



**Exploring the factors contributing to the Organisational Commitment of
Early Career Teachers in under-resourced Secondary schools**

by
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research is hereby acknowledged. Opinions expressed and conclusions
arrived at, are those of the author and not necessarily to be attributed to
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DECLARATION

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This dissertation is submitted with my approval.



Prof A Philipp

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Abstract

Large numbers of early career teachers begin their careers at under-resourced schools. These schools endure all the challenges that beset all schools and are expected to overcome these whilst attempting to develop without material resources. This study sought to explore the factors contributing to the organisational commitment of early career teachers (ECT's) at under-resourced secondary schools. Incorporating the three component model of organisational commitment, the study focuses on the commitment levels of ECT's at under- resourced schools and factors contributing to their affective and normative commitment. The specific purpose is to explore how these factors could be directed towards the development of these under-resourced schools. Six participants from two under-resourced secondary schools situated in KwaZulu-Natal were selected to participate in a mixed- methods study incorporating a concurrent triangulation strategy in which quantitative and qualitative data were triangulated to place the phenomenon of organisational commitment under a double strength microscope. Data was generated using a biographical questionnaire based on established instruments as well as conducting semi-structured interviews with participants. The study pointed towards moderate commitment levels of participant ECT's at these under-resourced schools amidst difficult working conditions and under crippling job demands whilst also shedding light on the evolving and dynamic nature of organisational commitment made possible by the decision to immerse the study in a mixed-methods strategy. Utilising the Job Demands-Resources Model, the principles of job crafting and self-undermining are explored and their influence on generation and reduction of resources are investigated. Strategies presented by transformational leadership that can be maximised by school management teams are suggested to take advantage of the resources provided by the human element at under-resourced schools to develop schools already struggling under the burden of being without material resources.

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List of Abbreviations

ACOM- Affective Commitment

COPSOQ- Copenhagen Psychosocial Questionnaire

CPTD - Continuous Professional Teacher Development

DBE – Department of Basic Education

DHET – Department of Higher Education and Training

ECT's – Early Career Teachers

EMO- Emotional

FET- Further Education and Training

GET- General Education and Training

HOD- Head of Department

HRM – Human Resources Management

ICT – Information and Computer Technology

ITE – Initial Teacher Education.

JD-R- Job Demands Resources

MBI-GS- Maslach Burnout Index General Survey

MM – Mixed Methods

MRTEQ – Minimum Requirement for Teacher Education Qualifications.

NNSSF – National Norms and Standards for School Funding

OCB- Organisational Citizenship Behaviour

OCBI- Organisational Citizenship Behaviour- Individual

OCBO- Organisational Citizenship Behaviour- Organisation

OCQ – Organisational Commitment Questionnaire

QUAL – Qualitative

QUAN – Quantitative

SACE – South African Council of Educators.

SASA – South African Schools Act

SD – Standard Deviation.

SDT – Self Determination Theory

SEM- Structural Equation Modeling

SPSS – Statistics Program for Social Sciences

UWES – Utrecht Work Engagement Scale

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Chapter one

Background and Rationale for the study.

1.1 Introduction

In the workplace, the captains of industry are constantly in search of and are focused on the proverbial Holy Grail which will, they believe, bring high levels of productivity, which usually translates to maximum profits for their institutions. In an educational context, the scenario is no different with only a tweak in the understanding of terminology required. Whether in education or in industry, the Holy Grail is usually directly or indirectly associated with the concept of commitment and its related concepts. It is not surprising, therefore, that this concept has been at the centre of much research over an extended period. To those who seek to gain insight into this multidimensional concept whilst remaining focused over an extended period on its hidden nuances, the rewards are great, but to those lacking the patience to gain an understanding or worse, misinterpret its components, it becomes a poisoned chalice.

The research into organisational commitment has yielded diverse outcomes. According to Abdul Rashid, Sambasivan and Johari,(2003), some research points to a positive relationship between organisational commitment and job performance, motivation and involvement whilst other studies point to a negative relationship between organisational commitment and absenteeism and the likelihood of good turnover .The multifaceted nature of organisational commitment, which will be highlighted in chapter two of this study, seemingly exposes the concept to diverse levels of how organisational commitment can be operationalised. In the view of Abdul Rashid *et al.* “these differences could be due to different approaches in looking at commitment,” (Abdul Rashid, Sambasivan & Johari, 2003, p. 714). The implications for organisations are that there needs to be compatibility between the prevailing culture in the organisation and the specific type of commitment required by the organisation. Thus the authors suggested that, “affectively committed employees could contribute more to organisational success than continuance or normative committed employees.” (Abdul Rashid, Sambasivan, & Johari, 2003, p. 725). This study sought to focus on the factors that contribute mainly to affective commitment as this denotes the emotional attachment that teachers have to their organisations, and normative

commitment which demonstrates the individuals' desire to remain attached to an organisation as a result of their level of moral obligation.

The latest in a procession of researchers who have walked this path, I seek to gain an in-depth understanding of organisational commitment and its specific components of affective, continuance and normative commitment. The purpose is to explore whether or not there are specific factors that contribute to the different components of commitment so that these could be identified and isolated and possibly explored. The aim is then to explore how these can be fostered in early career teachers to the extent that they can contribute to the development of under-resourced secondary schools. The rationale is that early career teachers are at the beginning of their careers tend to stay at their schools and they could potentially remain the longest at their schools. Thus, this extended stay at their schools represents an opportunity for the school to be developed under conditions where resources are lacking.

The chapter begins with an outline of the personal background and motivation for conducting the study before elaborating on the professional background which creates a need for a study of this nature. The chapter concludes with a motivation for conducting this study at under-resourced schools through providing statistics for the occurrence of under-resourced schools in Kwa-Zulu Natal.

1.2 Background to the study.

1.2.1 Personal background and rationale for the study.

As a Senior Manager at an under-resourced secondary school, I have pondered on the relative merits of a diverse number of factors which influence the commitment of teachers and I have wondered how these factors could advance the organisation. In recent years, I have noted how the efforts of different cohorts of ECTs have arrived at varied conclusions. Of particular concern is the fact that a large number of ECTs experience a rapid decline in commitment and add little or no value to the organisation whilst a disappointing few push through the difficult early years of all ECTs and go on to thrive in their new environments. Ginns *et al.* (2007, p. 111) maintain that "The first years of teaching are an important phase in a teacher's professional growth because the classroom experience of novice teachers may either encourage or inhibit a lasting

commitment to effective teaching.” Similarly, Huberman, who suggested that the teaching careers of teachers can be divided into distinct stages beginning at entry and ending at exit from the profession, argued that on entry, the exploration stage, new teachers experience a “reality shock with the initial complexity and the uncertainty of the classroom environment and continuous trial and error,” (Huberman, 1993, p, 5). Huberman suggested that early career teachers, experience the elements of ‘survival’ and ‘discovery’ as parallel experiences and that it is the enthusiastic discovery experience which serves as a survival element enabling the teacher to push through the survival experience, (Huberman, 1993). The difficult exploration stage gives way to the stabilisation stage during which the individual will, “commit oneself to the order of teaching,” (Huberman, 1993, p. 6). According to Huberman, while this commitment may not hold true for one’s entire life, it generally has a lifespan of between 8-10 years, (Huberman, 1993). This study seeks to zero in on the factors responsible for this commitment that Huberman refers to and he explores how these could be extended beyond the 8- 10 year lifespan and which furthermore, drive the individual to exert extra effort on behalf of the school.

To remain in the teaching profession and to provide quality teaching and learning requires commitment from teachers. According to Manning and Patterson (2005, p.250) “While academic qualification, subject matter knowledge, pedagogy and teaching skill are important factors in determining teacher competency and teaching efficacy, a knowledgeable teacher without dedication for teaching, may not sustain quality education.” Meyer and Allen (1990) have suggested a model of commitment based on three components. The authors had noted that definitions of commitment which were proposed at the time reflected at least three themes: a) a tendency for individuals to become emotionally attached to an organisation (affective commitment); b) the recognition that becoming detached from an organisation comes at great personal cost (continuance commitment) and c) the acceptance of the idea that attachment to an organisation is a matter of moral obligation (normative commitment). Currently, this multidimensional perception of commitment has considered the impact of conducive social environments created by organisations, and their ability to incorporate employees and to give them a sense of belonging. O’Malley (2000) contends that a review of the commitment concept should include affiliative and associative dimensions which incorporate the values of an organisation and how these are compatible with those of an employee as well as the degree to

which the association of an employee with an organisation increases their self-esteem. The relevance of this for this study lies in exploring how school leaders can identify and explore the factors that contribute to the emotional attachment that teachers can develop to their schools which keeps them connected and drives them to exert effort on behalf of their schools leading to their development.

It is the responsibility of school managers to induct and ensure the continuous development of ECTs. Therefore, engaging in a research study to explore the factors that promote commitment amongst ECTs with a view to exploring how these factors can advance the organisation will assist me in advancing the fortunes of my own school and, possibly, those of other under-resourced organisations. My motivation for targeting ECTs is grounded in the fact that I operate in an under-resourced environment and, therefore, the school is dependent on the sustained personal efforts of human resources because of a lack of material resources. In addition, I serve as liaison mentor for a local university, many of whose students choose to complete their practice teaching programmes at the school at which I teach. I have contact with both students and visiting lecturers on a regular basis. This responsibility has further prompted my interest in the field of early career teacher commitment. A study of the initial and changing motivations and commitments of student teachers by Catherine Sinclair (2008), has pointed to a three-fold benefit of gaining a deeper understanding of these concepts. Sinclair identifies the possibility of attracting more suitable individuals into the profession, designing better teacher education courses and assisting in halting the envisaged teacher shortages of the future (Sinclair, 2008). However, the focus of this study does not extend to the understanding of changing commitments of ECTs to benefit the profession at large but rather to benefit specifically the under-resourced secondary schools.

1.2.2 Professional background and rationale for the study.

In this part of my study I seek to provide contextual factors which reveal a gap for this study to address through an analysis of educational policy which regulates the educational activities in South Africa. Education in South Africa is run broadly on two levels, namely, the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The

DBE controls education at pre-primary, primary and secondary levels (Grade R-12) whilst the DHET supervises education at tertiary institutions. The focus of this study is at DBE level and the main aim of the DBE is, foster, prolong and nurture an education system in South Africa which is effective in the 21st century (*The South African Yearbook, 2015/16*). In order to achieve this objective, the DBE has formulated and is governed by multiple education policies which monitor and control all aspects of education which include admission of learners, code of conduct for learners, assessment and curriculum development, subject policy, educators code of conduct, qualifications and development. In this part of the study, I aim to highlight the specific clauses of four departmental policies which speak to teacher commitment and the responsibility teachers have to promote the teaching profession and to develop their institutions.

Among the governing policies in the DBE is the Minimum Requirements for Educator Qualifications (MRTEQ, 2011, p. 49) which contains the norms and standards that educators in the DBE should adhere to and outlines the seven roles of competent educators in South Africa (Department of Education, 2011). The fourth role as ‘scholar, researcher and lifelong learner’ challenges teachers to achieve “Ongoing personal, academic, occupational and professional growth through pursuing reflexive study” (MRTEQ, 2011, p. 49). Additionally, the document states that “Educators will practice and promote a critical, committed and ethical attitude...” (MRTEQ, 2011, p. 53). These roles require a deep dedication and lifelong commitment to the profession. The MRTEQ document further proposes the fundamental competencies of early career teachers which demand that they possess a, “positive work ethic, display appropriate values that befit, enhance and develop the teaching profession,” (MRTEQ, 2011, p.60). This policy document outlines the basic norms and standards that all educators are expected to subscribe to and uphold. The role of the educator as scholar, researcher and lifelong learner is explicit and the implications and expectations that the policy has of educators is entrenched but not monitored. In order to develop an education system for the twenty-first century, the system will need teachers equipped to be effective within that system, educators who are “self-directed, well informed and highly skilled with a strong sense of ethics accountability, who is constantly reflecting on and developing their practice,” (Harley, Barasa, Bertram, Mattson & Pillay, 2000, p.295). Consequently, educators should be challenged to achieve these outcomes and should be held accountable for the upholding of educational policy. Thus, commitment of teachers to their

respective schools and to their profession at large is not an option that teachers can choose to ignore but rather, it is an obligation entrenched in policy and a requirement designed to hold teachers accountable for the development of schools and the profession at large.

The South African Council of Educators (SACE) is a professional council charged with promoting and upholding the professional image of the teaching profession. The council was established in terms of the *SACE ACT 31 of 2000*. The SACE Code of Professional Ethics demands that teachers engage in activities that not only desist from bringing the profession into disrepute but further, that they ensure its continued development (*South African Council of Educators Act 31, 2000*,). The implications of this policy clause are that teachers have a responsibility to develop the profession and, by extension, the schools at which they teach. Thus, the secondary aim of this study was to promote the development of secondary schools. The council has a number of programmes designed to promote the development of teachers and to influence their commitment positively. The Professional Development Portfolio Project of SACE challenges educators to reflect on their practices and take ownership of their professional development, (*South African Council of Educators Act, 31, 2000*). This project has given birth to the Continuous Professional Teacher Development (CPTD) system which acknowledges the development of educators which is intrinsically motivated, (*SACE ACT, 31, 2000*). The implications of this system are that teachers will remain long enough in the teaching profession to enable them to maintain the system. *The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* cites a glaring problem in the South African Education Department which is a focal point of this study. The planning framework acknowledges and identifies that the professional lives of educators typically follow a profile which can be subdivided into specific age categories characterised by certain general behaviours. According to the framework, the attrition rates of educators' peak at two points in this profile, namely, at age fifty-five and above and at educators aged between twenty-five and thirty-four. In addition, among the teachers aged twenty- five to thirty-four, there are approximately 80% of educators who resign from their positions for various reasons (*Integrated Strategic Planning Framework for Teachers Education and Development in South Africa, 2011-2025, 2011*). This situation is exacerbated by the variable outlining the numbers of qualified educators not currently employed in education, (*Integrated strategic Planning Framework for Teachers education and*

Development in South Africa, 2011-2025, 2011). These bleak statistics necessitate deeper insights into the organisational commitment of educators especially at under-resourced schools as the figures seem to suggest that it is the ECTs who are leaving the teaching profession in large numbers. Therefore, a focal point of this study is the acknowledgement of the problem of high attrition rates of early career teachers and how this can possibly be addressed through an exploration of the factors that contribute to organisational commitment.

The Department of Basic Education pioneered a detailed and long-term action plan in 2012 to coincide with the election cycle scheduled to end with the national elections in 2014. The action plan outlined a detailed, step-by-step compilation of actions that would be needed to effect transformation within the Department of Basic Education between 2014 and 2025. Amongst the twenty seven goals outlined in the action plan, was the goal to, “attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year,” (Department of Basic Education, 2012, p. 9). My study falls within the timeframe of this action plan. If the goal of the action plan is to attract young and motivated teachers into the profession, why are the attritions rates of young teachers, highlighted above, so high? Albeit that it was not the aim of my study to investigate the recruitment process of the Department of Education, the implications of this goal of the action plan are that the attraction of motivated, newly qualified teachers who will remain attached to the teaching profession will be their target. The aim of my study is to explore the factors contributing to organisational commitment of early career teachers that coincide with the goals of this action plan and which could possibly contribute to this process through sharing of findings of this study.

Teachers within the National Education Department are governed by the national policies outlined above and others not included herein, which are designed to promote and sustain the profession. A study of these policies reveals a pattern intended to enhance Initial Teacher Education (ITE) and to promote regular, “intervention at different points over a continuum of pathways from becoming a teacher, to developing and practicing as a teacher, and progressing through a teaching career” (Human Resource Development Council, 2014, p. 14). It is the responsibility of all role-players, including school managers, to initiate this intervention which challenges teachers to revisit their commitment levels and their commitment to upholding

national policies and their specific clauses. Teacher commitment is firmly entrenched in the major policies and ought to be nurtured within the school by teachers and managers (MRTEQ, 2011). Similarly, Harley *et al.* concede that an, “analysis of these policy documents reveals that they work together to create a coherent and consistent regulatory and developmental system for educators” (Harley, Barasa, Bertram, Mattson & Pillay, 2000, p. 290). Consequently, a study which seeks to explore the factors which contribute to the organisational commitment of early career teachers with a view to establishing how these can be exploited to develop the institution should assist in addressing the attrition rates of early career teachers whilst also developing the institution and the goals which are entrenched in educational policy.

1.2.3 Motivation for conducting research at under-resourced schools

Under-resourced schools are placed in difficult situations as they lack resources and this is worsened if the commitment levels of the teachers at these schools are low and teacher turnover is high. In this study, I have decided to focus on under-resourced schools as this is the environment in which I am immersed. In addition, I focus on schools that are lacking in physical infrastructure, finances, resources and materials rather than skills and human endeavour. My purpose is to explore the factors contributing to the organizational commitment of ECTs with the aim of possibly harnessing commitment of early career teachers and directing it towards the development of under-resourced secondary schools. Faced with a dearth of material resources, under-resourced schools become more dependent on the commitment of their human resources to facilitate teaching and learning which, in turn, impacts on the morale of teachers.

The post-apartheid, democratic educational era features a number of transformational policies entrenched in the Constitution which are designed to address the inequalities of the past. One of these constitutional policies prescribes that the National Department of Education should have legislative authority over tertiary education in the country and shares legislative responsibility with provinces for all other levels of education in the country. The nine provinces are given power to exercise control over funding for the schools (Grades R to 12) within the province, (Motala, 2011). An important arm of legislature charged with restoring equity is the *South African Schools Act (SASA) of 1996*. This Act made provision for the redistribution of non-

personnel resources in order to level the playing fields. The Act also ensured the distribution of resources to schools based on needs and level of poverty, (Motala, 2011). The National Norms and Standards for School Funding (NNSF) came into effect in 2000, (Department of Education, 1998a) and schools were graded according to their poverty status with the quintile grading system. According to this system, schools with the lowest quintile rating were regarded as the poorest and in the worst physical condition and thus, received a greater allocation of funding and resources. Despite these efforts to address the technical inequalities of the past, the capacity to budget, procure resources and spend allocations was not addressed and, therefore, there still exists inequality with regard to capacity to spend allocations resulting in schools receiving higher allocations still remaining in an under-resourced state, (Simkins, 2000, cited in Motala, 2011).

A consequence of the scenario outlined above is the fact that, after more than two decades of a National democratic educational system with equal access policies firmly entrenched in the Constitution, “many learners especially in rural areas continue to lack access to proper infrastructure and have to manage with limited text books, badly stocked school libraries and poorly trained educators.” (Motala, 2011, p. 36). Additionally, the Schools Register of Needs carried out in 2000, (Department of Education, 2000), exposed large scale persisting inequalities, shortages and backlogs, “especially in the provisions of facilities, infrastructure and basic services (water, electricity, sanitation),” (Motala, 2011, p. 52). According to the report, these shortages are most prevalent in Kwa-Zulu Natal and in the Eastern Cape. Thus, schools in these provinces are at a disadvantage and hence, any effort to address these disadvantages ought to be welcomed. Consequently, there was a need for this study to be conducted.

The plight of the early career teacher is characterised by misdirection and abandonment as they make the transition from educational institution to school context. Armed with the idealistic but impractical content knowledge they acquired at their institution of study, they converge on the school environment brimming with confidence and enthusiasm which is quickly doused by the realities of the day-to-day activities in the school environment. They are often left to contemplate the misdirection resulting from the inadequacies of their content knowledge whilst experiencing the abandonment of management and staff in an environment mostly lacking in support. These

realities influence the varied outcomes of early career teachers. Within this context, I aim to explore the possibility of ensuring a positive outcome for both the individual and the institution.

1.3 Purpose of the study

The purpose of this study was to explore the factors which contribute to the organisational commitment of ECTs to their schools and the aim was to explore how these can contribute to developing under-resourced schools already disadvantaged as a result of lack of material resources. The starting point is to ascertain how committed ECTs are at these schools and then to proceed towards establishing what the factors are that promote the emotional attachment that ECTs develop towards their schools as well as the moral obligation they feel towards remaining connected to their schools. The aim of this is to arrive at an understanding of the factors which cause ECTs to exert extra effort on behalf of their under-resourced schools. This effort is necessary for the development of these schools. This case study of ECTs is located in two under-resourced secondary schools in a peri-urban setting. The study aims to explore how the personal efforts of ECT's can be maximised in an under-resourced environment. The study was exploratory in nature as most of the research in this field has been conducted in well-resourced schools and has focused on commitment of experienced teachers. Furthermore, most studies have investigated organisational commitment in connection with other related concepts such as job satisfaction, work engagement and motivation. In addition, the study focuses on ECTs who are already placed and who are functioning within a school environment and it does not seek to explore the factors governing the placement of ECTs.

1.4 Main Research Questions

RQ 1 How committed are ECTs at under-resourced secondary schools?

RQ 2 Which factors contribute to the emotional attachment that early career teachers develop to under-resourced secondary schools? (Affective commitment).

RQ 3 Which factors contribute to the moral obligation that early career teachers have towards remaining attached to under-resourced secondary schools? (Normative commitment).

RQ 4 How can the organisational commitment of ECTs at under-resourced secondary schools contribute to the development of under-resourced schools?

1.5 Position of the researcher

The process of data generation and analysis is subject to scrutiny in terms of its validity and what research scholars refer to as ‘sources of error’ (Mouton, 1996). Amongst the common sources of error is the position of the researcher in terms of his or her affiliations, beliefs and position in their respective fields. At the outset of this exploratory study, the researcher was a deputy principal at one of the schools involved in the study. As part of his portfolio, the researcher engaged with newly qualified teachers at the school and was responsible for their initiation and introduction into the school community. The school in question is situated in a peri-urban surrounding and services an impoverished community. The researcher was also responsible for the monitoring of educator discipline at the school. As such, the researcher was positioned as an insider researcher wherein he was placed in a position of influence which could potentially require sensitive handling of the interview process. However, prior to the generation of data for this study, the researcher resigned from his position at the school and continued with the study having no administrative or organisational ties to the school concerned.

1.6 Ethical considerations

In accordance with research regulations, the researcher obtained permission to conduct research at the schools concerned from the Department of Education through their legal representatives on site at the school, namely, the school principals or gatekeepers. Permission was also obtained from individual participants at both schools prior to generation of data. Ethical clearance was obtained from the ethical committee at the investigator’s University of Study. All letters requesting permission are appended to this dissertation. Additionally, the names of individual schools and participants were kept confidential through the use of codes that replaced names on the participant’s questionnaires as well as on the audio recordings of their interviews. As

quantitative data were generated fully before generation of qualitative data, the data were linked through the use of the participants' codes from their biographical questionnaires. Permission to record interviews was sought from each participant prior to each interview and participants were informed of their right to withdraw from the interview at any stage if they so desired. Participants were encouraged to answer all questions in the questionnaire and in the interview but were informed of their right to withhold answers to any question that they were not comfortable answering. Participants were informed of the purpose of the investigation and are informed through focus group sessions of the findings of the investigation after the study has been completed. All interview transcripts and recordings as well as biographical questionnaires will be kept in a vault at the University at which the study was conducted for a period of five years before being incinerated. Please see Annexure 1, 2 and 3 attached to see Ethical clearance certificate and gatekeeper and participant consent letters.

1.7 Structure of the dissertation

The dissertation is arranged in seven chapters with each chapter focusing on a specific aspect of the study. After presenting an overall introduction, Chapter one focuses on the personal and professional background of the study while also outlining the purpose, objectives and main research questions of the study. Ethical considerations are also introduced and the position of the researcher is outlined. Chapter two gives a comprehensive analysis of the literature concerning the main phenomenon under investigation, namely, organisational commitment.

Chapter three introduces the theoretical framework that underpins the study and provides the main principles of this framework as well as providing motivation for its inclusion.

Chapter four outlines the research methodology of the study with an analysis of the design, strategy, approach and paradigm that guide the study. Recruitment of participants and participating schools, methods of data generation and analysis are also identified and explained. The chapter closes with a synopsis of the validity and reliability issues dealt with in this study as well as the challenges experienced in conducting the study.

Chapter five provides sequential presentation of quantitative and qualitative results with accompanying tables and figures. A summary of each set of results is given as the chapter unfolds.

Interpretation and discussion of the quantitative and qualitative results are provided in chapter six together with the identification of the main themes emerging from the data.

Chapter seven brings the dissertation to a conclusion with a description of the limitations of the study and recommendations for future research. The summary of chapter seven presents the overall conclusion of the dissertation.

1.8 Chapter Summary

The concept of organisational commitment has been investigated extensively over the years. This chapter focused on personal motivation for conducting this research which stemmed from an immersion in the secondary school system over a period of thirty years and an observation of the differing outcomes of the career paths of several cohorts of early career teachers at two under-resourced secondary schools in Kwa-Zulu Natal. This observation in turn directed the investigator to investigate educational policy in search of a possible solution. An analysis of the South African contextual factors reveals a disconnect between the precepts and goals of the numerous policies governing basic education and the day-to-day realities of early career teachers. The chapter sought also to outline the position of the researcher and the efforts to ensure that ethical considerations were observed. Chapter Two presents an analysis of the literature around the concept under review, namely organisational commitment.

Chapter Two- Review of the Literature

2.1 Introduction

The pursuit of excellence in private and public sectors is an on-going exercise. Research points to the commitment of employees as being at the forefront of this pursuit. Consequently, the literature around this concept is extensive. Organisational commitment has developed across three distinct eras with the latter eras drawing from and developing the phenomenon further. It is not the purpose of this investigation to provide an exhaustive account of the development of organisational commitment as a phenomenon, but rather to focus on its origins and components which inform this study directly.

The metaphoric reference to organisational commitment as the Holy Grail responsible for high levels of productivity and efficiency is risky when viewed in the light of its relatedness to other concepts. Martin and Roodt (2008), warn against falling foul of concept redundancy and contamination. Organisational commitment has been the phenomenon of investigation together with numerous other concepts, including job satisfaction, work engagement, motivation and organisational citizenship behaviour. It is imperative that value and relevance is attached accurately and concept redundancy and contamination is avoided at all costs through isolation of the variables of related and unrelated concepts.

The decision to conduct the investigation at under-resourced schools was motivated by the personal and professional context of the researcher. Appointment to Under-resourced schools is the lot of many Secondary school teachers in Kwa-Zulu Natal. The schools register of needs carried out in 2000 pointed to a litany of persistent shortages, inequalities and problems particularly in the areas of infrastructure, provision of facilities and basic services, (Department of Education, 2000). According to the register, the backlogs were experienced more severely in the rural parts of Kwa-Zulu Natal and those of the Eastern Cape (Department of Education, 2000). The occurrence of under-resourced schools is not an isolated and coincidental phenomenon and deserves mention as to its history and definition.

This chapter seeks to review the literature around the phenomenon of organisational commitment. This is done through a synopsis of some literature outlining the difficulties facing

ECTs which results in many of them abandoning the profession and/or migrating from school to school. The purpose of this study is to further highlight the need for an exploration of the factors which can keep ECTs at their schools through exposing the factors which cause ECTs to consider abandoning the profession. The chapter offers an analysis of the development of the concept of organisational commitment. The relatedness of organisational commitment to motivation, organisational citizenship behaviour, work engagement and job satisfaction is then explored in order to expel concept redundancy and contamination. Organisational commitment is further explored through literature surrounding its outcomes for individuals and schools and factors influencing organisational commitment. The chapter concludes with a critical analysis of commitment research in the South African landscape with the purpose of searching for the missing links which create a niche for a study of this nature.

2.2 Review of Literature

2.2.1 Difficulties facing ECTs

In this part of the study I aim to explore the factors that contribute to the organisational commitment of ECTs at two selected under-resourced secondary schools through an exploration of some of the difficulties experienced by ECTs as they navigate the early years. This chapter seeks to provide a deeper insight into how this exploration can be perceived and to provide a statement of the problem which this study seeks to address. Senom (2013, p. 119) explains that “the understanding on the experience of teachers in their initial entry into teaching is essential as the early experience of teaching is a critical time for new teachers and may determine their philosophy and attitude to teaching for the rest of their career.” This statement implies that establishing teacher commitment in the early years of teaching has a lasting effect on their effectiveness in the classroom as well as on the quality of the education they provide. Research into the experiences of early career teachers has revealed a variety of experiences which influence their commitment positively and negatively. However, much hinges on the level of support given to ECTs. According to Hudson, early career teachers desired working environments in which they are supported by enthusiastic mentors who were able to direct their practice. (Hudson, 2012). Similarly, Avalos concluded, “The need...for support of beginning teachers has been widely recognised,” (2016, p. 514).

The difficulties experienced by early career teachers seemingly contribute to the different paths that their careers take. Likewise, Huberman contends that, “there are people who stabilize early, some later and some never, some stabilize only to be destabilized,” (Huberman, 1993, p. 4). It is not the purpose of this study to give an exhaustive account of all the problems faced by ECTs, neither is it my purpose to suggest extensive solutions to the plight of the ECTs. The aim at this juncture is to acknowledge the presence of a problem contributing to high attrition rates with a view to exploring how organisational commitment of ECTs can contribute to arresting this problem. The struggles of ECTs in their first year of teaching are well documented. Many even contemplate abandoning the profession or succumb to depression and illness (Tait, 2008). The factors responsible for the discomfort of ECTs which manifest in high rates of job turnover within the first five years of teaching are associated with classroom management, motivation of students, organisational tasks and lack of support from colleagues (Schmidt, Klusman, Ludtke, Moller, & Kunter, 2017). The difficulty for ECTs, surfaces during transition, “between professional roles that involve learning new tasks, assuming new responsibilities and meeting new accountability standards,” (Johnson, Down, Le Cornu, Peters, Sullivan, Pearce, & Hunter, 2014, p. 530). The step-up from pre-service to novice teacher to fully responsible educator within a school environment is daunting for most and the individual outcome for ECTs varies. A summary of the difficulties experienced by ECTs as they transition into their new positions and are socialised into the school environments follows.

The difficulty seemingly stems from the fact that ECTs are not afforded the luxury of easing into their new positions over an extended period of time. This situation is exacerbated by the fact that it requires pro-activity on the part of the individual. Caspersen and Raaen (2014) assert that the process of socialisation into their new environment cannot be perceived as a passive, gradual transition but rather as an interactive process between the ECT and the school context in which the individual attempts to interpret the climate in their new surroundings. This interaction takes place over a few years and is a two way struggle where ECTs try to create their own social reality through an attempt to manipulate their work to a point that it is synchronised with their personal vision of how it ought to be. This struggle unfolds whilst the individual is subjected to the powerful socialising forces of the prevailing school culture (Caspersen & Raaen, 2014). The difficulty for ECTs is that this struggle unfolds during a period when individuals have not quite established their professional identities and their belief systems are not entrenched and they are expected to demonstrate a commitment to their schools and to the profession. According to

Caspersen and Raaen (2014, p. 191), “during this period of commitment, support and challenge, teachers self-efficacy beliefs are malleable.” It is often during this period that ECTs are overcome with the ‘sink or swim’ feeling from which many do not emerge. Caspersen and Raaen (2014, p. 191) refer to an experience of practice shock which they describe as the, “changeover period caused by a move from a familiar setting to one that is less familiar which can adversely affect novice teachers ability to cope which can lead to burnout and stress.” This three year period for ECTs can be divided into two phases, the first of which lasts a few months and is characterised by the initial reaction that ECTs have to encountering work for the first time and everything seems unfamiliar. The second and longer phase sees the individual direct their attention towards coping and attempting to perceive how they can influence their work, their pupils whilst staving off burnout and stress (Caspersen & Raaen, 2014).

In partial agreement with Caspersen and Raaen (2014) are Schmidt, Klusman, Ludtke, Moller and Kunter (2017) who also acknowledge the transition of ECTs into their new environments and experience a reality shock which manifests in psychological and physiological complaints, changes of attitudes and personality and emotional instability. According to Schmidt *et al.* (2017), ECTs experience this reality shock because they are immediately confronted with all the real life tasks of the teaching profession related to teaching, lesson planning and preparation, relationships with colleagues and organizational tasks as well as the pedagogical responsibilities. Diverging from the path taken by Caspersen and Raaen (2014) somewhat, Schmidt *et al.* (2017) argued for three phases that ECTs will go through during this transition. Beginning with a pre-entry or anticipation phase when the actual transition is uppermost in the mind of the individual and preparation is essential followed by a confrontation phase during which the ECT is confronted with multiple changes simultaneously. This phase is seemingly synonymous with the first phase outlined by Caspersen and Raaen (2014). Aligning with the second phase of Caspersen and Raaen (2014), Schmidt *et al.* proposed their third phase referred to as the recovery or adaptation phase during which individuals adapt to new requirements. Of significance in the context of this study, Schmidt *et al.* (2017) expanded on the merits of the Job Demands-Resources Model of Bakker and Demerouti (2014) in helping to identify the individual and work related characteristics that enhance or reduce the stressors experienced by ECTs. Work related characteristics associated with reality shock that ECTs experience often center on social interaction with students and classroom discipline. Being unprepared to deal with classroom

disturbances is a major cause of ECTs reality shock in the view of Dicke, Elling, Schmeck and Leutner (2015). The transition and settling in of ECTs at their new environments is directly linked to the process of socialisation into their organisations that ECTs are expected to undergo simultaneous to this transition.

