could lead to the educators doing the minimum required in order to receive their salaries (Carr, Reece, Kellerman & Robichaux, 2019).

The educators indicated that their levels of competence and achievement are enhanced when they are able to offer their educator community support, which further increases their perceived levels of self-efficacy, and motivates them (Thoonen, Slegers, Peetsma & Geijsel, 2011). As their competence increases and they are recognised for their efforts, their status amongst their educator community increases, further allowing them to fulfil their personal beliefs, which increases their commitment (Souders, 2020; World Bank, 2009).

The study proposes that the relationships developed amongst and between the various members of the educator community, although consisting of a diverse group of people, affect their levels of motivation to continue to teach within challenging teaching contexts in Manenberg. The educator community relationships are invaluable to educators who teach in difficult teaching environments, as they rely on each other to overcome daily challenges. The support offered allows educators who feel that their Manenberg school is their last option to garner a sense of belonging, which increases their motivation.

8.2.1.3 Relationships with the leadership of the school

How well the educators work together, according to Bennell and Akyeampong (2007), is directly affected by school leadership and determines the quality of teaching offered. The study suggests that school leadership, including the principal and senior management team members, play a role in determining the quality of the relationships formed amongst educators, thereby affecting their levels of motivation to continue to teach at their schools (Dobre, 2013). Principals need to exercise a sense of power to best influence others and motivate educators to offer quality teaching to learners (Körner & Schütz, 2021). Where the leadership of the school encourages and supports the educators and their relationships, and they are involved in all school activities, their levels of motivation increase (Thoonen, Slegers, Peetsma & Geijssel, 2011).

The study found that if educators feel supported by school leadership, they will be more willing to engage the leadership for support, which allows for growth of the educators and an increase in their level of motivation (Schulze & Steyn, 2007), as indicated by Deci and Ryan's self-determination theory. As relationships between educators and school leadership develop, the opportunities for leadership to guide the educators into greater effectiveness increases, and educators are more willing to be part of a team (Lourmpas & Dakopoulou, 2014; Raffo, Dyson, Gunter, Hall, Jones & Kalambouka, 2007).

This study determined that positive relationships between leadership and educators allow for mentoring opportunities, which shapes educator effectiveness, thereby increasing their levels of motivation (see Chapter 6) (Lourmpas & Dakopoulou, 2014; Mawdsley, Bipath & Mawdsley, 2014; De Witt & Lessing, 2013). However, if these relationships are not experienced as positive by the educators, this brings disunity amongst the educators resulting in feeling under-valued, thereby decreasing the level of educator motivation (Souders, 2020; De Witt & Lessing, 2013).

Despite educators expressing their motivations for teaching in the Manenberg area, the school leadership noted that, for a number of educators on their staff, teaching in Manenberg is a last resort (see Chapter 5). Some educators returned to teaching despite not wanting to teach when they could not find employment outside of education. The schools in Manenberg employ these educators as they struggle to find

suitable educators, as indicated in Chapter 2. If educators are at the school to receive a salary or because they feel the job is a means to an end, they are typically motivated to teach for purely extrinsic motivating factors, as indicated in Herzberg's motivation-hygiene theory: extrinsic motivation factors such as salaries are not actually motivating factors but de-motivating when not available (Geoghegan, 2018), and McGregor's theory X, explaining that people do not want to be instructed to do their jobs, but want to feel secure in their jobs (Dobre, 2013). If educators expect their salaries but do not want to be held accountable for teaching and learning, they will do what is required of them only when instructed to do so. However, the study also found that there are educators who fall into the theory Y category as they are motivated by autonomy over their workspace, and motivated to teach regardless of the context of the school (Souders, 2020). If school leadership encourages these educators to be more creative and allows them a measure of autonomy, they are more motivated to improve the quality of teaching offered.

When learners returned to school after the Covid-19 lockdown, learners could not all be at school at the same time, so educators sent work home for parents to monitor while the learners were not at school. The educators were required to teach the learners who were at school while preparing for those who could not be at school, but they also had to plan for the possibility of further strict lockdowns should there be a spike in infections (Reich, 2020). Planning posed a challenge for school leadership as what they were planning for was, and remains, uncertain. An uncertainty of the rise in infections, together with the uncertainty of what they were planning for, along with the concerns for their personal well-being, caused educator anxiety, which negatively impacted their motivation to be at school.

Although school leadership was concerned for their own well-being, they had to support their educators and treat them humanely to encourage their return to school, and to offer the learners the best possible education within the confines of Covid-19.

8.2.2 Context of the school

School context directly relates to the context of the Manenberg area, which is infamously known for high levels of alcohol and substance abuse, and violence from

the prevalent gang activity (Bax, Sguazzin & Vecchiatto, 2019; Cruywagen, 2019), as indicated in the conceptual framework in Chapter Three as the 'social, political, economic, context'. The area was designated for marginalised communities characterised by relative poverty and low education, those who suffered the negative effects of oppression and powerlessness of apartheid policies (Pather, 2018; Bowers du Toit, 2014) and who continue to live in the long shadow of apartheid (see Chapter 2). According to the World Bank's report on 10 March 2022, South Africa '*remains the most unequal country*' (Stoltz, 2022). Many parents are unable to assist their children with schoolwork, or are unable to parent their children properly, or do not value the education schools offer their children (Bennell & Monyokolo, 1994; Ramrathan, 2020). The low level of schooling, the poor socio-economic environment and the inequalities of apartheid policies have not improved, which has given rise to a high level of gangsterism (Cruywagen, 2019). The gang discourse of power for the powerlessness is alluring in these communities (Bowers du Toit, 2014). However, if educators cultivate a relationship with learners and their families, the study indicates that these negative aspects can be overcome to an extent (Soares, Cunha & Frisoli, 2019; Alghamdi, 2019; Bipath & Nkabinde, 2018; Zakrzewski, 2012).

This study argues that learners develop negative attitudes towards their educators and behave poorly in class as a result of the trauma from gang activity that has arisen from the inequalities in the area (Bowers du Toit, 2014). If learners belong to gangs, this exacerbates poor attitudes and behaviours, which negatively impact the motivation of the educators and the relationships between educators and learners, as seen in 8.2.1.1 above (Qwabe & Potterton, 2020; Chisholm 2019; Van Tonder & Williams, 2009).

As the Manenberg area is quite poverty-stricken, schools are easy targets for theft of school equipment and vandalism. As the schools are no-fee paying schools (see Chapter 4), they do not have the finances to employ appropriate security measures, rendering them vulnerable to break-ins and vandalism. No-fee schools were developed to alleviate the '*huge burden of poverty and inequality in our country*' (DBE, 2020d), yet they are vulnerable from the poverty and inequality. Despite the relationships the educators develop with parents and learners, the schools remain easy targets for vandalism, theft and violence; many educators are fearful about

coming to work, which is demotivating (Guy-Evans, 2020).

As discussed in Alderfer's existence, relatedness and growth theory in Chapter 3 (Souders, 2020; Robbins, 1998), educators who grew up in Manenberg or similar areas return to teach in the Manenberg area to offer the learners and the community hope for a better future. For these educators, returning to Manenberg is not regarded as a step down or a last resort, but an opportunity to altruistically offer the learners and their families quality teaching.

The data suggests that despite the school contexts and the prevalent gang activity, educators continue to teach in Manenberg regardless of threats to personal safety, either for altruistic and therefore intrinsic reasons, or as a means to an end and therefore extrinsic reasons, as explained in Herzberg's motivation-hygiene theory. If educators teach for purely extrinsic reasons, the study suggests that they are less committed and absent more often from school as a result of the uncertainty of their safety in the difficult school context. A difficult school context gives rise to apathy amongst educators if they are not connected to their educator community or the learners and their families, as discussed in Chapter 3 (Mafini & Dlodlo, 2014), resulting in low levels of motivation.

Data indicate that the daily challenges educators face as a result of the context of their schools are compounded by Covid-19; this has an inevitable bearing on the well-being of educators and their motivation to teach (INEE, 2020; Anderson, Turbow, Willgerodt & Ruhnke, 2020; INEE, 2016). Most families in the marginalised communities in Manenberg were not able to feed their children as they were not able to work (Alleyne & Wood, 2010; Antrobus, 2009). So the feeding of learners fell to the educators, who at times felt exploited and that no regard was given to their health and well-being.

The educators posited that learners did not follow Covid-19 protocols at home but continued to play with their friends as they had done before, with no social distancing or wearing of masks (Depoux, Martin, Karafillakis, Preet, Wilder-Smith & Larson, 2020). Many families were not able to apply social distancing as a result of their places of residence being too small to accommodate the necessary spacing or social distancing (Schultz & Steyn, 2007). This left them more vulnerable to contracting the

virus and thereby exposing the educators to the virus.

8.2.3 Last resort to earn a salary

A number of educators within the Manenberg area, as indicated by Donovan (Deputy Principal, NPS) in Chapter 5, see teaching within this area as a last resort and a means to a salary, and is connected to the 'social, economic' aspects of the conceptual framework. They have tried alternative schools or methods of earning a salary, but have returned to teaching in the Manenberg area as schools in Manenberg struggle to attract suitably qualified educators (see Chapter 3). Alternatively, they may have started their teaching career in Manenberg and remained at their schools because of their relationships. Regardless, educators must earn a salary to take care of their physiological and safety needs, as indicated in Maslow's hierarchy of needs theory (Filgona, Sakiyo, Gwany & Okoronka, 2020; Aruma & Hanachor, 2017), as a minimum condition for motivation. While salary is a necessity, it is not sufficient to be considered a condition of employment or a driver of motivation unless there is the possibility of not receiving their salary, as in a time of crisis such as the Covid-19 pandemic.

