

**JOB INSECURITY, JOB SATISFACTION, AFFECTIVE
ORGANISATIONAL COMMITMENT AND SENSE OF COHERENCE
IN AN EDUCATIONAL INSTITUTION**

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REMARKS

- The reader must note that this publication and the reference style used in this mini-dissertation are accordance with the instructions set out in the American Psychological Association (APA) Publication Manual (5th edition). This practice is in line with the policy of the programme in Industrial Psychology of the North-West University, Vaal Triangle Campus, to use APA style in all scientific documents as from January 1999.
- The mini-dissertation is submitted in the form of one research article, in accordance with APA guidelines, also seen in the tables and figures.
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SUMMARY

Subject: Job insecurity, job satisfaction, affective organisational commitment and sense of coherence in an educational institution

Key terms: job insecurity, job satisfaction, affective organisational commitment, sense of coherence.

Organisations are faced with the reality of a constantly changing environment surrounding them. This brings about the need for changes and adaptations to the changing world around them (Rothmann, 2003). These changes are implemented in the form of restructuring, downsizing, mergers, evolving governmental policies and organisational change initiatives, which can result in high costs, lower productions and poor employee wellness (Van Tonder, 2005).

In South Africa, the organisations have to cope with change and adaptations to the global world which brings about the need for innovation, competitiveness, customer satisfaction and service quality to remain ahead in the industry which can bring strain on employees and the organisation as a whole (Malhotra & Mukherjee, 2003). In education institutions, teachers have certain demands to cope with which include syllabus changes and growth, personnel shortages, higher student numbers, multi-lingual teaching and increased specialisation (Jackson & Rothmann, 2006)

The primary objective of this research was to investigate the relationship between job insecurity, job satisfaction, affective organisational commitment and sense of coherence. Constructs were measured by means of the Job Insecurity Questionnaire (JIQ), the Revised Minnesota Job Satisfaction Questionnaire (JSQ), the Organisational Commitment Questionnaire (OCQ), the Orientation to Life Questionnaire (OLQ) and a biographical questionnaire.

A cross-sectional survey design was conducted among the 546 employees of various educational institutions in the Sedibeng District of Gauteng. A response rate of 315 completed questionnaires was received.

No statistically significant relationship was found between job insecurity and job satisfaction, job insecurity and affective organisational commitment, and job insecurity and sense of coherence. There was a practically significant relationship found between job satisfaction, affective organisational commitment, and sense of coherence.

Sense of coherence was also found to have no moderating effect on job insecurity and job satisfaction, and job insecurity and affective organisational commitment.

Recommendations for the organisation and future research were made.

OPSOMMING

Onderwerp: Werksonsekerheid, werktevredenheid, affektiewe organisasie verbandenheid en koherenslesinin 'n opvoedkundige instansie

Sleutelwoorde: werksonsekerheid, werktevredenheid, affektiewe organisasie verbandenheid, koherenslesinin

Organisasies is huidiglik gekonfronteer met die realiteit van konstante verandering in die omgewing rondom hulle. Dit veroorsaak die behoefte aan veranderings en aanpassings aan die veranderende omgewing (Rothmann, 2003). Hierdie veranderinge word geïmplementeer in die vorm van herstrukturering, afplating, samesmeltings, regeringsbeleide en organisasie veranderingsinisiatiewe, wat hoë koste, laer produktiwiteit en verswakte werknemerwelstand veroorsaak (Van Tonder, 2005).

In Suid-Afrika, moet die organisasies meeding met veranderings en aanpassings teenoor die wêreld wat 'n behoefte vir innovering, kompetering, kliëntetevredenheid en dienskwaliteit meebring om voor te bly in die industrie wat 'n stremming vir die werknemer en organisasie meebring (Malhorta & Mukherjee, 2003). In opvoedkundige instansies het onderwysers sekere eise waarmee hulle moet meeding. Dit sluit sillabusveranderinge, groei, personeeltekorte, hoër leerlinggetalle, veeltalige onderrig en verhoogde spesialisering (Jackson & Rothman, 2005).

Die primêre doelwit van hierdie navorsing was om die verhouding tussen werksonsekerheid, werkstevredenheid, affektiewe organisasie verbondenheid en koherenslesin te ondersoek. Konstruke is met die 'Job Insecurity Questionnaire' (JIQ), die 'Revised Minnesota Job Satisfaction Questionnaire' (JSQ), die 'Organisational Commitment Questionnaire' (OCQ), die 'Orientation to Life Questionnaire' (OLQ) en 'n biografiese gemeet.