Expanding on the notion that the transition and settling in of ECTs is distinct from the socialisation into their organisations, Paula and Grinfelde (2018, p.365) argued that professional socialisation is much more than acquiring the skills and knowledge that an individual needs to perform as a teacher since it also includes “understanding and internalising of values and norms essential to the profession.” Professional socialisation comprises several elements formed and developed in different stages of socialisation beginning with schooling and career choice and ending with professional activities and improvement of competencies (Paula & Grinfelde, 2018). These authors argued further that the professional socialisation process is a complex process which begins long before teachers’ in-service experience and continues during his or her career and, furthermore, is influenced by many factors including personal values and beliefs and the availability of support from colleagues and administration which is required in three dimensions, namely, professional knowledge and skills dimension, social dimension and personal dimension (Paula & Grinfelde, 2018). Novice teachers need to feel a sense of involvement and belonging and to believe that they are accepted, respected and secure in their work (Gavish & Friedman, 2010). On first arriving at their schools ECTs must feel integrated into their school organisation, become aware of its overt and covert codes and in which circles the power lies as well as ascertaining what is considered acceptable and legitimate behavior (Gavish & Friedman, 2010). According to these authors, training programs for teachers fall short in that they focus more on preparing students for their work in the classroom at the expense of preparation for their work in the school organization. Furthermore, this shortcoming in their preparation results in their lack of understanding of organizational life in the school which results in them being ill equipped to deal with problems and difficulties they face. A consequence of this is that ECTs are often lacking in the skills which are necessary for them to identify political tactics and teaching strategies necessary to withstand the pressure that often stems from bureaucratic aspects of the school (Gavish & Friedman, 2010). These prevailing conditions if not addressed sufficiently, often lead to uncertainty amongst ECTs.

The view that uncertainty in their roles should be viewed as an unavoidable rite of passage for ECTs resonates and can be utilized to develop self-efficacy. Similarly, Caspersen and Raaen (2014, p. 192) propose that “uncertainty in the role as a teacher must be seen as legitimate and natural rather than as a shortcoming of the teacher, and that it can supply and elaborate upon the more often used concept of self-efficacy.” According to these authors, uncertainty has three dimensions that relate to working with students and center on didactic, practical and relational matters which diminish as the ECTs gain more experience. Teacher certainty impacts on how teachers teach and whether or not they are prepared to take risks (Caspersen & Raaen 2014). If teachers perceive uncertainty as legitimate and not a shortcoming in their own abilities, they will realise that it is not just a personality trait that is stable across time and different situations but that it is situational and influenced by context.

Teacher collaboration, induction programmes and mentoring of ECTs are suggested as contextual factors which help ECTs to cope with their work (Caspersen & Raaen, 2014). Likewise, Fantilli and McDougall (2009, p. 824) suggested that “expanded levels of support offered by induction and mentorship programmes are central to successful initiation to the teaching profession. These authors propose a level of support which begins outside of the school environment with district intervention through programmes which specifically address the needs of ECTs (Fantilli & McDougall, 2009). Bickmore and Bickmore (2010) argued that induction is much more than just the experiences of ECTs during their early years but a deliberate, on-going and systemic approach to ushering the ECT into their new career which drastically reduces attrition rates of ECTs. Kardos, Johnson, Peske and Kauffman (2001) extend the significant role that induction and support programmes can play to include ECTs interpretation of the professional culture that they will encounter at their new schools. These authors proposed that the ECTs encounter with the professional culture is dependent on the group of colleagues with whom they work their interactions with this group and whether this group welcomes them as ECTs in the professional exchanges and pay attention to their needs and concerns (Kardos *et al.*, 2009). Despite the positive sentiment surrounding induction programmes and their ability to assist ECTs in their early struggles, seemingly these are not always the saviours of the careers of some ECTs. In a study involving ECTs in Estonia and the reasons for their leaving the teaching profession, Meristo and Eisenschmidt (2014) found that even in the presence of induction programmes, reasons given by ECTs for leaving the profession included lack of support, stressful

working conditions and low self-efficacy. Despite these difficulties experienced by ECTs in settling in, many still remain at their schools and in the profession.

However, if ECTs are committed to the profession and push through their first difficult years, they are more likely to be successful and emotionally strengthened. Similarly, Tait asserts that “less has been written, however, about the human strengths that novice teachers demonstrated when they confront and overcome the stress of first year teaching.” (Tait, 2008, p. 57). The author advocates an intrinsic basis for the ECT to survive the difficult early years. However, research has indicated that commitment of individuals is influenced by factors within the individual as well as by external forces. Fernet *et al.* (2016), concur stating that the adaptive problems experienced by ECTs can be grouped into two categories, namely, environmental factors and teacher’s individual factors, (Fernet, Trepanier, Austin, Levesque-Cote, 2016). So, why do some ECTs leave the profession and others stay? Are intrinsic factors a more powerful variable in deciding this outcome? Under similar working conditions, individual teachers respond differently and formulate different strategies and decisions, (Hong, 2012). Exploring the factors that influence the commitment of ECTs and arriving at an understanding of these factors is a step in the right direction towards creating supportive environments in which ECTs can flourish and possibly contribute towards the development of the school.

The sentiments of Tait (2008) who reflects on the benefits and successes that result from early career teachers being resilient and persevering through the difficult first years of teaching are worth noting. A capacity to persevere amidst difficult circumstances is, seemingly a prerequisite for longevity in the teaching profession (Bobek, 2002). Resilience refers to, “the process of capacity for or outcome of successful adaptation despite challenging circumstances,” (Bobek, 2002, p. 202). Closely related to resilience, is efficacy. Bandura advocates self-efficacy which is defined, “as peoples beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives,” (Bandura, 1997, p. 1). According to Bandura, self-efficacy beliefs determine an individual’s worldviews, their responses to difficult situations and the way that they motivate themselves, (Bandura, 1997). A self-efficacious person will view a difficult situation, such as the many faced by early career teachers, as a challenge that needs to be mastered and overcome rather than a threat that should be avoided by walking away, (Bandura, 1997). Bandura asserts that the more an individual is faced with difficult situations and

successfully negotiates these, the more resilient and self-efficacious they become, (Bandura, 1997). In addition, the resilience of ECT's coupled with their self-efficacy is essential in increasing confidence and commitment of early career teachers, (McIntyre, 2003).

An organisation and its employees forge a mutual and reciprocal relationship. Within this relationship, the organisation provides financial and psychological support for its employees while also enabling professional advancement. Equally, the success of the organisation is dependent on the commitment and participation of its employees (Liou, 2008). With increasing commitment to the organisation, employee retention rates improve and as a consequence, operating costs for the organisation are reduced. Additionally, employee performance and efficiency also increase in organisations where commitment is high (Meyer & Allen, 1997). A review of the literature reveals that commitment is a dynamic process of interaction between an individual and his/her environment. According to Liou (2008), with increasing involvement with their environment comes an evolution in the nature of the commitment of the individual. Brickman *et al.* (1987) argue that initially commitment undergoes stages of development followed by changes in the degree of commitment. Acceptance of an organisation is a prerequisite for an individual becoming committed to the organisation. This acceptance is followed by a willingness to contribute to the operations of that organisation (Liou, 2008). The increasing involvement with the organisation simultaneously develops positive affirmation of the organisation's values and goals. In the view of Brickman *et al.* (1987), individuals attain the highest levels of commitment when they internalise the organisation and its values and goals into their own cognitive patterns and habits. The views of these authors and other organisational commitment protagonists suggest that organisational commitment ought to be highly valued in any kind of organisation. Knowledge of the factors which drive ECTs away from the profession and which increase rates of attrition can hopefully clear the way to identifying and unearthing the factors which increase their commitment that could potentially cause ECTs to remain attached to their schools and to contribute to the development of these schools.

2.2.2 Defining commitment.

“The concept of commitment in the workplace is still one of the most challenging and researched concepts in the fields of management, organisational behavior and HRM,” (Cohen, 2007, p. 336).

The focus of this research aims to place the commitment of early career teachers under the spotlight. Irrespective of whether there is an emphasis on early career teachers or on experienced practitioners, the study is enhanced by defining and tracing the development of the concept and how it has been operationalised through different eras. The timeline of definitions for commitment reveals an initial one-dimensional perception which then developed into a multidimensional concept. This part of the study will focus on the development of organisational commitment from a one-dimensional to a multidimensional concept. The conceptualisations of organisational commitment by some of the main protagonists are provided before the study identifies the conceptualisation which will guide the study. The perceptions of commitment advanced in this study, will focus on the commitment of an individual towards an organisation. This bias acknowledges the suggestion that commitment can take many forms and that an individual may be committed to different entities, (Meyer & Allen, 1991).

Among the earliest attempts to promote an understanding of commitment in terms of an individual's relationship with an organisation, was that of Becker who claimed that, "commitment comes into being when a person, by making a side bet, links extraneous interest with a consistent line of activity" (Becker, 1960, cited in Meyer & Herscovitch, 2001, p. 302). The term, 'side bets' was used by Becker to refer to valuable investments accrued by an individual over time, whilst associated with a particular organisation, and which would be lost by him/her should he/she leave the organisation, (Cohen, 2007). The investment of value made by the individual could take different forms , example, time, effort, that would be lost or regarded as worthless, "at some perceived cost to the individual if he or she were to leave the organization," (Meyer & Allen, 1984, p. 373).

This understanding of commitment by Becker recognises that through making side bets with an entity, the individual incorporates other interests he or she may have which are unrelated to the actions he or she is engaged in and unrelated to his or her current behaviour, (Stebbins, 1970). The implications for the individual, who has placed themselves into this position, are that inconsistencies in behaviour in a particular line of activity are expected, which have ramifications for other interests which are unrelated to it, (Stebbins, 1970). Parallel to the investments which accrue for an individual over time at an organisation, are the costs associated with losing these investments which make it difficult for the individual to disengage from the organisation. Thus, the threat of losing these investments with the perception that there are no

viable alternatives to replacing these is what commits an individual to the organisation.

Later perceptions of commitment witnessed a shift from the ‘side bets’ theory to a more abstract psychological attachment of an individual to an organisation. This perception reveals a general acceptance of an understanding of the concept within a multidimensional model which supports the belief that commitment can take various forms, namely, commitment to organisations (Meyer & Allen, 1991) or unions, occupations and professions, teams and leaders, goals, and personal careers. In the teaching fraternity, teachers can be committed to one or more of several factors, namely, the school (organisation), students, career continuance, professional knowledge base and the teaching profession (Crosswell & Elliot, 2004). A commonality amongst several multidimensional models is a dimension reflecting an affective bond with an organisation. This construct of organisational commitment was most vigorously explored by Porter, Steers, Mowday and Boulian (1974, p. 226) who defined commitment as the “relative strength of an individual’s identification with and involvement in a particular organisation, characterised by at least three qualities, a strong belief in and acceptance of the organisations goals and values, a willingness to exert considerable effort on behalf of the organisation and a strong desire to maintain membership with the organisation” Thus, Porter *et al.* directs commitment along an attitudinal path which, in turn, manifests in specific behaviour.

Expanding on the work of Porter *et al.* (1974), O’Reilly (1989, p. 17), suggested that organisational commitment referred to “an individual’s psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation”. Pointing to the problematic state of commitment research, O’Reilly and Chatman (1986) highlighted the failure of commitment researchers to, “differentiate carefully among the antecedents and consequences of commitment on the one hand and the basis for attachment on the other,” (O’Reilly & Chatman, 1986, p. 492). According to O’Reilly and Chatman (1986) an individual’s psychological attachment to an organisation develops in three distinct stages. During the first stage of compliance, an employee will be tolerant of the influence of other employees with a view to gaining specific financial or promotional rewards. During the second identification stage, an individual is accepting of the influence of other employees in order to sustain mutually satisfying relationships which benefit the organisation. During the final internalisation stage, an individual identifies and correlates the values of the organisation with

their personal values and enjoys a feeling of belonging. The authors argued that the initial compliance stage only leads to a shallow attachment to an organisation whilst the later identification and internalisation stages result in a deeper attachment to the organisation, (Cohen, 2007). Significantly, O'Reilly and Chatman (1986) argued that the psychological attachment to an organisation may result in other behaviour like organisational citizenship behaviour, (Cohen, 2007). Recent definitions of commitment have retained the essence of that suggested by O'Reilly, with Miller (2003, p. 73) affirming a "state in which an employee identifies with a particular organisation and its goals and wishes to maintain membership in the organisation." Congruent to the development of the multidimensional theory of O'Reilly and Chatman (1986) was the more widely accepted multidimensional three component model of Meyer and Allen (1991) who suggested that employees can develop an emotional connection and identification with and involvement in an organisation (*affective commitment*). The affective dimension of this model implies positive emotions of identification with and connection to an organisation which manifests in total involvement in the work of the organisation. The authors further suggested that employees can become aware of the costs associated with detachment from an organisation (*continuance commitment*). These authors suggested this component as an alternative to Becker's side-bets theory (Cohen, 2007). This dimension evaluates an individual's commitment to an organisation in terms of the personal cost attached to their having to leave the organisation. The third dimension of this model highlights "a feeling of obligation to continue employment" (*normative commitment*; Meyer & Allen, 1991, p. 61) This dimension points towards an individuals' moral status and sense of loyalty since it plays on the individual's moral obligation to do the right thing. The authors conceptualise the concept as a three component model of organisational commitment and highlight that these components are not separate types of commitment but rather, that they are separate components and further, that employees can experience each of these psychological states to varying degrees (Allen & Meyer, 1990).

The research into organisational commitment continues and the baton has been passed. Investigators like Cohen (2007) have taken up the challenge and developed the concept further. Advancing the conceptualisations of the early pioneers, Cohen (2007) proposed a two-dimensional theory which acknowledges the fact that commitment is perceived differently at different times in an individual's organisational career. Taking a purely attitudinal stance in order to, "avoid overlap with outcome and behavioural intentions that characterise other concepts," the

author distinguishes between commitment propensity which develops before entry into an organisation and organisational commitment which develops after entry, (Cohen, 2007, p. 249-250). The problem stated and addressed in this study of differing outcomes of the career paths of ECTs requires the appropriate conceptualisation of organisational commitment and this two-dimensional theory seems to be appropriate. However, a limitation connected to the development of appropriate scales to measure its validity confines it to the realms of future research, (Cohen, 2007).

A particular focus of this study was to explore the levels of organisational commitment of ECTs (with a particular focus on the affective and normative components) with their schools. The three component model of Meyer and Allen (1991) has particular applicability. The decision to focus on organisational commitment is based on the contextual factor of conducting the study in under-resourced schools. The potential identification with the values and goals of an organisation by ECTs are controllable factors which can be utilised by managers at schools to get the individual to exert considerable effort on behalf of the organisation whilst maintaining membership with the organisation and thus helping to shape the organisation without a dependence on financial and material resources. Targeting organisational commitment was deliberate and considered feasible for this study since senior managers are in a position to drive and direct the very goals and values of the organisation with which ECTs will potentially identify with upon starting their careers. This places managers in a position of influence to contribute to the affective and normative commitment of their ECTs and to have a positive impact on their ability to exert themselves on behalf of the school.

The potential for concept contamination and redundancy exists and must be avoided. Martin and Roodt (2008) warn of the dangers of the overlapping of certain concepts which are in fact not related. It is imperative, therefore, to isolate organisational commitment from a myriad of concepts with which it has been connected and researched previously. What follows is a breakdown of how organisational commitment is related to but is different from the concepts of work engagement and job satisfaction. These concepts were selected for comparison since aspects of these concepts were measured in ECTs using items from the *Utrecht Work Engagement Scale* (Schaufeli & Bakker, 2003) and the *Copenhagen Psychosocial Questionnaire* (Pejtersen et al., 2010).

2.2.3 Organisational commitment and related concepts.

A vital consideration when analysing the various perceptions of commitment is whether or not it can be distinguished from related concepts, viz., motivation, organisational citizenship behaviour, work engagement and job satisfaction. The aim of outlining the relatedness of organisational commitment and other concepts is to establish organisational commitment as a distinct phenomenon. Morrow (1983) highlighted the development of commitment as a concept and warned of the fact that not much consideration has been given to the careful differentiation of intended meanings of each concept. Roodt (2004) argued that concepts and constructs in research were often contaminated because of their overlap with other similar and related concepts. Concept redundancy was defined as, “the use of related variables that largely overlap in meaning,” (Martin & Roodt, 2008, p. 24). Concept contamination, “occurs when a variable contains a large proportion of shared or common content with other unrelated variables,” (Martin & Roodt, 2008, p. 24). It follows, therefore, that when it comes to the concept of ‘commitment’ there exists the possibility of concept redundancy and contamination due to the rapid development of the concept. The relatedness of organisational commitment to work engagement and job satisfaction due to their similar outcomes renders it necessary for organisational commitment to be compared and contrasted with these concepts.

The study selects motivation, organisational citizenship behaviour, work engagement and job satisfaction from a host of other concepts also related to organisational commitment for specific reasons in each case. These reasons will now be highlighted bearing in mind that the overall purpose of this exercise is in fact not solely to show how organisational commitment is similar to these concepts, but rather to isolate how it differs from these concepts. This exercise is achieved by establishing all the commonly known similarities between the concepts then highlighting in each case how the concepts are in fact different. Overall, motivation, organisational citizenship behaviour, work engagement and job satisfaction have been selected for their striking similarities which have led to numerous research projects combining the concepts in their studies of, for example, organisational commitment and job satisfaction, (Field & Buitendach, 2012), organisational commitment and motivation, (Tella *et al.*, 2007). In the case of motivation, the three components of extrinsic motivation align with the three components of organisational commitment and both are regulated through individual’s acquired goals and values. The investigators interest in organisational citizenship behaviour and organisational commitment

stems from the declaration by Somech and Drach-Zahavy (2000) that organisational citizenship behaviour releases additional resources for schools since schools can now depend on teachers who are willing to exert extra effort on behalf of the organisation. Furthermore, the behaviour of teachers in the case of both concepts is directed towards the organisation as a unit in order to promote organisational goals. The overall outcomes of organisational commitment and work engagement are identical and there are similarities between the individual characteristics of their components albeit that these do not align. The foremost component of organisational commitment highlighted by this study is the affective component which organisational commitment shares with job satisfaction.

2.2.3.1 Relatedness of organisational commitment and motivation

The development of motivation as a concept has followed a similar trajectory to that of organisational commitment prompting protagonists like Meyer and Herscovitch (2001) to claim that organisational commitment is a component of motivation (Gagne, Chemolli & Forest, 2008). The Self-Determination Theory (SDT) of Deci and Ryan (2000) distinguishes between intrinsic and extrinsic motivation where intrinsic motivation, “refers to doing an activity for its own sake, because people find the activity itself to be interesting and inherently satisfying” (Gagne *et al.*, 2008, p. 221). Extrinsic motivation, on the other hand, promotes the completion of an activity for instrumental reasons (Gagne, Chemolli & Forest, 2008). The SDT proposes that extrinsic motivation has three types which can be controlled by external factors and, furthermore, regulated through an individual’s acquired goals and values. Significantly, the three types of extrinsic motivation align with the three components of organisational commitment, (affective, normative and continuance commitment) as conceptualised by Meyer and Allen (1991). Consequently, external regulation, which points to an activity completed for reward, aligns with continuance commitment, introjected regulation reflects behaviour regulated through self-worth and guilt and aligns with normative commitment while identified regulation points to engaging in an activity because an individual identifies with its value and this aligns with affective commitment, (Gagne, Chemolli & Forest, 2008). This close connection has not escaped the attention and subsequent insight of Meyer and Allen who proposed that, “commitment would lead to motivation and that motivation would feed back into organisational commitment through many mediators,” (cited from Gagne, Chemolli & Forest, 2008, p. 236), as well as Gagne *et al.*

who suggested, “that motivation would lead more directly to changes in commitment because of mechanisms of internalisation that is (sic) part of the motivational process” (Gagne, Chemolli & Forest, 2008, p. 236).

The close connection between motivation and organisational commitment has added to the literature in which these two concepts have shared the focus (e.g. Tella *et al.*, 2007, Gagne *et al.*, 2008, Smith, 2009), thus, Meyer, Becker and Vandenberghe were seemingly justified in proposing an integrative motivation-commitment theory. Despite this acceptance, the theorists acknowledge that the concepts are related yet distinguishable (Meyer, Becker & Vandenberghe, 2004). The authors concede that both concepts were developed to comprehend and predict employee behaviour, however motivation protagonists have been fixated on task performance whilst commitment theorists have explored the link between commitment and employee retention or turnover (Meyer, Becker & Vandenberghe, (2004). Recognising that both concepts have been described as energising forces, the authors pinpoint the distinction made by Pinder (1998) that motivation is in fact a set of forces versus the description of commitment as ‘a force’ made by Meyer and Herscovitch (2001). The implications of this are that motivation is an encompassing and broader construct. Not surprisingly, Meyer *et al.* have concluded that “commitment can serve as a particularly powerful source of motivation and can lead to persistence in a course of action, even in the face of opposing forces” (Meyer, Becker & Vandenberghe, 2004, p. 994).

The point to ponder is whether or not commitment is nothing more than a motivation or positive attitude intrinsic within an individual which predisposes them to behave in a manner that benefits an organisation. Several authors suggest that commitment differs from motivation and attitude and that it influences behaviour independently (Mathieu & Zajac, 1990). Furthermore, commitment might result in blind perseverance and lead individuals to behave in a manner which is contrary to their personal interests (Brickman, 1987). It is apparent that motivation, and commitment are closely related and Gagne, Chemolli, Forest and Koestner argued that the target of commitment is an entity, namely, an organisation, person or event whilst motivation targets a course of action. (Gagne, Chemolli, Forest, & Koestner, 2008).

2.2.3.2 Relatedness of organisational commitment and organisational citizenship behaviour

The perception of commitment suggested by Porter *et al.* (1974) which manifests in three observable ways, including a willingness to exert considerable effort on behalf of the organisation, must be distinguished from the closely related concept of organisational citizenship behaviour. Expanding on the work of Organ (e.g. 1988), Zhang (2011) defines organisational citizenship behaviour as the spontaneous and discretionary activities of individual's within the organisation which are external to their contractual obligations and are not directly rewarded by the organisation. Organ (1988) was particularly enamoured with the concept of organisational citizenship behaviour and declared it to be essential for the survival of an organisation, (Mohammad, Quoquab Habib & Alias, 2011). Likewise, Somech and Drach-Zahavy (2000), declared that organisational citizenship behaviour releases additional resources for schools since schools can now depend on teachers who are willing to exert extra effort on behalf of the organisation.

The affective component of Meyer and Allen's (1991) model of organisational commitment involve identification with the values and goals of an organisation by an individual which triggers a response of attachment and exertion on behalf of the organisation. Similarly, Somech and Drach-Zahavy (2000) assert that, "organisational citizenship behaviour are those behaviours that go beyond specified role requirements and are directed towards the organisation as a unit, the team and, the individual in order to promote organisational goals" (Somech & Drach-Zahavy, 2000, p. 650). The multidimensionality of organisational citizenship behaviour is implicit in this statement and further links it with organisational commitment. Consensus on the dimensions of the concept, however, remains elusive. Organ proposed five dimensions which included altruism (helping specific others), civic virtue (keeping up with important matters within the organisation), conscientiousness (compliance with norms), courtesy (consulting others before taking action) and sportsmanship (not complaining about trivial matters), (Mohammad, Quoquab Habib & Alias, 2011). A more definitive view was suggested twenty years earlier by Williams and Anderson (1991), who separated these dimensions into behaviour directed at specific individuals (OCBI) in the organisation (altruism and courtesy) and behaviour concerned with benefitting the organisation (OCBO) as a whole (conscientiousness, sportsmanship and civic virtue). Neither of these analyses addresses the specific context of a school and thus the insights

of Somech and Drach-Zahavy (2000) are more impactful. The protagonists theorise that organisational citizenship behaviour is three dimensional and directed directly and intentionally towards students, the team and the organisation as a whole. The emphasis on the goals of the organisation and the benefit of the organisation are central to both concepts, however, the concepts have different origins and outcomes.

The spontaneous and discretionary nature of organisational citizenship behaviour renders it susceptible to individual interpretation and perception. According to Belogolovsky and Somech, “organisational citizenship behaviour is ambiguous and may differ among persons, contexts and over time,” (Belogolovsky & Somech, 2010, p. 914). The authors differentiate between required behaviour of teachers (in-role behaviour) and behaviour which exceed their job requirements (extra-role behaviour) and conclude that there is no common understanding of boundaries between teachers’ organisational citizenship behaviour and in-role behaviour across the different stakeholders at schools and these are perceived differently. The implications of this are that individual teachers will perceive their organisational citizenship behaviour as in- role or extra-role according to their beliefs and how they judge the roles of colleagues. The work roles of teachers are thus socially constructed, (Belogolovsky & Somech, 2010).

Organisational citizenship behaviour does not belie its definition as behaviour performed by an individual outside of his/her job requirements and for which he/she does not expect a reward. This concept has an element of altruism attached, which implies that it is contextual. Notwithstanding the fact that both concepts will positively benefit an organisation, organisational commitment has an element of attachment associated with it in that an individual identifies with the values and goals of the organisation or is morally obligated to remain attached to an organisation. Thus, organisational citizenship behaviour refers to a particular class of employee’s behaviour whilst organisational commitment is essentially attitude-based (Organ, 1988).

2.2.3.3 Relatedness of organisational commitment and work engagement

Congruent with the three- component model of Meyer and Allen's (1991) organisational commitment, work engagement refers to the, "positive, fulfilling, work-related state of mind that is characterized by vigour, dedication and absorption," (Schaufeli, *et al.*, 2002, p. 74). Whilst there is no obvious alignment of the three components of organisational commitment with the three components of work engagement, there are sporadic similarities in terms of the individual characteristics of the components and the overall outcomes of the two concepts. Bakker *et al.* (2008, p. 188) stipulate that vigour is characterised by, "high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties." The willingness to exert effort echoes elements of affective commitment with the obvious difference of willingness to exert effort in one's work in the case of vigour versus a willingness to exert effort on behalf of the organisation in the case of affective commitment. Dedication is characterised by, "being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge," (Bakker, *et al.*, 2008, p. 188). Absorption encompasses, "being full concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work," (Bakker *et al.*, 2008, p. 188). Thus, work engagement circumvents the physical, emotional and cognitive spectrum in terms of effort by an individual. Likewise, Kahn (1990), alludes to this exchange and asserts that there "exists a dynamic, dialectic relationship between the person who drives personal energies (physical, cognitive, emotional, and mental) into his or her work role on the one hand, and the work role that allows the person to express him or herself on the other hand," (Kahn, 1990, p. 694).

The relatedness of work engagement and organisational commitment is linear in nature and Field and Buitendach (2012) contend that individuals who are engaged in their work also tend to be committed to the organisation with which they are associated. Related studies conducted by Jackson *et al.* (2006) among a sample of educators in South Africa arrived at similar findings with the authors concluding that there is a positive correlation between work engagement and organisational commitment, (Field & Buitendach, 2012). Schaufeli *et al.* (2002, p. 88), concluded, ten years earlier, that "work engagement is not only positively related to organisational commitment, but is an antecedent of organisational commitment as well.

So how is organisational commitment different from work engagement? Hinting at the fundamental difference between the two concepts, Kahn (1990) emphasised the connection between an individual and their work roles which places the emphasis on the individuals' identification with their work roles rather than with the goals and values of the organisation as is the case with organisational commitment. According to Kahn's conceptualisation of engagement as the "harnessing of organisation members' selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performance," (Kahn, 1990, p. 694). Despite this fundamental difference, work engagement and organisational commitment seemingly lead to desired results for the individual in terms of their own growth as well as at an organisational level in terms of their productivity. (Schaufeli *et al.*, 2002).

2.2.3.4 Relatedness of organisational commitment and job satisfaction

Job satisfaction and organisational commitment share an affective dimension. The most widely used definition of job satisfaction is that of Locke who defines it as, "a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience," (Locke, 1976, p. 1304). In the view of Locke, job satisfaction is the outcome when employees perceive that their jobs offer the things that they most value within the working environment (Locke, 1976). This is when an individual perceives their job in terms of the positive extent to which it satisfies the elements they regard as being important. The three dimensions associated with job satisfaction according to Locke and Lathan (1976), are: the emotional response to a job situation, which is not tangible or visible but is inferred, secondly it is often determined by the extent to which outcomes meet or exceed expectations, and third, job satisfaction represents several related attitudes such as work itself, remuneration, possibilities for progress, supervision and co-workers which are most important characteristics of a job about to which people have emotional responses (Tella *et al.*, 2007). In an educational context, job satisfaction and dissatisfaction are influenced by several factors. Dinham and Scott (1998) proposed their three domain model in which they classify the influences of job satisfaction and dissatisfaction into three domains: a) intrinsic rewards of teaching, b) factors extrinsic to the school and, c) school-based factors (Dinham & Scott, 1998). In all contexts, job satisfaction centres on an individual's affective responses to aspects of their job that they consider to be important. An affective response

brought on by identification with an organisations goals and values juxtaposed with an effective response triggered by a job situation represents the crossroads where job satisfaction and organisational commitment meet.

Job satisfaction is an important component of commitment but cannot be equated with it as commitment produces more positive outcomes for the organisation (Robinson, 2003). Job satisfaction can be manipulated by creating enjoyable work environments and creating growth and development opportunities for employees (Robinson, 2003). Seemingly, job satisfaction centres on an individual's perceptions whilst organisational commitment is a psychological state and therefore, a more permanent state. Organisational commitment as a concept is closely related to numerous other concepts and distinguishing between this concept and its correlates is often difficult. Meyer and Allen (1991), suggest that organisational commitment refers to a psychological state that binds an individual to an organisation which in turn reduces attrition rates and beyond this, the similarities between this concept and others ends. Conversely, Matthieu and Zajac (1990) concluded that the significance of gaining insight into the relationships that exist between these concepts should not be under-estimated as they have value for individuals, organisations and society at large.

As a concept, organisational commitment, stands alongside many related correlates and antecedents. The potential pitfall for unsuspecting researchers is the possibility for, "concept redundancy and concept contamination," (Martin & Roodt, 2008, p. 24). The authors warn of an overlap in meaning and shared content with unrelated concepts such as morale and work involvement, (Martin & Roodt, 2008). Coupled with this is the multidimensional nature of organisational commitment. Organisational commitment is the selected phenomenon because of its affective component which isolates the congruence of goals and values between individual and organisation. The implications of this are that contextual factors such as the presence or absence of resources ought not to impact on the level of commitment of the individual. For the purposes of this project, the three-component definition of organisational commitment proposed by Meyer and Allen (1991) was adopted to avoid any concept redundancy and contamination where redundancy refers to the use of related variables which overlap in meaning and

contamination refers to variables containing a considerable proportion of common content with other unrelated variables (Martin & Roodt, 2008).

Having attempted to isolate organisational commitment from related concepts so as to avoid attributing any possible and positive outcomes to any other variable other than organisational commitment, the study will now seek to explore what the possible outcomes are for the individual as well as the school. It is envisaged that if individuals commit themselves to a particular organisation due to an alignment of goals and values, there will be benefits for both parties. Searching the literature to find related studies and inputs of commitment researchers, this section of the study seeks to highlight what these outcomes may be.

2.2.4.1 The outcomes of organisational commitment for the teacher

Organisational commitment has often been related negatively with staff turnover and positively with job performance (Hulpia, Devos, & Rosseel, 2009). Consequently, any outcomes of organisational commitment are related to its connection to these variables. The definition of organisational commitment by Mowday, Steers and Porter (1979 p. 226) as, “the relative strength of an individual’s identification with and involvement in a particular organization,” is founded on three basic principles, namely, the acceptance of an organisations goals and values by an individual, the desire to go above and beyond the call of duty on behalf of the organisation and the desire to keep connections with the organisation. Hulpia, Devos and Rosseel (2009) interpret these characteristics and their implications as a desire on behalf of individuals’ to become active participants in the organisation and to perceive that they are valued members. This perception drives the individual to go beyond the call of duty in their daily tasks and duties within the organisation, (Hulpia, Devos & Rosseel, 2009). According to these authors, this positive exchange between organisation and individual is magnified when the leaders of the organisation engage in participative leadership principles and members express high levels of job satisfaction and job performance. A parallel synopsis is suggested by Katz and Kahn (1978) who claim that committed individuals are more likely to initiate and engage in creative and innovative tasks which help to maintain the competitive edge of organisations. These sentiments are echoed by Somech and Bogler (2002) who further alluded to the notion that committed teachers engage

more in organisational citizenship behaviour towards their students, colleagues and the organisation. The consequences of organisational commitment may extend beyond the individual. Twelve years earlier Mathieu and Zajac (1990) had expressed the view that levels of commitment of employees to the organisation may incur extrinsic increments such as wages and benefits as well as intrinsic benefits such as job satisfaction and improved relationships with colleagues.

If elevated commitment levels as a result of identification with an organisations goals and values lead to an individual feeling valued and being satisfied in their jobs as well as leading to improved relationships with colleagues, the individual experiences positive outcomes which in turn leads to positive outcomes for the school in terms of the individual exerting extra effort on behalf of the school and thus contributing to its development.

2.4.2.2 Outcomes of organisational commitment for schools

This study focuses on the three- dimensional model of organisational commitment as defined by Meyer and Allen (1991) with an emphasis on the affective and normative dimensions. The authors' model is founded on three components, namely:

- 1) *Affective commitment* which reflects the individuals willingness to remain connected to the organisation as a result of work experiences that create a feeling of comfort and personal competence;
- 2) *Continuance commitment*, which reflects the individuals need to remain and results from a recognition of costs associated with leaving the organisation; and
- 3) *Normative commitment* which expresses the individuals feeling of being morally obliged to remain in the organisation because it is the right thing to do, (Meyer & Allen, 1991).