Most marginalised families in Manenberg harbour low expectations of the schools and the educators in the area, and therefore are more accepting of educators regardless of the quality of education they offer the learners (see Chapter 2). As explained by Vroom's expectancy theory, people make decisions to achieve certain outcomes (Souders, 2020; Alghamdi, 2019). If educators feel that they will receive their salary regardless of the quality of teaching they offer, they have no incentive to offer the learners better quality teaching (Ball, 2012), which perpetuates the poor quality of education as a result of the legacy of apartheid.

The Covid-19 pandemic saw educators return to schools, despite deep concerns for their safety, to receive their salaries (see Chapter 7). Fears for their well-being reduced their motivation to be in the classroom with the learners, but because of the power of the DBE and WCED to withhold their salaries if they did not return to schools – as indicated by Bourdieu's theory of capital where power affects society and regulation theory where regulation affects the way life unfolds (Mishra, 2020; Schwarz, 2017; Claridge, 2015) – they were prepared to go back to school.

8.2.4 Education policy

Education policy and control have reference to the formal education policies developed by the DBE and the WCED, such as the South African Schools Act 84 of 1996 and its subsequent adjustments, the Employment of Educators Act 76 of 1998, the Personnel Administrative Measures developed by the Minister of Education in terms of the Employment of Educators Act, the Curriculum and Assessment Policy Statements, and various policies and Gazettes that were issued in terms of the Covid-19 pandemic (see Chapter 3). In addition, it includes the prescripts of the WCED as indicated in circulars from the Superintendent General of Education in the Western Cape, and the prescripts of the individual district education departments, such as the Metro Central Education District, into which the Manenberg area falls. All these aspects constitute 'education policy' as they determine the practice of educators regardless of the context of the schools, as indicated in the conceptual framework in Chapter Three. In social psychology, according to Körner and Schütz (2021), *power* means control of resources, as is the situation with the DBE and the WCED. The term *resources* in this context includes financial gains, status and education. The education authorities not only have the power to instruct schools as to what to do, but they also have the power to supply the resources necessary to build the self-esteem of educators within Manenberg (Körner & Schütz, 2021; Peyton, Zigarmi & Fowler, 2019).

The educators noted feelings of constriction as a result of the regulations enforced by the WCED and the DBE, and that they are offered very little opportunity for autonomy. In compliance, educators ensure that the relevant documentation is in place. Within Manenberg, the learners have a huge academic backlog so following the curriculum directives are counterproductive for effective teaching and learning (Bruwer, Hartnell & Steyn, 2014; Raffo, Dyson, Gunter, Hall, Jones & Kalambouka, 2007). As learners are unable to achieve the curriculum outcomes effectively, this demotivates educators when education departmental officials like curriculum advisors expect learners to have mastered the relevant CAPS skills and knowledge. The educators therefore have to manipulate the curriculum to suit the learners while trying to appear to meet the requirements of the WCED and DBE, which is demotivating (Chisholm, 2019), as discussed in Chapter 3, as it is not a true reflection of their efforts.

Although school leadership may encourage autonomy, educators are still confined by legislation and authoritative expectation, which limits autonomy and is demotivating (Bennell & Akyeampong, 2007; Falk, Varni, Finder, Frisoli & Frisoli, 2019). In addition, as they rely on their salaries, as indicated in 8.2.3 above, they feel compelled to comply with the CAPS requirements.

At the onset of Covid-19, the educators, despite their fears (see Chapter 7), were prepared to go back to school to do the planning as instructed by the DBE and the WCED to ensure they would be paid. Educators admitted that their levels of motivation were adversely affected when learners were instructed to return to schools as the school communities, still deeply affected by the legacy of apartheid (see Chapter 2), were unable to adhere to Covid-19 protocols while at home (see Chapter 7). However, the educators indicated that they remained motivated by their learners and their own intrinsic motivations to continue to teach in the face of the pandemic despite the perceived top-down authoritarian approach of the DBE and the PEDs. This is explained by regulation theory in Chapter 3. Educators indicated that Covid-19 brought about isolation, fear and feelings of vulnerability but in spite of a poor sense of well-being, they were required by the education authorities to consider the basic psychological needs of other, which affected their levels of motivation (Neufeld & Malin 2020; Deci & Ryan 2008; Ramrathan 2020).

The DBE and the WCED arranged for personal protective equipment (PPE) to be delivered to schools, but these deliveries took place after educators were already back at schools. Although the standard operating procedures (SOP) of both the WCED and the DBE (2020) were issued to schools, schools had to interpret the procedures and to put them in place in schools. There was still significant uncertainty regarding the virus, which resulted in the DBE and WCED taking decisions and then amending these decisions, causing confusion (Schreuder, 2020e; Naptosa, 2020; Mouzelis, 2007), as indicated in Chapters 3 and 7.

Educators were required by the WCED to disseminate work-packs to learners, or to offer virtual lessons where possible, which they did as they tried to be compliant despite the cost to themselves (Murphy, Tyler & Curtis, 2009; Fenech & Sumsion, 2007). Despite the support of school leadership, educators admitted that they felt they

had no option by the DBE or the WCED but to return to school. While educators returned to schools to avoid a penalty for non-attendance and implied 'no work, no pay' threats, they did so under duress and without motivation. However, seeing their educator community and resuming relationships proved to be a motivation for returning to school. But as the Covid-19 protocols prohibited close contact, the excitement of being with their educator community was short lived (Gerwin, 2012).

The educators also asserted that they lost confidence in the authorities to protect them as there was much indecisiveness while the educators were trying to carry out their teaching duties, screening learners and feeding them, which resulted in them losing their motivations to continue to teach.

The educators indicated that the policies pertaining to academic progress and the pandemic decreased their sense of well-being and reduced their levels of motivation to be at school. The concern for their well-being is related to the context of their schools: learners and their families they serve were not able to follow all Covid-19 protocols at home (see Chapter 7). The demands made on the educators by the education authorities left them feeling vulnerable and disconnected from their educator community and their learners, which decreased their levels of self-efficacy as they were not able to fully engage with teaching through work-packs or online teaching, but did not reduce their motivation to continue their relationships with their educator community and the learners and their families (Ozamiz-Etxebarria, Santxo, Mondragon & Santamaria, 2021).

8.2.5 Legacy of apartheid

The data suggest that, despite perceived positive relationships, not all educators at the schools offer the learners quality teaching due to their personal backgrounds as indicated in Chapter 2, and section 8.2.2 above – have low expectations of the educators, and as shown in the conceptual framework in Chapter Three. If expectations are low, educators may develop feelings of importance and high self-efficacy which actually perpetuate the poor-quality schooling from the apartheid era. Low expectations from learners and their families may give educators justification for their lack of effort, particularly if they believe teaching in Manenberg is their last resort,

a means to a salary, or suits their comfort zone, which is in keeping with McGregor's theory X, as explained in Chapter 3 (Souders, 2020; Dobre, 2013). A lack of effort by educators perpetuates the epistemic violence brought about by apartheid policies (Neilson, 2021). If educators are teaching to receive a salary, or because it is convenient, their motivation comes from extrinsic or hygiene factors as indicated by Herzberg's motivation-hygiene theory, as explained in Chapter 3 (Geoghegan, 2018; Filgona, Sakiyo, Gwany & Okoronka, 2020).

When Covid-19 took the world by surprise, there were neither contingency plans nor any preparation to prevent the negative consequences of the pandemic (Schleicher, 2020; Chisholm, 2019). The inequalities within South African societies, the lack of resources in marginalised communities such as Manenberg on the Cape Flats, and the deficiencies in education in general, were exacerbated (Chisholm, 2019). Government attempts to curb the spread of the virus through a lockdown strategy exacerbated the inequalities within the country (Ramrathan, 2020; Grob-Zakhary, 2020). Educators were concerned for their well-being as the Manenberg community demonstrated a lack of compliance with wearing masks and social distancing as an outcome of the conditions they live in (Brooks, 2015; Gerwin, 2012). While the participants did not highlight the legacy of apartheid directly as a factor, they addressed the issues relating to the legacy of apartheid in every aspect of their teaching, such as the poor-quality schooling offered to them and learners' parents during the apartheid era and the creation of the Manenberg area for marginalised families. These and other forms of epistemic violence still prevail (Brunner, 2021; Neilson, 2021).

This study reveals that, despite various motivations for teaching, whether intrinsic or extrinsic, the legacy of apartheid carries on as a factor impacting educators, their educator community, the learners and their families, and the context and facilities at the schools. The educators and the educator community have been affected by the quality of educator training offered to people of colour. The learners' families, because of their own deficient schooling, struggle to find employment that allows them to rise above their circumstances, which in turn negatively affects the context of the schools due to unemployment and gang-related activities (Bowers du Toit, 2014). In addition, most facilities at these schools have not been upgraded since the abolition of

apartheid, which further perpetuates the inequalities brought about by apartheid, and includes the exploitation of the vulnerable by those in power, resulting in feelings of powerlessness to overcome their circumstances (Bowers du Toit, 2014).

8.3 Conclusion

This chapter synthesises the identified themes that affect the motivation of educators to teach in Manenberg to answer the main research question:

What are educator experiences of the wider school community (educator community, learners and their families) and how do these experiences affect their motivation to teach in challenging contexts on the Cape Flats?

The study finds that educators are better and more prepared to teach in difficult teaching environments on the Cape Flats, and specifically in the Manenberg area, when they are self-motivated. Educators are best motivated when they are given autonomy in their classrooms with support from education authorities to adjust education policies to best suit the learners. In addition, educator motivation is enhanced by the relationships educators cultivate with their educator community, the school leadership, and the learners and their families. In addition, with an understanding of relationships the educators form with their educator community and learners and families, management are better equipped to source suitable educators for their schools.