'n Dwarsdeursnee opname ontwerp is gebruik vir die 546 werknemers van verskeie opvoedkundige instansies in die Sedibeng Distrik van Gauteng. 'n Terugvoergetal van 315 voltooide vraelyste is ontvang.

Geen statisties betekenisvolle verhouding tussen werksonsekerheid en werktevredenheid, werksonsekerheid en affektiewe organisasie verbondenheid, en werksonsekerheid en koherenslensin is gevind nie. 'n Praktiese betekenisvolle verhouding tussen werkstevredenheid, affektiewe organisasie verbondenheid en koherenslensin is gevind.

Daar is bewys dat koherenslensin geen modererende effek op werksonsekerheid en tevredenheid of werksatisfaksie en werksonsekerheid en affektiewe organisasie verbondenheid het nie.

Aanbevelings vir die organisasie en toekomstige navorsing is gemaak.

CHAPTER 1

INTRODUCTION

This mini-dissertation is about the relationship between job insecurity, job satisfaction, affective organisational commitment and sense of coherence. In this chapter, the problem statement is discussed, and an outline is provided of the research objectives, the research methods and the division of chapters.

1. PROBLEM STATEMENT

1.1 Overview of the problem

Organisations face a constantly changing internal and structural environment as well as globalisation, meaning that they constantly have to change and adapt to the world around them (Rothmann, 2003). These changes occur as restructuring or mergers, downsizing, transfers, changed strategies, changed government policies and procedures, and other organisational change initiatives. These changes are accompanied by high costs, work disruption, and most importantly, implications in terms of employee wellness (Van Tonder, 2005).

The need to keep up with environmental change also applies to South African organisations. Organisations have to remain in the frontline of the industry, remain competitive and ensure customer satisfaction and service quality. This effort naturally has an impact on the organisations as well as their employees (Malhotra & Mukherjee, 2003).

The same principle applies to educational institutions, where teachers have to cope with syllabus changes, growing numbers of learners, personnel shortages and specialisation (Jackson & Rothmann, 2005), and thus it is important to monitor employee wellness and organisational efficiency during change to ensure a productive workplace, especially in terms of job insecurity, organisational commitment, job satisfaction, and employees' sense of coherence, which will be the focus of this research.

These factors are discussed in respect of an educational institution where changes and adaptations such as those discussed above are currently being experienced (Hall, Altman, Nkomo, Peltzer, & Zuma, 2007).

1.2 Literature review

Over the past few decades, job insecurity has attracted increasing attention. This "insecurity" reflects the degree to which employees perceive their jobs to be threatened and their feelings of being powerless to do anything about it (Greenhalgh & Rosenblatt, 1984). In other words, job insecurity refers to people in a work context who fear that they may lose their jobs and become unemployed (De Witte, 1999).

Katz and Kahn (1978), developed a stress model or process to describe the circumstances relating to job insecurity. These authors consider stress as a process that originates in the interaction between individuals and their environment. They describe stress as a process during which individuals create a subjective conception of an objective reality, and it is this subjective interpretation that triggers psychological, physiological and behavioural reactions. In the last stage of this stress process, these employee reactions give rise to the development of mental and physical health complaints.

Katz and Kahn's (1978) model clearly shows how individual characteristics and/or environmental demands influence employees' interpretation of objective threats to their employment security. These subjective interpretations include perceptions of their own employability and perceptions of the environment (e.g financial responsibilities), and both contribute to and affect how different employees perceive an objective threat to their job security (Katz & Kahn, 1978).

The Attribution theory supports the theory that individual interpretations and attributions have an impact on people's outlook and adaptability. This theory contends that life events have different impacts on different people, depending on what they perceive to be the cause of these events. This means that one individual may feel differently about becoming unemployed in times of economic decline than their colleagues would (Dockery, 2004).

One individual may for example feel frustrated and angry, attributing the unemployment situation to external factors, whereas another employee may attribute the unemployment to their own personal characteristics and/or efforts and consequently suffer loss of self-esteem (Dockery, 2004).

Davy, Kinicki, and Scheck (1997) suggest that job insecurity has an adverse effect on job commitment, individual performance, trust in management, the intention to quit, resistance to change, psychosomatic complaints and finally, stress and anxiety caused by the threat of overall job loss, loss of a job dimension, or erosion of an employment condition. Yousef (1998) found that biographical factors such as an employees' age, education, job level, monthly income, marital status, tenure in a job and organisation also contribute significantly to variations in employees' feelings of job insecurity.