The benefits of these commitments for the organisation are self-explanatory and include possible development of the organisation as well as reduction of attrition rates.

Mensele and Coetzee (2014) suggested that among the strategies related to an increase in organisational commitment are morale, leadership, performance management and training and

development. Likewise, Lesabe and Nkosi, (2007), elaborated on the importance of implementing these strategies in order to boost organisational commitment which, in turn, improves and develops the organisation as a whole. The sentiments of these authors and others, (Pare & Tremblay, 2007, Foong-ming, 2008, Joao, 2010) indicate a mutual relationship between the individual and the organisation in which the organisation provides a supportive environment for the development of the individual who reciprocates by exhibiting affective attachment to the organisation and consequently commits to achieving organisational goals, (Mensele & Coetzee, 2014).

Much of the success achieved and difficulties overcome at highly functional schools can be attributed to teacher commitment, (Crosswell & Elliot, 2004). In agreement is Msila (2014) who further argued that failing schools have low pass rates because, in addition to other factors, there is no commitment among teachers. Organisations place considerable value on employees who are committed since they perceive that this translates into reduction in withdrawal behaviour like absenteeism and turnover (Mathieu & Zajac, 1990). Admittedly, it is naïve to assume that all credit for success and efficiency at functioning schools should be attributed to commitment of teachers. Erawan (2010) argued for the merits of the close relationship between teacher self-efficacy and commitment. According to Erawan (2010, p.252), “self-efficacious teachers will be more likely to plan appropriate activities, persist with learners who are experiencing difficulties and try to find appropriate teaching materials.” The upside of this scenario is that committed teachers can, seemingly, resolve many of the problems that result from lack of material resources.

Other research points to positive outcomes of commitment which are related to its links with participative leadership. As organisations evolve and become more efficient they will require committed teams rather than committed individuals (Msila, 2014). In a similar way Hulpia *et al.* (2012) maintained that leadership is a social process that requires leadership from all team members as well as the team leader. Teachers who are committed and exert extra effort on behalf of the organisation will embrace this exchange and remove the burden of singular leadership

from the principal. A consequence of this participative leadership ensures collaborative decision-making which further enhances organisational commitment (Bush & Glover, 2003).

Within the context of under-resourced organisations, the views of Mensele and Coetzee (2014) and others need to be noted since, seemingly, the availability of material resources exerts little influence on the organisational commitment of early career teachers and thus, on the development of the organisation. The decision to conduct research within under-resourced schools was motivated purely by personal circumstance. In the view of Ndungane (2010) and Berger (2003), under-resourced schools are lacking in teaching and learning materials such as textbooks, chalkboards, computers, furniture, as well as access to libraries, laboratories and ICT programmes. In addition, classes are overcrowded, sanitation is poor or lacking altogether, infrastructure is poor and financial support from government is insufficient, (cited from Zide, 2013). Many under-resourced schools in KwaZulu-Natal fail and are non-functional for various reasons. As a former senior manager at an under-resourced secondary school, my interest lay in exploring the factors around the personal efforts of ECTs in bringing about change and in shaping schools and in the factors which promote this commitment in ECTs at under-resourced schools. Schools lacking in resources need to rely on other avenues to foster their development. Human resources are often overlooked as oases of development and this study hopes to explore the possibility of maximising the efforts of human resources to develop under-resourced schools.

The outcomes of organisational commitment for individuals and for schools are positive and engage the individual and their schools in a reciprocal relationship where there are benefits for both parties (Crosswell & Elliot, 2004). Consequently, elevated levels of organisational commitment ought to result in increased benefits for both the individual and the school. Thus, identifying the factors which influence the organisational commitment of teachers can open the door to exploring these factors and to investigating how these can be used to develop under-resourced schools.

2.2.5 Factors influencing organisational commitment of teachers.

This section of the study seeks to explore the factors from literature and related studies which have identified factors contributing to the organisational commitment of teachers. According to Leithwood (1994), organisational commitment is promoted by transformational leadership which consists of eight elements: developing a widely shared vision, building consensus about school goals and priorities, holding high performance expectations, providing individualised support, providing intellectual stimulation, model behaviour, strengthening school culture and building collaborative structures. To this list can be added school atmosphere and climate as well as intrinsic factors within the individual. Within this scenario, the principal takes the lead in directing and developing people, redesigning the organisation which enhances teacher commitment to the school and positively shapes the organisation (Leithwood & Jantzi, 2000). The primary aim of transformational leadership is to promote capacity building and to increase levels of personal commitment to the goals of the organisation on the part of the leaders' colleagues, (Leithwood & Jantzi, 2000). Stewart (2006) concurs with Leithwood and Jantzi (2000) and includes transformational leadership as a factor which, "influences four psychological states of those who experience such leadership...those states being [teacher and organisational] commitment" (Stewart, 2006, p. 17). The leaning towards transformational leadership promises good outcomes for the organization according to Fitzgerald and Schutte (2010). They do, however, point out the efforts that transformational leaders must make in terms of articulating a clear vision for employees and convincing them to embrace and work towards the achievement of this vision. Furthermore, this require establishing connections with employees, understanding their needs, providing individual support and assisting them to reach their full potential in the workplace (Fitzgerald & Schutte, 2010).

The affective component of organisational commitment is driven by the extent that the values and goals of the individual are aligned with those of the organisation. This shared vision is pivotal in uniting members and increasing organisational commitment, (Zhu, Devos, & Li, 2011). The resultant strong relationships encourage participation, collaboration and collegial interaction which Firestone and Pennel suggested heightens teachers' organisational commitment, (Firestone & Pennel, 1993). When colleagues collaborate on tasks and their efforts are recognised, particularly by their superiors, they are affirmed and their commitment to the organisation is

increased. According to Firestone and Pennel, within a school context, “collaboration is usually thought of as teachers working together to develop curricula, plan and implement programs, perform peer coaching or team teach.” (‘sic’) The authors conclude that this has, “sociocognitive and affective dimensions” (Firestone & Pennel, 1993, p. 505). The participatory ingredient, if maximised, should extend to decision-making within the organisation. Likewise, Bell and Mjoli explained the sentiments of Robbins *et al.* (2008) by emphasising that a decision is unproductive if it is not implemented and if there is participation by colleagues in making the decision then all who participated in making it should be committed to its implementation, (Bell & Mjoli, 2014). The positive spinoff from this scenario is that commitment to the organisation should be enhanced (Bell & Mjoli, 2014).

In a related study conducted in 2012 by Field and Buitendach the investigators concluded that organisational commitment is increased when resources are available in the workplace. In their study they investigate the relationship between work engagement, job resources, organisational commitment and job demands at under-resourced schools in Kwazulu-Natal. The authors hypothesised that, “work engagement mediates the relationship between job resources and organisational commitment” (Field & Buitendach, 2012, p. 89). In their research, the authors subscribe to the definition of work engagement fostered by Schaufeli *et al.* (2002). Job resources referred to “physical, social and organisational aspects of a job helping in achieving work goals and to stimulate personal growth, learning and development” (‘sic’) (Field & Buitendach, 2012, p. 88). Participants work engagement and organisational commitments were measured using three self-reporting measures including the Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003), OCQ (Meyer & Allen 1990) and the Irritation Scale (Jacobhagen, Rigotti, Semmer & Mohr, 2009). Utilising quantitative principles, the authors selected organisational support, a job resource, as their independent variable, organisational commitment as the dependent variable and work engagement as the mediator. Their results revealed that work engagement can be predicted by organisational support and work engagement both statistically and practically affects organisational commitment, (Field & Buitendach, 2012). The implications of this are that there exists a positive relationship between job resources and positive states such as work engagement and organisational commitment. The implications of this for my study are that positive organisational commitment is difficult without resources. However, the limitations of the research conducted by Field and Buitendach (2012) are that data were gathered using self-

reported questionnaires meaning that participants could possibly complete these in a manner which makes them socially acceptable rather than rendering genuine responses. Furthermore, the decision to match concepts in a cross-sectional manner makes it difficult to determine causality. In the light of this, further in-depth research was required to gain more insight into the phenomenon. Thus the generation of data was reliant on multiple methods and was followed by an in-depth analysis and triangulation of this data in an effort to gain deeper insight into the phenomenon of organisational commitment and how this can be utilised to develop under-resourced schools.

Seemingly, it is the affective component of organisational commitment that benefits the most from the factors outlined above. Literature abounds with the multidimensional nature of organisational commitment and the widely accepted three component model of Meyer and Allen (1990) incorporating affective, normative and continuance commitment components should be noted in this regard. Despite this reality, it is the affective component that commands the lion's share of empirical focus. Wasti (2003) attributes this to the fact that affective commitment is most consistently linked to positive outcomes (Wasti, 2003). Consequently, many of the factors explored in connection with their influence on organisational commitment are related to the affective component. Notwithstanding this limitation, transformational leadership has been credited with having a positive influence on organisational commitment and it is also associated with positively influencing affective commitment, (Krishnan, 2005). In agreement with this are Buciuniene and Skudiene (2008) who arrive at the findings that transformational and transactional leadership influence affective and normative commitment positively and that they have a negative association with continuance commitment. They attribute this negative relationship to the perception of continuance commitment as hinging on economic and financial benefits, (Buciuniene & Skudiene, 2008). The positive link between collaboration and the affective component of organisational commitment has already been highlighted.

2.2.6 Commitment research in a South African context- creating a niche for this study

Commitment research has unearthed an array of variables and related concepts which have launched the concept into a zone where researchers are at pains to define the essence of commitment. For the purposes of this study the model of Meyer and Allen (1991), who suggest that currently the three component model has the greatest relevance for this field of research and they emphasise the need to be specific about the nature of the construct to be researched and the use of reliable and valid measuring tools for the intended construct. This research aims to explore organisational commitment as defined by Meyer and Allen (1991) as a psychological state revealing three components, namely, affective, continuance and normative commitment, explained respectively as desire, need, and obligation towards an organisation.

The development of the commitment construct has been meteoric and researchers are often at pains to isolate the concept from the many related constructs. Consequently, researchers often avoid confusing the commitment concept generally with commitment as the sole construct of their research projects. Within a South African context, many researchers have explored the role of organisational commitment together with other constructs to investigate its impact on employee welfare, performance and organisational functionality, its impact on the emotional state of happiness, and on work engagement and organisational commitment of support staff at a tertiary educational institution (Field & Buitendach, 2012). Other studies have investigated meaningful work, work engagement and organisational commitment (Geldenhuys, Laba & Venter, 2014), Occupational stress, ill health and organisational commitment of employees at a university of technology (Viljoen & Rothmann, 2009). Research articles concerning organisational commitment as the sole phenomenon are less common.

Research reports in connection with under-resourced schools are available but usually they are connected to the role of leadership within the school environment and how this influences school functionality. Typical examples of such studies include: *In search of Liberating Practice leadership, Teacher Commitment and the Struggle for effective schools* (Msila, 2013), and *Improving the instructional leadership of heads of department in under-resourced schools* (Seobi & Wood, 2016). A perusal of the commitment research landscape also suggests that most of these studies have been completed in the last ten years. This study argues that perhaps organisational commitment research is still relatively unexplored especially as a standalone

phenomenon and additionally as a phenomenon which can be explored to develop under-resourced schools through the efforts of ECT's.

The tendency of researchers to attach organisational commitment to other constructs is noted and this study argues that a possible reason for this may stem from the difficulty in generating data through either quantitative or qualitative methods alone for organisational commitment of teachers due to the shortcomings of either of these data-generation methods. This study sought to overcome this hurdle through the generation of data using a mixed methods approach. The use of mixed method data generation methods enabled the researcher to gather data statistically and through the lived experiences of teachers and then to explore how these two sets of data inform each other in order to shed more light on the phenomenon and to validate the findings.

2.3 Chapter Summary

The different compartments of the literary basket are bursting with a variety of conceptualisations, measurements, antecedents and correlates of organisational commitment. Consequently, the concept has undergone a number of facelifts with a host of protagonists offering their inputs. The outcome of this has been the evolution of the concept of ‘commitment’ from being a figurative gambling exchange between individual and organisation as conceptualised by Becker (1960), through the attitudinal and behavioural perception of Porter *et al.* (1974). The dominant conceptualisations of organisational commitment points to the construct as being a multidimensional psychological state which manifests as a three-component model which forms the basis for this study.

The outcome of organisational commitment is often shared with those of other concepts and thus has been closely related to these concepts. Dealing with related concepts, the study has attempted to define each and to provide evidence for the similarity of the concepts in each case before attempting to offer a comparison of the different outcomes of organisational commitment and its related concepts. Organisational commitment is the phenomenon under review in this study and thus, the purpose of engaging in this comparative analysis, is to highlight the similarities of the concepts so that the danger of concept contamination and redundancy can be avoided in order to enhance the reliability and validity of the study.

This chapter opened with a review of the literature around the difficulties experienced by ECTs in order to shed light on the problems which cause ECTs to consider abandoning their schools and/or profession. The chapter then focused on the phenomenon which this study suggests could be part of the solution to the problem highlighted through a synopsis of the various conceptualisations of the phenomenon. The conceptualisation preferred for this study was identified. The exercise of isolating organisational commitment from related concepts was included to ensure validity. The outcomes of organisational commitment for the individual as well as the organisation are included here and will be revisited in the findings of this study. The chapter closed with a critical analysis of commitment research in the South African context to discover a niche for this study. What follows is an identification of the theoretical framework which informed this study.

Chapter Three- Theoretical Framework

3.1 Introduction

Within this research pattern, the theoretical framework is perceived as the four walls, foundation and ceiling of the room in which the research will be conducted. The decision to utilise a theoretical framework for my study was to increase its reliability and validity through an association with an existing and research-tested theory in psychology.

A research practitioner envisages the size and architectural design of the house they wish to build and seeks out the theoretical framework which provides all the material to complete the finishing touches to this structure. This project will be immersed in the Job Demands-Resource theory (JD-R) of Bakker and Demerouti (2014). This chapter will outline the main tenets of JD-R theory and how it is operationalised. A brief motivation for why this theory was selected is provided and brings the chapter to its conclusion.

3.2.1 Job Demands-Resource Theory- How it is conceptualised and operationalised

Job Demands- Resources Theory explains how the daily demands inflicted on employees as a result of completing tasks expected in their jobs and the resources they have at their disposal have distinctive and exponential effects on job strain and the capacity to remain motivated (Bakker & Demerouti, 2014). Additionally, JD-R theory proposes reversed causal effects: whereas employees who experience the negative effects of burnout may exponentially generate additional demands for themselves as time goes on. Similarly, employees who are resilient and remain engaged will exponentially activate additional personal resources which are instrumental in enabling them to remain engaged (Bakker & Demerouti, 2014). JD-R theory has been utilised previously to predict organisational commitment by Bakker, Van Veldhoven and Xanthopoulos (2010).

According to JD-R theory, all working environments or characteristic features of the job, can be manipulated through the involvement of two separate components, namely, job demands and job resources. Consequently, aspects of the theory have reference and are applicable to all workplace environments and can be tailored to the specific occupation, (Bakker & Demerouti, 2014). The theory defines job demands as “those physical, psychological, social or organisational aspects of

the job that require sustained physical and/or psychological effort and are therefore associated with certain physiological effort and/or psychological costs,” (Demerouti *et al.*, 2001). Emotionally demanding interactions in the work place represent examples of job demands. Bakker and Demerouti (2014) suggested that although demands of the job may not necessarily have outcomes which are negative, they may develop into hindrance demands when the employee is expected to exert extra effort and utilise extra energy which makes it difficult for them to recover from this exertion. Job resources refer to “those physical, psychological, social or organisational aspects of their job that are: a) functional in achieving work goals; b) reduce job demands and the associated physiological and psychological costs; or c) stimulate personal growth, learning and development” (Bakker & Demerouti, 2014, p. 9). This aspect of the theory is of particular significance for this study as the implications are that job resources are not only necessary to buffer job demands but they are also important in their own right.

A second proposition of JD-R theory is that demands and resources activate two processes which unfold separately, namely, a process which negatively affects the health of the individual and a process which has the capacity to keep individuals motivated and engaged. Thus, demands in the workplace generally predict outcomes such as exhaustion and repetitive strain injury while job resources generally predict outcomes of work enjoyment, motivation and engagement, (Bakker & Demerouti, 2014). The reasons for these unique effects, according to Bakker and Demerouti (2014), is the capacity for these demands to deplete the energy reserves of employees due to their dependence on manual and/or cognitive effort. Alternately, job resources meet basic psychological needs of employees, such as the need for independence and self-governance, connectedness and self worth.

The authors claim that numerous studies have supported the dual pathways to employee well-being and revealed that it can predict important organisational outcomes. Furthermore, results and analyses of large-scale studies supported the dual process and that, during energy-depleting process, job demands (emotional demands) are a significant predictor of health problems which in turn, lead to negative behaviours such as employee truancy while in the second motivation driven process job resources were the predictors of dedication and organisational commitment which were related to positive turnover intentions (Bakker & Demerouti, 2014).

The third proposition is that job demands and resources in the workplace will interact in a manner which allows for the prediction of employee occupational wellbeing. Two possibilities are proposed in which demands and resources can combine to effect wellbeing and indirectly influence performance. During this interplay between demands and resources, in the first instance, job resources will be instrumental in serving the purpose of nullifying the negative impact of job demands strain. As a consequence, resources such as social support and opportunities for development in the workplace can reduce the negative effects of emotional demands and thus reduce strain and burnout. The implications are that, employees who have a wide array of resources available to them in the workplace, are in a better position to deal with these demands (Bakker & Demerouti, 2014).

The second interaction suggests the involvement of job demands and their role in magnifying the impact of job resources on employee motivation and engagement. Therefore, job resources in the workplace are at their most relevant and influence employee engagement most positively at exactly the time when demands are high. This creates a scenario where dedication to a task on hand is fostered at a time when demands are at their peak. This aligns with the affective component of organisational commitment which manifests with employees going the extra mile in the workplace. In the school environment the implications are that job resources like social support can result in teachers' remaining engaged even when demands like pupil ill-discipline are present (Bakker & Demerouti, 2014).

Additionally, in a research study involving Finnish teachers and dentists, Bakker *et al.* (2007) found that "job resources such as appreciation, innovativeness and skill variety were most predictive of work engagement when job demands (e.g. pupil misbehaviour) were high" (Bakker & Demerouti, 2017, p. 275). These findings are consistent with the notion put forward by Hobfoll, Freedy, Green and Solomon (1996), that all varieties of job resources maximise their potential to motivate individuals at exactly the time that they are needed (Bakker & Demerouti, 2017).

The JD-R theory proposes that personal resources can play an identical role to that of job resources. Bakker and Demerouti (2017) suggested that the beliefs that people uphold with regard to the level of autonomy they have at work, constitutes their personal resources. Personal resources are, “positive self evaluations that are linked to resiliency and refers to individuals sense of their ability to control and impact upon their environment successfully, (Bakker & Demerouti, 2014, p. 12). Bakker and Demerouti (2014, p. 13) argue that such “positive self-evaluation predict goal setting, motivation, performance, job satisfaction and other desirable outcomes”. They argue further that elevated levels of personal resources positively influences individual self-regard increasing the capacity for goal self-concordance. Additionally, individuals who are oriented to setting goals do not seek motivation from external sources and rely on their own resources to pursue their goals and this positively impacts on their performance and satisfaction (Bakker & Demerouti, 2014). They suggest further and from subsequent studies that other examples of these personal resources are optimism and self-efficacy and that individuals who have these resources remain positive and believe in their ability to deal with unexpected situations and events (Bakker & Demerouti, 2017).

The JD-R theory acknowledges “reversed causal relationships between job demands and burnout and between job resources (including personal resources) and psychological wellbeing” (Bakker & Demerouti, 2014, p. 14). Thus, over an extended period, a debilitating cycle is activated in which, demands in the workplace may cause employees to experience burnout which in turn, generates further demands as time passes. Similarly, job resources results in psychological wellbeing which leads to the creation of more resources by the individual which further enhances wellbeing over time. The implications of this are that when employees are engaged, this scenario places them in a position which may make it possible for them to activate further resources. This is congruent with the notion that when employees do not feel threatened in the workplace, they are motivated to generate their own resources. Employees who are engaged and further, who are self-motivated to timeously complete job tasks and meet deadlines, will create job resources through, for example, proactively seeking assistance from colleagues rather than passively waiting for this support to be forthcoming. This newly generated resource may now be used as a means to achieve job tasks and work objectives (Bakker & Demerouti, 2014).

The implications of this are that individuals who are engaged will be motivated to remain engaged and generate their own resources in the process (e.g. autonomy, support and feedback) (Bakker & Demerouti, 2017).

The JD- R theory has evolved and matured from the JD-R model of Demerouti, Bakker, Nachreiner and Schaufeli (2001), and was based on a top down job design in organisations in which members of management were responsible for determining the work environment by establishing targets, job descriptions and providing resources (Bakker & Demerouti, 2017). In this setup employees are mainly expected to react to these environments created by their superiors and may either flourish or experience strain within these environments. The subsequent evolution of the JD-R theory from this model was also accompanied by adjustments including the acknowledgement that individuals are sometimes proactively involved in the workplace and often take the initiative to change their circumstances (Bakker & Demerouti, 2017).

Employees may proactively alter their job description by selecting tasks, negotiating amenable job content, and attaching meaning to their tasks or jobs. This process has been referred to as job crafting, (Wrzesnieski & Dutton, 2001). According to Wrzesnieski and Dutton (2001), the motivation for job crafting arises from three individual needs. Firstly, individuals tend towards having autonomy and a semblance of control over work tasks (task crafting) so that they are not subjected to unwanted outcomes which cause them to be ostracised in the workplace. Second, to present a positive self-image which is recognised and affirmed by others and third, to enable employees to feel connected with others in the workplace (Wrzesnieski & Dutton, 2001).

Incorporated into the JD-R theory, it was initially hypothesised by Bakker and Demerouti (2014) that job crafting would make it possible to predict future job demands and job resources and indirectly have a positive impact on work engagement and job satisfaction. Subsequent arguments by Bakker and Demerouti (2017) point towards job crafting and gain spirals in which employees not only proactively increase their own job resources (e.g. proactively seeking assistance) and challenge demands (e.g. taking the initiative to begin new projects at work) but also eradicating hindrance job demands (e.g. negotiating for workloads which are less demanding and reduced in quantity).

Through this series of spirals, employees are able to “optimize their work environment and stay motivated” (Bakker & Demerouti, 2017, p. 276). This represents a shift from the initial top down design to a more bottom up approach as influence is shifted from management and placed in the employees’ capacity. Tims, Bakker and Derks (2013) argued further that when employees engage in job crafting and actively welcome involvement in difficult situations in the workplace and proactively seek out resources, the outcome is a positive work environment for that employee and indirectly enhances their work engagement, increases their job satisfaction reduces chances of burnout. In this way “engaged employees can create their own “gain spiral” of resources and work engagement through job crafting” (Bakker & Demerouti, 2017, p. 276).

Contrasting with the reversed effects characteristic of the motivational process of the JD-R theory outlined above is a reciprocal effects found in the health- impairment process. Consequently, job demands not only lead to strain, but also launch the employees inflicted with this strain into a degenerative spiral in which further demands are exponentially created over time (Zapf, Dormann & Frese, 1996). Findings of a similar nature were reported by Demerouti, Bakker and Bulters (2004) in a longitudinal study with 335 employees which indicated that “employees under stress perceive and create more job demands over time” (Bakker & Demerouti, 2017, p. 277).

Explaining this cycle Bakker and Costa (2014) suggested that this process results from behaviours in which individuals undermine themselves and their abilities and their capacity to exert influence in the workplace. These scholars have suggested that individuals who undermine themselves in this way are prone to increased strain and enter loss spirals in which job demands are magnified (Bakker & Demerouti, 2017, p.115) Bakker and Costa (2014) defined self-undermining as those behaviours that create obstacles that may undermine performance. The authors argued further that employees who engaged in self- undermining behaviour more readily experienced heightened higher level of job strain, were prone to producing work which was riddled with mistakes and were more likely to promote conflict in the workplace which further compounds job demands (Bakker & Costa, 2014). This study argues that the consequence of this would be that the employee is placed in a position where they are less likely to push themselves to their limits for the benefit of the organisation and thus, would not contribute meaningfully to the development of under-resourced schools.

Considering all the characteristics of JD-R theory outlined above I have pondered on their merits and considered their implications for this study and will attempt to justify its inclusion as the blueprint which will inform this study. However, I also acknowledge the shortcomings of the theory expressed by the creators themselves. These limitations focus on the connection between job demands and resources and the supposed independent way in which the dual processes of motivation and health impairment of the theory unfold. Concerns around underlying mechanisms and different types of job demands are also acknowledged. The involvement of JD-R theory over numerous research studies since its inception and the recent rigorous scrutiny and subsequent support expressed by Dicke *et al.* (2018) in their series of longitudinal autoregressive study in which they “tested all assumptions of the JD-R model simultaneously in one model with an applied focus on beginning teachers” (Dicke, Stebner, Linninger, Kunter & Leutner, 2018, p. 262), have given impetus to the decision to utilise this theory as a framework on which to base this study. The constructs involved in the JD-R Model (Bakker & Demerouti, 2007) and how they relate to each other can be seen in the diagram outlining the model in *Figure 3.1* below

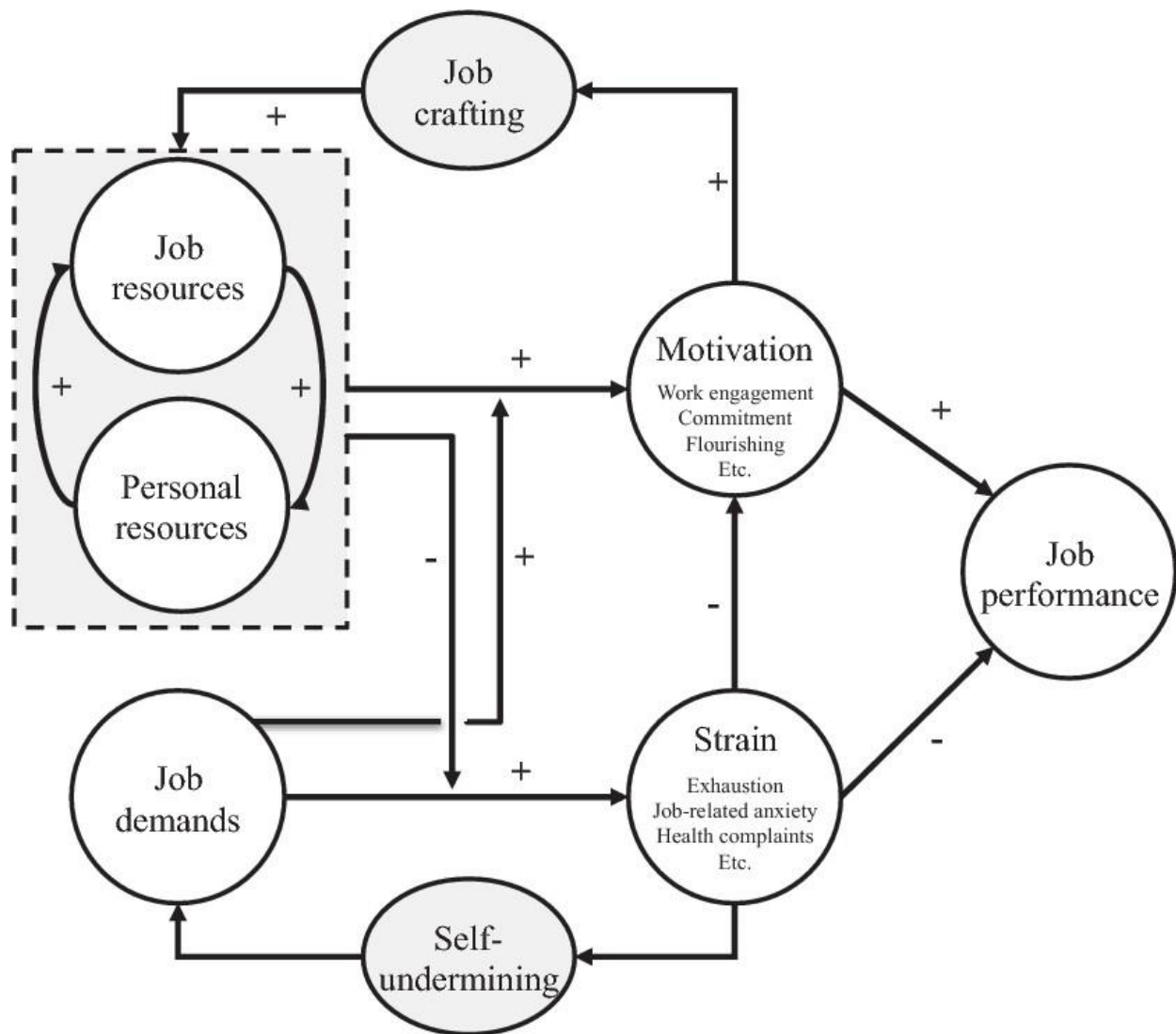


Figure 3.1 The Job Demands- Resources Model of Bakker and Demerouti (2007).

3.2.2 Motivation for JD-R theoretical framework

The flexibility of JD-R theory is apparent and its defining characteristics align with the purposes of this study. The theory argues that all working environments and job characteristics can be orchestrated using job demands and job resources. The implications of this are that aspects of the theory can be streamlined for specific occupations. The job demands of the teaching profession may differ from school to school, however, they do not prevail in isolation but alongside job resources available to all work environments. The perception that resources exist only as material and physical entities is refuted by this theory which defines resources as physical, psychological, social or organisational aspects which are utilised to achieve goals and reduce job demands. The narrow perception of job resources must be refuted in order to release the actual volume of resources that exist at all work environments and can be explored to develop under-resourced schools and individuals.

The theory promotes the idea that job demands and resources activate two independent processes, namely, the negative health impairment process which is highlighted far too often to explain why ECT's struggle during their early years and often consider abandoning the profession. Little emphasis is placed on the second and more positive motivational process which is potentially at play at all work environments and which drives organisational commitment, turnover intentions and other positive outcomes. The potential for resources such as social support, autonomy, performance feedback and opportunity for development are overlooked and their potential to nullify the effects of job demands on employees like ECT's are not maximised. The potential for school managers to engage in transformational leadership and offer support, autonomy, feedback and opportunities for development represent opportunities for ECT's to emerge from the difficult early years and begin to exert effort on behalf of their schools in order to achieve personal and organisational goals.

A key purpose of this study is to explore the factors contributing to the organisational commitment of ECT's so that these factors can be utilised to develop under-resourced schools which was the aim emanating from this purpose. The plight of employees at under-resourced schools is worsened by the fact that they operate in an environment where material resources are absent. Job demands are thus heightened in these circumstances. Under these conditions job resources such as social and supervisor support (often overlooked as a resource) can buffer the negative effects of these job demands allowing the employees to not only remain engaged, but also to activate and mobilise new resources which has positive outcomes for the individual in terms of their wellbeing and also for the organization in terms of its development.

The purpose of this study to explore factors contributing to the organisational commitment of ECTs to achieve the aim of exploring how these could possibly be utilised to develop under-resourced secondary schools. Educators at these schools are expected to operate without resources and have the added responsibility of trying to develop these schools without these resources. The combined principles and propositions of the JD-R theory of job - crafting, loss and gain spirals presents a scenario in which there is a possibility for ECTs to be proactive rather than reactive to their work environments. Within this scenario, personal resources can be utilised to generate other resources over time and individuals can remain engaged and motivated in difficult circumstances such as those presented by under-resourced schools. This, in turn, provides a scenario in which ECTs may utilise their own resources to develop their schools and not rely solely on material resources. Together with the possibility that managers at these schools can engage in transformational leadership to further enhance environments in which resources are generated and job demands are decreased creates a possibility for ECTs and managers to work alongside each other in the development of under-resourced secondary schools.

3.3 Chapter Summary

The decision to ground this project within a theoretical framework was facilitated by the principles of the JD-R theory (Bakker & Demerouti, 2007). The notion that work environments function within the dual categories of job demands and job resources which in turn activate the independent processes of well being and motivation is acknowledged and supported. This chapter has highlighted the main principles of JD-R theory (Bakker & Demerouti, 2007) and how it operates within the workplace. A motivation for the inclusion of this framework is included to validate the project. The project will now outline the methodology used to generate and analyse data appearing in this project.

Chapter Four- Research Methodology

4.1 Introduction

In this section, I first describe the methodological approach to my study, as well as the research design and paradigm, the sampling method and recruitment strategy.

I further outline the choice of methods of data generation and analysis for each phase of my mixed-method study. Furthermore, I discuss how I intended to enhance the trustworthiness, validity, and rigour of my study, and I will reflect on the challenges I experienced while conducting my study.

4.2.1 Mixed Method Triangulation Design

The triangulation design requires the researcher to implement quantitative and qualitative methods simultaneously within the research project and afford equal weight to each approach (Creswell, 2006). According to Morse (1991, p. 122), triangulation design is utilised in order “to obtain different but complimentary data on the same topic,” to best understand the research topic. This method characteristically involves the simultaneous, but separate, generation and analysis of quantitative and qualitative data so that the researcher gains insight into the research problem. For this reason, this design is commonly referred to as the concurrent triangulation design. The researcher also utilised the convergence model of the concurrent triangulation design by attempting to get the two sets of data to converge by bringing the separate results together in the interpretation phase of the project, (Cresswell, 2006). The purpose of using this design and model is to arrive at valid and well substantiated conclusions about a single phenomenon (Cresswell, 2006).