Chapter 9 will conclude this study, discussing the contribution to the field of study, the recommendations for policy and practice, the recommendations for future studies, the researcher's reflections of the doctoral journey.

CHAPTER 9

Conclusion

9.1 Introduction

This chapter summarises the findings of the three sub-questions and of the synthesis chapter (9.2). It further discusses the contribution to the field of study (9.3), the recommendations for policy and practice (9.4) and recommendations for future research (9.5). The chapter concludes with the researcher's reflections of the doctoral journey (9.6).

9.2 Summary of findings

This section gives a brief summary of the findings of the study for each of the three sub-questions and of the synthesis chapter.

9.2.1 Summary of research question one

The first sub-question considers educator views of the wider school community, including the educator community and the learners and their families, and how these views affect the motivation of educators to teach in challenging school contexts on the Cape Flats, particularly in Manenberg:

What are educators' views of how the wider school community influences their motivation to teach in challenging school contexts?

Relationships were identified in this study as a major factor in the motivation of educators to teach on the Cape Flats, and specifically in Manenberg. The study suggests that, by developing relationships with their educator community, the educators develop a sense of belonging that gives rise to increased perceived feelings of self-efficacy. Being part of a 'tribe', as discussed in Chapter 3, whether the whole staff or a small group of educators, allows educators to feel that they are cared for and acknowledged, despite the context of the school. However, the context negatively affects the commitment of the educators when they do not feel that they are accepted or that they belong to an educator community.

The relationships the educators develop with learners and their families and the respect and acknowledgement they receive, allows educators to feel that they are achieving their goals as educators, which increases perceived levels of self-efficacy. Considering the context of the schools and the communities they serve, the study finds that most of the educators are motivated by the relationships they develop with learners and their families as they feel they are able to offer the learners hope for a better future; this increases their motivation to teach in Manenberg.

The study further finds that the relationships the educators develop are directly influenced by the legacy of apartheid, as indicated in Chapter 8. The educators, the educator community and the learners and their families have all been negatively impacted by apartheid policies. This has affected the level of teaching offered and the quality of learning that takes place. Despite these challenges, most of the educators are motivated to offer the learners and their families hope for a better future due to the relationships.

9.2.2 Summary of research question two

The second sub-question considered the motivational effects of educator views of the wider school community on their beliefs, commitment and self-efficacy to teach in challenging school contexts on the Cape Flats, particularly within Manenberg:

What are educators' views of how the wider school community affect their beliefs, commitment and self-efficacy? How do these effects influence their motivation to teach in challenging school contexts?

The study finds that the relationships the educators develop with the educator community, the school leadership or the learners and their families, or all three, allows them to feel a measure of belonging to something larger than themselves regardless of their reasons for teaching, which increases their motivation to be at the school.

The study further finds that based on the relationships of educators with learners and their families and by offering the learners hope for a better future, the educators are able to live out their beliefs and are more committed to the school community. As their commitment increases, their perceived levels of self-efficacy increase, thereby

increasing their motivation to teach in Manenberg.

If educators have a strong sense of self-efficacy and are motivated to teach, they tend to feel a 'calling' for teaching, a strong urge to be an educator, rather than just filling a position that gives them a monthly salary (Dullas, 2018). However, the study argues that educators who do not feel 'called' to be an educator, but teach as a means to a salary, are still afforded opportunities to increase their perceived sense of self-efficacy as a result of the relationships they form.

9.2.3 Summary of research question three

The third sub-question, added during the progress of this study, considers the effect the Covid-19 pandemic, a traumatic and disruptive event, has had on the motivation of the educators who teach on the Cape Flats, particularly within Manenberg:

What are educators' views of how the wider school community during the Covid-19 pandemic affected their motivation to teach in challenging school contexts?

Although the study indicates that, for many educators, their motivation to teach had not decreased, their motivation to be at school and to be in class during the pandemic was excessively low as a result of their concerns for their and their families' well-being. The study suggests that motivation further declined as a result of the top-down micro-management of the DBE and WCED, the lack of support from their unions, and their feelings that voices were not heard.

Participants revealed that they felt disrespected by the education authorities as they were expected to be compliant and return to school when instructed, despite personal concerns for their and their families' well-being. Despite these reservations, however, most educators remained motivated to return to school to see their educator community and the learners and their families, although they still had to exercise the Covid-19 protocols; they maintained their commitment to their educator community and the learners.

For school leadership, their motivation to lead their schools was shaped by the return to schools of educators and then the learners, two events bringing additional stress to some as they had to ensure that their schools were Covid-19 free, and that everyone

followed the relevant protocols, while simultaneously motivating the staff to offer the learners the best education possible.

Despite feeling that they had little, if any, control over the decisions taken, the participants indicated that they remained motivated to teach and to see their educator community, but their motivation to physically be in the classroom was reduced.

9.2.4 Summary of the synthesis

The study suggests that relationships are at the core of the motivation of educators to teach in challenging school contexts on the Cape Flats, and particularly within Manenberg. The relationships the educators develop with their learners and their families give most educators a sense of achievement, which further increases their perceived levels of self-efficacy; and when learners improve their academic results, this motivates educators to continue to teach in Manenberg. However, although the educators may feel a sense of achievement in helping the learners, if they have to first 'parent' the learners due to negligent parenting at home, some educators admitted that this accelerated their stresses and reduced their motivation.

The study infers that the relationships the educators develop with their educator community, whether as a whole group or individually, offer them a sense of belonging that allows most to live out their beliefs, stay committed, and enhance their self-efficacy. Perceived levels of self-efficacy are arguably further enhanced by the support and encouragement of school leadership. If educators teach for altruistic reasons, the support of the educator community and school leadership allows them to live out their beliefs and develop their perceived levels of self-efficacy, which motivates them to teach in Manenberg.

The study suggests that the context of the schools, including the negative repercussions of apartheid starting as early as 1652 (Meyer, 2019), play a role in the motivation of the educators to teach in Manenberg but, as they feel that they are part of something larger than themselves, they still offer learners hope for a better future despite the epistemic violence brought about by the history of South African education, apartheid policies and the ongoing effects of colonisation (Brunner, 2021). The context of the school is further exacerbated, according to participants, by the present

education policies as these policies have a 'one size fits all' approach and do not take the school context into account. Educators are therefore not offered the opportunity to act autonomously, which decreases their levels of motivation.

The study argues that the long shadow of apartheid continues to influence educators, educator communities and learners and their families. Educators' beliefs, commitment and self-efficacy are influenced by the legacy of the apartheid policies. As a result of apartheid and epistemic violence, learners and their families were marginalised, as were many of the educators, placing them in very poor socio-economic conditions in which to live, and ushering in gang activity and crime (Neilson, 2021). The inequalities resulting from apartheid were rendered visible by the Covid-19 pandemic, and further exacerbated, decreasing educator motivation to be in class; but the study suggests that most educators remained motivated to see their educator community and their learners.

According to Olivares, Navarro, Sánchez-Verdejo and Muelas (2020), psychological well-being is achieved by six categories of which one is positive relationships, as this helps people accept themselves, develop trust and bring about feelings of fondness. Wissing, Fadji, Schutte, Chigeza, Schutte and Temane (2020), in their studies in Ghana and South Africa, determined that interrelation and social connections play a vital role in motivation. Baker, Watlington and Knee (2020) hypothesise that good interpersonal relationships are essential for people to function properly, as this satisfies their need for autonomy, competence and relatedness. Okello and Gilson (2015) contend that trust relationships with colleagues and leaders have an effect on levels of motivation. Ariani (2017) suggests that social relationships result in psychological place attachments. This present study argues that the relationships positively affect educator motivation to teach in difficult teaching environments despite, or because of, factors like gangs, Covid-19 and education authorities, and factors such as the legacy of apartheid.

9.3 Contribution to the field of study

Broadly, the study adds to the knowledge of educator motivation in South Africa before and during a time of crisis, namely the Covid-19 pandemic.

Firstly, the study argues that the motivation for educators to teach in difficult teaching environments such as those in Manenberg is influenced by the relationships educators develop with their educator community and with learners and their families. The study suggests that, where educators are motivated to teach in these schools, they view the negative aspects as challenges they can face because of the relationships formed. Bennell and Akyeampong's (2007) study of educator motivation in sub-Saharan Africa and South Asia is one of the few studies that explored educator motivation in Africa. Analysis suggests that this is an under-explored area; few studies have highlighted the relationships of educators as a major motivating factor within challenging school contexts. This study contributes to the body of knowledge regarding the factors that shape educator motivation and its effects on the Cape Flats, in South Africa, and globally.

Secondly, while there are a few studies pertaining to educator motivation, these have not been conducted methodologically in the manner of this study. Recognising the limitations of current models and theories of motivation, this study developed insights with respect to motivation that captured the dimensions of educator motivation within the South African context using an in-depth qualitative approach. The study argues that, if educators are able to form connections and build relationships, and they have the support of school leadership, they remain motivated to teach in difficult teaching environments despite the difficult school context or their personal characteristics.

Thirdly, the study contributes to the limited emerging literature on how crises shape the motivation of educators. While the study was affected by the Covid-19 pandemic, this gave the positive advantage of interviewing educators at the start and during the pandemic to understand the effects of the virus on educator motivation. The study argues that relationships were of particular importance at the onset of the Covid-19 pandemic as educators, despite personal anxieties and concerns for their personal families, valued the continuation of relationships between the educator community and the learners and their families for the psychological well-being of all concerned. The study argues that continuing the connections between educators and the educator community during times of crises allows educators to feel the sense of belonging that motivates them to continue to teach at their challenging schools and increases their sense of well-being.

9.4 Recommendations for policy and practice

The conceptual framework developed to understand the motivation of educators to teach in difficult teaching environments indicates that the educators are motivated to teach in difficult teaching environments despite the context of the schools and the top-down approach of the education authorities. This section discusses the implications for policy and practice individually.