In South Africa, Labuschagne, Bosman, and Buitendach (2005) found that job insecurity was higher among the white participants than the black participants in their study of employees in a government organisation. They attributed this difference to the current employment equity legislation in South Africa. However, Manski and Straub (2000), found that job insecurity differed between race, age, qualification and tenure and that black employees had higher job insecurity compared to their white counterparts. This means that researchers have not yet reached consensus on the role of biographical variables in feelings of job insecurity and will need more investigation.

Ashford, Lee, and Bokbo, (1989) wrote that it is important for people to feel that they can reasonably control events in their personal world. Threats to an employee's sense of control include organisational changes, mergers, downsizing, reorganisation, the introduction of new technologies, and finally layoffs. These situations become stressful when the individual perceives that handling the situation would demand more resources than those available (Jacobson, 1991; Lazarus & Folkman, 1984).

Job insecurity is not problematic for employees only, but also for their organisations. De Witte (1999) found that the impact of job insecurity on individual employees could erode effectiveness within the organisation. Under normal circumstances people develop attitudinal attachments to their places of work. These attachments are demonstrated by high levels of commitment, satisfaction and trust.

De Witte (1999) believes that feelings of job insecurity may threaten such attachments and consequently have an adverse financial effect on organisations due to the costs associated with increased absenteeism and sickness due to a decline in employee wellbeing (Sparkes, Faragher, & Cooper, 2001).

King (2000) found that employees who reported high levels of job insecurity were less supportive of organisational goals, gave less effort to produce quality and were more actively seeking alternative employment. This can be linked to their level of job satisfaction. In South Africa, Moeletsi (2003) found that job insecurity correlated with job satisfaction and organisational commitment. When jobs were secure, insecurity was low and organisational commitment and job satisfaction were high.

Cranny, Smith, and Stoner (1992) describe job satisfaction as an affective or emotional reaction to a job, resulting from the comparison of actual outcomes with those that are desired, expected or felt to be deserved. This reaction is a process during which employees seek to achieve and maintain correspondence with their environment. When employees perceive that the desired outcomes of their jobs are met or exceeded, they are satisfied. However, when their expectations are not met, they feel betrayed and a sense of mistrust develops.

According to Hirshfeld (2000), there are two dimensions of job satisfaction, namely intrinsic and extrinsic job satisfaction. Intrinsic satisfaction indicates how people feel about the nature of their jobs (i.e. the kind of work they do and the tasks that make up their jobs, including growth, variety and responsibility). Hirshfeld (2000) states that extrinsic job satisfaction refers to how people feel about aspects external to their work situation, for example, their working conditions, their pay, their co-workers and their supervisors.

A study by Laba (2004) found that job insecurity could be associated with lower job satisfaction and decreased organisational commitment and a decreased affective commitment in particular. In developing a model of job insecurity, its antecedents and consequences, Greenhalgh and Rosenblatt (1984), hypothesised that individual differences such as commitment moderates the relationship between experienced job insecurity and its consequences.

Organisational commitment has been of great interest in studies of organisational behaviour and management, primarily because of an association with desirable work behaviours such as increased productivity, personnel stability, lower absenteeism, and job satisfaction (Lee, Ashford, Walsh, & Mowday, 1992; Lock, Westwood, & Crawford, 2005; Porter, Steers, Mowday, & Boulin, 1974).

According to Meyer, Allen, and Smith (1993), organisational commitment contains three general themes, namely affective orientation, continuous (cost-based) assessment and normative (moral obligations) assessment. In other words, people remain in an organisation because they want to (affective), because they need to (continuous) or because they feel they ought to be committed to the organisation (normative).

Affective organisational commitment may be defined as an employee's "emotional attachment to, identification with, and involvement in an organisation and its goals". This condition may be ascribed to an agreement between individual and organisational values, so that it becomes natural for the employee to be emotionally attached to and to enjoy membership in the particular organisation (Meyer & Allen, 1997). Affective organisational commitment has the strongest and most consistent relationship with desirable outcomes. Previous research has indicated that affective organisational commitment is the most desirable form of commitment and the type of commitment organisations generally want to instil in their employees (Meyer & Allen, 1997).