In addition, the researcher, “nests one form of data within another, larger data collection procedure in order to analyse different questions or levels of units in an organisation,” (Cresswell, 2009, p. 16). Similarly, Hanson, Cresswell, Clark, Petska & Cresswell (2005) assert that concurrent triangulation design is beneficial in validating and corroborating research findings. On the surface, it seems that mixed method research unfolds in a haphazard manner. On the contrary, however, “the quantitative and qualitative phases are planned and implemented to answer, related aspects of the same basic research question,” (Tashakkori & Teddlie, 1998).

This design is beneficial to a researcher who takes advantage of two research approaches in order to triangulate and corroborate findings in a single study (Cresswell, Plano Clark, Gutmann & Hanson, 2003). Quantitative data was generated first followed by the generation of qualitative data. The design is concurrent in that quantitative data was not analysed in order to inform qualitative generation of data. A concurrent design was selected because of the small sample of participants. The data was then integrated during the overall interpretation of results. Integration entails establishing the extent to which the data generated converges (Hanson *et al.*, 2005).

Quantitative methods were employed in generating data from a screening questionnaire. The questionnaire included items from the OCQ (Meyer & Allen, 1990), COPSOQ (Pejtersen *et al.*, 2010), UWES (Schaufeli & Bakker, 2003) and the Burnout Inventory of Maslach (Maslach *et al.*, 1986). Examples of these items and the scales which they measured are included in detail later in this chapter.

Qualitative research is employed to expose the range of behaviour of a specific individual or group and the expectations that mediate them with reference to a specific topic. It utilises detailed studies of manageable groups of people to direct and support the formulation of hypotheses. The results of qualitative research seek to provide ‘thick descriptions’ of the range of behaviour explored rather than predicting outcomes, (Bertram & Christiansen, 2014). In this research, the aim was to ascertain how committed ECTs are to their particular schools and how this dimension could be manipulated to shape schools. Qualitative data was generated through the conduction of semi-structured interviews. A schedule of the questions asked in these interviews is attached as an Appendix. Examples of the interview questions asked for the specific research questions are included later in this chapter. Participants were interviewed at their places of work after working hours. All interviews were recorded using two audio recording devices in each case.

4.2.2 Research Paradigm

This research was conducted within the pragmatic paradigm. Paradigms may be defined as the worldviews or belief systems which direct researchers in their work (Tashakkori & Teddlie, 2010). The introduction of mixed method research triggered what researchers referred to as the ‘paradigm debate,’ (Cresswell *et al.*, 2003, p. 186). The discussion centred on the compatibility of qualitative and quantitative research and whether or not paradigms usually associated with these methods could be mixed. In addition, the question arose as to whether a single philosophical position can be embraced by a researcher when utilising mixed method research or not? (Cresswell *et al.*, 2003). Whilst the embers of that fire still continue to burn, the general consensus is that mixed method research is here to stay, and this has ensured that a marriage could be arranged between this method of research and a suitable paradigm. Drawing from the philosophical ideas of Dewey, Cherryholmes (1992) and, recently, Cresswell, (2009) theorists have suggested the pragmatic paradigm as a suitable partner for mixed method research. This paradigm, “maintains that researchers should be concerned with applications, with what works, and with solutions to problems,” (Cresswell, *et al.*, 2003, p.186). This paradigm best addresses the problem of finding solutions to problems within context rather than trying to find theoretical solutions from within the confines of air-conditioned offices.

Pragmatism, as an alternative to post positivism and constructivism, evades the “contentious issues of truth and reality, accepts philosophically, that there are singular and multiple realities that are open to empirical inquiry and orients itself towards solving problems in the real world,” (Cresswell, & Plano-Clark, 2007, p.20). In contrast to the positivist and interpretivist paradigms of quantitative and qualitative research respectively, which are restricted by their ontological and epistemological interpretations, pragmatism unshackles itself from the concepts of truth and reality and focuses on what works in trying to answer the research questions (Tashakkori & Teddlie, 1998). Pragmatism is seemingly, less restrictive on the researcher in terms of selecting a specific method to match it as a paradigm. Cresswell and Plano-Clark (2007, p. 270) contend that, “pragmatism allows the researcher to be free of mental and practical constraints imposed by the forced choice dichotomy between post-positivism and constructivism.”

The phenomenon of organisational commitment is a much researched phenomenon, often with varying outcomes as will be discussed in the findings of this project. Coupled with the reality

that initiated this project that involved noticing the varying paths followed by the careers of ECTs has prompted an attempt to gain a deeper understanding of the phenomenon through embarking on mixed method research. The decision was further entrenched by the selection of the pragmatic paradigm which allows for fewer restrictions in trying to solve problems in context. The research sought to address a contextual problem of engaging ECTs in organisationally committed activities which enables them to remain connected to their schools so that they can exert extra effort on behalf of these schools and in so doing contribute to their development. This research problem requires practical solutions and thus the pragmatic paradigm was considered suitable with its emphasis on applications and on what works to solve problems.

4.2.3 Research Approach

Maximising on the freedom afforded by mixed method research which allows for unique techniques like methodological triangulation, the research strategy employed was an exploratory, single, descriptive case study. Acknowledging that case study is most commonly associated with qualitative research, methodological triangulation involves the “use of multiple methods to study a single problem,” (Tashakkori & Teddlie, 1998, p. 247). Data which were generated through use of a questionnaire (Quantitative) and a case study (Qualitative) was triangulated to gain deeper insight into organisational commitment of ECTs (Tashakkori, & Teddlie, 1998). Similarly, Kitchenham (2010) asserts that mixed method research is compatible with case study research as the researcher can then apply quantitative or qualitative methods to the data or the researcher can go the route of applying quantitative and qualitative methods to the data. Thus, quantitative data can be ‘qualitised’ or qualitative data can be ‘quantitised’. In this project, quantitative data from specific participants were also analysed in terms of what the same participants were saying in their interviews and this triangulation process allowed the researcher to extract meaning from quantitative data which would otherwise have remained hidden. An exploratory case study is utilised when the phenomenon being explored has no clear set of outcomes (Baxter & Jack, 2008). According to Yin (2003), cited in Baxter and Jack (2008, p. 545), “a case study should be considered when: a) the focus of the study is to answer ‘how’ and ‘why’ questions; b) you cannot manipulate the behaviour of those involved in the study c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study.” Furthermore, “a case study should be considered when you want to cover contextual conditions because you

believe they are relevant to the phenomenon” (Baxter & Jack, 2008, p. 545). In this study, the case is ECTs within the first five years of their careers and teaching under specified under-resourced conditions. Despite being situated at different locations, the same conditions apply as specified below. Thus, the case is not the location but incorporates the context within which the ECTs were operating. Therefore, the case is regarded as being single in the context of the definition given by Baxter and Jack (2008). There was no intention for the research to explore differences between cases (locations) as would the requirement be for a multiple case study (Baxter & Jack, 2008). Consequently, during analysis of results for the study, data were analysed together as a single unit. The study engaged with individual participants from two similar environments at under-resourced schools. The case is regarded as a single case even though employed at different schools, because of the similarities in terms of the environment as well as the fact that all participants were ECTs within their first five years of teaching. Furthermore, the case study is descriptive in that it seeks to describe a phenomenon in the real- life context in which it occurs.

4.2.4 Recruitment, Sampling and Study Location

Recruitment of Schools and Participants

Permission to conduct research in schools within KwaZulu-Natal was sought from the provincial Department of Basic Education. The researcher then approached principals of the target schools to obtain their permission as gatekeepers to conduct research at their schools. The gatekeepers were informed of the title and nature of the study, the nature of the involvement of the study participants and assured of the confidentiality of participants’ and the schools’ identity. After obtaining all permission and Ethical Clearance, participants were approached individually and informed of the nature and purpose of the study verbally and in writing. According to Howe and Moses (1999, p. 24) “Informed consent is the most central...of ethical principles and it is prominent in federal regulation governing social research.” The written consent form issued to participants informed them of the title and nature of the study, the consent granted by gatekeepers, assurance of confidentiality for them and their schools, identity and contact details of the university supervisor, access ultimately to the outcome of all data generated during the research project and their right to withdraw from the study at any stage if they so desired. The

researcher sought consent from individual participants to involve them in the study and informed them of all confidentiality protocols. Before starting data generation, all participants provided their informed consent to participate in both phases of the study and they were reminded of the voluntary nature of their participation throughout the study.

Location of Schools involved in the study

The plight of ECTs was extensively elaborated on in chapter two of this study and will not be repeated here. The difficulties facing these teachers are further amplified by the fact that they often are expected to operate in less than ideal circumstances where resources are lacking and this erodes their engagement and commitment levels at their schools. Makhubu (2011) lamented the plight of educators working within the South African education system and expressed this sentiment as “one of the greatest problems of the South African educational system is the general unhappiness and dissatisfaction of high school teachers in particular due to the fact that they have to meet various demands with minimal resources provide to them,” (cited in Field & Buitendach, 2014, p. 87). As a result of these prevailing conditions, the author further suggested that the result of this is disengagement among teachers who are uncommitted to their schools (Field & Buitendach, 2014). The role that principals and management teams can play in arresting this situation has been the focus of some studies involving organisational commitment of teachers in South African schools. In one such study, Hoberg (2004) pointed to the fact that organisational commitment is both an organisational and an individual phenomenon that reflects the trust, pervading school climate and values and goals endorsed by the principal. The author suggested that principals ought to afford as much time to these aspects as they do to their administrative responsibilities to maximise the inherent quality of organisational commitment (Hoberg, 2004). In a similar way, Selesho and Ntisa (2014) highlighted the passive stance taken by many principals at their schools which expectedly resulted in a weak outcome for organisational commitment of teachers at their schools. These protagonists also argued that principal leadership styles are a meaningful construct for understanding and explaining organisational commitment of teachers in under-performing schools (Selesho & Ntisa, 2014). The organisational commitment of ECTs at schools will be influenced by many factors and among these factors is the availability of resources. In a study involving participants at disadvantaged schools in the Western Cape, Bull (2005) found that teachers displayed below average levels of organisational commitment, below average willingness to exert considerable effort on behalf of their schools and below average

desire to maintain membership with their schools The plight of individual and institution are seemingly in the balance. The reality for individual and institution is that they are both in need of support and this study seeks to explore how they can both develop through an exploration of the factors within both which can be used to this end.

In the view of Ndungane (2010) and Berger (2003), under-resourced schools are lacking in teaching and learning materials such as textbooks, chalkboards, computers, furniture, as well as access to libraries, laboratories, and ICT programmes. Also, classes are overcrowded, sanitation is poor or lacking altogether, infrastructure is poor and financial support from government is insufficient (cited from Zide, 2013). This set off criteria was used to select the schools involved in this study. Both of the selected schools fulfill the criteria as described below. The rationale for selecting two under-resourced schools as opposed to one under-resourced and one well-resourced school was to maintain the uniform context required for the case study to be considered as a single case study. School 1 is situated in a township outside Pinetown in KwaZulu-Natal. The school serves a lower-to-middle class community and is, largely, impoverished. Whilst school 1 has chalkboards, furniture and textbooks, all of these are in poor condition and in short supply. Departmental funds are insufficient and are used for the purposes of paying wages to cleaning staff which are not supplied by the Department of Education. Sanitation facilities are non- functional and throughout the school drain covers are missing from drains presenting injury hazards. As there are no funds to employ security staff, the school is often broken into and office computers and administration equipment is stolen soon after being replaced from the previous break-in. The school has a room allocated for library use, but is not stocked with any books so the room remains vacant. There are no facilities for technical resources such as computers, projectors and other visual aids. A number of the available classrooms have several broken window panes and experience a shortage of furniture with learners having, in most cases to sit two at a desk which is designed for one person. Several classrooms have been vandalised to the extent that they cannot be occupied for teaching and learning purpose. The school cannot afford to repair these rooms. School 1 has a staff compliment of 64 educators and a learner complement of approximately 1900 learners.

School 2 is also situated in a township outside Pinetown and experiences a similar shortage of resources and materials as School 1 and available resources are in poor physical condition. Both schools have no library facilities or computer rooms. School 2 does have a school hall which

benefits the school in times of school examinations and also as a venue which is used occasionally to host events to raise much-needed funds for the school. The school has a staff compliment of 38 educators and a learner complement of approximately 1300 learners. The class sizes average above fifty at both schools. Geographically, the schools are situated approximately fifteen kilometres apart and are part of the same circuit within the provincial education department. The infrastructure around and within both schools is poor.

Sampling of Participants

Purposive convenience sampling was the preferred method of sampling for both, the quantitative and the qualitative part of the study. All participants were involved in both parts. Participants were targeted who are in the early stages of their careers, i.e. the first five years of their teaching career in line with Huberman, (1989). This criterion was preferred since the study sought to isolate those teachers who are within the most difficult period of their teaching careers and, thus, whose commitment is subjected to the greatest pressure. Huberman (1989) referred to the early years in the teaching career of teachers as the survival and discovery phase and suggested that teachers are regarded as novice educators for the first five years of their teaching careers (Huberman, 1989). This selection was further guided by research which suggests that up to 23% of teachers at public schools leave within their first five years of teaching and up to 14% move to other schools during the same period (Keigher, 2010).

Confidentiality of all data collected was assured and data generated will be published. In the view of Howe and Moses (1999), confidentiality and anonymity are surpassed only by informed consent as an essential principle guiding social research. The benefits of the research were explained to participants before their participation in the study. Identities of participants and schools were withheld and pseudonyms were used. The long-term benefits for participating schools were explained to gatekeepers. Participants were to receive feedback on the research conducted in the form of quotes and short narratives.

Profiles of research participants

Three participants from each of two under-resourced schools were targeted. The initial intention of the researcher was to include three participants from each of the two participating schools. However, one participant from one school withdrew from the study. No suitable replacement for this participant could be found at the school from which a participant withdrew, thus this participant was replaced with a suitable participant at the second school. The end result of this was that there were two participants from school 1 and four participants from school two. Thus, the overall sample size was six participants. All participants were university graduates teaching in the Further Education and Training (FET) phase at their school. The FET phase at secondary schools entails the teaching of specialist subjects to learners in grades 10-12.

Participants were given instructions on how to construct a personal code (please see Annexure 4 for details). The profiles of each participant are presented below:

From School 1:

CK94MA is a 25-year-old male in his second year of teaching. The participant is a former learner at the school at which he is employed and lives in the community serviced by the school. He is involved in sports and administrative committees at the school and is a level one educator. He is permanently employed at the school.

NK25DE is a 26-year-old male teacher in the third year of his teaching career. He is a level one educator who does extra lessons after school hours and serves on the sports committee at the school. Within the South African education system, a level one educator refers to a newly qualified educator who has just been employed at their first post and is operating at the entrance level and has not been promoted vertically from this position. He is permanently employed at the school.

From school 2:

TH18AU is a 29-year-old female teacher in her fifth year of teaching. She is the most experienced of all participants and has recently become involved in multiple committees at the school as a level one teacher. She is permanently employed at the school.

NO01JA is a 24-year-old male teacher in his fourth year of teaching and is involved in giving extra lessons to his learners after school hours. He is permanently employed at the school.

DO07OC is a 28-year-old male teacher in the third year of his teaching career. He gives extra lessons to his grade 12 learners after school hours and is involved in multiple committees at the school. He is also the participant with the highest qualifications. He is permanently employed at the school.

NO15NO is a 35-year-old female teacher in her fifth year of teaching. She is involved in two committees at the school and is a level one teacher. She is not permanently employed at the school and is required to reapply for her position every six months.

In summary, the participants for this study fell within an eleven year age range with the youngest participant at age 24 and the oldest at age thirty 35. Of the six participants, four were male and two female. The youngest participant was in his second year of his teaching career while two participants were in their third year of teaching and a further two were in their fifth year of their teaching careers. Five participants are permanently employed and one is employed on a temporary basis

4.2.5 Methods of Data generation

4.2.5.1 Screening Questionnaire

Quantitative data was generated first through the administering of a screening questionnaire. A screening questionnaire is a research instrument consisting of a series of questions intended to gather information from respondents. The questionnaire included open- and closed-ended questions. Participants from both schools were handed the questionnaire simultaneously approximately one month before the first interview was conducted. Participants were requested to complete questionnaires in their private time and they were identified by a personalised code (please see Annexure 5 for code information). Arrangements were made to retrieve questionnaires from respondents and these were returned at intervals as and when respondents indicated that they had completed them. All participants filled in the questionnaire, resulting in a 100% response rate. Please see Annexure 5 attached for a detailed schedule of the biographical questionnaire

Assessment of Commitment and related concepts

Short scales on measuring the affective and normative commitment of participants were included in the questionnaire based on existing measuring instruments (e.g., Allen & Meyer, 1990). Selected scales from the Organisational Commitment Questionnaire (OCQ) of Meyer and Allen (1990) were included. Eight items from the OCQ (Meyer & Allen, 1990) were used to assess the affective component of organisational commitment (For example: *I enjoy discussing my school with people outside it/ I would be very happy to spend the rest of my career with this school.*). All responses were coded on a 5-point-Likert-type scale ranging from 1= strongly disagree to 5= strongly agree. Reverse coded item scores were reverse adjusted accordingly.

Three of the items assessing affective commitment were reverse coded. Cronbach's Alpha for this scale was inappropriate, thus further analyses were conducted to assess the internal consistency of this scale. The scale was broken down into two subscales:

Five items from the affective commitment instrument formed one scale and are referred to in the study as affective commitment 1 (Acom1; for example: *I feel like part of the family at my school/ I would be very happy to spend the rest of my career with this school*). Cronbach's Alpha for this

subscale was .59 which is low but acceptable considering the small sample size. Three items from the affective commitment instrument formed a second subscale and are referred to in this study as affective commitment 2 (Affective commitment 2; for example: *I really feel as if this school's problems are my own/I feel a strong sense of belonging to my school*). Cronbach's alpha for this subscale was .85.

Seven items from the OCQ (Meyer & Allen, 1990) were utilised to assess the normative commitment component of organisational commitment. (Examples of items assessing normative commitment: *I was taught to believe in the value of remaining loyal to one school/ I think that teachers these days move from school to school too often.* (Meyer & Allen, 1990)). Two of these items were reverse coded and read as follows: *Jumping from one school to another seems unethical to me/ I believe that a teacher must always be loyal to his/her school* (Meyer & Allen, 1990). Cronbach's Alpha reliability was at .67. Responses were captured on a Likert-type scale ranging from 1= strongly disagree to 5= strongly agree. Reverse coded item scores were reverse adjusted accordingly.

Three items extracted from the Copenhagen Psychosocial Questionnaire COPSOQ (Pejtersen *et al.*, 2010) to assess commitment to the workplace (item example: *Do you enjoy telling others about your place of work?*) Participants' responses ranged from 1= to a very small extent to 5= to a very large extent.

In addition, selected scales from the Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker, 2003) were utilised to assess work engagement with its three components of vigour, dedication and absorption. Cronbach's Alpha for work engagement was at .95 which indicates a ... reliability of the overall scale. The three items measuring vigour (e.g. "At my work I feel bursting with energy") showed acceptable to good internal consistencies: Cronbach's Alpha .62, four items assessing dedication (e.g. "I am enthusiastic about my job") – Cronbach's alpha .82 and three items assessing absorption (e.g. "I am immersed in my work") – Cronbach's alpha .86, were included in the questionnaire. Items were arranged in a Likert-type scale type pattern and respondents were required to provide responses ranging from 1= never/hardly ever to 5= always. Four items assessing job satisfaction: For example: *How pleased are you with your work prospects?* Respondents provided responses according to a Likert- type scale ranging from 1= not relevant to 5= very satisfied.

Assessment of Working Conditions at School

Selected scales from the Copenhagen Psychosocial Questionnaire (COPSOQ) of Pejtersen *et al.* (2010) to assess psychosocial factors in the workplace involved:

Job demands: Four items assessing quantitative demands (item example: *Is your work unevenly distributed so it piles up?*) Five items assessing cognitive demands, example, *Does your work require that you remember a lot of things?* Respondents responded to a Likert style scale ranging from 1= to a small extent to 5= to a very small extent. Three single items assessing job demands related to learner discipline and the impact on productivity in the classroom. For example: *Overall, how many hours do you work in an average week/ What percentage of your lessons are uninterrupted by students? What percentage of your lessons can you finish as planned?*

The study is immersed in the JD-R model of Bakker and Demerouti (2014) and is influenced by studies conducted by these protagonists and others on the relationship between job demands, job resources and organizational and work engagement. These studies point to job demands as being those aspects in the workplace involving “emotionally demanding interactions with clients or customers,” (Baker & Demerouti, 2014, p. 12). For educators, it is conceivable to conceptualise our clients as being the learners we teach. Studies done by Bakker *et al.* (2007) have pointed to and consistently identified pupil disruptive behavior as a major cause of psychological strain among teachers (Hakkenen, Bakker & Schaufeli, 2006). These theoretical factors have influenced this study to focus on lesson interruption as a job demand which possibly influence the organizational commitment of ECTs.

Job resources: Four items assessed the influence of employees in the workplace. For example: *Do you have a large degree of influence concerning your work?* Respondents were required to provide responses ranging from 1= seldom to 5= never/hardly ever. Support from colleagues was assessed. For example: *How often do you get help and support from your colleagues?* (Cronbach's alpha= .90). Three items assessed support from superiors. For example: *How often is your nearest superior willing to listen to your problems at work?* (Cronbach's alpha= .88). Three items assessed social support in the workplace. For example: *Is there a good atmosphere between you and your colleagues?* (Cronbach's alpha= .73). Respondents provided answers

according to a Likert style scale ranging from 1= seldom to 5= never/hardly ever. Three items assessed meaning of work. For example: *Do you feel that the work you do is important?* (1= to a very small extent – 5= to a very large extent). Six items assessed possibilities for development. For example: *Do you have the possibility of learning new things through your work?* (1= to a small extent- 5= to a very small extent). Four items assessed recognition. For example: *Is your work recognised and appreciated by the learners?* (1= to a small extent- 5= to a very small extent).

Assessment of Strain

In an effort to corroborate and correlate the findings of this study with those of similar studies conducted, items of the Maslach Burnout Index General Survey (MBI-GS, Maslach *et al.*, 1986) were included in the questionnaire. Five items assessed emotional exhaustion. For example: *I feel emotionally drained from my work.* (Cronbach's alpha = .72).

Three items assessed cognitive irritation. For example: *I get irritated when others approach me.* Three items assessed emotional irritation. For example: *Even at home I often think of my problems at school.* (Cronbach's alpha= .88). (Irritation Scale, Jacobshagen *et al.*, 2009). Respondents provided responses according to a Likert style scale ranging from 1= never/ hardly ever to 5= always

Assessment of Demographic Information

Single item scales were assessed as part of the screening questionnaire. Items included were: tenure ("How long have you been a teacher?"), age, gender, home language, teaching phase (GET/FET) and post level. Participants were also assessed in terms of the co-curricular and extra-curricular activities they are involved in and committees they serve on. Academic and professional qualifications and Tertiary Institution at which qualifications were obtained were also included and assessed.

4.2.5.2 Semi-structured interviews

Qualitative data were generated through semi-structured interviews. Interviews are a source of descriptive and ‘rich’ data. Semi-structured interviews allow for an informal setting in which questions can be repeated and explained by the researcher. Interview questions were open-ended to invite rapport between the researcher and participants. Participants were asked for their consent for the interview to be recorded before starting the interview.

To ease participants into the interview session, participants were asked to share some of their experiences when they first arrived at their respective schools. In order to ascertain how committed ECTs were, participants were asked three sets of questions. The first set aimed at assessing factors contributing to participants’ affective commitment, (*“What are some of the things which make you feel at home at your school and drive you to go the extra mile?”/“What are some of the things that cause you distress?”/“Do you identify with the values and goals of the school?”*)

The second set was asked to explore factors contributing to participants’ continuance commitment. (*“If you were offered more money to teach at another school, would you accept the offer? Please elaborate.”/“If a promotion post became available at another school, would you consider moving to that school? Please elaborate.”*)

The third set of questions aimed at understanding factors contributing to participants’ normative commitment. (*“Do you think that it is good for an individual to show loyalty to their school or is it okay to move from school to school? Please elaborate.”*)

In order to explore participants’ perceptions of development at schools, a fourth set of questions were asked. (*“Do you think it is possible for schools to be developed without material resources? Please elaborate”/“What are some of the things you do to develop your school?”*). Please see Appendix D for details on the full semi-structured interview schedule.

Interviews were conducted either at the respective schools after school hours when learners had vacated the premises or at the home of the participant at their request. The duration of each interview differed from one participant to the next due to prevailing circumstances. The shortest interview conducted lasted 18 minutes with the longest interview continuing for a period of approximately 30 minutes (average: 24 minutes).

Six interviews were conducted over a period of three months due to availability of participants and efforts to synchronise schedules. As the sole interviewer, the researcher attempted to accommodate the participants through regular contact to ascertain availability of participants to conduct the interview uninterrupted. All interviews were conducted outside of school hours at classroom venues at the respective schools. Please see Annexure 4 for a detailed interview schedule.

4.2.6 Data Analysis

In mixed-method research analysis, an amalgamation of statistical and thematic techniques combined with other uniquely mixed-method techniques evolve (Tashakkori & Teddlie, 1998). Typically, mixed-method researchers utilise both inductive and deductive analysis techniques in a characteristic cycle referred to as the inductive–deductive research cycle (Tashakkori & Teddlie, 1998). Movement from inductive to deductive inferences and vice versa is fluid and can occur at any time and at any point in the analysis (Tashakkori & Teddlie, 1998).

This section of chapter four outlines how quantitative data were analysed to obtain descriptions of each of the components of organisational commitment, workplace commitment and related concepts (i.e., work engagement, job satisfaction), as well as conditions at school (i.e., job demands, job resources) as well as the strain levels (i.e. burnout, irritation) of the ECTs. The chapter continues with an explanation of how qualitative data was analysed through thematic analysis to arrive at the four main themes.

4.2.6.1 Quantitative Data Analysis

Prior to data analysis, the investigator made an attempt to clean the generated data. This process involves random screening of statistical quantitative data to detect any anomalies and inconsistencies to improve quality of the data (Rahm & Do, 2000). This was done by manually screening the sequence of items contained in the questionnaire to ensure that they had been correctly captured sequentially into the SPSS 25.0 (IBM Corp. Released 2017). A screening check was done to ensure that any missing data from the participants' completed questionnaires were correctly captured in the SPSS (IBM Corp, 2017). As a small sample was used, participants obliged in completing the questionnaires in full and there were no data missing.

At first, internal consistencies (Cronbach's Alpha) of study scales were analysed. Second, Means, Minimum, Maximum and Standard Deviations were calculated for study scales as well as for demographic information.

This was followed by inferential statistics calculating bivariate Pearson correlations between study variables, using SPSS 25.0 (IBM Corp. Released 2017).

4.2.6.2 Qualitative Data Analysis

An inductive reasoning approach was used to analyse transcribed data from the semi-structured interviews. According to Pope, Ziebland and May (2000, p. 114), "qualitative research uses analytical categories to describe and explain social phenomena." These categories or themes were arrived at through an inductive process which suggested that interview transcripts should be read repeatedly and analysed until the themes gradually emerge from the data, (Pope, Ziebland & May, 2000). All interviews were recorded using the audio devices of two cellular phones which were fully charged before each interview and the devices checked for full functionality before each interview. The recorded interviews were manually transcribed word-for-word and line-for-line for each recording and typed transcriptions for each interview were generated. Analysis of each interview transcription was completed separately. I began by manually highlighting responses of each participant that were relevant to the main research questions. Using the main research questions as a template, I created categories for the participants' responses, for example: affective commitment, normative commitment, job demands and resources, etc. This exercise was followed by an attempt to compare and contrast the responses of each participant to ascertain commonalities and differences. Commonalities and differences were then categorised in an effort to detect emerging patterns. An analysis of these patterns was completed in order to arrive at the main themes. Data were shared with fellow researchers for analysis to ascertain whether they arrived at similar patterns and themes or not.

4.2.7 Triangulation of results

To match data from both sources (questionnaire and semi-structured interviews), individual codes were used which were created by the ECTs to ensure confidentiality and to protect the identity of participants. Instructions for the compiling of these codes were included on the front cover of each questionnaire and were the same for each participant. These instructions were compiled by the researcher. Completed questionnaires from each participant were linked with their interview transcripts to ensure that quantitative data for each participant was correctly matched with their qualitative data.

This research project views the phenomenon and the research problem in a very serious light. The reality for many ECTs in the province of Kwa-Zulu Natal is that they are likely to begin their teaching careers at under-resourced schools. Thus, this project sought to place the phenomenon under the proverbial microscope, and to interrogate the phenomenon from multiple angles to produce results which are valid. The decision to utilise triangulation of quantitative and qualitative data to corroborate findings from multiple sets of data was based on the belief that this approach may shed more light on the phenomenon.

The desire to produce results which are valid and accurate is of paramount importance. This goal is enhanced by examining the phenomenon through multiple lenses. In a similar way, Jick (1979, p. 602) asserts that “organisational researchers can improve accuracy of their judgments’ by collecting different kinds of data bearing on the same phenomenon.” Furthermore, Bouchard (1976, p. 268) concurs that “the convergence or agreement between two methods enhances our belief that the results are valid and not a methodological artefact.” Granted that these findings may be viewed as outdated, recent input by Heale and Forbes (2013) have arrived at similar findings. According, to these scholars, triangulation provides an opportunity to utilize more than one approach to research a phenomenon with the objective being to increase confidence in the findings (Heale & Forbes, 2013). In addition, the integration of findings from at least two rigorous approaches provides for a more comprehensive picture of the results that either quantitative or qualitative approaches alone could not achieve (Heale & Forbes, 2013). The use of triangulation strategies allows for three possible outcomes in terms of results, namely, results could converge, complement each other or diverge. Convergence of results increase validity whilst complimentary results allow for different aspect of the phenomenon to be highlighted

(Heale & Forbes, 2013). Mindful of the extra effort required to negotiate multiple sets of data, the potential benefits makes the effort worthwhile. The benefit of triangulation lies in its exploitation of the strengths of quantitative and qualitative methodologies. Additionally, Jick (1979, p. 604) claims that “although it has always been observed that each method has assets and liabilities, triangulation purports to exploit the assets and neutralise, rather than compound the liabilities.”

The possibility exists that research may have the potential to expose unexpected yet welcome findings. This project sought to steer enquiry in that direction since this potential is heightened by triangulation. Unexpected results have the potential to shed further light on the phenomenon which is the aim of research. Similarly, Jick (1979, p. 604) proposed that “divergent results from multi-methods can lead to an enriched explanation of the research problem.” An in-depth triangulation of selected quantitative and qualitative results of participants is included in chapter five and will, consequently, not be dealt with comprehensively here

4.2.8 Validity, Reliability, Trustworthiness and Rigour

The research process involves willing participants who have been informed of the purpose and methodologies of the process. They agree to participate in the research based on assurances given by the researcher. Consequently, the researcher has a responsibility to maintain validity and credibility. Morse, Barret, Mayan, Olson and Spiers (2002) are more direct in their analysis of the research process, “without rigour, research is worthless, becomes fiction, and loses its utility” (p. 13). Lincoln and Guba (1985) identified four components of trustworthiness, namely, credibility, transferability, dependability and confirmability. My research has been supervised throughout, and regular debriefing sessions were held to ensure credibility. Lincoln and Guba (1985) recommend research audits to ensure dependability. An audit of my project was undertaken by a fellow researcher in which my findings and my interpretation thereof were compared to the data I had generated. This exercise promotes dependability.

During data analysis, I enlisted the voluntary services of peers during the open coding of raw data. The purpose of this exercise was to compare the categories I had arrived at to those determined by a fellow researcher. According to Lincoln and Guba, this practice is called intercoder reliability and is dependent on like-minded individuals who have specific interests engaging in member checks of research projects, (Lincoln & Guba, 1985). As a novice researcher I ensured prolonged and intense exposure to the phenomenon of organisational commitment to ensure that when I engaged with participants during interviews, I was mindful of the potential for participants to produce responses which are contrived and socially desirable, (Baxter & Jack, 2008). Besides, the generation of data through multiple methods necessitated a triangulation of data generated through interviews and questionnaires. This collection and comparison of data enriches the quality of data generated (Knafl & Breitmayer, 1989).

To ensure validity interview transcripts were returned to participants so that they could ensure accurate transcription of the interview sessions. As the interviewee, I made every effort to confine myself to the research questions outlined in the research instruments. Due to the relatively small sample size, generalising of findings was not done. Similarly, Leung (2015) agrees that qualitative research conducted on a specific phenomenon within a particular context does not require generalisability as an attribute. Dependability was ensured by comparing my findings with other research done in this field by Field and Buitendach (2012).

Instruments used for the measurements included commitment OCQ, (Meyer & Allen, 1990), work-related experience, COPSOQ, (Pejtersen, *et al.*, 2010), work engagement UWES, (Schaufeli & Bakker, 2003), and strain Irritation scale, (Jacobshagen *et al.*, 2009) These were some of the most commonly used and validated instruments. This deliberate selection of measuring instruments ensured construct validity which Bertram and Christiansen (2014, p. 186) describe as the “extent to which the instrument and data collection methods do indeed measure the construct they are supposed to measure.”