9.4.1 Recommendations for practice

Based on the findings, recommendations for practice are made to bring about improved educator motivation within difficult teaching environments on the Cape Flats, and specifically in the Manenberg area.

An understanding of what motivates educators to teach on the Cape Flats, and in Manenberg, will give insight to school leadership teams and school governing bodies as to what needs to occur to ensure that the educators who are currently at the schools are supported and given opportunities to develop relationships in a manner that motivates them to offer the learners the best possible education, hope for a better future and the upliftment of the community. The first recommendation is that school leadership teams and school governing bodies determine the needs of the educators to build and sustain relationships and to put these strategies in place. The understanding and implementation of the strategies to employ appropriate educators will bring educators who are suitably motivated to offer the learners quality teaching as they live their beliefs, commitment and self-efficacy and increase their motivation.

Relationships will assist in ensuring the well-being of the educators, which is a particular priority during times of crisis. Covid-19's physical distancing and enhanced hygiene practices will continue for some time. Continued planning for these ongoing measures, and possible school closures, due to another rise in Covid-19 infections, poses challenges for school management planning as the future is uncertain. And as uncertainty adds to educator anxiety, compounded by school context during the Covid-19 pandemic, this impacts motivation. As a result of the anxiety and uncertainty, the well-being and motivation of the educators must be a priority for school leadership, as well as for the DBE, WCED and the WCED district offices. The connections between

the educators and their educator community, and their learners and their families, should be encouraged, with opportunities for connecting included in the planning. The second recommendation is that school leadership teams should devise contingency plans for various crises that assess the unique context of each school, the relationships between educators and between educators and learners; in this way, educator motivation is prioritised despite the crisis.

The third recommendation is for school leadership to give educators more autonomy within their classrooms to offer learners every opportunity to achieve, regardless of the pressures of the education authorities to follow the curriculum verbatim, despite the context of the school and the effects of epistemic violence that still prevail. But in spite of the lack of educator autonomy with Covid-19 regulations and curriculum delivery, most educators remain motivated to teach at their schools because of relationships.

9.4.2 Recommendations for policy

Based on these findings, the following policy recommendations are made in the hope of improving the quality of educators who apply to teach in difficult teaching environments. This involves the process of employing quality educators being reconsidered, the level of autonomy afforded educators in terms of curriculum, the extent to which the legacy of apartheid affects school context, and the regulations during a time of crisis.

For attracting quality educators, school leaders and school governing bodies should identify prospective educators who would be a good fit for the educator community and the learners and their families and should head hunt appropriate educators without interference from educator unions and the WCED. ELRC Resolution Number 13 of 1995 (1995), dictating the process for appointing educators, is monitored by the education unions to ensure that the processes are adhered to at all times, should be reconsidered. Likewise, the policy that allows for the appointment in a permanent capacity where educators automatically achieve permanent status to continue at the school regardless of the quality of teaching they offer, should be reconsidered by the DBE.

Planning should allow for educator autonomy when considering the appropriate

curriculum, particularly within marginalised communities where the level of community literacy is low, and the value of education by the school community is poor, as in Manenberg.

Policy makers – including the DBE, WCED and education unions – should consider an appropriate curriculum which does not perpetuate the colonial condition (Brunner, 2021), but that allows for differentiation to bring about literacy and numeracy while helping learners develop in line with their peers in less marginalised areas.

While this study considered difficult teaching environments that are directly affected by the legacy of apartheid in South Africa, similar settings can be found in other countries, such as India and China, and in more affluent countries where communities are marginalised, such as in the United States of America (Richter & McPherson, 2012). I therefore recommend that the education authorities like the DBE and WCED explore the context of each school and reconsider the current regulations and the CAPS curriculum to give educators some autonomy in adapting the curriculum to their own contexts.

This is particularly necessary during times of crisis like with Covid-19, as occurred in countries like Finland, Japan and the Netherlands where schools were given autonomy to make alternative arrangements for education (Schleicher, 2020). As a result of the school contexts on the Cape Flats, educators struggled with onerous and demanding Covid-19 regulations while teaching a modified CAPS curriculum. I therefore suggest that the education authorities, DBE and WCED, allow school leaders to develop and adapt the curriculum to their own unique school contexts during times of crises.

9.5 Recommendations for future research

The current study was a phenomenological qualitative study to understand the motivation of educators who teach in challenging primary school contexts on the Cape Flats, specifically the Manenberg area. Based on the findings and conclusions, several recommendations can be made for further research.

Recommendations for future research are divided into three aspects: the first aspect

includes the site and sample; the second aspect pertains to the research philosophy; and the third aspect pertains to comparative studies. Each aspect will be discussed individually.

9.5.1 Site and sample

Site and sample refer to the focus of primary schools within the Manenberg area, the altered circumstances due to the Covid-19 pandemic, and the negative effect of the Covid-19 pandemic on the participation of the educators, as indicated below:

- The study offers a comprehensive understanding of the motivations of the primary school educators who teach in challenging teaching environments in the Manenberg area. This reveals a certain incompleteness to the study as no attempt was made to consider the motivation of secondary school educators in the Manenberg area. An understanding of the motivations of secondary school educators may offer new insights not identified in this study.
- Although this study was undertaken to assess the motivation of educators who teach in challenging environments in primary schools on the Cape Flats, the onset and ongoing Covid-19 pandemic has affected the study, as indicated in Chapter 4. While the various data sources allowed for reliable conclusions, a study of the motivation of educators to teach in challenging environments under 'normal' (non-crisis) circumstances may expand on the contribution to knowledge.
- As a result of the reluctance of the educators to engage in face-to-face interviews, the study was not able to identify the differences in motivation by gender, ethnicity, age and experience of the educators. Future studies should consider these demographics.

9.5.2 Research philosophy

The study method used was a phenomenological study that considered participants' lived experiences. A mixed method or an ethnographical and immersive study could be considered where the actual interactions the educators have with their educator community and learners and their families, could be observed. This would provide a

first-hand understanding of the relationships between the educators, between the educators and school leadership, and between educators and learners and their families, which may offer a different perspective to the educators' relayed experiences. The observed behaviours, emotions and cognitive perceptions of the educators may yield an interesting comparison with the perceived lived experiences of the educators.

9.5.3 Comparative study

Further study could be considered wherein a comparative lens is used to consider the motivations of educators across the Western Cape Province, across the other provinces, and across South Africa.

A comparative study could be considered between various African countries and could be further expanded to other third-world countries. Even more, a further comparison could be considered in poor and marginalised communities within first-world countries.

9.5.4 Legacy of apartheid

The effects of the legacy of apartheid was an insight gained in this study. Further study could be considered to determine the ongoing effects of the long shadow of apartheid on educators, not only in difficult teaching environments. There may be an interesting comparison between those who teach in previously disadvantaged schools and those who teach in previous white's only schools.

9.6 Reflections of the doctoral journey

My research journey began in 2019, but the interest in educator motivation to teach began when I was appointed as a principal and assumed responsibility for ensuring that every class has a suitably qualified educator. However, on being appointed as a circuit manager (chief education specialist) of schools in poverty-stricken, low socio-economic and gang-infested areas that have been negatively affected by apartheid policies, I was pleased to discover that at every school, despite the circumstances, there were educators who offered quality teaching to their learners. This further sparked my interest in educator motivation to teach in these challenging teaching environments, despite the context.

The proposed plan for the study was adversely affected by the onset of the Covid-19 pandemic. In retrospect, as a result of my improved understanding of the educators, I should have postponed the primary data collection process of interviews until a time when educators had a better understanding of the Covid-19 protocols for preventing infection, and were less fearful, so that face-to-face interviews could have taken place with each participant.

The research led to a deeper understanding of the history of education in South Africa, which gave me deeper insights into how educators perceive themselves and their teaching. As a result, I have reconsidered my own practice within the schools, which has allowed for more open conversations and less scepticism on the part of the school leadership and educators I work with in the schools. This taught me to re-evaluate my assumptions of the schools, the school communities, and the educators within the schools in my circuit.

The initial motivation for the study was to understand what motivates educators to continue to teach in difficult teaching environments. However, the insights gained into the history of South Africa and the history of education within South Africa has opened my understanding of the injustices and the resultant inequalities within the country, the Cape Flats and particularly in Manenberg. The primary insight is the understanding of how deeply entrenched the negative effects on the psyche of disadvantaged people under the apartheid system are, and how this has resulted in low expectations for themselves. While I still must comply with the prescripts as a circuit manager, the insights gained have influenced the support I offer to principals and educators to improve the quality of teaching and learning. I have adapted my school visits into a coaching and/or mentoring visit where I not only give guidance for improvements but build relationships with the principals and as many of the educator community as possible. Although this study has not considered the relationships between principals and departmental authorities, the study has made me cognisant of the value of relationships with the principals and the educator community. In addition, where possible, I have also realised the value of connecting with learners and their families to encourage support for the principals and the educators. With mentoring or coaching, principals and educators strive to improve the quality of the services they offer learners and their families, thereby bringing about more functional schools that will offer

learners hope for a better future.