Research has shown that organisational commitment declines when employees perceive their jobs to be threatened (Davy, Kinicki, & Scheck, 1997; Lord, & Hartley, 1998; Goslinga et al., 2005). In South Africa however, a study by Rannona (2003), found that job insecurity predicted only a limited amount of variance in terms of affective organisational commitment. This finding was confirmed by Buitendach and De Witte (2005). However, other studies have indicated that job insecurity also caused a decline in job satisfaction and organisational commitment (Bosman, Buitendach, & Laba, 2006).

Researchers have primarily used personality dispositions to investigate individual variations in job insecurity (Hartly, Jacobson, Klandermans, & Van Vuuren, 1991). Naude and Rothman (2006) also recognised the importance of individual differences in personality traits in determining how workplace stressors are perceived and appraised in developing their

model of job insecurity, its antecedents and consequences, Greenhalgh and Rosenblatt (1984), hypothesised that individual differences moderate the relationship between experienced job insecurity and its consequences. For the purposes of this study, the personality disposition to be examined is sense of coherence.

Antonovsky's (1993), approach to stress was based on the salutogenic paradigm. This paradigm focuses on why people remain healthy instead of why people get sick, contrary to paradigms such as the pathogenic paradigm which presents a dichotomy in terms of health, i.e. an individual is either healthy or sick. Antonovsky emphasised the importance of studying how health is created and maintained, and stated that the strength of sense of coherence predicted and explained individual movement along a health/disease continuum.

This sense of coherence (commonly abbreviated as SOC) is described as a global orientation that expresses the extent to which employees experience a pervasive, enduring though dynamic feeling of confidence that the stimulation they derive from their internal and external environments is structured, predictable and explicable. Meeting the demands posed by these stimuli is perceived to be a challenge worthy of investment and engagement (Antonovsky, 1987; 1991).

Antonovsky (1993) also described SOC as the extent to which one has pervasive, enduring and dynamic feelings of confidence which is firmly located in an employee's own context and culture. The SOC develops as a single dimension of personality, consisting of three interwoven components, namely comprehensibility (making sense of the stimuli in the individual's external and internal environments), manageability (coping with the stimuli with available resources), and meaningfulness (identifying emotionally with events) (Antonovsky, 1991). Finally, a strong SOC enables the selection of the most appropriate coping strategy to deal with a stressor, it helps the individual to choose a strategy that would help him/her to face the relevant stressor, and will help the individual to adapt to the situation at hand.

Feldt, Kinnunen, and Mauno (2000) tested a moderating model of SOC designed to explain the effects of job characteristics on occupational wellbeing. The results showed that a supportive organisational climate and job security are related to a strong SOC.

It is therefore possible to say that employees who experience a high level of job insecurity would benefit if they were able to choose an appropriate coping mechanism (to moderate their feelings of job insecurity) (Antonovsky, 1993).

The current education environment in South Africa presents many contributing factors that impact on a teacher's job situation. These factors include diversity in schools, increased work demands, curriculum changes, learner behaviour, conditions of schools and the learning environment, newly implemented regulations, demands from educational departments, and eventually performance expectations and appraisals. The workload increases, and so do the stressors (Jackson & Rothmann, 2005). Other factors such as poor salaries and low status, growing class sizes, poor departmental, professional and parental support and changes in the education system also contribute to job dissatisfaction and insufficient organisational commitment (Bull, 2005; Hall, Altman, Nkomo, Peltzer, & Zuma. 2007; O'Conner, & Geiger. 2009).

These increased levels of job insecurity have consequences for organisations. It results in decreased levels of inadequate affective organisational commitment and job satisfaction (Davy, Kinicki, & Scheck, 1997). Because of the human factor, employees experience job insecurity differently, depending on individual evaluations and reactions to similar situations. As mentioned previously in the Attribution theory, life events have different impacts on individuals, depending on their perceptions of the cause of these events. One employee may react differently to becoming unemployed for example in a recession or when many others are also unemployed, when the situation can be attributed to external factors beyond his/her control. These people may feel anger or frustration, whereas an employee who attributes the unemployment to their own personal characteristics or efforts could lose their self-esteem (Dockery, 2004).

It has been established that sense of coherence can be a mediator and ultimately influence an individual's ability to generate social resources but may not influence the perception of job control and security on the individuals perceived work characteristics (Feldt, Kivimaki, Rantala, & Tolvanen, 2004). Ultimately, individual differences in their sense of coherence, could moderate the relationship between the job insecurity and its consequences. Individuals with a strong sense of coherence should be able to make cognitive sense of the workplace, perceiving its stimulation as clear, ordered, structured, consistent and predictable.