4.2.9 Challenges during Data Generation

At the outset of the research project, I occupied the position of Deputy Principal at school 2. I had successfully conducted research at the school as an honours student and had enlisted the assistance of individuals at the school as participants in a project as part completion of my honours research project. As Deputy Principal I informed the Principal of my intention to conduct the study, informing him of the nature and title of the study and gained gatekeeper consent. Participants were selected and informed of the nature of the study and consent was sought for their participation. Aware of the position of authority I held at the school and mindful of the impact this could potentially have on the project in terms of data generation, I embarked on a process of full transparency with regard to the nature and purposes of the study. Emphasis was placed on confidentiality and the fact that all data generated would not impact positively or negatively on their positions and functions at the school moving forward. This exercise was facilitated by the fact that I had served as a liaison mentor for student teachers who had completed their practice teaching at the school and had subsequently joined the school as newly qualified teachers. I had also served as a mentor to ECTs arriving at the school after completing their studies. Thus, despite my position of authority within the school, I had gained the trust of many of the ECTs who participated in this study. Nevertheless, this fact was not taken for granted and all ethical protocols were observed throughout the study.

However, soon after defending my proposal for this study, I vacated my position as Deputy Principal and left the teaching profession. Thus, at the time of data generation at participating schools, I had been away from my position of authority for a period of nine months and

participants were fully aware that I had left the teaching profession. My observation as a researcher returning to his former school to conduct research was that participants tended to participate with gay abandon and often spoke with more passion and freedom during interviews compared to participants from school 1. Interview sessions with participants from school 2, all of whom were familiar to the researcher, tended to go on for longer as participants often deviated to topics not included in the interview schedule whilst sessions with participants from school 1, all of whom were not as familiar to the researcher, tended to be shorter as participants gave concise responses to interview questions.

Interview sessions with participants often had to be postponed as the researcher had to accommodate the changing schedule of participants from two schools. The interview of participant **NO15NO** was conducted during a school holiday at the home of the participant at his request. The interview was interrupted on two separate occasions by the participants' young son and his friends. This, however, did not prevent the interview from being conducted successfully. The interviews began towards the end of the second school term which included the conducting of examinations at both schools. This caused delays in the completion of interviews. Furthermore, the interviews were further delayed by the commencement of the school holiday at the end of the school term and had to be resumed at the beginning of the new term at the request of participants.

4.3 Chapter Summary

The conducting of research projects focuses on and is dependent upon a variety of factors which are clearly stated by the researcher conducting the study. Ultimately, the entire process hinges on the selection and manipulation of the methods and techniques utilised during the research process. Mixed methods research presents unique challenges since the researcher alternates between quantitative and qualitative techniques which are characteristically prescriptive whilst also incorporating techniques which are uniquely mixed method. Ultimately, the desire to shed as much light as possible on a particular phenomenon is what drives the process and it provides the rationale for the use of mixed method research which offers a platform for achieving this objective. Caracelli and Graham (1989) likewise identified several purposes for selecting mixed method research including seeking triangulation and corroboration of results from different methods of studying the same phenomenon.

This chapter sought to identify and motivate for the utilisation of mixed method research used to generate and analyse data. It also sought to identify and motivate for the use of the pragmatic paradigm to guide the methodology, and to identify and motivate for the utilisation of a case study approach for this study. The chapter closed with an inclusion of steps to ensure validity, reliability, trustworthiness and objectivity for both quantitative and qualitative strategies utilised in the study. The dissertation will continue with an overview of the quantitative and qualitative results obtained.

Chapter Five – Results

5.1 Introduction

Quantitative and qualitative results were analysed sequentially. This chapter will outline descriptive results of affective and normative components of organisational commitment as well as workplace commitment and related concepts (e.g. work engagement), followed by a descriptive analysis of working conditions of ECTs and their strain levels (e.g., burnout). Bivariate Pearson correlations of affective and normative commitment with the other related concepts, working conditions and strain of ECTs are also included in this chapter.

5.2 Quantitative results

5.2.1 Descriptive Results of Affective, Normative and Workplace Commitment

To address Research Question 1, descriptive analyses were conducted to assess the affective and normative commitment levels of ECT's. As indicated in table 5.1, analysis of the internal consistencies of the commitment scale showed that this scale split into two subscales. The results for the two new subscales are presented below.

Participants displayed moderate to slightly elevated levels of affective commitment according to the affective commitment 1 scale. The affective commitment 2 scale produced results indicating slightly higher levels of this variable. (please see table 5.1 for details). Normative commitment levels of respondents are identical to their levels of affective commitment 2 levels.

Affective commitment 1 subscale assessed the personal commitment of participants and affective commitment 2 subscale assessed the commitment of participants to their schools.

Table 5.1:

Descriptive Results showing Internal Consistencies of Commitment.

	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Affective commitment 1	3.16	.40	2.75	3.75
Affective commitment 2	3.10	1.11	2.40	4.20
Normative commitment	3.10	.65	2.40	4.20
Work commitment	2.94	.57	2.00	3.67

Overall, normative commitment levels of respondents were at a moderate to slightly elevated level for the six respondents. Respondents' levels of workplace commitment were slightly lower than their affective and normative commitment levels (please see table 5.1 for details).

5.2.2 Exploratory Analysis of Affective Commitment

As outlined in the section on data analysis, the scale on affective commitment had to be divided into two subscales. To explore these further, exploratory analyses correlating these to related concepts were calculated (please see *table 5.6* and *table 5.7* for details of scale intercorrelations).

The difficulty in trying to establish a single scale for the affective commitment component prompted a review of the wording of the scale items from the OCQ (Meyer & Allen, 1990). In his article outlining some of the key measurement problems and challenges associated with this measuring instrument, Jaros (2007), argued that while all eight items measuring affective commitment targeted the organisation and tapped into the emotional attachment of participants, only one item implicitly mentions staying/leaving in its wording. Jaros (2007, p. 9) further pointed out that “all other items refer to positive feelings about the organisation.” The recommendation of the author was that “seven of the eight affective commitment scale items [should] be rewritten to explicitly tap concepts such as staying/leaving” (Jaros, 2007, p. 10).

A subsequent review of the wording of the eight items from the OCQ (Meyer & Allen, 1990) was used in this study which revealed that the wording of the items forming affective commitment 1 focused more on the personal work experiences of participants and it was seemingly driven by a work experience antecedent. The wording of items forming the affective commitment 2 scale focused more on the school as an organisation and the emotional attachment of participants to their schools.

This study argues that affective commitment 1 assessed the participants' levels of affective commitment in terms of their actual work experiences at their schools while affective commitment 2 assessed participants' emotional attachment to their respective schools as organisations. An analysis of the descriptive results given for these subscales in table 5.1 above ($M=3.16$, $SD=.40$ for affective commitment 1 and $M=3.10$, $SD=1.11$ for affective commitment 2) suggests that ECT's remain fairly committed to their schools despite some work experiences

which are not necessarily positive. This conclusion is arrived at by comparing the maximum scores for each of these components. However, the wider standard deviation of affective commitment 2 suggest that experiences and commitment levels of ECT's are varied. Notwithstanding all of these facts, the small sample size is restrictive and prevents generalisation of results.

Of particular interest to the researcher were the almost identical scores of participants for levels of affective commitment 2 and normative commitment of ECT's. The close correlations of affective and normative commitment are well documented (Allen & Meyer, 1990; Jaros, 2007). The normative commitment component is an indication of an individual's moral obligation to remain loyal to their organisation (Allen & Meyer, 1990) and the affective commitment 2 subscale, according to this study, is driven by the individuals' emotional attachment to their organisation. The tentative implication of this result is that participating ECT's are more morally obligated to their schools rather than to their actual duties that they perform at their schools. This can only be a tentative implication due to the small sample used in this study.

In correlation with related concepts, the only significant result with regard to either affective commitment 1 or affective commitment 2 was in relation to the negative relationship between affective commitment 2 and the number of hours worked in a week by ECT's.

To lay the foundation for Research Questions two and three, the levels of factors potentially influencing affective and normative commitment were assessed, i.e. job demands, job resources and strain or wellbeing indicators. Responses of participants varied greatly with regard to components of job resources (i.e., recognition, support from superiors). The job demands placed on ECT's are seemingly offset by the resources they are exposed to in the form of support and recognition and this is also reflected in the description of strain and wellbeing of participant ECT's.

5.2.3 Descriptive Results based on Working Conditions of ECTs

To address Research Questions two and three, specific job demands and resources were investigated. A descriptive analysis of these factors is presented below:

Descriptive Results based on Job Demands of ECTs

Cognitive demands placed on ECT's at these participating schools are higher than quantitative demands (for details, please see Table 5.2). The slightly elevated affective and normative commitment levels of ECT's suggest that they are performing at slightly elevated levels at their schools. This implication is supported by a maximum of 45 hours per week worked by some respondents with 22 hours being the minimum number of hours worked by some ECT's per week. Additionally, 84% of ECT's have reported to having between 60% and 90% of uninterrupted lessons taught per week. A total of 16% of respondents, however, have reported a fairly low figure of 40% of their lessons which are uninterrupted in the week. A distinction was made for respondents between constructive interruption where learners were possibly seeking clarity and further explanation, and disruptive interruption where learners were engaged in unnecessary movement and asking of irrelevant questions

Table 5.2

Descriptive Results based on Job Demands of ECTs at under-resourced schools.

	Min	Max	<i>M</i>	<i>SD</i>
Quantitative demands	2.67	4.00	3.31	.45
Cognitive demands	2.50	4.50	3.42	.80
Overall, how many hours do you work in an average week	22	45	31.20	9.44
What percentage of your lessons are uninterrupted by students?	40	90	64	18.17
Which percentage of your lessons can you finish as planned?	60	80	66	8.94

All respondents were completing well over half of their lessons every week with minimums of 60% and maximums of 90% of lessons completed per week. Again, this shows that responses of the participants varied greatly.

Descriptive Results based on Job Resources of ECTs

The descriptive results for job resources indicate a fairly wide range of experiences for ECT's at the participating under-resourced schools (please see Table 5.3 below). Job resources were perceived by all of the participating ECT's as those factors which are obtained through financial means and/or refer to material instruments which facilitate teaching and learning. The implications of this within the context of this study, is that little or no acknowledgement is given to the personal resources available to ECT's which have the capacity to influence their levels of commitment and engagement. Given the small sample of this study, these implications cannot be extended beyond the context of this study.

Table 5.3:

Descriptive results based on Job Resources of ECTs at the two under-resourced schools.

	Min	Max	<i>M</i>	<i>SD</i>
Meaning of work	3.50	4.50	3.83	.41
Possibilities for development	2.50	4.50	3.25	.76
Recognition	1.25	4.50	3.17	1.35
Influence	1.75	3.75	2.75	.82
Support from colleagues	2.33	5.00	3.39	.95
Support from superiors	2.00	5.00	3.11	1.15
Sense of community at work	2.50	4.50	3.58	.74

Recognition and support from colleagues, superiors and the social community at work were all at above average levels with some participants reporting maximum positive scores for support from colleagues and superiors and these were the only maximum scores recorded in responses to the entire questionnaire. However, the recognition and influence of ECT's at their schools is inconsequential in some cases, according to these results. Interestingly, the experiences of ECT's are varied (Recognition, $SD=1.35$, Support from colleagues, $SD=.95$, Support from superiors, $SD= 1.15$) with a strong variance between the two schools. Recognition and influence seems to be acquired individually at participating schools and thus the experiences of individuals at the same school showed variance. Participants from school 1 had indicated that they had experienced an induction when they first arrived at the school while participants from school 2 were not given an induction and had to find their own way in the school.

Further comparisons of ECTs from both schools indicated that participants from school one seemingly receiving higher levels of recognition and support from their superiors than their counterparts from school two. Noting the high standard deviations in the data (especially for experience of recognition at the school and support from superiors), data distribution was further explored using scatter plots. *Figure 5.1* and *Figure 5.2* below shows scatter plots depicting the variance in ECT's experiences with regard to the level of recognition and support respectively, they receive at their schools.

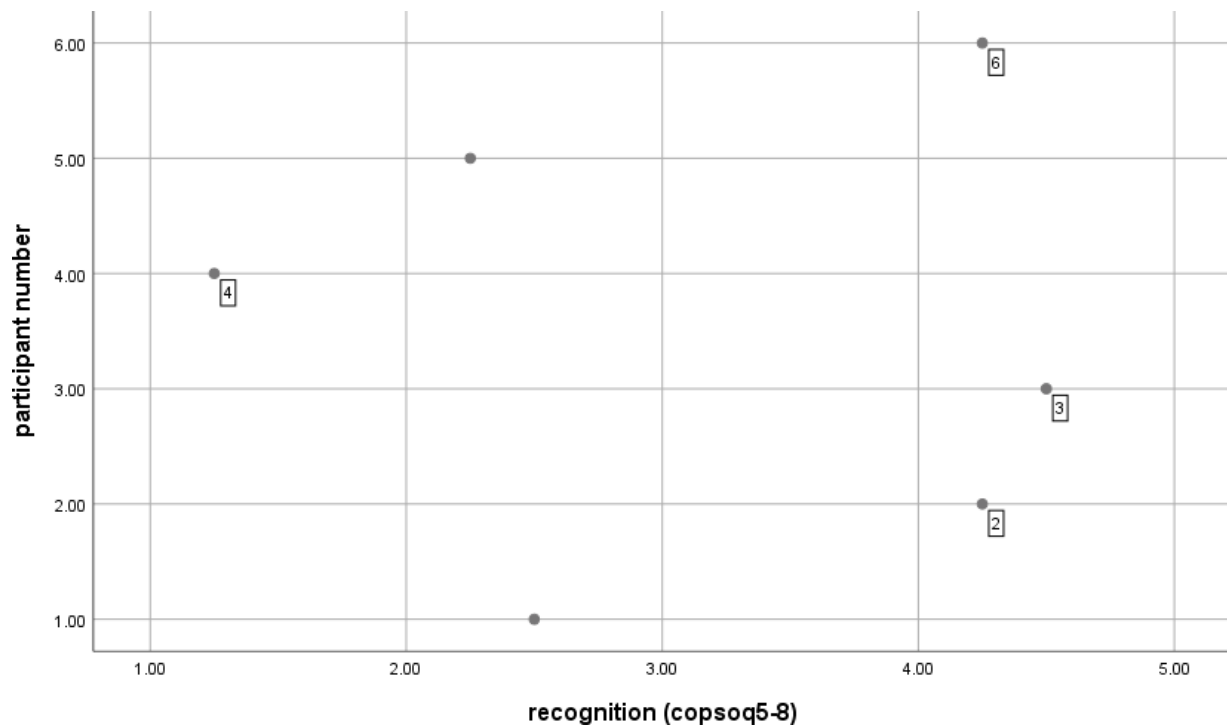


Figure 5.1 Scatter plot of participants' responses based on Recognition (job resources). Numbers within squares indicate participant numbers.

The figures within the squares indicate participant numbers with participants 3 and 6 being ECT's at school 1 and participants 1, 2 4 and 5 being ECT's at school 2. The overall support given to ECT's at participating schools is fairly high and possibly influences the levels of commitment reported earlier and their capacity to work long hours and finish over 60% of their lessons as reported earlier.

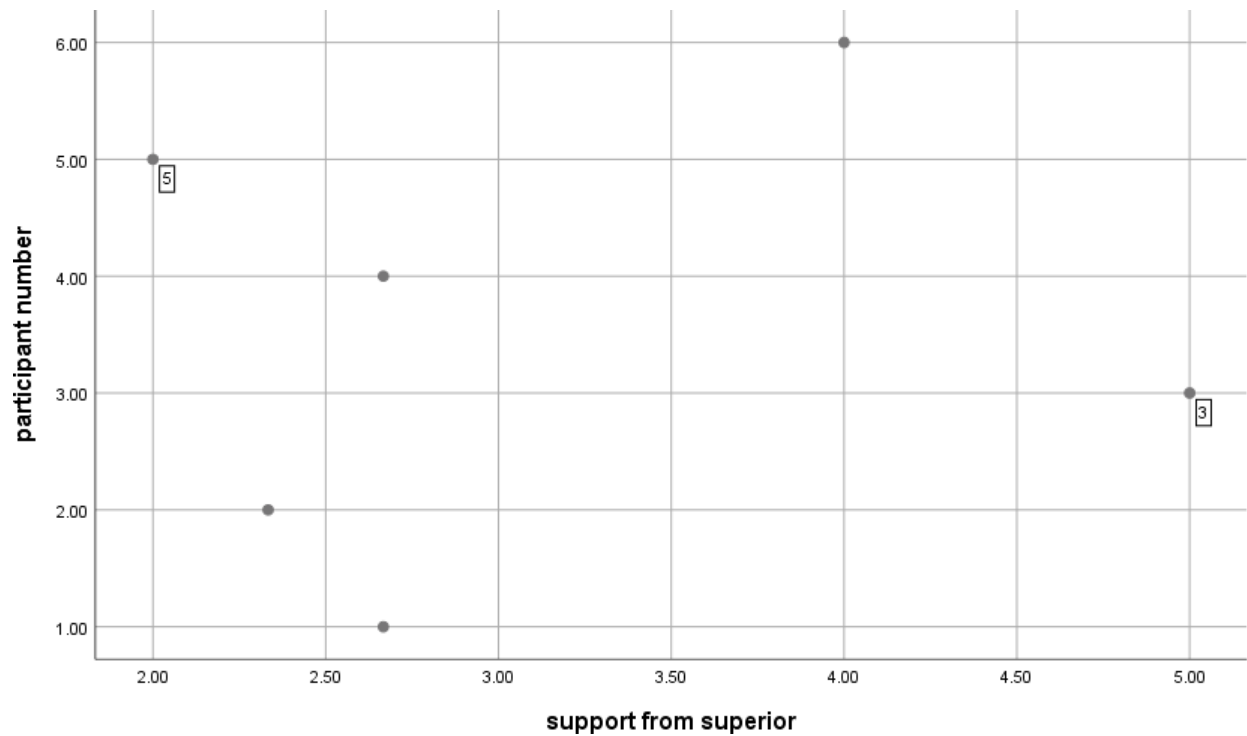


Fig. 5.2. Scatter plot of participants' responses based on support from superior (job resource, numbers in boxes refer to participant numbers).

Both scatter plots reveal interesting results. Participants three and six received higher levels of recognition at school one whilst participants one, two, four and five from school two show a greater variety of experiences in terms of recognition at their school. The response from participant two is most interesting in that this participant from school two reveals fairly high levels of recognition but low levels of support from superiors. This is possibly an indication of being recognised by colleagues but not necessarily by superiors. Overall, the varying experiences of teachers from school's one and two are noted and are the focus of triangulation of quantitative and qualitative results which are presented in chapter six of this study. Specifically, the scatter plots showing recognition and support from superiors are included to highlight aspects of transformational leadership as possible factors contributing to the affective and normative

commitment of ECT's. Of equal importance are the contrasting experiences of participants three (school one) and five (school one). Triangulation of quantitative and qualitative results is an important aspect of this mixed-methods study. The responses of participants three and five were particularly interesting and are thus, a specific focus of this study.

In summary, results for workplace conditions, including job demands and job resources, indicate that ECT's involved in this study endured elevated job demands with cognitive demands slightly higher than quantitative demands. Despite this, these ECT's were getting through an average of 31.20 hours of work per week and had an average of 64% of their lessons uninterrupted by learners and were able to complete an average of 66% of their lessons per week. Possible reasons for the moderate to slightly elevated performance levels of these ECT's could be attributed to above average levels of recognition and possibilities for development at their schools. Coupled with these positive experiences are the elevated levels of support by colleagues and superiors given to some ECT's at their schools. However, the experiences of participant ECT's were varied with regard to recognition and the support they received from superiors.

5.2.4 The strain and wellbeing of ECTs

Another set of factors, which may potentially influence the commitment levels of ECTs are related to their levels of strain and wellbeing. As indicators for strain, ECT emotional exhaustion and irritation levels were included in the study. Work engagements as well as job satisfaction were included as indicators for ECT wellbeing.

On an individual level, three components of the burnout and strain that ECT's are subject to , cognitive irritation, emotional irritation and emotional exhaustion. Results indicate that these ECT's were experiencing vastly different levels of cognitive and emotional irritation at their schools. Considering that minimum scores represent low levels of strain according to the Likert-style scores for these items of strain, indications are that strain levels of these ECT's were at acceptable levels when they were subject to the means for irritation and exhaustion. These results are congruent with the slightly elevated affective and normative commitment levels reported

earlier but contrast with the job demands which were expected to increase levels of strain amongst ECT's.

Table 5.4.

Descriptive results of the strain levels of ECT's.

	Min	Max	<i>M</i>	<i>SD</i>
Cognitive irritation	1.00	4.33	2.28	1.10
Emotional irritation	1.00	4.00	2.33	1.03
Emotional exhaustion	2.20	4.00	2.90	.80

Data for three components of work engagement of ECT's were generated, namely for Vigour, dedication and absorption. Results for ECT's at the two participating schools indicate maximum levels of vigour, dedication and absorption which were all higher than the reported levels of affective, normative and workplace commitment. Elevated maximum and mean levels suggest that these ECT's are dedicated, absorbed and display vigour in carrying out their duties at their schools. Results are shown in *Table 5.4*. Participant ECT's were highly engaged at their schools despite the job demands they were facing. Levels of dedication and absorption were elevated and this was unexpected especially considering that this dedication was not apparently matched by similar levels of job satisfaction indicated in *table 5.5* below:

Table 5.5.

Descriptive results: Work engagement

	Min	Max	<i>M</i>	<i>SD</i>
Work engagement	2.80	4.40	3.53	.63
Vigour	2.33	4.33	3.00	.76
Dedication	3.00	4.75	4.00	.72
Absorption	2.33	4.67	3.44	.81

Levels of job satisfaction for respondents from the two participating schools were at moderate levels (for details, please see *Table 5.6*).

Table 5.6.

Descriptive results: Job Satisfaction

	Min	Max	<i>M</i>	<i>SD</i>
Job satisfaction	2.00	4.00	3.00	.67

In summary, descriptive results for strain indicate that participant ECT's experience below moderate levels of cognitive and emotional irritation and emotional exhaustion despite the slightly elevated levels of job demands reported earlier. Nevertheless, experiences of participant ECT's were greatly varied.

Overall descriptive analyses indicate that that affective and normative commitment levels of participant ECT's are at slightly elevated levels with their workplace commitment levels slightly lower. Participants ECT's remained fairly dedicated and absorbed at their schools and are moderately satisfied with their jobs.

For the purposes of this study, affective commitment of these ECT's was assessed on two levels, namely, affective commitment 1 which assessed the levels of ECT's affective commitment in terms of their work experiences and affective commitment 2 which assessed affective commitment levels of ECT's in terms of their emotional attachment to their schools. Results indicate that participant ECT's were more committed to their schools than they were to their work. Levels of ECT's normative commitment and affective commitment 2 were similar indicating that ECT's were more morally obligated to their schools rather than to their duties and work experiences.

Despite elevated levels of quantitative and cognitive demands, participant ECT's performed at moderate to slightly elevated levels at their schools and completed above average hours of work per week. Participant ECT's experienced slightly elevated levels of recognition and reported good levels of support from both colleagues and superiors. However, experiences of ECT's in these areas varied greatly. The small sample size also limits the positive sentiment that can be gleaned from these reported levels.

The slightly elevated affective and normative commitment levels coupled with the elevated

levels of work engagement, recognition and support of colleagues and superiors possibly explains why levels of strain reported by participant ECT's were below moderate levels.

Considering all the above factors and directing them towards a response to research question 1 of this study, the researcher makes the following assumptions: ECT's at the participating schools are fairly emotionally attached and morally obligated to their schools despite having elevated quantitative and cognitive demands placed on them. Support of colleagues and superiors as well as a sense of being recognised and experiencing possibilities for development seemingly drive ECT's to these levels of commitment and dedication in the face of high job demands.

5.2.5 Inferential Analyses of Study Variables

To address Research Questions two and three regarding the factors contributing to the affective and normative commitment of these ECTs, the following inferential statistics point towards an influence of several factors (job demands, job resources, strain and wellbeing) for the different forms of commitment of these ECTs.

Workplace Conditions and Organisational Commitment

Significant results were revealed for job demands and normative commitment and shed light on the negative influence of quantitative demands on the normative commitment levels of these ECT's at their schools as well as the negative relationship that the number of hours worked has on the affective commitment of these ECT's. Overall, results indicate that cognitive and quantitative demands influence the organisational commitment of ECT's at participating under-resourced schools in a negative way.

To address research questions two and three, inferential statistics were calculated to assess the relationship between job demands, job resources, strain and work engagement factors at the workplace in relation to the affective and normative commitment levels of these ECT's. Pearson correlations between affective and normative commitment and job demands, job resources strain and wellbeing are reported in the tables below:

Table 5.7.
Intercorrelations between Job Demands and Organisational Commitment.

	1	2	3	4	5	6	7	8	9
1 Affective commitment 1	-								
2 Affective commitment 2	-.15	-							
3 Normative commitment	.34	.04	-						
4 Work commitment	.19	.63	.66	-					
5 Quantitative demands	-.47	-.13	-.82*	-.48	-				
6 Cognitive demands	.05	.52	.25	.13	-.38	-			
7 Hours worked in an average week	.67	-.93*	-.11	-.58	-.00	-.70	-		
8 % of uninterrupted lessons	.70	-.74	-.29	-.40	.37	-.90*	.84 [†]	-	
9 % of lessons finished as planned	.73	-.06	-.09	.23	-.06	-.88 [†]	.40	.59	-

Note: * $p < .05$, [†] $p < .10$.

It is not unexpected that work experiences of participant ECT's (Affective commitment 1) has a negative influence on the emotional attachment that these ECT's develop towards their school. It is not unexpected that quantitative demands negatively influence all components of commitment. Most of the correlations are non-significant (potentially due to the small sample size). The only significant correlation indicates a strong negative relationship between normative commitment and quantitative demands. The result indicates that high levels of quantitative demand are associated with low normative commitment of these ECTs. Interestingly, quantitative demands seem to have a far less negative influence on the emotional attachment of participant ECT's (small to moderate effects, non-significant).

The number of hours worked per week, which can be related to the workloads of these ECT's, had a negative influence on all components of the ECT's commitment except affective commitment 1 (work experiences). A significant negative result was found for the influence of this factor on the affective commitment 2 component. Thus, the more hours ECTs worked during a week, the lower was their affective commitment. Interestingly, the percentage of lessons completed and the percentage of their lessons which were uninterrupted (which can be related to learner discipline), influences all components of commitment negatively. Fortunately, for participant ECT's, they were able to complete well above 60% of their lessons per week and had more than 60% of their lessons being uninterrupted. Thus, the negative influences of this factor on their commitment levels were limited.

With regard to research questions two and three, quantitative demands are certainly a debilitating

factor which negatively influenced affective and normative commitment levels. However, these factors were not necessarily strong enough to influence these ECT's emotional attachment to their schools. The influences on the loyalty that these ECT's feel towards their schools are, however, seemingly strongly challenged by these factors.

Pearson correlations between job resources and organisational commitment were also explored. Results for these correlations are presented in *Table 5.7* below and will be expanded upon thereafter.

Table 5.8.
Intercorrelations between Job Resources and Organisational Commitment.

		1	2	3	4	5	6	7	8
1	Affective commitment 1	-							
2	Affective commitment 2	-.15	-						
3	Normative commitment	.34	.04	-					
4	Work commitment	.19	.63	.66	-				
5	Influence	.04	-.29	.34	.42	-			
6	Support from colleagues	.53	-.71	.57	-.12	.28	-		
7	Support from superiors	.27	-.63	.69	.11	.57	.91 [*]	-	
8	Social community	.44	-.08	.81 [†]	.57	.41	.42	.50	-

Note: * $p < .05$, [†] $p < .10$.

Pearson correlations of job resources with the affective and normative commitment components of organisational commitment indicate trends for a positive influence of support from colleagues, superiors and the social community on the normative commitment of these ECT's which indicates their loyalty to remain attached to their schools. These results are trends, which have not become significant. Another trend indicates the relationship of social community at work with normative commitment ($r = .81$, $p < .10$). This result points towards the role of experiences of social community at work for normative commitment.

Unexpectedly, affective commitment 2 correlates negatively with influence and support from colleagues and superiors. This is inexplicable and the benefit of selecting a mixed method approach presents an opportunity to explore what participants are saying in their interview responses to shed light on this outcome. The results reported with regard to the slightly elevated affective and normative commitment levels of these ECT's can be understood in relation to the

levels of support given to ECT's at their schools which buffer the negative effects of the job demands on the levels of commitment of these ECTs.

Intercorrelations between strain and wellbeing factors and the organisational commitment of these ECTs were also calculated (for details, please see table 5.9.).

Table 5.9.
Intercorrelations between Strain, Wellbeing and Organisational Commitment.

		1	2	3	4	5	6	7	8
1	Affective commitment 1	-							
2	Affective commitment 2	-.55	-						
3	Normative commitment	.61	-.65	-					
4	Work commitment	.58	-.97*	.65	-				
5	Job satisfaction	.62	-.19	.30	.23	-			
6	Work engagement	-.39	-.17	-.16	-.03	-.41	-		
7	Emo. Exhaustion	-.41	.83*	-.48	-.68	-.22	-.58		
8	Cog. Irritation	-.56	.10	-.56	-.56	-.90*	.25	.50	-
9	Emo. Irritation	-.15	-.92*	-.59	-.52	.19	-.48	.68	-.39

Note: * $p < .05$, † $p < .10$

A strong negative correlation of affective commitment 2 with workplace commitment is immediately evident from these results. Considering that affective commitment 2, for the purposes of this study, reflects the individual's emotional attachment to the organisation, this result suggests that commitment in the workplace does not necessarily translate into emotional attachment to the organisation. An interesting correlation between affective commitment 2 and emotional exhaustion is an unexpected result and will be discussed further in the next chapter. An interesting pattern in the results is the contrasting way in which affective commitment 2 correlates with job satisfaction, emotional exhaustion, cognitive irritation and emotional irritation as compared to correlations of these factors with affective commitment 1, normative commitment and workplace commitment. These results seem to suggest that the emotional investment made by participants in the workplace is linked with cognitive and emotional irritation and emotional exhaustion. Thus wellbeing of employees is negatively influenced. However, the actual workplace experience (affective commitment 1) of employees reduces these irritations and exhaustion factors and thus contributes more favourably to employees' wellbeing.

Cognitive irritation born out of the emotional investment made by employees further negatively influences job satisfaction of these employees particularly strongly as evidenced by the results in Table 5.9 above.

In summary, results based on workplace conditions indicate that job demands, and in particular, quantitative demands negatively influenced these ECT's moral obligation to remain attached to their schools. Yet, there is a positive influence of support from colleagues and superiors on the normative commitment levels of these ECT's. Results indicate that moral obligation to their schools increase when support is offered and this in turn could positively influence these ECT's emotional attachment to their schools.

The overall inferential analyses indicate that the commitment levels of these ECT's were positively and negatively influenced by factors within the workplace. The factors influencing commitment levels of these ECT's were seemingly related to job demands which negatively influenced these ECT's moral obligation to their schools and this had the potential to hinder development of the school. Factors connected to number of hours worked per week, which equate to workloads in the workplace, and the numbers of lessons interrupted by learners are amongst those that are responsible for this negative influence. On the other hand, factors related to job resources such as support from colleagues and superiors as well as the recognition given to ECT's and the perceived opportunities for development at the workplace are among those that positively influenced the commitment levels of these ECT's. Elevated commitment on an individual level had a positive spinoff for the organisations as a whole in that these ECT's are more likely to remain attached to their schools and, in turn, influence development at their schools.

Wellbeing of participant ECT's was influenced negatively by the emotional investments of these participants in their organisations. These effects were nullified somewhat by the actual work experiences of participant ECT's in the workplace. This is an interesting interplay between the two components of affective commitment exposed by this study and this will be explored further in the next chapter.

5.3 Qualitative results of organisational commitment of these ECT's

Qualitative data results for factors contributing to these ECT's affective commitment levels are followed by factors contributing to these ECT's normative commitment levels. Thereafter, data on participants' perceptions of development are presented. Thus, this section addresses research question two, three and four.

5.3.1 Organisational commitment of these ECT's - affective component.

The responses of participants in this section were in response to research question two related to factors contributing to the affective commitment of these ECT's.

Participants were asked three questions related to their emotional attachment to their respective schools. Responses of participants were varied even within the same school. Reasons given by participant ECT's mainly centre on opportunities for development which participants align with their desire to remain connected to their schools. Consider the responses and reasons of the following participants who are teaching at the same school and were asked whether they would consider taking the opportunity to teach at another school if given the chance:

I feel like life is about learning you know, and I don't feel like I've learnt all that I can learn at this school, For this reason, I don't think I'm ready to move on to a new school. I feel like I still have a few things to learn here. TH18AU.

Well, to be honest, I will basically take that opportunity to go to another school because, I believe that eh, sometimes [when] we change our environment, it's good for a person and, maybe I would be able to learn more in that particular school than[t] I've[[n]ever learnt in this current school. NO01JA.

Overall, participants' responses indicated that they were inclined to be more committed to the profession than to their respective schools, highlighted by the participants below. Some participants considered the costs associated with staying or leaving their schools:

If I'm given another school, I will say I will take it but it will depend if the discipline is more like this one, I wouldn't [if it wasn't] so I would rather stay here and continue because I know some of the children, I know how to talk to them rather than going to another school. NK25DE.