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APPENDICES

Appendix 4A: Interview questions for educators

1. Tell me about your teaching experience.
2. What beliefs and values drive you to teach at your current school?
3. Parents and learners often expect educators to be committed to them and the school? How do you feel about your level of commitment to your learners and the school?
4. Your school is situated in a notoriously difficult area. How do feel about working in this area?
5. What are your personal goals for your career as a teacher?
6. Does teaching at this school allow you to achieve your goals?
7. To what extend do the leadership of the school encourage you to continue to work at this school?
8. Do you consult with your colleagues as to the best way to teach a particular topic or activity, on your planning, the pacesetters, etc.?
9. How do you resolve any differences you may have on the matter at hand?
10. If you have a difference of opinion on what you regard as the best interests of the learners, how do you resolve the difference?
11. Do you discuss ways of motivating your learners with colleagues?
12. Do you feel your level of motivation is matched by your colleagues?
13. When you consider things to inspire your learners, do you consult with your HOD, deputy or principal?
14. How are you supported in the activities you use to inspire your learners?
15. To what extent does the leadership at your school support your philosophy, beliefs and values, and contribute to your motivation to teach at the school?

As you are aware, schools were closed on 18 March 2020, two days before the planned school holidays. This was in preparation for the national lockdown that came into effect at midnight on Thursday, 26 March 2020 (27 March 2020), in an attempt to flatten the curve of infections of Covid-19. SMTs and support staff were expected to go back to school on Wednesday, 13 May to prepare schools for re-opening. The

interventions of the various unions saw SMTs having an option to go back on 13 May, but they had to be there by 18 May 2020. Many different documents were issued to schools from which they were required to draw up a Covid-19 Policy and Standard Operating Procedures. They were also required to prepare the school to accept the educators, and the Grade 7, Grade 12 or Level 4 learners on 18 May 2020 (Ramrathan, 2020).

The current situation is that there are educators who are happy to return to school, while others who are concerned about their health, are reluctant to return to schools.

16. What has been your experience of the pandemic and lockdown to date?
17. How did you feel personally about going back to school on 18 May 2020?
18. How do you feel about the strategy of phasing in of learners in schools?
19. How does the Covid-19 pandemic impact you desire to return to school and continue your work?

Appendix 4B: Interview questions for school leaders (SMT, but not the principal)

1. Tell me about your journey in education.
2. What drove you to apply for promotion posts?
3. In your current position, what do you think your most important role is? Why do you think that? How do you carry out that role?
4. What are your feelings regarding your beliefs and values in education?
5. Your school is situated in a notoriously difficult area. How do you feel about working in this area?
6. How do you motivate the educators when things are difficult in the area?
7. Self-efficacy theory is about a person achieving their personal goals. Does teaching at this school, and teaching in general, allow you to achieve your goals?
8. Amongst your staff, do you have educators who are more effective than others? What do you do to encourage these educators?
9. How much autonomy do you have as a school leader to do what you believe is needed to motivate the staff?
10. Do you believe your level of motivation is matched by your colleagues?
11. What advice would you give someone who was considering teaching at a school similar to your school where the context of the school is difficult?
12. To what extent does the principal of the school motivate you to stay at the school, and how is this done?

As you are aware, schools were closed on 18 March 2020, two days before the planned school holidays. This was in preparation for the national lockdown that came into effect at midnight on Thursday, 26 March 2020 (27 March 2020), in an attempt to flatten the curve of infections of Covid-19. SMTs and support staff were expected to go back to school on Wednesday, 13 May to prepare schools for re-opening. The interventions of the various unions saw SMTs having an option to go back on 13 May, but they had to be there by 18 May 2020. Many different documents were issued to schools from which they were required to draw up a Covid-19 Policy and Standard Operating Procedures. They were also required to prepare the school to accept the educators, and the Grade 7, Grade 12 or Level 4 learners on 18 May 2020.

The current situation is that there are educators who are happy to return to school, while others who are concerned about their health, are reluctant to return to schools.

13. What has been your experience of the pandemic and lockdown to date?
14. How did you feel personally about going back to school on 18 May 2020?
15. How do you feel about the strategy of phasing in of learners in schools?
16. As part of the SMT, you are responsible for planning all aspects of the phasing in of learners in schools and the return of teachers. How prepared do you feel your school was for the return of teachers and learners? How has this impacted you?
17. To what extent has the Covid-19 virus affected your motivation to be at school, and specifically a member of the SMT?

Appendix 4C: Interview questions for principals

1. Why did you want to be a principal?
2. When you started at the school, you must have done an audit of where the school was at. What was your perception of the school at that time?
3. What were some of the issues you identified for immediate correction?
4. How did the staff react to the changes you wanted to bring about?
5. Tell me about the context of the school and how the context affects the daily school activities.
6. What are some of the programmes, activities, or other measures you have put in place to motivate educators and teaching at your school?
7. Most schools have one or two educators who do not buy into the vision of the school. How do you motivate those educators to become part of the way forward for the school?
8. As you have educators who do not buy into the vision, there are educators who go beyond the call of duty. In what way do you support those educators?
9. The parents, community and context of the school can be challenging. How do you motivate your staff in order to retain them?
10. What motivates you to continue to be the principal of this school, taking into account the various challenges you face?
11. What advice would you give principals of similar context schools to assist them to support their educators?

As you are aware, schools were closed on 18 March 2020, two days before the planned school holidays. This was in preparation for the national lockdown that came into effect at midnight on Thursday, 26 March 2020 (27 March 2020), in an attempt to flatten the curve of infections of Covid-19. SMTs and support staff were expected to go back to school on Wednesday, 13 May to prepare schools for re-opening. The interventions of the various unions saw SMTs having an option to go back on 13 May, but they had to be there by 18 May 2020. Many different documents were issued to schools from which they were required to draw up a Covid-19 Policy and Standard Operating Procedures. They were also required to prepare the school to accept the educators, and the Grade 7, Grade 12 or Level 4 learners on 18 May 2020.

The current situation is that there are educators who are happy to return to school, while others who are concerned about their health, are reluctant to return to schools.

12. What has been your experience of the pandemic and lockdown to date?
13. How did you feel personally about going back to school on 18 May 2020?
14. How do you feel about the strategy of phasing in of learners in schools?
15. Together with the SMT, you are, as a principal, responsible for planning all aspects of the phasing in of learners in schools and the return of teachers. How prepared do you feel your school is, or was, for the return of teachers and learners? How has this impacted you?
16. How does the Covid-19 pandemic impact your desire to return to school and continue your work?

Appendix 4D: Questionnaire

I've invited you to fill out a form:

Survey on Educator Motivation

Initial information for study on educator motivation

How many years have you been in teaching? *

How many years have you been at your current school? *

How satisfied are you with the teaching and learning environment at your school? *

1 2 3 4 5 6 7 8 9 10

Not satisfied	()	()	()	()	()	()	()	()	()	()	Very satisfied
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To what extent do the members of the local community at your school, other teachers, School Governing Body parent members, the parent body of the school and the people who live in close proximity to your school, motivate you to continue to teach at the school? *

1 2 3 4 5 6 7 8 9 10

They do not motivate me	()	()	()	()	()	()	()	()	()	()	They motivate me fully
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------------------------

You have your personal set of teaching values and beliefs. Does teaching at your school help you to realise your teaching values and beliefs? *

1 2 3 4 5 6 7 8 9 10

Teaching does not help me realise my	()	()	()	()	()	()	()	()	()	()	Teaching helps me realise my values
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values and beliefs											and beliefs fully
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Being a teacher requires constant support, communication and spending time with your colleagues, learners and parents. To what extent do you feel teaching allows you to support, communicate and spend time with people outside of the school environment in a meaningful manner? *

1 2 3 4 5 6 7 8 9 10

I do not connect in a meaningful manner	()	()	()	()	()	()	()	()	()	()	I fully connect in a meaningful manner
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	--

The leadership style of the principal may affect a teacher's level of motivation. To what extent does the principal at your school enhance your motivation in teaching? *

1 2 3 4 5 6 7 8 9 10

The principal does not affect my level of motivation	()	()	()	()	()	()	()	()	()	()	The principal has a positive effect on my level of motivation
--	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---

The school management team (SMT) are appointed to assist the principal to manage and lead the school. To what extent does the management and the leadership at your school support you and enhance your motivation to teach at the school? *

1 2 3 4 5 6 7 8 9 10

The SMT do not support me or enhance my motivation to teach	()	()	()	()	()	()	()	()	()	()	The SMT fully support me or enhance my motivation to teach
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	--

There has been much written about learner behaviour and attitude, Their behaviour and attitudes are often a reflection of the value parents place on education and on teachers. To what extent do the learners you teach motivate you to teach. *

1 2 3 4 5 6 7 8 9 10

The learners do not motivate me	()	()	()	()	()	()	()	()	()	()	()	The learners fully motivate me
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Self-efficacy is a combination of motivating factors that include those that are intrinsic (from within ourselves) and those that are extrinsic (outside of our control, such as the school community and the leadership at the school). To what extent do your external motivating factors support your internal motivations? *

1 2 3 4 5 6 7 8 9 10

The external motivating factors outweigh my internal motivating factors	()	()	()	()	()	()	()	()	()	()	()	The internal motivating factors outweigh my external motivating factors
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Self-sufficiency is when you rely on yourself to ensure that what you need to have done, is done. You tend to work on your own to make sure things are done to your liking. To what extent would you regard yourself as self-sufficient? *

1 2 3 4 5 6 7 8 9 10

I prefer to work as part of a team	()	()	()	()	()	()	()	()	()	()	I prefer to work on my own
------------------------------------	----	----	----	----	----	----	----	----	----	----	----------------------------

To what extent does teaching at your school help you achieve your personal goals? *

1 2 3 4 5 6 7 8 9 10

My job does not help me achieve my personal goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My job helps me achieve my personal goals
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	---

Are you prepared to be interviewed for the study on educator motivation? *

- Yes
- No

If you answered yes to the question above, please supply your name and email address. Your name and email address will not be used in the study or divulged to anyone. It will only be used for the researcher to identify you for an interview.