Employees should experience their work situation as consisting of experiences that are bearable and with which they can cope, and as challenges they can meet by availing themselves of personal resources or resources under the control of legitimate others. They should be able to make emotional and motivational sense of work demands as welcome challenges, worthy of engaging in and investing their energies in. These reactions are illustrated in a study by Strümpfer, Danana, Gouws, and Viviers (1998), who found a reasonable correlation ($r = 0,47$) between sense of coherence, job insecurity and job satisfaction.

The following research questions can be formulated based on the above description of the research problem:

- How are job insecurity, job satisfaction, affective organisational commitment and sense of coherence and the relationship between these constructs conceptualised in the research literature?
- What is the relationship between job insecurity, job satisfaction, affective organisational commitment and sense of coherence?
- Can biographical variables predict job insecurity?
- Does sense of coherence moderate the relationship between job insecurity and job satisfaction, and job insecurity and affective organisational commitment?

2. RESEARCH OBJECTIVES

The research objectives are divided into general and specific objectives.

2.1 General objective

The general objective of this research is to determine the relationship between job insecurity, job satisfaction, affective organisational commitment and the role of a sense of coherence in an educational institution.

2.2 Specific objectives

The specific objectives of this research are:

- To conceptualise job insecurity, job satisfaction, affective organisational commitment and sense of coherence and the relationship between these constructs in research literature.
- To determine the relationship between job insecurity, job satisfaction, affective organisational commitment and sense of coherence.
- To determine whether biographical variables predict job insecurity.
- To determine whether sense of coherence moderates the relationship between job insecurity and job satisfaction, and job insecurity and affective organisational commitment.

3. PARADIGM PERSPECTIVE OF THE RESEARCH

A particular paradigm perspective that includes the intellectual climate and the market of intellectual resources (Mouton & Marais, 1992) directs the research.

3.1 Intellectual climate

The intellectual climate refers to a variety of non-epistemological convictions that are endorsed by a discipline in a specific period. These convictions include values and assumptions that are not directly connected to the epistemological aims of the specific research (Mouton & Marais, 1992). In order to determine the intellectual climate of the research, the disciplinary relevance and metatheoretical assumptions are discussed.

3.2 Discipline

This research falls within the boundaries of the behavioural sciences and more specifically under Industrial Psychology. According to the Encyclopaedia Britannica (2006), Industrial Psychology is the study of the behaviour of people in the workplace and of the processes surrounding the organisation. The research attempts to apply psychological results and methods to help workers and organisations function better.

The subdisciplines of Industrial Psychology on which this research focuses, are Organisational Psychology, Personnel Psychology, Positive Psychology and Psychometrics.

Organisational psychology is concerned with job satisfaction, employee motivation, conflict management, organisational change, and group processes within an organisation. The role of an organisational psychologist often involves conducting surveys to evaluate issues like attitudes and information pertinent to the organisation. Recommendations are submitted where necessary (Aamodt, 2004).

Personnel psychology is the application of psychological research, theory and methods to assess the effectiveness of personnel techniques and programmes in the workplace (Cantazaro, 2000).

Positive psychology is defined by Linley and Joseph (2004), as the application of positive psychology research to facilitate optimal functioning. In other words, this subdiscipline encourages research on positive personal traits and temperaments that add to the wellbeing of individuals and their psychological health.

Psychometrics is the field of study concerned with the theory and technique of psychological measurement, which includes the measurement of knowledge, abilities, attitudes, and personality traits. Psychometrics involves two major research tasks:

- Constructing instruments and procedures for measurement
- Developing and refining theoretical approaches to measurement

(Encyclopaedia Britannica, 2009).

3.3 Meta-theoretical assumptions

Five paradigms are relevant to this research. Firstly, the literature has been reviewed with reference to the humanistic paradigm and the systems theory, and secondly the empirical study is based on the behaviouristic, positivistic and functionalistic paradigms.

3.3.1 Literature review

The literature has been reviewed with reference to the humanistic paradigm and the systems theory.

The humanistic paradigm is a school of thought that emphasises the possibility of personal growth and change (Anon, 2004). It is assumed that human beings are inherently good, have free will and that not all behaviour is therefore fixed, that all individuals are unique and have an inherent drive to achieve their potential. It is also believed that psychology should research areas that are meaningful and important to man's existence, and should not avoid research that is deemed too difficult. Psychology should study external behaviour and internal experience, individual cases rather than the average performance of groups. This school of thought assumes that human behaviour can only be understood by studying mankind, and that this research should cover the human being in its natural context, uninfluenced by outside sources and not fouled but others (Anon, 2004).