Yes, I would definitely move because no matter how much you love your current work environment but I think you need to grow and expand in your career. DO07OC.

Em, that's a tricky one. I'm very, very, very comfortable here despite some challenges that we face...I think I'm fine here. CK94MA.

Seemingly, the issue that matters to these participants is related to the discipline of learners which is related to job demands and participants are prepared to gamble with this aspect as a bargaining tool to decide whether they stay or leave. Participants also regard opportunities for development as an important factor influencing whether they stay or leave.

When pressed further to express whether there were any factors that made them feel at home at their schools and drove them to go the extra mile for the school, responses of participants centred largely on their relationships with colleagues.

And then what also drives me to feel in love with [this]school is the fact there are more than fifteen teachers my age, which are 26 and less, so we're more like friends now...you can relate your stories with them, you can go out with them during the weekend. CK94MA.

When I first came I thought that, it's only a place for you to go to work then after that you go home, but I found eh, friends which I could also call family you see, so we are, they

are the ones who make sure that um you see eh, I do want to come back to school you know, ja, because they support [me]... I wouldn't just like to leave them just like that.

NO01JA.

Okay, ja it's the friendship that we have in this school, so we work as a team that keeps us going because we work as a team, a collective, we do have peers friends as peers.

NK25DE.

Connections with learners and satisfaction gained from witnessing their progress is also a strong factor propping up the affective commitment of these ECT's evidenced by their responses regarding learners.

It's a lot about the children because I've gotten attached to some of them. I feel like um, feel like a parent to some of them. They are the ones that drive me to go the extra mile. That smile on their faces when they've done well and they come back and say, "miss look at my report, I passed your subject, "that for me is the most satisfying thing in my job.

TH18AU.

You see progress in the kids and the kids are also vibing with the progress, they understand you and you understand them and so you get that connection...that motivates you to go to school, to work hard. **NO15NO.**

At least one participating ECT could find no factor that drives them to go the extra mile for their school and lamented the fact that divisions amongst the staff members were responsible for these sentiments. Interestingly, however, the participant is seemingly still able to exert effort on behalf of the school.

There's nothing much that makes me feel at home when I'm at school, there's [the] issue of divisions, but even though there's that issue but I personally believe it doesn't affect eh what I came to school for, it doesn't affect me to go an extra mile because I understand that whatever that can happen or can take place among us as staff in terms of how we

relate how to interact, that does not prevent me from making sure that when I get to school, I do what I'm employed for, I deliver what I was employed for. DO07OC.

However, ill-discipline amongst learners featured strongly as a factor which caused participants stress and brought them down followed closely by job demands such as heavy workloads.

Another frustration obviously is discipline in the classroom...it also takes its toll on you because sometime[s] you end up not teaching, you end up fighting the whole lesson.NO15NO.

Umm, the overload of duties, I would say that's the first thing that stressed me. Number two; it's the discipline of learners. NO01JA.

Other contributing factors mentioned by participants were the problem of drugs related to learner discipline and a lack of sporting opportunities for learners.

It's the lack of discipline in the school, there's a lot of dagga smoking, there's lots of drugs that are taken in the school and the thing that sometimes you need to give learners sport to relax but in this school we don't do sport.

When support is forthcoming from superiors, quantitative results indicate that this assisted in elevating commitment levels of these ECT's. However, when this support was lacking it became a factor causing distress for ECT's at the participating schools.

I feel like sometimes the management doesn't offer as much assistance as I wish they would. You will never find them saying, "are you okay, can I help you"...we get very little gratitude from the management you know. TH18AU.

The apparent lack of support from superiors at school 2 was passionately highlighted by the only participant who is employed on a temporary basis and who had to remind her superior every month to process documents timeously which would enable her to be paid on time. Consider the responses of the participant concerning this scenario.

I was always frustrated because I had to renew every three months, every three month I had to go to the principal. The principal will not automatically say okay, we have to do this, I had to remind him, I had to be involved in the process which was very stressful. It took a toll, it demotivated me, I was very demotivated. Sometimes you don't even want to go to class, I'm going to class but the person that supposed to be taking care of me is not doing so. NO15NO.

When these ECT's were asked a secondary question related to their affective commitment which focused on whether or not they identified with the goals and values of their respective schools, the responses from most indicated that they were not even aware of the goals and values of their schools. Interestingly, the responses of participants were consistent in not being aware of goals at both schools.

Um, to be honest, I don't, I'm not familiar with the values of the school eh, because the last time I had a proper discussion with um, with people who have experience in this school, it's when I came for an interview. NO01JA, (School 2).

I'm not aware of those. NK25DE. (School 1)

In the absence of values and goals which were not spelled out to participants, some resorted to implementing their own values at their schools.

I worked on personal values and goals, because I don't think when I got there, the values of the school were spelt out to me that these are the values and this is what we are trying to achieve. NO15NO, (School 2).

What is important I would say, It's learner first, whatever you do, you need to put the learner first because those learners are our clients. NK25DE, (School 1).

Overall, participants seemed to be more committed to the profession than to their respective schools. Participant ECT's were prepared to use discipline of learners and opportunities for

development as bargaining tools to negotiate whether or not they remained attached or left their respective schools. Productive relationships with colleagues and learners are important determining factors for participant ECT's decision to stay or leave. The resilience of participant ECT's was demonstrated by those who formulated their own values and goals and operated according to these in the apparent absence of these been articulated at both participating schools. Thus factors affecting affective commitment of these ECT's are seemingly related to discipline of learners, opportunities for development, relationships and support from colleagues and superiors.

5.3.2 Factors influencing the Normative Commitment of these ECTs

The responses of participants to research question 3 attempted to determine factors contributing to normative commitment of these ECT's. Moral obligation to remain loyal to their schools was a factor explored through the question posed to participants on whether or not they considered loyalty to their school as an important factor or whether or not they thought it was okay for teachers to move from school to school indiscriminately. Most participants indicated that they considered loyalty to be important but interestingly this was not enough to keep them at their schools permanently, further supporting the notion that participant ECT's are more loyal to their profession than to their respective schools.

I would say, to show loyalty in your school it's a good thing but if the opportunity comes where you need to go, you can go, ja, you can go. NK25DE.

Loyalty is very important sir. I think people have to show loyalty, especially novice teachers, but sometimes you find that things are happening in a school, they are the ones which drive people to move from one school to another. NO15JA.

Loyalty is important but there's nothing wrong with moving to another school because I think that does not mean you are disloyal to that work environment that you were working in before. DO07OC.

However, some ECT's displayed fierce loyalty and considered it as a matter of honour and even the driving force causing individuals to exert extra effort.

If a person is not loyal to their school, I honestly don't think I can trust that person you know, because if you are not loyal to the school then why are you there, are you going to do your utmost best? I don't think so!! **TH18AU.**

Participant's responses pointed to a superficial connection between job demands and loyalty. One participant from school two hinted at emotional irritation and cognitive demands as being factors that influence their loyalty in a negative way. The response of participant **NO05NO** also further added to the notion that participants were inclined to be more loyal to the profession than to their respective schools.

I don't think it's good that teachers are moving around so much but at the same time, as a teacher you also have to look after yourself, because if you find that you are not happy and you are being abused emotionally or mentally or whatever, then you need to think of yourself as well and try and find a school where you are going to be happy. **NO05NO.**

There was a more direct connection between loyalty and job resources with some participants pointing to a positive connection between certain job resources and loyalty. Opportunities for development and recognition were specific job resources identified by two participants from school two. The response of participant **TH18AU** above is interesting as this participant from school 2 had earlier lamented the lack of support given by management as a stress factor. The participant had also expressed reservations about the values and goals of the school which they had not identified with. However, this participant had recently become involved in committees at the school and seemingly this opportunity for development and recognition from interacting with members of management provides for speculation as to whether or not these factors contributed to her fierce loyalty. Consider these responses by the participant:

I've just recently started getting involved with the committees and so on and I found that in the committees you learn things that you never thought you could learn as a level one;

things that were normally delegated to level two, level three, so as a level one, I'm now getting to interact with management in these committees and [they] you know, you learn a few things whilst you're working together. TH18AU.

This participant had also earlier spoken highly about the support she received from colleagues and the camaraderie which existed among staff members.

In terms of support from the older teachers or the more experienced teachers, they were always willing to help me and so that made it easier. We always try to work with each other, we always try to help each other, you know there's camaraderie amongst us as staff so they make me feel at home. TH18AU.

Participant **NK25DE** from school one aligned their loyalty with opportunities for development and personal growth.

It depends what you are [and] what you want to achieve when you want to go, ja for example, if I want to go, I want to change the environment, I want to explore more, then I can go. I was loyal to [in] my school, but then I want to go and explore more so I want to grow as an individual. NK25DE.

Participant, **NO05NO**, pointed to recognition and personal wellbeing as important factors influencing loyalty.

So, unless I am happy teaching those kids because they show me respect, I am shown respect, I am appreciated, I am happy, then I'm going to give of my best to those kids and to that school. NO05NO.

5.3.3 Development of under-resourced schools

The following responses addressed research question four which focuses on the potential of organisational commitment of these ECTs for the development of under- resourced schools.

Participants were asked whether they thought it was possible for schools to be developed without material, financial or personal resources. Most participants felt that it was not possible to develop schools without material resources. Interestingly, participants' perceptions of what constitutes development are worth noting. ECT's at participating schools generally associated development with the acquisition of technological and material equipment.

No that's impossible, it's impossible because development is eh the taking down of the projectors or the OHP's and put smart boards, that's development, it needs finances. It's also getting rid of the computers and introducing the learners to tablets. CK9MA.

Similarly, participant **DO07OC** equates development with finances and responded as follows:

No it's not possible because I think finances or money plays a big role when it comes to the development of the school, so I don't think the school can easily develop without the resources and without finances. DO07OC.

Some participants equated development at schools with competing with other fields in society and staying abreast of developments in the information technology sector.

No, I think we will be fooling ourselves if we said oooh we can do it without resources, we can do it without computers, we can do it without these things that, I think are demanded by the world. Remember we are not competing amongst ourselves anymore; we are competing against the world. NO15NO.

These perceptions of development and what constitutes resources by most participating ECT's seemingly guided their responses and consequently, participants did not view their own efforts as contributing to the development of the school in any way and when asked whether they had made any contribution to the development of the organisation, they responded in the negative.

In terms of developing the school in any way...long pause...um there isn't, I wouldn't say it's anything because it's nothing that I'm proud of, there's nothing really concrete that I can be proud of. NO15NO.

Mmm, at the moment, I'm not sure that I would say that I am helping to develop the school in any way, developing the school as a whole, I don't think that I've contributed that much. TH18AU.

Quantitative results presented earlier in the chapter indicate that work engagement (dedication, absorption and vigour) levels of these ECT's were slightly elevated. Affective and normative commitment levels were also moderate to slightly elevated. In the face of both quantitative and cognitive demands, job demands (these were also slightly elevated). These results may be construed as unexpected, especially from teachers who are still within their first five years of teaching. When viewed in light of the job demands-resources theory of Bakker and Demerouti (2014), however, these results are not surprising. According to these theorists, job resources are those aspects of the job that are instrumental in achieving work goals, reducing job demands and stimulating personal growth, learning and development. In a related study among Finnish teachers, Hakanen, Bakker and Schaufeli (2006) concluded that work engagement mediated the effect of job resources on organisational commitment. This result supports the claim by Bakker and Demerouti (2014) that job resources serve as buffers to reduce the negative relationship between job demands such as pupil misbehaviour and work engagement. Participant ECT's are seemingly oblivious to the fact that they are, in fact, operating in high job resource environments. According to Bakker and Demerouti (2014) aspects such as social support, autonomy, opportunities for development are job resources. Participants had indicated good levels of social support by colleagues and in some cases, opportunities for development. These factors are possibly serving as buffers against the job demands faced by these ECT's who continue to be engaged at their schools and report slightly elevated levels of organisational commitment.

Considering these ECT's perceptions of development and what is required in order to bring about development, it is not surprising that ECT's do not perceive themselves to be in a position to bring about development at their schools.

In summary, qualitative results for the affective component of organisational commitment point to moderate levels of affective commitment amongst participant ECT's. Relationships fostered amongst members of staff and the consequent support which flows from these relationships are relevant factors contributing to affective commitment of these ECT's. These connections enable participants to push through difficult times at their schools often brought about by ill-discipline amongst learners, heavy workloads and lack of support in some cases from superiors. Results at both schools indicate that management are not proactive in articulating goals and values of the school to staff. Loyalty is considered to be of importance to participant ECT's but does not necessarily translate into emotional attachment to the school. Perceptions of what constitute development and what is necessary to make development possible was centred on financial resources in the opinion of most participant ECTs.

In response to the main research questions of the study beginning with how committed ECTs are to their under-resourced secondary schools, the following conclusions can be drawn. Participant ECT's at the school's 1 and 2 showed moderate to elevated levels of commitment to their schools despite being subjected to quantitative and cognitive demands such as heavy workloads and ill-disciplined learners. However, emotional attachment to their schools fell below moderate levels as several participants indicated that they would take the opportunity to teach at other schools, demonstrating commitment to the profession rather than to specific schools. Participants regarded loyalty highly but this did not necessarily translate to participants wanting to remain attached to their respective schools. Factors contributing to affective commitment of these ECT's were seemingly based on the degree of support, recognition and opportunities for development afforded to ECT's. Relationships with colleagues and progress of learners also seem to stimulate ECT's desire to remain attached to their schools. Participant ECT's do not believe that it is within their capacity to develop schools and they did not regard their contributions as being of any developmental value to their respective schools.

5.4 Integration of Quantitative and Qualitative Results

Mixed method research allows for the corroboration of quantitative and qualitative data through a process of triangulation of these two types of response. This triangulation process provides the opportunity to bring the two sets of data together and to investigate how they speak to and inform each other. In this study, sequence one (quantitative) informed sequence two (qualitative). The weighting of quantitative and qualitative data is equal for this study. Thus, responses of these ECTs to the screening questionnaire provided a first insight into the experiences of ECTs which were then explored in more detail during the qualitative semi- structured interviews. In the following paragraph both types of response will be integrated.

The decision to employ mixed-methods research and further, to utilise the concurrent triangulation strategy was not taken lightly. Beginning with a strong desire to explore a phenomenon which has already been explored extensively through quantitative and qualitative methods and driven by an aim to develop under-resourced schools through an in-depth analysis of this phenomenon, mixed methods- research presented a viable opportunity to place the phenomenon under a double strength microscope as it were, rather than to obtain a unilateral understanding of the phenomenon which could yield results already obtained by earlier studies and, possibly, nothing more. This decision, in the view of the researcher, is justified by the unearthing of different layers of affective commitment (affective commitment 1 and affective commitment 2) which would not have been possible through a qualitative study alone and, furthermore, could not have been fully explored through quantitative methods alone. The further exploration of this unexpected outcome was made possible by placing these quantitative results alongside the qualitative data obtained through interview transcripts of participant ECT's to explore what participants were saying in their interviews and thus shed more light on this outcome.

Integrating the quantitative results alongside the qualitative data produces one- plus- one- equals- three scenario as these two sets of data can be analysed in a complimentary way to produce unexpected results which presents opportunities for further study (Jick, 1979). The quantitative and qualitative data in this study were weighted equally and the purpose of their inclusion was to compliment and corroborate findings. Quantitative and qualitative results for this study largely converged and complimented each other.

When integrating the results from both, the quantitative and the qualitative part of the study, the focus is particularly on contradictory results to move to a deeper understanding of the phenomenon of organisational commitment of these ECTs.

. Quantitative data analysis yielded two dimensions of affective commitment, namely, affective commitment 1 and affective commitment 2. This was an unexpected yet interesting result. Suffice to say that this study finds that affective commitment 1 seemingly reflects an individual's affective commitment extending from their actual work experiences while affective commitment 2, seemingly reflects an individual's affective commitment flowing from their emotional attachment to the actual organisation. Quantitative Exploration of these results could only extend as far as a comparison of these two sets of data and how they correlated with other factors such as job demands, job resources, work engagement, job satisfaction and strain. However, further exploration was made possible by the inclusion of participants' interview transcripts that yielded qualitative data which enabled exploration of participants' responses to ascertain what participant ECT's were saying in response to affective commitment questions. Cognisant of the definition of affective commitment given by Porter *et al.* (1974) which is the definition which this study subscribes to, which defines affective commitment as the

“relative strength of an individual's identification with and involvement in a particular organisation characterised by at least three qualities, a strong belief in and acceptance of the organisations goals and values, a willingness to exert considerable effort on behalf of the organisation and a strong desire to maintain membership with the organisation,” (Porter, *et al.*, 1974, p. 226).

The striking and immediate observation is the revelation by all but one of the participants from school one, that they were not aware of the values and goals of their school. (see qualitative results). Rather, five of the six participants, when asked what factors made them feel at home at their schools and caused them to go the extra mile, responded that it was the relationships they had with their colleagues and the expressed progress of their learners that kept them engaged. Thus, identification and involvement with an organisation and its values and goals are seemingly, not, equally affective in determining commitment.

Furthermore, quantitative data as reported earlier pointed towards above average levels for both affective commitment 1 and affective commitment 2. This implies that participant ECT's are not only willing to go the extra mile for their schools, which is evidenced by the above average levels of work engagement of participant ECT's reported in the results, but that they also have a willingness to remain connected to the organisation. This, however, is not adequately supported by qualitative data obtained which indicated that four of the six participants would take up teaching positions at other schools if given an opportunity to leave their current schools. The implications of this are that the above average levels of affective commitment of participants are not born out of identification with the values of the organisation and further, that this does not necessarily translate into participants developing a willingness to remain connected to the organisation.

Quantitative results indicated a variation in the data which will now be explored. Participants identified in the quantitative part of the study (participants 3 and 5) were again identified in the qualitative part of the study and it could be shown that some of their responses differ widely.

Participant 3 (code: NO01JA) is a teacher at school 2 (further information can be found in chapter four. Participant 5 (code: CK94MA) is a teacher at school 1. Extending these quantitative results to the qualitative responses of participants 3 and 5 with regard to interview questions asked to them around factors contributing to their affective and normative commitment; consider the responses of the participants, given on page 88 of the study, when asked if they would accept an opportunity to teach at another school if the opportunity presented itself to leave their current school.

When asked whether or not they identified with the values and goals of the school, the responses of the participants were in stark contrast again.

Yes, yes, yes. CK94MA.

Um, to be honest, I don't, I'm not really familiar with the values of the school. NO01JA.

Interestingly, participant 6 who also teaches at school 1 with participant 3 claimed not to be familiar with the goals and values of the school and responded as follows to this question.

I'm not aware of those, no. **NK25DE.**

The implications of this are that support and recognition are not given to members of staff as a collective but rather that these are possibly given individually. Though participant 6 scored above the mean for both recognition and support, their scores were slightly lower than those of participant 3 in both cases.

Additionally, the support given to participant 3 included being encouraged by his colleagues to grow and develop personally within the profession such that when the participant was asked whether he would still see himself teaching at the school in the next five years, the participant responded as follows which is in keeping with Bakker and Demerouti's (2007) function of job resources stimulating personal growth and development.

No, because eh I was going to stay for the next five years, but I have people around me telling me that no, no, no, teaching is not the best option for you. You are still young, you can learn more, you can carry on go and studying and you can explore other fields.
CK94MA.

Participants 3 and 5 only responded in a similar way when asked about whether they considered loyalty to be important or whether they thought that it was okay for teachers to move from school to school indiscriminately.

It's very important, it's very important because it's not about you, it's about the kids.
CK94MA.

Well loyalty, is very important sir I think yes people they have to show loyalty, especially novice educators. **NO01JA.**

The selection of mixed-methods research has been explained in chapter four of the study and will not be repeated here. Nevertheless, the desire to place the phenomenon under intense scrutiny utilising the strategy of triangulation of quantitative and qualitative data needs repeating. The study sought to explore factors contributing to organisational commitment of ECTs at under-resourced schools with the possibility of exploring how these factors can be utilised to develop these schools. This purpose includes scrutinising how these factors are experienced and perceived by individuals at the same school as well as at different schools and in different situations. This scrutiny allows for exploration of factors as they pertain to groups and individuals and compensates, albeit in a small way, for the small sample of participants.

Participants 3 and 5 have been isolated and their responses triangulated as they occurred consistently at opposite ends of the scale with regard to how they responded to items of the biographical questionnaire. Scrutiny of these extreme responses seeks to explore the full range of the phenomenon under the microscope in this study rather than focusing on the middle ground occupied by the remainder of the participants at different stages of the study. The corroboration of quantitative and qualitative data for participants 3 and 5 was done by identifying how these participants responded to the questions asked in the quantitative biographical questionnaire and then scrutinising how these same participants responded to questions asked during the interview sessions in an effort to gain insight into what thoughts, experiences and factors directed their responses in the quantitative part of the study. Participants were instructed to insert a code on the front cover of their biographical questionnaires and this same code was inserted on the recording of the interview transcripts by the researcher who had knowledge of the identities of participants.

In order to understand these results in more detail, they will be analysed using the Job Demands-Resource (JD-R) Model (Bakker & Demerouti, 2007) as a framework. The JDR Model is based on the notion that it is a function of job resources to reduce job demands and the associated physiological and psychological cost and further, to stimulate personal growth and development (Bakker & Demerouti, 2014). Thus, job resources such as recognition and support are, in fact, factors which might buffer the influences of job demands and contribute to the desire of employees to remain attached to their organisations (Bakker & Demerouti, 2014). Implications of the JD-R Model are that increasing demands reduces resources in the organisation and that this impacts negatively on the organisation in that individual wellbeing and commitment levels

are reduced and individuals will not exert extra effort on behalf of the organisation. Therefore, the outcomes for the individual and the organisation are negative. The reverse is also true in that if demands are low, this frees individuals to activate their own resources in terms of support, feedback and autonomy and this allows individuals to exert effort on behalf of their organisations, (Bakker & Demerouti, 2014).

Participant 3 (code **CK94MA**) featured prominently and frequently at the right and positive ends of the scales for cognitive demands and quantitative demands which are components of job demands. Participant 3 also featured at the positive end of the scale for support from superiors, colleagues and the social community all of which are components of job resources. According to the Job Demands-Resources Theoretical framework, job resources are the catalytic factors necessary to release personal resources which will enable ECT's to contribute to the development of under-resourced schools which is the main aim of this research project (Bakker & Demerouti, 2014).

An analysis of the interview transcript of participant **NO01JA** was undertaken in order to ascertain and understand the influence of the cognitive and quantitative demands on the commitment of this participant and the extent to which job resources such as support from colleagues, superiors and the social community in the workplace were instrumental in providing a buffer to these effects. Analysis revealed the following results with regard to his commitment and exposure to resources in the form of support from colleagues and superiors. Asked about the level of support received from colleagues and superiors, participant, **NO01JA** responded as follows:

Well, I wouldn't say there was no support because um, I didn't approach my management in terms of helping me but I went to my HOD who just told me that, "it's fine sir just do the things the way you think it's okay as long as you're going to follow the syllabus and stuff like that." Ja, I wouldn't say that management was not helping me, it's just that I was unable to approach them for help you see.

This response reflects a perception on the part of the participant that it is their responsibility to seek support from their superiors and if they do not do so then this does not reflect poorly on

management who have no obligation to give support. However, this was in contrast to what participants expected when they first arrived at the school as reflected in their response to the question asking them to share their expectations on first arriving at the school.

I was expecting that I will be held by the hand, you know, being helped in everything that I was encountering in school but eh, not everyone was willing to help and also I was not that kind of person who was brave enough to go to people and ask for help you see.
NO01JA.

This response contrasts with that of participant **CK94MA** who responded to the question of support given as follows:

Yes, Yes, I received a lot of good support especially the old ladies and my HOD.

The responses of these participants shed more light on the influence of job resources as a buffer against job demands and the consequent influences on the affective commitment of ETC's and are aligned with the suggestions of Bakker and Demerouti (2014). Extending this influence further, when asked whether they would recommend the school to a relative or friend, the responses were as follows:

I wouldn't recommend this school based on you know, the experiences that I had as an individual. **NO01JA.**

If I know they are strong they can stand their ground, I would recommend them, but if you can see that they are very soft and (they don't know how to tolerate) [they are intolerant] or they are very short-tempered, I wouldn't. **CK94MA.**

The main aim and purpose of this study was to explore factors contributing to the organisational commitment of ECT's such that these could be explored in terms of their potential to utilise these factors to develop under-resourced schools. These data are significant in terms of unearthing these factors. The varying experiences of participants even at the same school is interesting as it

highlights the possibility that factors which contribute to the organisational commitment of ECTs may be factors within the individual themselves and thus there is the possibility that even though employees are exposed to the same demands and resources, their response to these may vary.

This notion was suggested by Hobfoll *et al.* (1996, p. 323) who argued that

“individuals strive to obtain, retain and protect that which they value. These valuables as well as the means of obtaining or protecting them are termed resources.” Incorporating their thoughts into the Conservation of Resources Theory, these scholars argued that individuals will experience psychological stress if and when these resources are threatened, lost or when individuals invest their resources but fail to achieve any meaningful outcome (Hobfoll *et al.*, 1996). Differentiating between object, condition, personal and energy resources, these authors claimed that each of these categories of resources aid coping efforts of individuals when the need arises and each category acts to protect and preserve other resources (Hobfoll *et al.*, 1996). In addition individuals may experience loss and gain spirals if prevailing circumstances cause loss or gain of resources implying that stressors in the workplace ought to be conceptualised as chains of events that contain multiple losses and gains rather than conceptualising stressors as single events (Hobfoll *et al.*, 1996). The implications of these sentiments for this study will be explored more during the interpretation of results in the next chapter.

5.5 Chapter Summary

This chapter opened with an outline of the quantitative results in the form of descriptive and correlations obtained using SPSS (version 25). An outline of the qualitative results followed with a selection of participants' responses according to the four main research questions. Overall results for research question one concerning the level of commitment of ECTs, pointed to above average commitment levels. Difficulty in establishing a single scale for the affective component of organisational commitment resulted in two sub-scales being formed, referred to as 'affective commitment one' and 'affective commitment two'. This study argues that affective commitment one assessed actual work experiences of ECTs while affective commitment two assessed ECTs emotional attachment to their schools. Workplace commitment results suggested that whilst ECTs were placed under difficult emotional and cognitive demands, they remained engaged at their schools. The ability of job resources like support from colleagues and superiors to partially nullify the negative effects of job demands supported the buffering effect notion of the JD-R model. The conceptualisation of development by ECTs as being only a material advancement process influenced their negative perception of their ability to develop their schools. Triangulation of quantitative and qualitative data brought the chapter to a close and the dissertation will continue into chapter six which attempts to interpret the quantitative and qualitative data as well as revealing the main themes emerging from the qualitative data analysed.

Chapter 6 – Interpretation and discussion of results

6.1 Introduction

This part of the dissertation will endeavour to interpret the quantitative and qualitative results produced in the previous chapter. Quantitative and qualitative results have been triangulated and thus, interpretation of results will be done in an integrated manner in response to the four main research questions. Therefore, interpretation of results is based on determination of commitment levels of ECT's, factors contributing to affective commitment of ECT's, factors contributing to normative commitment of ECT's and development of under-resourced schools. For each category, the emerging themes from qualitative data are included. One theme emerged from the data connected to research question one, three themes emerged for research question two, one theme emerged for research question three and one theme emerged for research question four. The emergent themes are revealed in each category.

6.2.1 Commitment levels of ECT's at Under-Resourced Schools

Results of both, the quantitative and qualitative part of the study, suggest that commitment levels of participant ECT's are at moderate to slightly elevated levels. Even though job demands were high and participants complained about heavy workloads and ill-discipline among learners, this seemed only slightly to diminish the participants' commitment to their current schools. Four of the six participants indicated that they would leave their current posts at their schools if another opportunity arose. However, participants' commitment to the profession remained and only one participant gave an indication that they planned to move into Higher Education at some time in the next five years.

So, the first and most prominent theme emanating from the qualitative data is the predominance of commitment to the profession over commitment to the organisation. Blau (2000) suggested that individual's tendency to withdraw from a profession develops over a longer period of time as compared to intention to withdraw from an organisation. The reason given for this by Blau (2000) was that the decision to leave an organisation is an easier decision to make than a decision to leave a profession. Participant ECT's were selected because they were still within the first five years of their careers and thus, still within the learning and adapting phase of their careers. Likewise, Colarelli and Bishop (1990), expanded on the importance of commitment to a

profession as a factor which enables an individual to develop the necessary professional skills and relationships to carve out a successful career regardless of the organisation within which he or she is employed.

Commitment levels of ECT's at their respective schools were sustained at good levels despite enduring crippling job demands like heavy workloads and ill-discipline among learners. Crawford, LePine and Rich (2010) refer to challenge demands of which workloads are an example. The authors suggested that such challenging demands tend to be perceived as stressful but have the potential to activate positive work-related states since

“employees tend to perceive these demands as opportunities to learn, achieve and demonstrate the type of competence that tends to get rewarded,” (Crawford *et al.*, 2010, p. 836).

Thus, ECT's seemed to retain slightly elevated commitments levels despite apparently difficult and challenging job demands. The following empirical results support this assumption. In a related study among 714 Dutch employees, Schaufeli *et al.* (2007) unexpectedly found that job demands like high workload were actually positively related to work engagement. In a similar way, Crawford *et al.* (2010, p. 843) argued that

“although job demands may negatively affect organisational outcomes through strain - which was previously understood in the Job Demands - Resource perspective, those job demands appraised as challenges may simultaneously have a positive effect on organisational outcomes through increasing engagement, which is a new understanding.”

On the surface it seems a contradiction that ECTs who were operating under seemingly crippling job demands in the form of cognitive and quantitative demands, would still be achieving above average commitment levels and even higher levels of work engagement. However, when viewed in connection with the results of other similar studies, there is, in fact no contradiction. An analysis of results reveals that ECTs were operating in conditions where job resources as well as personal resources were present and providing a buffer and, in some cases, a boost which nullified the effects of these job demands. Hobfoll *et al.* (1996) differentiated between four categories of resources, namely, object, personal, condition and energy resources which aid coping efforts of individuals. According to these scholars, condition resources are conditions that are valued by individuals which facilitate the acquisition and/or protection of valued resources (Hobfoll, 1996). It is important to note that the authors specify that these resources are not

material objects that need purchasing but that they are conditions which can be created or which prevail. Most ECTs interviewed spoke of relationships with colleagues and the progress of their learners as factors which motivated them to go the extra mile. The implications of this are that ECTs were operating in conditions that they regarded as being valuable and thus, this aspect represented condition resources for these ECTs. However, the resources referred to by Hobfoll *et al.* (1996) are individual resources and are not distributed by management as material goods and thus, may not be available to every member of the staff to the same degree. This may explain why members of the same staff at participant schools responded differently to the prevailing conditions at their schools. The contrasting responses and experiences of participants **NK25DE** and **CK94MA** from school one in terms of the level of support received and knowledge of the values and goals of the school, illustrates this point. In addition, Hobfoll *et al.* (1996) identified personal resources as individual prowess which may manifest as self-efficacy and self-esteem. Like every category of resource, personal resources have the capacity to preserve and protect other resources. Self-esteem may thus be employed to face serious challenges and to overcome these and thus, generate a further increase in self-esteem. On the other hand individuals lacking in self-esteem may negatively interpret support given by colleagues in the workplace as an indication of their inadequacies (Hobfoll *et al.*, 1996). This scenario gives rise to loss and gain spirals described by Hobfoll *et al.* (1996).

When individuals are faced with conditions of stress such as that generated by job demands in the workplace, they may have an increasingly depleted resource pool to cope with future stressful situations. Hobfoll *et al.* (1996) referred to this as being a loss cycle. Faced with further conditions of stress, the individual is decreasingly capable of dealing with these. The possibility of a loss spiral is illustrated by the experiences of participant **NO15NO**, a participant teaching at school two. When asked to share her initial experiences when she first arrived at the school, the participant spoke of unmet expectations, no resources and no support from management and colleagues. The participant indicated how it demotivated her immensely every month as she had to enlist the assistance of the principal to ensure payment of her monthly salary. Caught in a seemingly vicious cycle of loss, this participant appeared overcome with feelings of being unappreciated and disrespected. The participant responded swiftly and positively and repeatedly to the question as to whether she would take advantage of an opportunity to leave the school or not. However, gain spirals are also possible in which any resource gain results in the

development of an individual who is increasingly capable of dealing with stressful situations (Hobfoll, 1996). The experiences of participant **TH18AU**, also a participant at school two and subjected to similar conditions, illustrates this. When asked to share her experiences when she first arrived at the school, the participant lamented the fact that her expectations were not met; there was no support from management. The participant shared the fact that she had often thought of quitting. However, relying on personal resources in the form of social prowess and self-efficacy, she was proactive in asking for support from colleagues and when asked later to share whether she would take an opportunity to leave her position at her current school to take up a position at another school, she responded negatively. Additionally, this participant shared how she had become involved in committees at her school and was participating as a level one educator with members of management and had gained much knowledge from this experience. The standard deviations for recognition and support from superiors in particular and all job resources in general, were of the highest recorded in this study. This is an indication that ECTs were operating within a wide range of resources available to them and this is possibly due to the different levels of personal resources that individual ECTs were bringing to their situations which in turn influenced their capacity to engage in job crafting and ultimately in determining whether or not they became part of a loss or gain cycle at their schools. It is possible that some ECTs were oblivious to the fact that they were operating in environments that, though lacking in material resources, were in fact not without resources in other forms which were serving as buffers and, in some cases providing a boosting effect (Breevaart & Bakker, 2018).