Please write down any thoughts you may have on what motivates

you to teach at your school. *

Appendix 4E: Affinity diagram from semi-structured interviews identifying themes

Educator community	Educator attributes	Teaching and beliefs	Leadership
build relationships	I have learnt so much in the past few years and I have taken an interest in learning about the religion'	teaching profession drives me	By giving them more responsibility at school, by making them co-ordinators of some of the committees at school
use one's initiative and creativity	with my colleagues they will complain	fulfil my values and dreams	make you feel as a valued member of the team
share ideas and approaches	. I am looking out for different methods and strategies to use now	best inspiration	Mentor programmes to show interest
learnt so much from the Foundation Phase teachers,	went back to study	to see some of these learners make a success of their life	Set the tone and demonstrate
peers that there seems to be this lack of motivation	fewer effective educators	not just a matter of just being a teacher	are very supportive
We have our disagreements	have had issues.	put my all into it	She gives insight
together we have made a difference	a last resort	balancing personal, social and well-being of the learner	build relationships
teachers who are actually there for the kids	struggle to get quality people	support the growth and success of the learners and teachers	principal has eyes everywhere
amazing it is working with a team	come to get paid	self-efficacy is a natural protective factor against teacher job strain or stress or burn out	realise one's own strengths and capabilities
We share a common denominator	they tend not to help	able to live out my dreams	use one's initiative and creativity
share best practices	overburdened, tired, stressed and overworked	I know I make a change	productive as possible
solidarity and unity of the staff	plough back in the community	all the important things at school	principal meets with me
Collective decisions	absorb peoples' trauma	you would never find better job satisfaction	people fear them'
welcoming to new staff	love for children	you know the learners and you see what they can possibly achieve	leadership makes you feel that you are an important
can pick up on your vibe	one pay cheque away from being bankrupt	made a difference in this child's life	let down by the leadership
Actual support	I am fully committed	self-motivated, driven, proficient, adept, and show leadership qualities are assigned more responsibilities	supports and encourages

overwhelming to the educators'	person who learns fast and gets bored easily	If I want something, I will make it work	engage in their concerns or issues
I am needed		rewarding	realise your strengths and your capabilities by mentoring someone
difficult to adapt	Legacy of Apartheid	heart and mind aligned	need to be vigilant and aware of the different needs
		drive is bigger than the challenge	achieve goals both for myself and the organization
Gangs and Violence	social distancing was impossible in this environment because they had not applied it at home'	the learners and the support staff that really make it a pleasure	self-motivated, driven, proficient, adept, and show leadership qualities are assigned more responsibilities
	brought up a lot of the deficiencies in our society	responsibility that I am entrusted with at school, that keeps me motivated and that makes me feel valued	The leadership at the school is always very supportive, resourceful and helpful
'I have seen bodies on my way to school	Families are very big, and you cannot depend on government for grants	think the world of me	being a leader has made me aware of my own personal strength and growth
Crime is definitely creeping close	deficiencies in our society, in our community, in our schools	people will remember	able to build self-esteem
gunshots every day		job satisfaction	Letting those teachers know that they are important
man was killed right there on the field	Belonging	positive attitude	definitely the autonomy is the way
grade 7s who just walked on		member of the team	Align the ideas of others to yours in a healthy vein of collaboration
I feel unsafe and keep my door locked	be there for one another	a self-motivator and initiator	
shooting happens during intervals	part of the school family'	teaching, in itself, is a demanding career	
must be more vigilant	staff we get on very well	commitment to my learners	
the only thing they know is violence		plough back into the community	
shootings and gang violence	Work environment	strong sense of self-efficacy	
going to be bad, sell drugs		ultimate fulfilment	

notorious people	sort[s] out classrooms. Nothing should be broken	gives me a gratification
too dangerous	lot of systemic issues	can make a difference
getting more anxious	Teaching in itself is a demanding career	fulfil their dreams
	to rise above your fears	enjoyed teaching
	raise much needed funds	job comes home with you
	Every day has new challenges	most weekends at school working
		grateful to be on the frontlines
		right side of history
		enjoy teaching
		hard work and commitment
		become despondent'
		teachers were prepared to teach in other grades
		we are here for the learners and no one else
		gained inner strength and motivation'
		my passion for teaching and learning is still very much alive

Learners and their families	Learner behaviour	Education authorities	Covid-19
can you please help me	how to get this naughty one to actually sit and work	Protocols prevent you from doing what you need to do	my resources were at school
parents will be contacted	impossible to teach this type of learner	mould CAPS	no one ever asks how you feel
many bright minds	impossible to teach this type of learner'	teach them different ways	very anxious
that reassuring	a safe and warm space	teach the curriculum that robotic style then you are defeating the purpose	My motivation was here
children have a big backlog	naughty one to actually sit and work	need to teach the curriculum	atmosphere at the school was very sombre
involved in these kids' lives	under-privileged	prepare the child	a traumatic experience
you actually have to be the mother'	provide counselling	find ways to make learning easier and so much more fun	teaching during lockdown: online, WhatsApp, and I was busy
parents abusing illegal substances	learners bring their outside attitude and	they find it more challenging	concern regarding comorbidities

	behaviour		
cannot cope with the day-to-day stresses	do not really do homework	definitely the autonomy is the way	passing away
teacher is the only source of safety and love	backlog here in our curriculum	refer back to policy	affected my motivation to physically be in a class
keep the child busy	learners can be outspoken	policy is basically the thing that guides us	actually, an exciting period
parents feel so hopeless	treat them with respect	falls in the framework of the policy	virus has turned our world upside down
under privileged community	Challenging learners	submit lesson plans	follow the safety regulations
parents are illiterate	every child is different	are all being bullied	measures in place are adhered to
parents are still young children		poked so many holes in CAPS	rely on my humanitarian qualities
more parent involvement	Marginalised families	micro-managed	unpredictable, trying and troublesome times
more commitment		CAPS is not working	responsible for the safety of others
parent is not involved	a hard life	little room	practicing the golden rules'
	prejudice	The curriculum and the WCED do not allow you that autonomy	learners missed a lot of work
	living in Wendy houses	so, in a straight-jacket	routine is always nice
	suffer from asthma	content pushers	struggling to get the learners back to school'
	malnutrition	adjust the curriculum that fulfils the need of the child	orientate an entire school
help the community	vulnerable	nowhere in our DBE books or CAPS books, do they show	Social distancing with learners proves to be challenging
clear with my boundaries	Absent fathers	Curriculum Advisor	When I read what we had to do, and put in place, I thought these children are never going to do it
relationships that I have fostered with the parents	marginalised community	books are not aligned with CAPS	Our families are big, and that is why with Covid, people could not feed their children
so involved in these kids' lives	lost generation	upholding the School Code of Conduct	politicised issue

push learners to find their voice	uplifting the community	Departmental information, directives as well as issues and concerns of the unions	brought out some leadership strengths
build their self-esteem, and show them nothing is impossible	our community does not have	follow the safety regulations	deficiencies in our society, in our community, in our schools
encouraging notes and messages	need is for the piece of bread	gun against your head	We are Covid-fatigued
this is not just your child for the year	get out of that cycle of depending on handouts and of being a backyard dweller	was seriously cruel	
We are in it together	be a provider and a positive contributor	being bullied	
I took the parent	desire to want to make a difference in a community	the rationale behind many of the instructions	
parents are not able to cope	marginalised communities had no data. There was no home-schooling that could happen	government does not care about the teachers	
		so, in a straight-jacket	
		teachers we do not have much of a choice	
		All structures were in place	
		When I read what we had to do, and put in place, I thought these children are never going to do it	
		politicised issue	
		plan was never obvious	
		here is another circular, we must do it this way. I felt disrespected by the DBE and WCED	
		planning and implementation of our school's policy	

Appendix 4F: Affinity diagram from questionnaire identifying themes

Country	Learners	Personal	Community	Colleagues
I see myself as adding to the citizenry of our country. This motivates me to do what I do.	At my school our outputs can be measured and be seen as we are a school of skills. we produce the artisans we envisaged from the on set	I chose the school because it is situated close to where I stay as I relied on public transport after graduation.	I believe that my motivation to teach in a disadvantaged school like my own helps me give back to my community.	The level of communication amongst colleagues is at the highest level I have experienced in my career.
I further realise that my impact must reach much further than my school. I must impact the system, with the system being the country and the world at large.	The different I can make in the lives of our learners however small the impact can contribute to the success and alleviation of poverty.	Also, my stronger motivation was that these kids also need caring, dedicated and enthusiastic teachers. As other teachers leave due to their individual goals, earning more money became the least of my desires.	The vast challenges which you encounter everyday-gives you reason to get up.	Positive attitude, dedication and perseverance of educators. To encourage hope and the possibility to attain one's goals during very trying circumstances.
Giving back to my country and helping my learners to realise the talent, passion and strength.	The learners who appreciate me and recognise what I do for them motivate me.	I grew to understand these kids and their community a little better and that increased my compassion for many of them. I also came to realize my worthwhile working with them and grew with them academically and emotionally.	I feel determined to change the mindsets of a broken community to believe that they can succeed in a world in which they feel forgotten.	The SMT plays a big role by motivate and enhance your teaching abilities.
	The only thing that ever motivates me at any school are the kids. Nothing else matters to me more than the learner and their education.	Firstly, one needs to be happy where you work which I am and secondly you have to love what you do which I also do so my passion for what I do is my motivation.	My desire to see township learners succeed and see their obstacles as opportunities to succeed.	Colleagues that support each other through difficult times.