The systems theory underpins a transdisciplinary study of the abstract organisation of phenomena, independent of their substance, type, spatial or temporal scale of existence. This theory investigates the principles common to all complex units and the (usually mathematical) models that are used to describe them (Heylighten & Joslyn, 2004). A system may be described as "a set of elements or components that work together in relationships for the overall good and objectives (or vision) of the whole" (Haines, 1999).

This systems theory was developed by Von Bertalanffy in 1936. He noted certain characteristics common to all sciences (e.g. the study of a whole, or organism, and the tendency of a system to strive for a state of equilibrium) (Smit & Cronjé, 2001). Other characteristics include the belief that an organism is affected by and affects its environment and may therefore be deemed an open system. All systems could be designed to control themselves through a communication loop that provides feedback which allows the individual to adjust to changes in his/her environment. This feedback also enables organisations to learn and adapt to changes in the environment (Smit & Cronjé, 2001).

3.3.2 Empirical study

The empirical study is based on the positivistic paradigm, the behaviouristic paradigm, the salutogenic paradigm and the functionalist paradigm.

Fortigenesis/positive psychology is the study of human strengths and optimal functioning. One of its main aims is to promote research on positive personal traits and dispositions that are thought to contribute to people's wellbeing and psychological health (Pajares, 2001).

This paradigm assumes that stressors, adversity and excessive demands are inherent to the human condition, that there are sources of strength to endure this condition and even excel, and finally that physical, emotional and social trials and tribulations stimulate continuous growth and strengthening, as individuals discover their own capacities, insights, and even virtues (Strümpher, 2002).

The behaviouristic paradigm regards objective behaviour as the only proper subject for psychological study. The underlying beliefs and foundations of this paradigm include the belief that all behaviour is learned, that all organisms learn in a similar way, that learning can be defined as an observable change in behaviour, and that mental processes are unimportant since they cannot be observed or measured. These internal cognitive processes are therefore largely excluded from scientific study. Other beliefs include the idea that learning may be studied most objectively by way of a framework of stimuli (from the environment) and responses to these stimuli (by the learner). Behaviourists tend to value simplicity and attempt to use theories that explain both simple and complex behaviour (Plucker, 1999).

Functionalism is the oldest theoretical perspective in sociology and the other social sciences. This perspective is built on two similar viewpoints, namely applying the scientific method to the objective social world and comparing the individual organism and its society (McClelland, 2000).

This paradigm assumes that institutions meet existing social needs. Differentiation refers to the shedding of tasks and increasing specialisation, and the essential function of individuals is the stabilisation of the adult personality and the socialisation of its children (Anon, 2000).

One view in medical science is that all disorders have a specific cause, and that health is best promoted by identifying and preventing these determinants of disease instead of considering individual healing processes. Another point of departure is that medical science should be directed at determining which factor causes a particular disease (Neihoff & Schneider, 1993). The salutogenic paradigm takes the opposite stance, emphasising the importance of determining how health is created and maintained instead of focusing on the negative aspects of illness and disorders (Antonovsky, 1991).

In other words, the salutogenic paradigm focuses on why people remain healthy instead of focusing on why people get sick. It is proposed that the life experiences of individuals produce generalised resistance resources (i.e. positive ways to respond and adapt to situations), and that these resources promote the development and maintenance of strong aspects such as sense of coherence and locus of control (Antonovsky, 1991).

3.4 Market of intellectual resources

The market of intellectual resources refers to the assumptions with their status as knowledge-claims (Mouton & Marais, 1992). It is divided into theoretical and methodological beliefs.

3.4.1 Theoretical beliefs

Theoretical beliefs may be described as those that yield testable results in respect of social phenomena (Mouton & Marais, 1992). The following theoretical hypotheses served as a starting point for this research, and are divided into conceptual definitions, and models and theories.

A. Conceptual definitions

The relevant conceptual definitions are given below:

Job insecurity occurs in a work context when employees fear that they may lose their jobs and become unemployed (De Witte, 1999). This feeling of insecurity is not only concerned with job continuity, but also involves other dimensions such as organisational benefits and promotional opportunities.