Researchers have found evidence for a notion that personal resources may protect employees against the negative effects of job demands whilst also allowing employees to remain engaged in the workplace (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009). Bakker and Sanz-Vergel (2013) provided evidence that a boosting effect is valid for personal resources and that the effect of personal resources on weekly engagement was especially high when emotional demands were also high. According to Dicke, Stebner, Linninger, Kunter and Leutner (2018), self-efficacy can be considered to be the foremost and most valuable personal resource for teachers and this view is echoed by Klaasen and Chiu (2011) who further claim that this is more so in the beginning years. Many of the ECTs interviewed, cited learners' ill-discipline as a major factor which results in increased stress levels. Yet, they remained engaged at their schools and none of the participants indicated a desire to leave the profession because of overwhelming job demands.

Some research has shed light on this and suggested that student disruptive behaviour seems to account for the greatest variance in emotional exhaustion and that it is a predictor of teacher's strain (Bakker *et al.*, 2007, Skaalvik & Skaalvik, 2014). Results in this study have been consistent with this latter research with very high standard deviations. However, means for emotional and cognitive coping and emotional exhaustion were all below average. Bakker *et al.* (2007) refer to a boosting effect and point to the positive effects of resources which are heightened when the demands are high. The authors argued further that several job resources, including support and appreciation, predicted teacher's work engagement especially when pupil ill-discipline was the dominant job demand (Dicke *et al.*, 2018). The implications are that if teachers acquire personal resources such as self- efficacy early on in their careers this will not only protect them from developing strain but will also increase their capacity to remain engaged in the workplace (Dicke *et al.*, 2018). It seems plausible that a combination of personal resources and intermittent conditional resources in the participating schools combined to ensure a substantial interaction between demands and resources on strain and engagement in the participating schools.

Regardless of the small sample, there was sufficient indication that when ECT's were recognised and supported by colleagues and superiors, these translate into significant resources that ECT's do not even perceive as such. However, indications are that it is precisely these resources which buffer the negative effects of the job demands that ECT's face. Within the Job Demands-Resource Model (Bakker & Demerouti, 2007), job resources activate a motivational process within which resources play a significant role in achieving work goals and increasing willingness among employees to operate above their expectations in an effort to complete their tasks (Crawford *et al.*, 2010, p. 836) according to whom:

“individuals with larger pools of resources are more easily able to meet demands and to protect themselves from the strains.”

This study adds to the many before it which have supported the buffer and booster effect of job resources over the negative effects of job demands ensuring work engagement in the midst of strain.

An interesting revelation throughout the study was the consistently high standard deviations recorded especially with regard to scores on job demands and resources. This is an indication that the experiences and perceptions of participants extended over a wide range even within the same school and, presumably under the same conditions. All participants involved in the study were in their first five years of their careers, albeit at different points in this period. Extending the possible influence of personal resources dealt with earlier in this chapter, the study considers the possible influence of other factors. The literature around this aspect provides an insight into this field which presents opportunity for further study. Some research has hinted at teacher lifespan and the ebb and flow of teachers' organisational commitment at different stages of their careers. Expanding on Huberman's (1989) work on the lifespan of teachers, Day and Gu (2010) expounded on the career paths of teachers and identified six professional life phases. These authors further claim that teachers' commitment varied within and between these phases and within each phase:

“there are those whose commitment was rising, being sustained despite challenging circumstances or declining” (Day & Gu, 2010 p. 11).

The dynamic nature of organisational commitment is illustrated by this sentiment and this is further exacerbated by the individual nature of resources which are in play in the workplace. The result is that the data generated by studies such as this can be quantified according to the number of participants rather than the number of participating schools.

6.2.2 Factors contributing to affective commitment of ECT's

Support from colleagues, superiors and the social community in the workplace feature strongly as resources that drive ECT's to go the extra mile for their schools. Within the Job Demands-Resources Model (Bakker & Demerouti, 2007) employed by this study, these are job resources. Job resources are defined as those

“physical, psychological, social or organisational aspects of the job that, a) are functional in achieving work goal, b) reduce job demands and the associated physiological and psychological cost or, c) stimulate personal growth or development” (Bakker, Demerouti & Euwema, 2005, p. 170). Other examples of job resources proposed include quality of relationship with supervisors, autonomy, performance feedback and opportunities for development. The authors argued that

social support is probably the most researched situational variable that has been proposed as a potential buffer against job stress (Bakker *et al.*, 2005).

Research conducted by Demerouti *et al.* (2001) concluded that job stress or burnout results will be the outcome regardless of the job description or profession, when certain job demands are excessive and when certain job resources not readily available. Later research by the same scholars concluded

“where job demands equal job resources (in low demands-low resources or high demands-high resources conditions) low levels of burnout will be experienced” (Bakker & Demerouti, 2007, cited in Xanthopoulou, Bakker, Dollard, Demerouti, Schaufeli, Taris & Schreurs, 2007, p.767).

Social support, autonomy, performance feedback are capable of buffering the impact of work overload on exhaustion, (Bakker, *et al.*, 2005). These results are congruent with results obtained in this study and helped to understand why affective commitment levels of ECTs were above average even though job demands appeared to be high. Participants from both schools claimed to be receiving support from colleagues and the social community and varying levels of support from their superiors.

The results of this study for research question two, gives rise to the first of three themes emerging from data addressing this research question; namely that social support of colleagues reduces the effects of job demands and sustains affective commitment. This outcome was supported by both the quantitative and qualitative data. However, the support of colleagues given to ECT's are often not perceived as resources by the ECT's who equate resources only with material and financial entities. Similar results were obtained by Avanzi, Fraccaroli, Castelli, Marcionetti, Crescentini, Balducci and van Dick, (2018) who suggested that social support is a resource available to employees which can replace or reinforce other resources which may be lacking. These scholars maintain that many ECTs leave the profession because they rely on individual coping strategies to overcome job demands rather than relying on social strategies (Avanzi *et al.*, 2018). A supportive environment increases the probability of receiving assistance from co-workers which reduces the burden of heavy workloads as tasks may be shared (Luchman & Gonzalez-Morales, 2013). Furthermore, any negative perceptions associated with

the lack of material resources in the workplace are overcome because employees can tap into the personal resources of colleagues to help them especially during times when the effects of job demands are high (Avanzi *et al.*, 2018). Participants at both schools reported different levels of support received from colleagues and the social community. This reinforces the perception that available resources can be utilised to mobilise and generate other resources. Avanzi *et al.* (2018) argued that

“strongly identified teachers will receive more support from colleagues which, in turn, relates to perceptions of reduced workload which finally leads to both lower work and student related burnout” (Avanzi, *et al.*, 2018).

The contrasting fortunes of participants **NO15NO** and **TH18AU** both teaching at school two, outlined earlier, seemingly reinforces this idea. The scenario is worsened by the absence of visionary leadership who themselves do not realise the potential of support given by themselves as a tool to induce positive outcomes for the individual as well as the organisation. The consequence of this is that schools such as at least one of the participating schools operate in a space where ECT's are not made aware of the values and goals of their schools and are expected to operate without support and supervision.

The second theme emerging from data is that: Unsupportive leadership diminishes affective commitment. Quantitative and qualitative data analysis supported this outcome. Bakker and Demerouti's (2014) definition of resources included social aspects of the job that contribute to the achievement of work goals while also reducing job demands and stimulating personal growth. Only one participant from school one and none from school two indicated that support from managers at their schools was forthcoming. Participants did, however, receive some support from colleagues and the general social communities at their schools. Participants from both schools indicated that they were unaware of the values and goals of their schools and that these had not been conveyed to them. Participants from school two gave an indication that feedback from management was only forthcoming when things had gone wrong and management had responded in order to criticise and reprimand employees. The prevailing scenarios at participating schools could be an antecedent for diminishing affective commitment and for a desire of four of the six participants to leave their respective schools if given an opportunity to do so. Interestingly, there was no such desire expressed by participants to leave

the profession altogether with the exception of one participant from school one who expressed a desire to move into the higher education space. This decision by this participant may be seen as an important resource for personal well-being but may inhibit the individual from committing to the organisation and thus, not invest in developing the organisation. The perceived lack of support, meaningful and constructive feedback and passive leadership expressed by ECTs contrasts with the type of transformational leadership which is supportive, inspiring and which boosts employees' engagement (Breevart & Bakker 2018).

According to Leithwood (1994), organisational commitment is promoted by transformational leadership which consists of eight elements: developing a widely shared vision, building consensus about school goals and priorities, holding high performance expectations, providing individualised support, providing intellectual stimulation, model behaviour, strengthening school culture and building collaborative structures. To this list can be added school atmosphere and climate as well as intrinsic factors within the individual. Within this scenario, the principal takes the lead in directing and developing people, redesigning the organisation which enhances teacher commitment to the school and positively shapes the organisation (Leithwood & Jantzi, 2000). The implication of this for schools such as the participating schools in this study is that there is more power in the personal resources of staff at schools to contribute to the development of these schools than there is in dependence on material and financial resources. Dumay and Galand (2012, p. 707) echo the views of Leithwood (1994) and argued that transformational leaders encourage close relationships with employees and create possibilities for

“sharing and clarifying perceptions and interpretations of organizational events.”

Furthermore, since their actions and behaviour are guided by their values and vision, the expectation is that transformational leaders will exhibit greater consistency across scenarios with regard to their leadership practice which in turn, inspires the actions, behaviour and thinking of their employees (Dumay & Galand, 2012).

The benefits of transformational leadership are further supported by the findings of Breevart and Bakker (2018) who investigated the relationship between daily transformational leadership behaviour and employee work engagement. According to these scholars,

“transformational leadership behaviour boosts employee engagement when challenge demands are high and buffer the impact of hindrance demands on employee engagement” (Breevaart & Bakker, 2018, p. 340).

The implication of these findings are that transformational leadership is a behaviour and not an act and further, that leaders ought to engage in this behaviour daily in order to boost the effort of employees whilst also minimising the effect of job demands. This behaviour is particularly beneficial in under-resourced schools. The loss spiral which seemingly overwhelmed participant **NO15NO** which was discussed earlier could conceivably have been avoided with the presence of transformational leadership.

Transformational leadership thus emerges as a factor which could contribute to affective commitment of ECTs. As such, exploring the links between transformational leadership and the JD-R Model (Bakker & Demerouti, 2007) is necessary. The study sought to explore the factors contributing to the organisational commitment of ECTs at under-resourced secondary schools with the specific aim of investigating how these factors can be used to develop these schools. Acknowledging that these schools are already operating at a disadvantage because of their lack of material resources and capacity to escape from this cycle due to a lack of means to acquire these resources, it becomes necessary to depend on other available resources on site at these schools to generate more resources which can be utilised to develop these schools. Findings of this study have pointed to a wealth of resources within the schools which only require a paradigm shift in order to recognise and identify them as resources. The JD-R Model (Bakker & Demerouti, 2007) defines resources in terms of four categories, namely, physical, psychological, social and organisational. At the participating schools, an over-emphasis on physical resources meant that there is a tendency for efforts to be directed towards the acquisition and reliance on these resources mainly. A shift towards other categories of resources available in the workplace could possibly resolve many of the difficulties experienced at these schools. Job crafting emerges as a significant construct of the JD-R Model (Bakker & Demerouti, 2007) which promotes a bottom up approach in terms optimising the work environment since employees are proactive rather than reactive within the workplace. Exploring the link between transformational leadership and job crafting, Wang, Demerouti and LeBlanc (2017) predicted that transformational leadership will stimulate employee job crafting by increasing their adaptability. Job crafters do

not operate within a social vacuum. Supervisors and school leaders are important people in the social environment of employees. Working with transformational leaders, Wang, Demerouti & LeBlanc, (2017, p. 187) concluded, that

“employees may tend to engage in seeking resources behaviours”

Transformational leaders are in possession of numerous valuable resources which do not require finance to acquire. These include support for employees, career development, work-related information, knowledge and experience. Consequently, leaders ought to consider transformational leadership in order to motivate employees to engage in job crafting in the workplace and to encourage personal growth. The benefit of this is that these employees should then be motivated to perform beyond their own expectations at their schools (Wang *et al.*, 2017).

The influence of leadership is felt and manifested in the nature of the activities they engage in or fail to engage in as the case may be. Participants at school two had complained during interviews of the lack of support from management and that feedback from management was only given when things had gone wrong at the school. Bass and Avolio (1993) referred to this type of leadership as passive leadership. Research into passive leadership has revealed some of its negative effects. For example, it can be seen as a root cause stressor for employees and it can be harmful to employees because the leaders who are passive are inherently lacking in leadership skills (Kelloway, Sivanathan, Francis & Barling, 2005). Investigating passive leadership as a potential antecedent of workload as a workplace stressor, Che, Zhou, Kessler and Spector (2017) identified passive management by exception as a type of leadership where leaders only intervene in the activities of employees when problems occur and when it is difficult to avoid taking action. In this scenario employees do not receive the necessary feedback which is needed to boost their efforts and encourage them to invest their efforts continually on behalf of the organisation (Che, *et al.*, 2017).

The professional life phases of teachers are well documented and Day and Gu (2007) have contributed to the literature by suggesting that the different professional life phases of teachers are core moderating influences on the effectiveness of teachers. They identified the first

professional life phase of teachers as the commitment: support and challenge phase which consisted of the first three years of the teachers' career (0-3 years). Characteristic of this phase was the high commitment levels of teachers with crucial factors during this period being the support of school leaders to assist ECT's to successfully negotiating this period. Three ECT's participating in this study fell within this phase and these findings of Day and Gu (2007) align with the findings of this study in terms of commitment levels of ECT's. Furthermore, the support, or lack thereof, of school leaders could be a positive or negative influence depending on whether it was present or absent during this phase in the teachers' career. Different leadership styles may provide employees with fluctuating levels of freedom, resources or legitimate motivation to engage in job crafting (Wang *et al.*, 2017). Findings of this research and other related studies suggest that transformational leaders will provide more of these freedoms and resources whilst passive leaders will provide less.

When comparing participant 3 (**CK94MA**) and 5 (**NO01JA**) in the previous chapter, findings suggested that when employees are supported by their superiors and colleagues these are significant job resources which reduce job demands and places employees in a better position to release their own resources towards benefitting the organisation. These resources are available and do not require financial or material outputs by the organisation and thus the playing field can potentially be levelled between schools which are financially well off and those which are not. This is a significant finding for this study which aimed at developing under-resourced schools without placing a financial burden on already cash-strapped schools. Furthermore, giving recognition to the efforts of ECT's and acknowledging their influence and providing opportunities for development are job resources which also require no financial output and yet are instrumental in reducing job demands and in sustaining organisational commitment. Resources Theory of Hobfoll *et al.* (1996) is significant in its argument that resources serve to preserve and protect other resources. The author explained this principle in terms of loss and gain spirals in terms of their resources. This concept was referred to earlier and will not be repeated here. However, the implications for this study are significant in that, leaders at under-resourced schools can easily and without material and financial resources, be instrumental in engaging in transformational leadership and in promoting resource gain spirals among their employees which can allow their employees to operate above their expectations in conditions where materials

resources are lacking. In such environments, under-resourced schools can be developed even in conditions where finances are lacking. What was apparent in this project is the fact that participant ECTs perceptions of resources were one-dimensional and focused only on material and financial resources. Added to this, was the apparent lack of suitable leadership which served only to entrench these perceptions rather than seeking to correct them. Wang *et al.* (2017, p. 187) proposed that transformational leaders

“transform the norms and values of subordinates and motivate them to perform beyond their own expectations.”

The field of positive psychology is always evolving and the benefits of positive emotions in terms of their ability to broaden the repertoire of peoples’ resources are acknowledged.

Frederickson (2001) has added to the literature with her Broaden-and-Build Theory of Positive Emotions. According to this theory, positive emotions such as interest, contentment, pride, joy and love although distinct, have the capacity to broaden peoples’ thoughts and to build all categories of their personal resources (Frederickson, 2001). These efforts ought not to be beyond the capabilities of the average school leader and they do not require any financial outlay. This may explain why participants did not actively commit to their schools to the same extent that they were committed to the profession and why they bemoaned the fact that their efforts were insufficient to develop their schools believing that finances would be necessary in order to do this. Thus, participant ECT’s were unaware of the level of resources at their disposal and the fact that these, when present, were instrumental in sustaining their organisational commitment. Thus, school leaders, even at under-resourced schools, can create resource-rich environments.

In addition, participants at both schools claimed not to have been aware of the values and goals of their respective schools. An important aspect of affective commitment is the extent to which values and goals of employees and organisation align which consequently drives the individual to perform at very high levels consistently and willingly on behalf of the organisation (Mowday, *et al.*, 1979). According to Leithwood and Jantzi (1999), the purpose and goals of the school encompass what employees understand to be both the overt and covert purpose and direction of the organisation. It also encompasses the degree to which such purposes and directions

“are believed to be compelling and challenging targets for one’s personal practices as well the collective school improvement efforts of staff,” (Leithwood & Jantzi, 1999, p. 455).

The degree to which employees are made aware of values and goals of the school and convinced of their usefulness by leaders will determine the degree to which these will contribute to the development and effectiveness of the school, (Leithwood & Jantzi, 1999). This view is shared by Fitzgerald and Schutte (2010) who argued for the presentation of a clear vision for employees then further working with employees in an environment where they are individually supported and inspired to work with their full potential towards this vision. Research suggests that when employees are expected to operate at an organisation whose values are different from their own, this may be perceived and experienced as stressful. This is particularly significant when working with and caring for people as teachers do. According to Skaalvik and Skaalvik (2018, p. 1271)

“goals, values and practices should be discussed openly in teacher collegiums and changes and decisions should be both discussed and motivated.”

The contradictory states of high job demands and continued engagement and commitment of ECTs has been highlighted and explained in terms of several theories. Similarly, the contradictory state of above average work engagement and commitment and a simultaneous desire to leave the schools at which they are teaching can possibly be explained further by contextual dissonance which results when teachers perceive that the values and goals of the school at which they are teaching are incompatible with their own (Skaalvik & Skaalvik, 2018).

Participants also highlighted the role of connections with their learners and acknowledgement of progress made as a major factor which drives them to exert effort on behalf of their schools. Participating ECT's cited connections with their learners whom they had come to accept as family as a major contributor to their emotional attachment to their schools especially as the progress made by learners was as a result of the efforts of the ECT's. Witnessing this progress and learners articulating this to the ECT's was seemingly a major factor contributing to ECT's emotional attachment to their schools. Likewise, Dannetta (2002, p. 146) argued that,

“organisational commitment was positively related to student achievement and teachers' expectation of student success.”

Heavy workloads and ill-discipline amongst learners are factors cited most frequently by the participants as factors which cause them stress and lead to them feeling down in the workplace contributing to an increase in their irritation levels which impacts negatively on their wellbeing and organisational outcomes. The influence of workloads and learner ill-discipline was dealt

with earlier in this chapter and will not be repeated here. However, the responses of participants contributed to the emergence of a third theme associated with this research question, namely, challenge demands (teacher workloads and learner ill-discipline) negatively influence affective commitment. This theme aligns somewhat with the result obtained by Bakker *et al.* (2003) that job demands deplete employees' mental and physical resources and result in erosion of energy levels which in turn, leads to lower extra-role performance. As discussed previously, these effects are buffered when job resources such as support, feedback, and recognition are present and available. Furthermore, these effects can be further nullified by daily transformational leadership behaviour as discussed previously.

According to results obtained by Day and Gu (2007), pupil ill-behaviour was seen as having a negative impact on the effectiveness of teachers within the first professional phase of their careers (0-3 years). As indicated earlier, three ECT's participating in this study were within this phase with the remaining participants falling within the second professional life phase of teachers, namely, 4-7 years. According to Day and Gu (2007), this latter phase is characterised by the development of efficacy and identity in the classroom.

Teachers within this latter phase often take on added responsibility as evidenced by participant **TH18AU** who was in her fifth year of teaching and who had become involved in committees at her school which strengthened her identity evidenced by her strong views on teachers who do not show loyalty to their school. Also characteristic of this phase is the negative effect of the management of workloads on the effectiveness of ECT's in their schools (Day & Gu, 2007). The negative influence of learner ill-discipline is further supported by research done by other investigators (Hastings & Bham, 2003; Ingersoll & Smith, 2003; Klaasen, 2010; Gibbs & Miller, 2014). Their research pointed to the concern of teachers about the learners' behaviour which, they found, was associated with stress and burnout amongst teachers which undermined resilience and was an important determining factor in whether teachers remained in the profession or left. The research conducted by Ingersoll and Smith (2003) in particular, found that of those teachers leaving the profession within the first year, almost 35% cited discipline problems among learners as the main reason for leaving.

Finally, the results of this study also have implications for the measurement of organisational commitment. This outcome could be a result emanating from the measuring instrument itself, namely, the OCQ of Meyer and Allen (1990). Hinting at this possible scenario, Meyer and Herscovitch (2001, p. 301) define commitment as a

“force that binds an individual to a course of action of relevance to one or more targets.”

The authors theorised that individuals could experience this force in the form of three mindsets, namely, affective, normative or continuance which reflect emotional connection, perceived obligation and perceived costs in relation to a target (Jaros, 2007). Consequently, any measuring scale that claims to measure organisational commitment ought to tap into one of these mindsets and should reference a target that the individual is committed to such as an organisation, a team, a change initiative, or a goal (Jaros, 2007). Meyer and Herscovitch (2001) argued further that commitment mindsets ought to include behavioural terms that spell out clearly what actions a commitment mindset implies. The authors suggest that these terms could take the form of focal and discretionary behaviour where focal behaviour is integral and defined as behaviour

“to which an individual is bound by his or her commitment” (Jaros, 2007, p. 9).

In the case of organisational commitment, the focal behaviour is theorised to be the maintenance of membership of the organisation. The authors argued further that discretionary behaviour is optional and allows for flexibility for individuals in defining the behavioural terms of their commitment (Jaros, 2007). Meyer and Herscovitch (1991) argued that it is imperative that these behavioural terms are included in item wording. However, according to Jaros (2007), seven of the eight affective commitment scale items of Meyer and Allen’s OCQ (1990) do not meet these requirements with regard to behavioural terms. Despite this, empirical research reveals that affective commitment scale items of OCQ (Meyer & Allen, 1990) tend to correlate more strongly with other behaviour that persuaded Meyer and Herscovitch (2001) to speculate that the binding force for affective commitment is both broader, implying that it is a commitment to a wider range of behaviour, and stronger and more intense than that of continuance and normative commitment (Jaros, 2007).

The affective commitment 1 (based on participants work experiences) and affective commitment two (based on participants emotional attachment to the organisation) dimensions of affective commitment revealed by this study correlated in contrasting patterns with the related concepts of job resources, job demands, job satisfaction, strain and work engagement. It appears, therefore, that one layer of affective commitment could be serving as a buffer against the other and thus contributing to sustaining affective commitment levels amidst difficult working conditions and job demands. Affective commitment has been based traditionally on an individual's emotional attachment to an organisation and based on identification with the values and goals of the organisation. Affective commitment, like that displayed through the emotions, is not static but it is in fact, dynamic and evolving. Thus the basis for employees' affective commitment could be generational and so, rather than being committed to an organisation based on an alignment of values and goals, it seems that currently relationships and connections with colleagues and the knowledge that their efforts are recognised and appreciated by learners is more of a basis for affective commitment in the current generation. What is certain in the view of the researcher, is that there are opportunities for further research into this component of organisational commitment

The scenario outlined above coupled with Cohen's (2007) perception of organisational commitment which proposes that commitment is perceived differently by employees at different stages of their organisational careers and coupled further with quantitative data around affective commitment in this study, suggests that organisational commitment is not only multidimensional but that the affective component is multi-faceted as well. The notion that employees establish affective connections based on identification with an organisations values and goals which in turn drives them to exert extra effort on behalf of the organisation as well as maintain membership with the organisation was refuted by data in this study where participant ECT's reported not being aware of the values and goals of their respective schools and yet still recorded acceptable levels of commitment and even higher levels of work engagement. The decision to utilise mixed-method research is further justified by these outcomes. The purpose was to place the phenomenon of organisational commitment under a double strength microscope in the form of quantitative and qualitative scrutiny possibly to reveal strengths and liabilities and opportunities for further research.

Adding to the literature in this area around how commitment is perceived and analysed, are the inputs of Meyer, Stanley and Vandenberg (2013). Arguing for a shift away from the application of a variable-centred analytic strategy where the dominant research questions focus on identifying antecedents and consequences of commitment to a person-centred approach which acknowledges that samples of individuals involved in the study may not be homogeneous. Pointing out that a variable-centred approach has a limited capacity to detect complex interactions and the identifying of subgroups within a sample of individuals in a person-centred approach where these subgroups will differ quantitatively and qualitatively, has potential to provide new information about commitment that cannot otherwise be obtained through the traditional variable-centred approach (Meyer, Stanley & Vandenberg, 2013). Further research in this area will probably be needed to further explore this field.

6.2.3 Factors contributing to normative commitment of ECTs

The theme dominating this research question and emerging from the data analysed states clearly that Value consonance guides normative commitment.

Normative commitment is driven by cultural and personal socialisation factors before an individual becomes attached to an organisation (Allen & Meyer, 1990). Thus the ECT's perception of loyalty is most likely to have been influenced by the sentiments of significant others in their lives. Organisational socialisation after they have become attached to the organisation can then influence how they perceive loyalty (Allen & Meyer, 1990). As a consequence, any moral obligation that an individual may have to remain attached to the organisation may have little or nothing to do with the individual's own sense of loyalty. All participant ECTs indicated the importance of loyalty when questioned during interviews, however, in most cases this did not translate into participants wanting to remain attached to their organisations, in fact, four out of the six participants in the study indicated that they would prefer to leave the school that they were currently teaching at even though all six participants had indicated that they thought loyalty was important. Value consonance refers to the degree to which an individual perceives that they share prevailing norms and values of the organisation where they are employed. Teachers value their own goals and values and are typically driven by

values and ethical considerations (Skaalvik & Skaalvik, 2018). This was evidenced by the fact that participants were specific in articulating that they operated according to their own values and goals in the absence of the school's values and goals not being articulated by school management. The responses of participants shed light on how employees will react and re-evaluate their normative commitment to align with their personal values. Regrettably, research around teachers' normative commitment is theoretical rather than empirical, (Meyer & Allen, 1990). More recently, Meyer and Parfyonova (2010) suggested that normative commitment is sometimes disregarded and dismissed as a redundant construct. However, they have proposed that the mindset of obligation that underpins normative commitment is distinguishable from a mindset of desire that underlies affective commitment and that normative commitment is worthy of continued investigation. Arguing for a dual face of normative commitment within which the inherent sense of obligation of normative commitment can be experienced as a moral imperative when accompanied by strong affective commitment or an indebted obligation when accompanied by strong continuance commitment and weak affective commitment, Meyer and Parfyonova (2010, p. 287) concede that "research pertaining to the dual nature of normative commitment is still in its infancy." Coupled with the fact that this component of organisational commitment is less commonly researched in comparison to the other two, this limits comparison potential for this aspect of the study.

The sentiments of participant **TH18AU** reflect a possible resonance with the argument put forward by Allen and Meyer (1990) around the influence of significant others in the development of their perceptions of loyalty. The passion and conviction with which this participant responded to this question implied that this was a characteristic that was an important inclusion in their value system which was possibly acquired. This participant was one of two who claimed to be aware of the goals and values of their school and perceived loyalty as equal to trust and the absence of loyalty as a manifestation of untrustworthiness. Other participant ECTs described their perceptions of loyalty as being related to job resource factors such as opportunities for development which, if present, contribute to an individual's loyalty and not so if these opportunities are absent. In a similar way, participant **NO15NO** considers the job resource factor of recognition as being a factor that influences an individual's loyalty. In the view of this participant recognition and appreciation of their efforts not only positively influences their

loyalty but also positively influences their performance in the classroom in terms of developing their learners. The welfare and progress of learners is considered to be an important function associated with teacher loyalty and participant **CK94MA** agrees. However, more significant to this participant is the accountability that teachers ought to have for achieving this goal.

Personal factors can also impinge on an individual's loyalty according to at least two participant ECT's. These factors usually centre on relocation and convenience with regard to the distance that the individual has to travel to their school. Avanzi *et al.* (2018) refer to organisational identification as the perception of belonging to some human group when values align. Schools and their values are internalised by the individual and this contributes to their sense of self (Haslam, 2004).

The connectedness of the normative and affective commitment's two components was apparent in this study and descriptive scores for the components were identical. This is congruent with the criticism of the three-component model of organisational commitment which cites, amongst other factors, the overlap of normative and affective commitment components, (Jaros, 2007). Evidence of this apparent overlap is seen in analysing the factors which contribute to ECT's emotional attachment to their schools and finding that these are the same factors contributing to ECT's feeling of being morally obligated to their schools.

6.2.4 Development of under-resourced schools

An analysis of the ECTs responses as to whether or not they thought it was possible for a school to be developed without financial resources revealed a lack of understanding of the components of development. Participants attached no psychological or social elements to the concept and only perceived development as a concept related to technology and technological advancement, thus leading to the emergent theme: The predominance of physical resources over wellbeing in the perception of development. With this narrow view, participants could not envisage any possibility for development without financial resources.

The concept of development is outlived only by civilisation and this only for an insignificant period (Soares & Quintella, 2008). The concept has undergone considerable evolution but has always maintained an alignment with the well-being of humanity. Similarly, Soares and

Quintella (2008, p. 105) asserted that

“its extensive use in western societies from Greco-Roman civilizations to the late 19th century as a generic construct that designates the most varied aspects related to humanities well-being, however, made the concept come closer to that of a doctrine.”

This generic understanding of development, I argue, has contributed to the individual's understanding and perception of it in multiple ways congruent with their chosen context.

However, despite its many transformations it has also maintained an alignment with the “potentially infinite concept of progress” (Soares & Quintella, 2008, p. 105).

Integral to the understanding of development through the ages, has been its association in western civilisation with the availability of resources and economic growth (Soares & Quintella, 2008). However, the availability of resources is an insufficient sole requirement for the establishment of a better future for humanity. Any social project which does not prioritise improvement of the living conditions of the masses of a population falls short of developing that population but when there is an amalgamation of these factors, then economic growth evolves into development (Soares & Quintella, 2008). Despite this connection between economic growth, resources and development and the notion that economic growth can morph into development

“there is no semantic equality between the terms” (Soares & Quintella, 2008, p. 109).

According to these authors, for development to occur, it is necessary that economic growth is perceived as being exhibited in the realms of social projects that result in the well-being of societies, (Soares & Quintella, 2008). Extending the understanding of what constitutes development, Sunkel (2001) maintains that

“the evolution and transformation of society and the economy in the development process alter the natural world in various ways,” (Sunkel, 2001, p. 296).

In the view of Sunkel, this alteration occurs within a reciprocal relationship during which a hierarchical set of alterations results within spheres ranging from the satisfaction of basic needs on the one end to the preparation of a social system that generates and ensures employment opportunities, social security and educational programmes at the other end, (Sunkel, 2001).

These in-depth perceptions of development are seemingly lacking in the participant ECT's and a paradigm shift in terms of their understanding of the concept is needed.

The perception of development adopted by ECTs participating in this study generally led them to see themselves as not having the capacity to be agents of change in their schools. Consequently, they seemingly do not perceive that they can have any effect on the development of their schools. This is a devastating outcome but does not represent the end of the problem. The ECTs pointed towards external sources as being necessary for the development of their schools. The final outcome for these already struggling schools is that there seems to be a resultant demobilisation of participants where they become receptive to the prevailing conditions at the school and the necessary proactive response which brings about innovation which can drive development is largely, absent. The job-crafting element of the JD-R Model (Bakker & Demerouti, 2007) which can ensure pro-activity and a bottom-up response instead of the prevailing top-down approach, is mostly absent in the participating schools. Of greater concern is the fact that the study sought to take advantage of the fact that ECTs are in a better position to develop schools since they are only starting out in their careers and potentially ought to be around for the longest periods at their schools. Thus, the apparent distancing and demobilisation is disturbing and not in line with research findings which suggest that this should occur later in their careers. According to Day and Gu (2010) challenges to motivation and commitment should occur between sixteen and twenty-three years in teachers' careers and they should experience declining motivation and commitment only after approximately twenty three years in the profession. Some participants extend this bleak outlook further by broadening the horizons of their comparisons of their schools and environments with other far off schools across the world and this seems to demobilise them even further.

The role of school management teams and senior staff at schools cannot be understated in terms of their influence on ECTs. What is required is injections of transformational leadership to orchestrate the activities of ECT's and give direction towards development in areas other than those requiring financial and materials resources. According to Cho, Shin, Billing and Bhagat (2019, p. 4),

“transformational leadership is a type of leadership that transforms followers prompting them to think about the interests of the organisation rather than their own interests, boosting their morale, encouraging them to examine how their values align with those of the organisation, appealing to their ideal sense of what the organisation can be, encouraging them to do their best for the greater good,”

According to these authors, transformational leadership improves the individual's affective commitment by creating family-like conditions, (Cho *et al.*, 2019). The focus of this study was to explore the factors contributing to the organisational commitment of ECT's with the aim of exploring how these can be used to develop schools that are lacking in resources. In order to achieve this, the first objective is to convince ECT's to remain attached to their organisations thus improving the chances of utilising their commitment to develop schools.