My learners are my motivation. I like the learner/teacher interaction we have in our lessons. They are not shy nor rude. Sometimes a bit outspoken.	Firstly, some argue that it has to do with me being new to teaching. Honestly, it feels like I have been teaching for 40 years and not 4. That is how hard teachers work (in my opinion).	The final decision to work at this school, was that it is located in a lower-income area and I felt I could have some influence in changing the perception of the learners at the school and guide them to achieving more than what the area could offer.	The SMT is very supportive regarding my input and ideas which is extremely encouraging.
Learner' broken and rejected background who mostly seek refuge at school, their hunger for acceptance and reprimand that guides them to healthy decision making, how they caterpillar into mature and confident .human beings.	I listen to myself; I trust myself, motivate myself. I am not implying that I am a lone ranger but that I try to move in circles where I am uplifted and encouraged. This enables me to build myself up and to be resilient in the face of the many challenges encountered in my line of work.	A school like mine will kill your love for teaching because there is this perception that the kids are unruly and that violence and gang-related activities in the area hinders growth and development among the learners.	Because our school serves an impoverished community, I am motivated to educate our children in ways that will contribute towards them becoming confident, empowered, productive and proud citizens of South Africa.
To encourage them by means of education, to rise above the sub-economics and to instil the morals and values	Education is more than a job to me. I am extremely passionate about. It enables me to make a difference and impact lives.	To help uplift and to serve, I want to make a change in my community and to serve at my own previous primary school.	Mentoring the novice teachers informally.
Would like to be role-model, to motivate learners to become	I do it for the love I have for children. The passion I have for teaching I believe it is my		
The holistically develop the child and let them be the positive change	Teaching is my calling.		
The need of the learners and how they show their appreciation	Self-motivation		

My main motivation is to enlighten learners.	I am intrinsically motivated.
Positive feedback from learners about my impact on their lives in attaining their goals, inspire me.	
The respect from parents and their "faith" in our school as a place that made a difference.	
Learners who go the extra mile to hand in a quality product/task.	
In spite of the socio-economic issues, I could make a difference	
The fact that I can still make a difference in the lives of some of the learners.	
give our learners better than what. I got.	
see an improvement in the learners' progress, academically or their behaviour, some even improve holistically.	

Appendix 4G: Transcript of interview with Anusha

31 March 2020

Interviewer: Tell me about your teaching experience.

Anusha: Um, okay, it's been six years. I must say, my first couple of years, I think the space where you find yourself initially, as a novice teacher, it makes a huge impact on how you, as a teacher, kind of find yourself, and how you find yourself.

For me personally, the space that I was in for the first four years, it was very family orientated. It was quite challenging in the beginning with certain, how can I say, kind of just getting the HOD to see your perspective on how you would prefer to do things for your class. And from there, I think over the years it has gotten a bit easier, just kind of sorting your things, finding yourself in a class and how to manage yourself in the class and all the admin.

Interviewer: What grade do you teach?

Anusha: Grade 2.

Interviewer: Oh, okay, so you're one of the angel people. You mention the HOD. So, tell me is your HOD quite restrictive?

Anusha: The HOD I had in the beginning, so if things weren't marked the way she wanted that we remarked. At the moment, what I am experiencing, is that if it is not in red, then it's a no go and I've been explaining to her, you know all the red kind of feels very like: no, this is wrong. Where I feel like if I use a colour that is more subtle, they seem to be more receptive to doing the corrections and the interventions and it just makes their books a bit more exciting than seeing this big red mess. If things need to be redone, they look forward to seeing the different colours, the messages in their books, those kinds of things.

Interviewer: That's interesting, because there have been articles written on exactly this, about not using red unless it's a formal yes, no exam, but I mean, if you're working in their books, I like your idea of, it's almost like encouragement, to put the colour in.

Anusha: Yes, and that's how I feel about it.

Interviewer: Different people, different strokes. I understand, and unfortunately, sometimes the leadership can sort of derail your

Anusha: It needs to be my rule or this is the uniform of the school, so therefore, it has to be this way. So there's very little room for you, as a teacher, to find kind of what works for you, and how to get your kids involved.

Interviewer: *So, no autonomy.*

So, now listening to you, you have got very clear beliefs and values. What are your beliefs and values that drive you to teach at your current school?

Anusha: So, at the moment, the biggest thing is just giving those kids a bit of hope, so I find that quite a bit of my kids come from challenging backgrounds, or challenging environments every day. So, for me what drives me, is just going in there, showing them a different way of going about life, so for the first couple of weeks, I found this really tough.

I used to call my girls, I used to tell them, 'Girls, we are ladies, we are not vultures, so please act like ladies, and they just looked at me like: what are you speaking about? So, I actually had to go back and teach them different ways of bringing themselves across and how to manage their expressions and their emotions.

And, like for me in class, if you conduct yourself in a certain manner, I would always say to them: do you see me going around, because a big thing I have found is a lot of the girls would unbutton their dresses and sit in their vests, so I would say to them: do you see me sitting in my bra? Does it look very nice? And they would be like, no, how could you do that, and I'd say: but girls you are doing the exact same thing. Just your bra looks different, you are wearing a vest, it's your underwear. And it's normal for them to basically play around in their underwear. They couldn't understand that what I was saying was that you are actually showing off your underwear to the world, which is part of being private. It's part of what you need to protect about yourself.

Interviewer: *Shew, I mean it's sad because they are not getting that from home.*

Anusha: They're not.

So, you're speaking a whole lot of foreign to them.

Interviewer: *So that leads me to the next question about parents, so parents and sometimes the teachers expect you as the teacher to be totally committed to them. Give them everything, and you must be there for the school according to them, hook line and sinker. How do you feel about your level of commitment to your learners and your school?*

Anusha: So, I believe that they are not my learners, they are my kids. So, whether we in class or not, they're my kids. So, whether I am at school, or afterhours, or during the holidays, the

ones who I am really concerned about, I often check in with the parents and find out, like: How's our child doing? What's happening? Are they okay, are they coping? And I always tell my parents, you know, this is not just your child for the year, we are in it together, and most of the time, it extends to well after the year, where they would still be like, hey Ms XXXX, can you please help me, John is not listening, or I'm battling to do this or that. So for me, it is just, as a teacher, I have to, no, not I have to, but, being a teacher you basically become so involved in these kids' lives, that you actually make more of an impact than what we realise.

Like for us at home, it is such a, like my husband will always say, hey you need to leave your job at the door, and I'm like: ja uh! being a teacher, the job comes home with you. It's with you on holiday, it's with you when you're out with your family. You're thinking, oh my God, I needed to do this for that child. I wonder if this one is okay at home man. Being a teacher is not just 9 to 5. Not at all.

Interviewer: *How do you feel about working in that area?*

Anusha: So, I, for me personally, I love working where I am. And I said to family and friends, I don't think I'll ever leave the area which I teach in. There's just something about the underprivileged, which I'm so drawn to. Um, and I often find that people, my colleagues have always say: oh we give you the one's with, whose got a bit of baggage, because you just know how to deal with them. So, I think I will always find myself in those areas.

Interviewer: *So, so then, that must tie in with your personal goals. Um, you know, what you're trying to achieve?*

Anusha: I would think so. Um, at one point I questioned, am I really meant to be a teacher, or do I need to branch into something like, um, child psychology or social work. And then I thought, you know, doing those things, I'll be there just for a bit, where being a teacher, its more, um. You kind of mould them, and you expose them to life. To different types of life aspects. You can show them that even though we in Manenberg, we can carry ourselves different. So, they, to them, they always wanna be, what is it, Constantia. So, I said, let's speak like Constantia, lets behave like Constantia. And it's such a thing for them, because in Manenberg, they only know one way. Because everyone conducts themselves in the one way that they are exposed to.

Interviewer: *I know it must be tough, I mean because you're facing such adversity from the kids, from the point of view that they don't know anything else other than what they're exposed to*

Anusha: Ja, and it seems the parents as well, it's like a big thing, a big discussion we had where the ones mother walks him to school every day in her pyjamas not with a gown over, not a tracksuit, nothing, just straight out of bed in your pyjamas right with him to school and we discuss these things in class they were like: yoh, teacher how is it possible to, like do people really get dressed and take you to school, and I'm like that's what you're supposed to do.

Interviewer: What are your personal goals for your career as a teacher?

Anusha: So, for me, I think those are ever changing, every year I'm like okay, no I need to work on doing this, I wanna do that. So at the moment my heart is set on finding ways to, to aid my ones who are lagging behind so, the ones who are challenging, finding it challenging in class, um I personally want to make it my mission to find ways to make learning easier and so much more fun for them, to the point where I have been looking at what, um, courses, places like Unisa offer and, um, UWC, hoping that there's something I can do and possibly inclusivity or if there's like outside courses that are out there because for me the ones who are battling, I think they, they find it more challenging, wanting to come to school and having that self-esteem of I can do this, or I will be able to do this at the end of the day.

Interviewer: So, tell me does, at your school, does the school allow you to achieve those goals that you want to set? Do they encourage you, support you?

Anusha: Um, so far at this school, I haven't really attended any workshops as yet.

Um, but I can say my previous school was very encouraging with courses. CTLI. We were always informed about them, um, we were encouraged to do them and if it was a CTLI course, they would encourage us to find a substitute so that you could attend those courses.

Interviewer: Okay, so you're not getting all the information currently?

Anusha: Um, I'm not sure if it's just because it's a new environment, we don't have greetings as often as what I had in my previous school.

Interviewer: We have touched on your HOD, but to what extent do the leadership, SMT, whoever, at your school encourage you to continue to work at the school?

Anusha: Um, at the current school it's been, basically been get to school, kind of be in my own space, be in my own class, but they check in quite often, and I must say the principle's attitude and the SMT's attitude was high, to check in: are you okay, are you coping, are the kids in the class managing? That's very encouraging, um, where previously it was you could go to your HOD, you could go to your principal, and it would kind of fall on deaf ears.