These may also be threatened by both internal and external changes (De Witte, 1999). Job insecurity has two basic dimensions, namely affective job insecurity (concerned with related feelings of concern and anxiety), and cognitive job insecurity (concerned with perceptions of the environment) (Borg & Elizur, 1992).

Job satisfaction may be described as an affective or emotional reaction to the job, based on the incumbent's comparison of actual outcomes with the required outcomes, in other words, the individual's level of satisfaction with the perceived fairness of the actual outcomes received. Job satisfaction is divided into two subscales, namely intrinsic job satisfaction (satisfaction attributed to internal factors such as challenging work, personal goal achievement) and extrinsic job satisfaction (satisfaction attributed to external factors such as rewards received) (Hirschfeld, 2002).

Organisational commitment is defined as a strong belief in and acceptance of the particular organisation's goals and values, a willingness to exert considerable effort on behalf of the organisation, and a strong desire to maintain membership of the organisation (Meyer, Allen, & Smith, 1993). These authors believe that organisational commitment is based on three general themes, namely an affective orientation, and continuous (cost-based) and normative (moral obligations) perceptions. For the purposes of this study, the researcher focused on the affective theme (i.e employees remain in the organisation because they want to).

Sense of coherence (SOC) may be described as the extent to which employees remain confident that their internal and external environments are structured, controllable and predictable. They believe that the necessary resources are available to overcome the challenges posed by the environment. The SOC includes three subscales that represent comprehensibility, manageability and meaningfulness (Antonovsky, 1987, 1991).

B. Models and theories

A model is a visual representation of the relationships between the main components of a process. The model does not only classify phenomena, but also tries to systematise the relationships among them (Mouton & Marais, 1992).

A theory is defined as a set of interrelated constructs (concepts) and propositions that presents a systematic overview of phenomena by specifying relations among variables, with the purpose of explaining the phenomena (Kerlinger & Lee, 2000).

The researcher has developed a model of job insecurity and its consequences for the organisation.

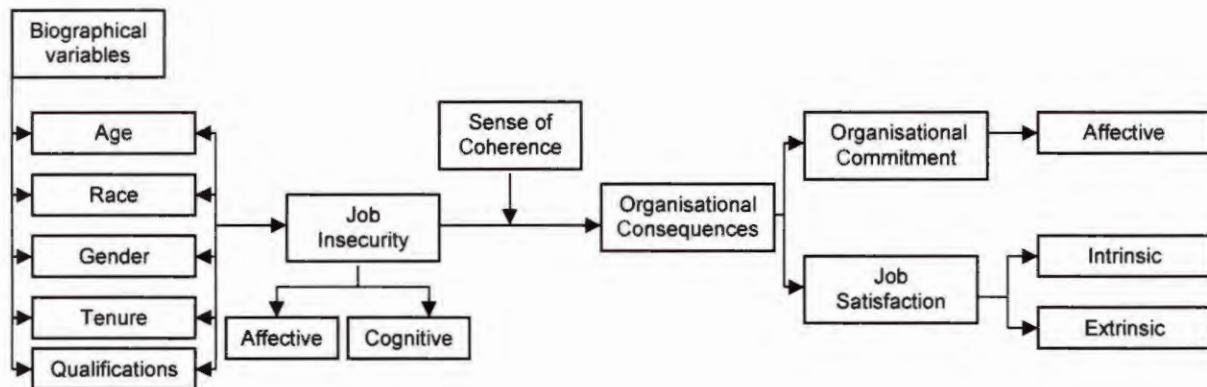


Figure 1: Model adapted from Probst (2002), pp. 141 – 168.

The model of Katz and Kahn (1978) was used to describe the circumstances relating to job insecurity. Their model presupposes differences between individuals and their evaluation of a situation and their immediate reaction to the situation. These differences depend on individual characteristics such as gender, age and personality, and in part depend on the social relationship between the individual and important people and groups in the environment. This model describes stress as a process that arises from the individual's interaction with his/her environment.

The Attribution theory states that individual perceptions and views will have an impact on the outlook of employees and their ability to adapt to the environment. This theory states that certain life events have an impact on an individual's outlook, depending on what he/she perceives to be the cause of this event, and that the event could have an impact on aspects such as job insecurity (Dockery, 2004).

In terms of the salutogenic paradigm, certain life experiences could produce resistance and promote the development and maintenance of aspects such as a sense of coherence.

3.4.2 Methodological beliefs

Methodological beliefs can be defined as beliefs that make judgements as to underpin the nature and structure of scientific research (Mouton & Marais, 1992). These beliefs include scientific-philosophical traditions and the most important methodological models (qualitative and quantitative).