What is required is a change of ECT's perceptions of what constitutes development. This would involve the input of management who themselves have a contribution to make in terms of realising their potential as social resources who have the capacity to release personal resources within their employees which in turn can be utilised to develop schools. The JD-R Model (Bakker & Demerouti, 2007) is useful in explaining how this can be achieved.

In summary, affective and normative commitment levels of ECT's in their respective under-resourced schools face some challenging job demands. The respectable levels achieved in commitment could be attributed firstly, to the dual effects of ECT's being still within the first five years of their teaching careers which, according to Day and Gu (2007), is characterised by high commitment, and secondly, to the presence of some job resources which buffer the debilitating effects of the job demands and which sustain commitment levels. The implications of this are that commitment levels would be considerably higher if job demands were reduced.

The subdivision of the affective component into two sub- scales is congruent with the perception of Mowday *et al.* (1989), who maintained that the components of organisational commitment are conceptually different and, therefore, develop independently as a function of different antecedents. The authors suggested that affective commitment could develop as a function of one of four possible antecedents, namely, personal characteristics, job characteristics, work experiences and structural characteristics, (Allen & Meyer, 1990). The implications of this are

that affective commitment could conceivably be delineated by four sub-scales during descriptive analysis. Within this study, this component fractured into affective commitment 1 and affective commitment 2 which were discussed in the previous chapter and which were related, respectively to the actual work experiences of ECT's and the school as an organisation and the ECT's emotional attachment thereto.

The perception of the concept of 'development' held by the participating ECT's was a disturbing factor in as far as it was very narrow. The equation of development with technological advancement alone meant that ECT's saw themselves as powerless within their under-resourced environments. Any contribution made by ECT's towards the progress of learners and the co-operative manner in which individuals functioned within the school were thus not viewed as development by ECT's who only viewed development in terms of their role played in the acquisition and involvement of learners in computer-related activities. What seems to be lacking in the participating schools is transformational leadership to broaden the mindsets of the ECT's.

The job demands- resources perception dictates that activities within an organisation activate two processes, namely, the health impairment (job demands) process which activates negative outcomes for individuals in the form of exhaustion and strain and a motivational (job resources) process which activates positive outcomes in the form of enjoyment and work engagement which, in turn, sustains commitment (Bakker & Demerouti, 2014). Quantitative and qualitative results obtained in this study support this perception and they explain why commitment levels and engagement of participant ECT's were slightly elevated amidst difficult and exhaustive working environments.

6.3 Chapter Summary

The chapter has made known the researcher's interpretation of quantitative and qualitative data with emergent themes from qualitative data included. The study also provides suggestions as to the implication of these findings for schools and how school management structures can consider utilising these findings in their schools. The dissertation will continue with proposing recommendations and declaring limitations of the study.

Chapter Seven- Limitations and Recommendations.

7.1 Introduction

This chapter will focus on the limitations of the study as perceived by the researcher as well as on some recommendations for future studies with the particular focus on research around the phenomenon of organisational commitment. Theoretical implications and implications for practice will also be outlined. The chapter will close with a concluding paragraph which serves the dual purpose of bringing this chapter and the dissertation to its conclusion.

7.2 Limitations of this Study

The first and obvious limitation of this study is its reliance on a small sample size of six participants from two participating schools. Collins, Onwuegbuzie and Jiao (2007, p. 288) suggest that sampling in mixed methods research is complex “because the meta inferences that stem from these studies involve combining inferences from the quantitative and qualitative phases of the study that are highly dependent on the sampling scheme and sampling size used.” Recommended sample sizes for different research methods are not standard and differ from one research protagonist to the next. Onwuegbuzie, Jiao and Bostick (2004) recommend 64 participants for one-tailed hypothesis mixed methods studies and 82 participants for two-tailed hypotheses. The authors further proposed that statistical generalisations are not warranted with small sample sizes which have inadequate external validity and/or external credibility (Collins, Onwuegbuzie & Jiao, 2007). Thus, any intentions to generalise findings from this study were refuted at the outset and findings were intended for the samples involved in the investigation only. Notwithstanding these limitations, consideration was given to the fact that the study was conceived within a narrow context and was conceptualised as a specific case. Sample size within this context is usually smaller. Therefore, sample size limitations are somewhat offset by recommendations of Cresswell (2002) (cited from Collins *et al.*, 2007), who proposed 3-5 participants for case study research projects. The selection of purposive convenience sampling as a sampling method is explained in chapter four of the study. This sampling method was selected after taking into consideration the separate objectives of the quantitative and qualitative parts of the study and the inclusion of triangulation as a means of corroborating data generated through each strategy (Palinkas, Horwitz, Green, Wisdom, Dunn & Hoagwood, 2015). Each methodology has different expectations and standards for determining the number of participants

required to achieve its aim with quantitative methods placing primary emphasis on generalisability (Palinkas *et al.*, 2015). Thus, the decision not to generalise findings further influenced this decision. Reasons notwithstanding, the “selected samples should generate sufficient data pertaining to the phenomenon of interest to allow thick description thereby increasing descriptive validity and interpretive validity,” (Onwuegbuzie & Collins, 2007, p. 305). Acknowledging that small sample sizes can be used in quantitative research that represents exploratory research as was the case with this study, it is however, the contention of the researcher that further study in this area will benefit from studies with larger samples of respondents.

The decision to explore organisational commitment as a stand-alone phenomenon limited intentions to compare results of this study with other studies which predominantly explore the phenomenon of organisational commitment in connection with related concepts such as work engagement (e.g., Field & Buitendach, 2012), work motivation (e.g. Gagne *et al.*, 2008) job satisfaction (e.g., Martin & Roodt, 2008) and organisational citizenship behaviour (e.g., Mohammad *et al.*, 2011). This fact was further exacerbated by the decision to conduct the exploratory study with organisational commitment of ECT's where research literature is limited in comparison with research conducted among experienced teachers. These factors combine to limit all findings to the participants and to the participating schools only. Additionally, limiting the study to under-resourced secondary schools, further limits the scope of inferences made within this study. The cross-sectional nature of the research study excludes any causal inferences regarding the relationships of organisational commitment and other constructs and data are limited to inferential statistics. Any future study in this area should explore longitudinal effects. Results of this study are limited to a specific group within the population, namely, ECTs. The use of convenience sampling recruitment as an approach is a limiting factor in that it has the potential to lead to selection bias. This was somewhat overcome by the small number of available individuals that matched the requirement of ECTs within their first five years of teaching. The position of the researcher as an insider researcher needs mention as a potential limiting factor. It is not uncommon for insider research studies to be criticised for the potential that exists that there will be lower levels of conformity to the same standards of rigour because of the position of the researcher being too close for objectivity (Fleming, 2018). As researcher,

my position at the beginning of the study was as a deputy principal at school two. As indicated in the study, four ECTs were selected from this school. Role duality therefore became a reality. However, a change in this situation occurred midway through the study which resulted in a shift in my position. Ethical and objectivity issues around this matter were dealt with in chapter four of this study and will not be repeated here.

7.3 Strengths of the study

The decision to use a mixed-method research approach was a particular strength of the project. The use of this approach allowed the phenomenon to be placed under a double strength microscope which allowed for opportunities for the phenomenon of organisational commitment to be explored from quantitative and qualitative angles in one study as opposed to being explored from the perspective of only one of these perspectives. This resulted in the affective commitment component being split into two subscales as a result of quantitative scrutiny and explored further through qualitative scrutiny in the same study. The phenomenon under study in this project is well researched. This allowed for the use of a wide range of literature and for reference to research projects, together with their participant samples. This partially nullifies the limitation of having a small sample in this project.

7.4. Practical Implications

The results of this study have implications for the individuals and institutions involved in the study. Considering the purpose of this study to develop under-resourced secondary schools through the efforts of the teachers who potentially, would spend the longest time at the school, is noted when suggesting the following recommendations for practice at these schools. The buffer effect of the JD-R Model (Bakker & Demerouti, 2007) has been a significant potential outcome in the workplace. For under-resourced schools, leaders should consider providing job resources such as autonomy, support, feedback and opportunities for development. These are social and psychological resources which do not require financial outlay to acquire and, according to the JD-R Model (Bakker & Demerouti, 2007), provide a buffer effect to offset the negative effects of job demands including burnout. It is recommended that organisations proceed with caution initially in this regard to allow for the results of further study on the buffer effect of the JD-R Model. The implementation of principles of transformational leadership as outlined in this study

is also recommended for school leaders at under-resourced schools. A limitation of this recommendation is that those occupying leadership positions may be unfamiliar with the concept and practise of transformational leadership. Thus, it is recommended that these schools embark on leadership development programmes in order to extend the net to include a greater number of employees at the school. Through these programmes, schools can develop school leaders who inspire their employees to be proactive rather than reactive, to engage in job-crafting to manipulate their environments to their advantage in order to enter resource gain cycles rather than the increasingly damaging loss cycles. Passive leadership which seemed to be a feature at participating schools should be considered as harmful and counter-productive at under-resourced schools where participatory leadership would be more beneficial to the organisation. A key aspect of transformational leadership is its potential for these leaders to transform the perceptions of their employees (Wang *et al.*, 2017). This would be particularly beneficial in transforming the perceptions of teachers with regard to development and their capacity to initiate and drive development in their organisations. Despite these recommendations, the responses of individuals and employees of different cultural backgrounds to transformational and passive leadership, were not tested by this study and can therefore, not be predicted.

7.5 Theoretical implications

Research literature in the area of organisational commitment of ECT's is limited and the implication is that research exploring the organisational commitment levels of ECT's is limited. Early career teachers represent a viable resource on which to pin the solutions to many problems facing education as their lifespan within the education department is potentially the longest. Furthermore, under-resourced schools suffer from a double jeopardy in that they face all of the normal problems faced by other schools while having to endure these without resources. Combining the committed efforts of ECT's to the needs of under-resourced schools seems a viable option and is worthy of more in-depth study in the view of this researcher.

Organisational commitment is a well-researched phenomenon and rightly so. However, the difficulty in establishing a single scale for the affective commitment component during factor analysis suggests that further research is necessary possibly in the area validity of the measuring scales for affective commitment, namely, Meyer and Allen's (1990) version of the OCQ. The

overlap of scale for affective commitment and normative commitment are acknowledged and well documented (Jaros, 2007) and this was evidenced in the identical results for normative commitment and affective commitment in this study. Further research is required in this area as well. In addition, the seemingly evolving and dynamic nature of the phenomenon of organisational commitment has reference and this is evidenced by the current perceptions of authors such as Cohen (2007) who perceive the construct differently from the earlier perceptions which placed an emphasis on the individual's identification with goals and values of an organisation as a basis for their level of effort on behalf of the organisation and desire to retain membership. Cohen (2007) suggested that the nature of an individuals' commitment altered at different stages of their careers and, furthermore, the commitment of individuals prior to entering the workplace was not the same as that after the individual had worked for a period within the organisation. Thus, further research of this phenomenon is recommended especially within under-resourced schools which are the lot of many early career teachers. The recommendation of transformational leadership as a potential strategy to reduce job demands in the workplace also requires further research as it is possible that a reduction in job demands in the workplace environment may not be as a result of transformational leadership alone.

7.6. Conclusion

This chapter summarises the views of the researcher with regard to what constituted limiting factors in conducting this exploratory investigation and the recommendations for future research in the field of organisational commitment. The researcher acknowledges that these views may differ from those reading this dissertation and accepts these possible differences in opinion.

The reality for many ECT's is the high probability that their first school of employment, particularly in Kwa-Zulu Natal, will be an under-resourced school (Motala, 2011). This study has isolated organisational commitment as the main construct which needs further exploration in terms of maximising factors which are readily available to school managers as a resource and which can increase the effectiveness of their schools. With the reality that financial and material resources are decreasing, school managers who are proactive and transformational in their outlook will be at the forefront in terms of exploiting the rich source of resources available to them in the form of personnel at their schools. The burden on managers and staff at schools to

make these resources available is minimal and only requires that managers turn their focus towards visualising the potential benefits for both individual and organisation to realise that the benefits far outweigh the burden on them.

The focus on organisational commitment as the phenomenon of study created a study within a study. The emergence of the affective component of this phenomenon as a dynamic and evolving concept which has seemingly relinquished its reliance on employees attaching supreme importance on an alignment of their values and goals with that of the organisation in order to establish an emotional connection which ensures that the individual pushes themselves to their limits on behalf of the organisation. Supportive relationships are seemingly perceived by ECT's as the basis for exerting extra effort and for maintaining membership.

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schools in Mquanduli District of Eastern Cape Province (Doctoral dissertation, Alice: University of FortHare).

ANNEXURE 1
REQUEST FOR GATEKEEPER PERMISSION

Email: bsvere@gmail.com

Address: 37 Gemini Way

Mariannheights

Phone (cell): 0832571761

Request for permission to conduct research

Dear Principal,

My name is **Bradley Vere** and I am currently studying towards a Master of Education (M.Ed.) degree at the University of KwaZulu-Natal (UKZN). It is required of me to complete a research project by the end of this year as part of course work.

The title of my study is: **Exploring the factors that contribute to organisational commitment of early career teachers in under-resourced schools.** The purpose of this study is to gather information to gain a deeper understanding of the factors contributing to organisational commitment of early career teachers and how these can be used to develop under-resourced schools. I would like to conduct interviews with five early career teachers at your school in a face-to-face session and hand out short questionnaires. Both are aimed at gathering information on the level of commitment of early career, factors contributing to their organisational commitment and how these can assist to develop under-resourced schools.

I hereby request your approval to use the school premises to interview five of your novice teachers as participants in my M.Ed. research study.

I will use two data collecting tools: questionnaires and semi-structured interviews. Questionnaires can be filled in during teachers' private time and will be collected before the interviews begin using a sealed box placed in the secretary's office behind the entrance hatch.

All interviews will be conducted outside of the normal school time. The participants will be notified in advance of the exact date and time for the interviews. The data for all interviews will be audio- recorded using a digital device (if participants agree) and then transferred to typed transcriptions for analysis purposes.

Methods of Data collection & scheduled times

ACTIVITY	ESTIMATED TIME	PROPOSED TIME FRAME	FORMAT OF DATA COLLECTION
Short questionnaire	1 hour	January/February 2019	Completion of questionnaire.
Individual interviews	1 hour	March 2019	Audio-recordings and transcriptions.

The study is dependent on your willingness to allow the teachers at your school to participate in this research study. **Participation** in the study is entirely **voluntary**, and participants are **free to withdraw from the study at any stage and for any reason**. Refusal to answer questions and withdrawal from this research will in no way result in any form of discrimination or disadvantage. All data that will be collected will be used for my dissertation or potentially for academic publications (e.g. research reports, conference presentations and publications in research journals).

Confidentiality of participants' responses, of all evidence and of documentation generated within the research will be guaranteed. Codes will be used to protect the identity of the school and of participants. The data collected during the research process will be securely stored in a safe place for a period of five years, and will be disposed of (by incineration) after this period.

There are no direct benefits to participants for participating in this study. However, I believe that the research will assist your managers in developing your school in the absence of material resources.

My supervisor for this study is Professor Anja Philip (School of Education, UKZN), please feel free to contact her on the number below if you have any queries regarding this research study. You may also contact me as the researcher or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Thank You!

Best Regards,

Mr. B.S Vere

<p>Supervisor :Prof. Anja Philipp</p> <p>UKZN</p> <p>School of Education</p> <p>Office CS138</p> <p>Main Tutorial Building</p> <p>Edgewood Campus</p> <p>Contact details : 031 260 3818</p> <p>philippa@ukzn.ac.za</p>	<p>HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION</p> <p>Research Office, Westville Campus</p> <p>Govan Mbeki Building</p> <p>Private Bag X 54001</p> <p>Durban 4000</p> <p>KwaZulu-Natal, SOUTH AFRICA</p> <p>Tel: 27 31 2604557- Fax: 27 31 2604609</p> <p>Email: HSSREC@ukzn.ac.za</p>
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ANNEXURE 2

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

RESEARCH PARTICIPANT: PRINCIPAL

DECLARATION OF CONSENT BY PRINCIPAL AS GATEKEEPER

I(Full Name of Principal) have been informed about the study entitled:

An exploration of factors contributing to organisational commitment of early career teachers in under-resourced secondary schools by: Bradley Vere (name of student)

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that the participation of my school in this study is entirely voluntary and that I may withdraw my permission at any stage and for any reason. Withdrawal from this research will in no way result in any form of discrimination or disadvantage.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher or the supervisor.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001 Durban 4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-recording of interviews

YES / NO

Handing out of questionnaires

YES / NO

Signature of Principal

Date

School Stamp:

ANNEXURE 3
INFORMED CONSENT DOCUMENT OF EARLY CAREER TEACHER AS
RESEARCH PARTICIPANT

Email: bsvere@gmail.com

Address: 37 Gemini Way

Mariannheights

Phone (cell): 0832571761

Request for permission to conduct research

Dear Teacher,

My name is Bradley Vere and I am currently studying towards Masters in Education (MEd.) degree at the University of Kwa-Zulu Natal (UKZN). It is required of me to complete a research dissertation by the end of this year.

The title of my study is: **An exploration of factors contributing to organisational commitment of early career teachers in under-resourced secondary schools.** The purpose of this study is to gain a deeper understanding of the factors contributing to your commitment to your school and how this can be contribute to developing under-resourced schools. I would like to conduct interviews with you and other early career teachers in face-to-face sessions and hand out short questionnaires to all participants. Both, interviews and questionnaires are aimed at gathering information on the level of commitment of early career teachers, factors contributing to the commitment to the respective schools and how these can assist to develop under-resourced schools. Your responses will assist in shedding light on factors contributing to organisational commitment and how we can exploit these to develop schools lacking in resources.

I would like to interview you and kindly ask you to fill in a short questionnaire. Filling in the questionnaire will take approx. 1 hour and you can do that in your own time. Please return the questionnaire by placing it in the sealed box I have marked and left at the secretary's office behind the entrance hatch.

All the interviews will be conducted outside of the normal school time and questionnaires can be completed during your private time. You will be notified in advance of the exact date and time for the interviews. The data for all interviews will be audio-recorded using a digital device (if you agree) and then transferred to typed transcriptions for analysis purposes.

Please provide me with a personal code so that I can link your questionnaire response to your interview. This code is only known to you.

Methods of Data collection & scheduled times

ACTIVITY	ESTIMATED TIME	PROPOSED TIME FRAME	FORMAT OF DATA COLLECTION
Short questionnaire	1 hour	January/February 2019	Completion of questionnaire
Individual interviews	1 hour	March 2019	Audio-recordings and transcriptions

The study is dependent on **your willingness** as early career teacher **to participate** in this research study. Participation in the study is entirely **voluntary** and you are **free to withdraw** from the study **at any stage and for any reason**. Refusal to answer questions and withdrawal from this research will **in no way result in any form of discrimination or disadvantage**. All the data that will be collected will be used for my dissertation or potentially for academic publications (e.g. research reports, conference presentations and publication in research journals).

Confidentiality of your responses, of all evidence and of documentation generated within the research will be guaranteed. **Codes** will be used to protect your identity and the identity of the school you work in. The data collected during the research process will be **securely stored** in a safe place for a period of five years and will be disposed of (by incineration) after this period.

There are no direct benefits to participants for participating in this study. However, I believe that the research will assist you in developing your school in the absence of material resources..

My supervisor for this study is Professor Anja Philip (School of Education, UKZN), please feel free to contact her on the number below if you have any queries regarding this research study. You may also contact me as the researcher or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Thank You!

Best Regards.

Mr. B.S Vere

<p>Supervisor : Prof. Anja Philipp</p> <p>UKZN</p> <p>School of Education</p> <p>Office CS138</p> <p>Main Tutorial Building</p> <p>Edgewood Campus</p> <p>Contact details : 031 260 3818</p> <p>philippa@ukzn.ac.za</p>	<p>HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION</p> <p>Research Office, Westville Campus</p> <p>Govan Mbeki Building</p> <p>Private Bag X 54001</p> <p>Durban 4000</p> <p>KwaZulu-Natal, SOUTH AFRICA</p> <p>Tel: 27 31 2604557- Fax: 27 31 2604609</p> <p>Email: HSSREC@ukzn.ac.za</p>
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DECLARATION OF CONSENT

I(Full Name of Participant) have been informed about the study entitled: **An exploration of factors contributing to organisational commitment of early career teachers in under-resourced secondary schools** by B. Vere.

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher or the supervisor.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001 Durban 4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-recording my interview

YES / NO

Filling in of questionnaires

YES / NO

Signature of Participant

Date

ANNEXURE 4

INDIVIDUAL SEMI-STRUCTURED INTERVIEW SCHEDULE

Title of Study: An exploration of factors contributing to organisational commitment of early career teachers in under-resourced secondary schools.

Dear Research Participant

My name is Bradley Vere and I am currently studying towards Masters in Education (MEd.) degree at the University of Kwa-Zulu Natal (UKZN). It is required of me to complete a research dissertation by the end of this year.

The main purpose of this interview schedule is to gather information, to gain a deeper understanding of the factors contributing to your commitment as an early career teacher to your school and how you can contribute to developing the school. The interview will be conducted in a face-to-face session and will provide a platform for reflection on how we can develop under-resourced schools. Your response to the questions will assist in shedding light on the possible factors contributing to your commitment to your school and how these can be used to develop and shape schools.

You will not be obligated to answer questions that you feel uncomfortable with or that you are unwilling to respond to, due to personal reasons. The recording tools used to collect the information will be a note pad, and with your approval, a digital voice recorder. The interview will be approximately one hour long and will focus on three key question used for the research study focusing on factors that contribute to your organisational commitment and how this can contribute to developing under-resourced schools (see below).

Please note that the information you provide in the study will be kept strictly **confidential** and will be used for writing my dissertation to meet the requirements of the Masters in Education degree and potentially for academic publications (conference presentations, academic journal articles). All names of persons and organisations will be substituted with codes to protect your confidentiality. Your participation is **voluntary**, and you are **free to withdraw** from the study at

any stage and for any reason. Refusal to answer questions or withdrawal from this research project will in no way result in any form of discrimination or disadvantage.

All recorded data will be kept in a **secure storeroom** housed in the School of Education and will be disposed of (by incineration) five years after completion of this study.

I will arrange a **feedback** session with you after completing my dissertation.

Thank you!

Mr. B. S. Vere (MEd. Student)

Interview Schedule for individual semi-structured interview

Proposed Questions

CODE OF PARTICIPANT: _ _ _ _ _

Please prepare the code in line with the following instruction: the two first letters of the first name of the participants' mother (example: Alicia – AL), your day of birth (example: 13 October – 13), first two letters of the mothers' birth month (example: 07 January – JA). The example code would be: AL13JA.

Critical Questions:

1. How committed are early-career teachers at under-resourced secondary schools?
2. Which factors contribute to the emotional attachment that early career teachers develop to under-resourced secondary schools? (Affective commitment).
3. Which factors contribute to the moral obligation that early career teachers have towards remaining attached to under-resourced secondary school? (Normative commitment).
5. How can the organisational commitment of early career teachers at under-resourced secondary schools contribute to the development of under-resourced schools?

Interview question 1: **How committed are early career teachers at under-resourced secondary schools?**

Probing questions:

1. Can you share with me some of your experiences when you first arrived as a new teacher at the school?

2. If you were given an opportunity to teach at another school would you opt to take advantage of this opportunity or would you opt to remain at this school? Please Elaborate.
3. Would you recommend this school to a close friend or relative who is also a teacher? Why? Why not?
4. Do you see yourself still teaching at this school in five years? Please explain your answer.

Interview question 2: Which factors contribute to the emotional attachment that early career teachers develop to under-resourced secondary schools?

Probing questions:

1. What are some of the things which make you feel at home at your school and drive you to go the extra mile?
2. What are some of the things which cause you distress?
3. Do you identify with the values and goals of the school?

Interview question 3: Which factors contribute to the moral obligation that early career teachers have towards remaining attached to under-resourced secondary schools?

Probing questions:

1. Do you think that it is good for an individual to show loyalty to their school or is it okay to move from school to school?
2. If you were offered more money to teach at another school, would you accept the offer?
Please elaborate.
3. If a promotion post became available at another school, would you consider moving to that school? Please elaborate.

Interview question 4: How can the organisational commitment of early career teachers at under-resourced secondary schools contribute to the development of these schools?

Probing questions:

1. Do you think that it is possible for schools to be developed without financial resources?
2. What are some of the things that you do to develop your schools?

ANNEXURE 5
SCREENING QUESTIONNAIRE

Questionnaire on “An exploration of factors contributing to organisational commitment of early career teachers in under-resourced secondary schools.”

Dear early career teacher,

I would like to ask you to fill in this short questionnaire which aims at assessing organisational commitment of early career teachers. Your participation is entirely voluntary and your responses will be treated confidentially. I will use the results within the context of my study and for potential academic publication.

If you participate, please do not leave out any answers. All your responses are of importance for my study. If you are not quite sure, please choose the answer that seems most appropriate from your experience and there are no “right” or “wrong” answers. On completion of the questionnaire, please return it by placing it in the sealed and marked box which I have left at the secretary’s office behind the entrance hatch.

Please prepare your personal code in line with the following instruction: the two first letters of the first name of the participants’ mother (example: Alicia – AL), your day of birth (example: 13 October – 13), first two letters of the mothers’ birth month (example: 07 January – JA). The example code would be: AL13JA.

CODE OF PARTICIPANT: _ _ _ _ _

Please answer the following questions on your commitment to your current school.

Please cross the appropriate box for each statement.

	Strongly disagree	dis-agree	neither agree or disagree	agree	strongly agree
I enjoy discussing my school with people outside it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I do not feel like part of the family at my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I would be very happy to spend the rest of my career with this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I was taught to believe in the value of remaining loyal to one school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
This school has a great deal of personal meaning for me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I really feel as if this schools' problems are my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I think that I could easily become attracted to another school as I am to this one.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Jumping from one school to another does not seem at all unethical to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Things were better in the days when teachers stayed with one school for most of their careers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
If I got another offer for a better job elsewhere, I would not feel it was right to leave my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I do not feel a strong sense of belonging to my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I do not feel 'emotionally attached' to this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I do not believe that a teacher must always be loyal to his/her school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I think that teachers these days move from school to school too often.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Please tick the most appropriate answer.

	To a very small extent	To a small extent	Some what	To a large extent	To a very large extent
Do you enjoy telling others about your place of work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Would you recommend a good friend to apply for a position at your workplace?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you feel that your place of work is of great importance to you?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Is your work meaningful?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you feel that the work you do is important?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you feel motivated and involved in your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work require you to take the initiative?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you have the possibility of learning new things through your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

To a very small extent	To a small extent	Some what	To a large extent	To a very large extent	To a very small extent
Can you use your skills or expertise in your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work give you the opportunity to develop your skills?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
At your place of work, are you informed well in advance concerning for example important decisions, changes, or plans for the future?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you receive all the information you need in order to do your work well?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Is your work recognised and appreciated by the management?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Is your work recognised and appreciated by the learners?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Is your work recognised and appreciated by the parents of your learners?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Is your work recognised and appreciated by your colleagues?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Please also provide me with some information on your **workload and challenges during your work**.

Please tick the most appropriate answer.

	Never/ Hardly Ever	Seldo m	Some- times	Often	Al- ways
Is your workload unevenly distributed so it piles up?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
How often do you not have time to complete all your work tasks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you have enough time for your work tasks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you get behind with your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you have to keep your eyes on lots of things while you work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work require that you remember a lot of things?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work demand that you are good at coming up with new ideas?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work require you to make difficult decisions?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work put you in emotionally disturbing situations?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Overall, how many hours do you work in an **average week**: _____ hours

Which percentage of your lessons are uninterrupted by students?
approx. _____ %

Which percentage of your lessons can you finish as planned?
approx. _____ %

Please tick the most appropriate answer.	Seldom	Sometimes	Often	Always	Never/ Hardly Ever
Do you have to relate to other people's personal problems as part of your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Are you required to treat everyone equally, even if you do not feel like it?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work put you in emotionally disturbing situations?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you have to relate to other people's personal problems as part of your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Does your work require that you hide your feelings?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Are you required to be kind and open towards everyone – regardless of how they behave towards you?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you have a large degree of influence concerning your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Do you have any influence on what you do at work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Can you influence the amount of work assigned to you?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you have any influence on what you do at work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

The following questions address aspects of the school you currently work at. The focus will be on your individual strengths, followed by resources in your **work** at your school as well as **support at your school** and your **personal wellbeing**.

Please tick the most appropriate answer.

	Never/ Hardly Ever	Seldo m	Some- times	Often	Al- ways
How often do you get help and support from your colleagues?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
How often are your colleagues willing to listen to your problems at work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
How often do your colleagues talk with you about how well you carry out your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
How often is your nearest superior willing to listen to your problems at work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
How often do you get help and support from your nearest superior?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
How often does your nearest superior talk with you about how well you carry out your work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Is there a good atmosphere between you and your colleagues?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Is there good co-operation between the colleagues at work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Do you feel part of a community at your place of work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
At my work, I feel bursting with energy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
When I get up in the morning, I feel like going to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
At my work I always persevere, even when things do not	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Please tick the most appropriate answer.

	Never/ Hardly Ever	Seldo m	Some- times	Often	Al- ways
go well.					
I find the work that I do full of meaning and purpose.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I am enthusiastic about my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
My job inspires me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I am proud on the work that I do.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I feel happy when I am working intensely.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I am immersed in my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
It is difficult to detach myself from my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Regarding your work in general. How pleased are you with:

	Not rele va nt	Very Un- satisfie d	Un- satisfie d	Satisfie d	Very satisfie d
Your work prospects?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
The physical working conditions?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
The way your abilities are used?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Your job as a whole, everything taken into consideration?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Please tick the most appropriate answer.

	Never/ Hardly Ever	Seldo m	Some- times	Often	Al- ways
I feel emotionally drained from my work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I feel used up at the end of the workday.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I feel fatigued when I get up in the morning and have to face another day on the job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

I feel frustrated by my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Working with people all day is really a strain for me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I have difficulty relaxing after school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Even at home I often think of my problems at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Even on my vacations I think about my problems at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I get irritated when others approach me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I anger quickly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I get irritated easily, although I don't want this to happen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Please also take some time to fill in some information about your personal and professional background.

I would also appreciate if you could give me some **additional information**.

All responses are treated **confidentially**.

For how long are you a teacher?	for _____ years
How old are you	_____ years
I am	
Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
My home language is:	

I teach in the:	
Senior phase (Gr. 7-9)	<input type="checkbox"/>
FET (Gr.10-12)	<input type="checkbox"/>
I am a:	
PL1 Educator	<input type="checkbox"/>
HOD	<input type="checkbox"/>

The co-curricular program(s) I am involved in is/are:

The extra-curricular program(s) I am involved in is/ are:

The committee(s) I serve on is/are:

My academic qualification(s) is/are:

My professional qualification(s) is/are:

I obtained my qualification(s) from a:

- ☐ University
- ☐ Technikon
- ☐ College
- ☐ Other: _____ (please name the type of institution).

Thank you for your participation!

Please return the questionnaire by placing it in the sealed and marked box which I have left at the secretary's office behind the entrance hatch.



20 May 2019

Mr Bradley S Vere 215082630
School of Education
Edgewood Campus

Dear Mr Vere

Protocol reference number: HSS/0159/019M

Project Title: An exploration of factors contributing to organisational commitment of early career teachers at under-resourced secondary schools.

Full Approval – Expedited Application

In response to your application received 02 February 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Rosemary Sibanda (Chair)

/px

cc Supervisor: Prof A Philipp

cc. Academic Leader Research: Dr A Pillay

cc. School Administrator: Ms S Jeenarain, Ms M Ngcobo and Mr SN Mthembu

Humanities & Social Sciences Research Ethics Committee

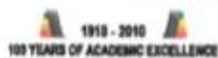
Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3867/03504557 Facsimile: +27 (0) 31 260 4809 Email: rsibanda@ukzn.ac.za / sjjeenarain@ukzn.ac.za / prof.arnold@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1819

Mr BS Vere
PO Box 939
Pinetown
3600

Dear Mr Vere

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"AN EXPLORATION OF THE FACTORS CONTRIBUTING TO THE ORGANISATIONAL COMMITMENT OF EARLY CAREER TEACHERS AT UNDER-RESOURCED SECONDARY SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 June 2019 to 04 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of Department: Education
Date: 06 June 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

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Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE... Twitter: @DOE_KZN... Instagram: kzn_education... Youtube: kzndoe

..Championing Quality Education - Creating and Securing a Brighter Future

An exploration of factors contributing to organisational commitment of early career teachers in under-resourced schools (Attempt 2)

ORIGINALITY REPORT

11 %	7 %	6 %	10 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

II	www.tandfonline.com InternetSource	<1 %
EI	uir.unisa.ac.za Internet Source	<1 %
EI	Submitted to University of KwaZulu-Natal Student Paper	<1 %
a	hdl.handle.net InternetSource	<1 %
II	Submitted to University of Johannesburg Student Paper	<1 %
EI	Theresa Dicke, Ferdinand Stebner, Christina Linninger, Mareike Kunter, Detlev Lautner. "A Longitudinal Study of Teachers' Occupational Well-Being: Applying the Job Demands-Resources Model.", Journal of Occupational Health Psychology, 2017 Publication	<1 %