Because they would say all these lovely things while you're meeting with them, like: oh yes I'll be there tomorrow, I'll come in and check what's happening, but um, come tomorrow, there's just no show. Where at the moment I can see that if I do need to speak to someone, they follow up, tomorrow they'll be there, they'll check in, so that's quite encouraging to go back the next day and just face those challenges again

Interviewer: So, if the leadership don't work with you and don't make you feel like: yes they do want to support you, then it's very difficult to actually do anything.

Anusha: Yeah, it is, and um, with a leadership like, if they just come with their positive attitudes and make you feel as a valued member of the team, I think that's also very, very encouraging.

Interviewer: Ah that's great, and I'm glad to hear that you do have that

Anusha: That's what I've been saying to our CA at the moment, we have got a bit of a shortage of readers in the class and I said to her: well, I have a cupboard full of other books, I am going to do these books with my kids, photocopy books are not exciting, they do not entice the kids to wanna page through the books. And she said to me: no those books are not aligned with caps, those books are higher level order, and I said but we read these books everyday.

Interviewer: Surely high order is better?

Anusha: Exactly, I'm encouraging them, I'm extending them as learners, and, if being exposed to it as a big book, why is it then that the readers are not CAPS aligned, so why am I using the big books? If it's not CAPS aligned. And she like just said to me: well, I will email those things to you and I said: but I am not printing in black and white, I want my kids to enjoy what they're being exposed to, and I think I might of stepped

on a toe with my comments but my kids enjoy reading whether its caps aligned, or not on their level, they seem to enjoy coming to the mat and even if it's just paging through the book, that's what they enjoy doing.

Interviewer: You're in an environment where children don't know reading.

Anusha: Yes

Interviewer: Reading isn't something that happens in their home naturally.

Anusha: Yes

Interviewer: So, whatever you can do to encourage that to make it something that's natural, surely that must be the positive there.

Anusha: Exactly. It's a challenge.

Interviewer: Your school leadership is great but the departmental leadership, or district leadership, not so great?

Anusha: Ja, it's a bit questionable.

Interviewer: Tell me, so you have been teaching for six years and I always you know, looking back, I used to say you have to teach for five years before you become a real teacher. That's where you learn all the do's and the don'ts and what you really are as a teacher, so do you still consult with your colleagues what's the best way to teach maybe a particular topic or an activity.

Anusha: Always, always, um I've always said a novice teacher is not five years, you're a novice for at least ten years. Because there's always new ways and different tricks to teaching certain things and finding new ways of bringing something across, you have to ask, you have to go out and find different ways just to make things more exciting.

Interviewer: Absolutely, and I mean on a day to day these children change, you know what works today doesn't necessarily work tomorrow. And you find the rest of the staff are supportive?

Anusha: They are, I have enjoyed, I've enjoyed having conversations with them, so I would ask how are you doing this and I could always end up being a joke or fun thing when we actually imitating the situation in the class with the kids so it always ends up being a fun activity

Interviewer: That's great, and it also builds relationships with you and your colleagues.

Anusha: Yes, it does.

Interviewer: Brilliant, and then if you have any like differences, now you mentioned the CA, but if you and maybe your HOD or another person have different opinions, how do you resolve those differences.

Anusha: So, we actually had a situation now with marking formal assessments and I said to my HOD: um I don't mean to step on your toes but I find that I have to do what works for me, and what's going to be encouraging to my kids. You welcome to reassess it in the second term or in the third term, you can follow up with my kids. By all means, come in speak to my kids find out, their take on the way I have done things and we can discuss things again, um, but I asked her not to shoot it down on the first assessment that she saw, um, but to rather follow up and enquire with the kids how they felt about the way things were done.

Interviewer: Okay, and how did that go?

Anusha: Um, I'm waiting on her. To get back to me, because the thing was, it was the way I am. So I prefer to do my mark analysis, catch it on the cover of my assessment, next to their tally, um I will do an indication of how I felt that their marks; so it would be a smiley face, a straight face or a sad face, and she did not want me to do the faces on the covers, so I said well the kids don't generally understand what the totals mean.

Even though we give it back to them so that they can page through it and they can see their feedback. I just feel that the symbol kind of gives them the feedback that they need. So if it's a smiley face they know they did well; if it's a sad face they know that they need to work harder on some things, um, or there's room for improvement. So she wasn't too happy about it, but she said she'll get back to me next time.

Interviewer: Oh well at least she's going to have to think, and she's got plenty of time now to think.

Anusha: Yeah, quite a long break to think about. I was talking to one of my friends this morning and we were both saying oh we miss being in a class so much.

Interviewer: Do you just discuss any ways of motivating your learners with your colleagues?

Anusha: We do, yes. So at the moment, we are two grade 2 teachers, um, and there was a girl who's a repeater, who was in my class who was in the other grade 2 teachers class, and um, we were actually talking about her the other day, and I said, wow! She's improved so much that she asked her what do you doing, and I said well she's basically just sits next to me and she needed; she, I picked up that she has a bit of separation anxiety so what I do is, she sits next to me and before I leave the class, I'll be like hey, um, I'm just going to the bathroom in two minutes hey, remind me in two minutes. So just that reassuring and it's made such a difference in how the child behaves in class and how she, and the amount of effort she's put in, so that my colleague and I we often sitting together and discussing ways of: so how you getting this naughty one to actually sit and work, what are you doing with that one, um, to improve the handwriting or the focus? So, we, I think we, just the discussions amongst each other has made a big difference in how we bringing lessons and content across in class.

Interviewer: Not everybody understands that that's what we do. Do you feel that your level of motivation to teach is matched by your colleagues?

Anusha: Um, I must say this year I definitely feel it is. Um. I feel the colleague that I have this year is very open to ideas and she is, she's often in my class, um so how did you do this because my kids are battling and I see your kids are doing a bit better. I like the way you did that, so I think together we just working as a good team this year.

Interviewer: How do your HOD, deputy or principle react if you go: oh, this happened and it's so great?

Anusha: Um, I must say they have been very, it's been very encouraging to share these stories because they all seem to find and feel the excitement with you. So we

would joke and be like, ooh the dead ducks are not getting anything today and when one of them gets it, I'll be like, oh my God, do you know John got these things right. And it would be like, no ways! What did you do? How did you do it? No ways, you cheated! What happened? But no, it's just the atmosphere in class.

Interviewer: That's so nice because then, you know, people can hear when you say something happened and they say: No, it can't be! it gives them an opportunity to maybe reflect on their own teaching.

Anusha: Yes. And I think that's something that's been happening amongst us because, what actually happens, which is the first time I am experiencing it, and it's something I've always enjoyed: is a grade 3 teacher has a child who has been battling with, I think its sentence writing.

So during English she would ask me: hey what, when you doing writing or creative writing, can I send John to you? And I'll be like: yes, by all means send. So we have been doing a bit of struggling, so she says to me the other day: hey, your child wrote two paragraphs, and I was like: No way!, and we just went on about how in the beginning he couldn't write two words and now he is writing two paragraphs. So it's such a nice feeling knowing that together we have made a difference in this child's life.

I think, but I think at the same time we tend to overlook those small silver linings and we focus on all. But the rest of the city are just not getting it, I'm not doing it right, somethings not right.

Interviewer: Typical school teachers yes, so tell me to what extent do the leadership at your school support your philosophy, your beliefs, your values, and contribute to your motivation to teach.

Anusha: Um, I think we all there for the kids which is so heart-warming. So, being able to share the environment with teachers who are actually there for the kids. It kind of just makes you want to go and be better so that next year when my kids go to the next teacher, I'll be like: wow! We really actually worked together on this, and slowly we can see the improvement because a big thing we have been discussing is the systemic results. So languages seems to be quite a big issue and I have been saying to them,

you know, we as a foundation phase actually need sit and tackle this together. It, systemic, is not grade 3, and that is something we need to first of all understand and accept.

Systemic is an overall foundation phase reflection and result, so I personally feel that grade 3's and grade 2's need to sit together and grade 3 needs to say: right this is what we found to be the biggest challenge coming into grade 3, and as a grade 2 teacher we need to reflect on our planning and see where we can improve. And then we need to go to the grade 1's and say to them: look in grade 2 we kind of need this to be a bit of a more solid foundation coming into the grade. So that we can build them further for the next grade. um So they seem to be very open to that and we have been working quite well with finding new ways of improving these things. You can't even express how amazing it is working with a team who actually wants to just make the difference.

Interviewer: What motivates you? That's the whole purpose of this.

Appendix 4H: Ethical clearance



Directorate: Research

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REFERENCE: 20200608-6439

ENQUIRIES: Dr A T Wyngaard

Ms Desire Christian
26 Osprey Close
Bothasig
7441

Dear Ms Desire Christian

RESEARCH PROPOSAL: EDUCATOR MOTIVATION TO TEACH ON THE CAPE FLATS

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **29 June 2020 till 19 March 2021**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services

**Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 09 June 2020



***For office use only	
Date submitted	20-11--2019
Meeting date	6-4-2020
Approval	P/Y/N
Ethical Clearance number	EFEC 2-2/2020

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

1. Applicant and project details (Applicant to complete this section of the certificate and submit with application as a Word document)

Name(s) of applicant(s):	D Christian		
Project/study Title:	Understanding educator motivation in selected difficult teaching environments on the Cape Flats		
Is this a staff research project, i.e. not for degree purposes?	N/A		
If for degree purposes the degree is indicated:	D.Ed		
If for degree purposes, the proposal has been approved by the FRC	Yes		
Funding sources:	NRF Sarchi Fund		

2. Remarks by Education Faculty Ethics Committee:

Ethics clearance is valid until 31 st December 2024		
Approved: X	Referred back:	Approved subject to adaptations:

**Chairperson Name: Dr
Candice Livingston**



Date: 28-4-2020

Chairperson Signature:

Approval Certificate/Reference: EFEC 2-2/2020

EFEC Form V3_updated 2016