Probst (2002) is of the opinion that job insecurity is perceived by an employee or person as a perceived change or precursor to change that will demand adaptation which seems difficult to meet. Failure to cope with potential future unemployment or loss of job features could have significant negative consequences. Probst (2002), explains that for this reason, job-related attitudes and affective reactions could be negative when employees are stressed.

4. RESEARCH METHOD

The research pertaining to the specific objectives consists of two phases, namely a literature review and an empirical study.

4.1 Literature review

A literature study will be done to gather more established and current information on job insecurity, job satisfaction, affective organisational commitment and sense of coherence.

The following resources will be used:

- Library catalogues
- EBSCO, PsychINFO and other electronic databases
- Internet resources
- Local and international scientific journals
- Books
- Unpublished theses and dissertations

4.2 Empirical study

4.2.1 Research Design

The aim of the research design is to conceptualise job insecurity, job satisfaction, affective organisational commitment and sense of coherence and the relationship between these constructs from literature and to investigate the relationship of job insecurity, job satisfaction, affective organisational commitment and sense of coherence in an educational institution.

4.2.2 Participants

The study will be undertaken at educational institutions around Gauteng, South Africa. A total of 500 questionnaires will be distributed within the various primary and secondary schools and respondents will be asked to complete the questionnaires.

4.2.3 Measuring battery

Job Insecurity Questionnaire (JIQ) (De Witte, 2000)

The job insecurity questionnaire (JIQ) will be used to measure job insecurity. This questionnaire consists of 11 items arranged in accordance with a 5-point Likert-type scale where 1 = strongly disagree, 3 = unsure and 5 = strongly agree. Five of these items measure the cognitive dimension ("Chances are I will soon lose my job"), and six items measure the affective dimension of job insecurity ("I fear I will lose my job"). The following Cronbach alpha coefficients were obtained for the JIQ: Affective job insecurity: 0,85, and cognitive job insecurity: 0,90 (De Witte, 2000) who reported an overall Cronbach alpha of 0,92. In South Africa, Rannona (2003) reported the following Cronbach alpha values: Affective job insecurity: 0,84; Cognitive job insecurity: 0,56 and Total job insecurity: 0,82. Tshabalala (2004) reported the following: Affective job insecurity: 0,52; Cognitive job insecurity: 0,85 and Total job insecurity: 0,81. Marais (2005) obtained Cronbach alpha coefficients of 0,83 for affective job insecurity and 0,72 for cognitive job insecurity in his study of human resources practitioners in a chemical industry.

Revised Minnesota Job Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, & Lofquist, 1967)

The revised Minnesota job satisfaction questionnaire (MSQ) by Weiss et al (1967), will be used to indicate how employees feel about their current jobs. The shorter or the revised version of this questionnaire, consisting of 20 items, will be used, (the original measuring instrument consisted of 100 items) with twelve items measuring intrinsic job satisfaction, and eight measuring extrinsic job satisfaction. The response format is a 5-point Likert-type scale (1 = very dissatisfied, and 5 = total agreement with the item). The 20 items are answered by deciding to what extent they experienced dissatisfaction or satisfaction with each statement. An Example of an extrinsic item is: "The working conditions" and of an intrinsic item: "The freedom to use my own judgement".

Hirschfeld (2000) found that the correlation two-factor model (intrinsic and extrinsic) is superior to the one-factor model (total job satisfaction). The Cronbach alpha coefficients for both the scores on the revised and the original JSQ exceeded 0,82. Cronbach alpha coefficients of 0,84 for total JSQ, and 0,78, for intrinsic MSQ and 0,74 have been reported in South African studies (Labuschagne et al., 2005). Schreiber (2006) obtained Cronbach alpha coefficients of 0,90 for intrinsic job satisfaction and 0,85 for extrinsic job satisfaction.

Organisational Commitment Questionnaire (OCQ) (Meyer, Allen, & Smith, 1993)

The organisational commitment questionnaire (OCQ) developed by Meyer, Allen and Smith (1993) will be used to measure employees' commitment to their organisation. The OCQ consists of 18 items, and the responses are rated on a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree).

This questionnaire measures organisational commitment in terms of different subscales (affective, continuance and normative), but only the affective commitment subscale will be used ("I would be very happy to spend the rest of my career in this organisation"). The measurement of affective organisational commitment is more reliable than measuring the other components. Affective organisational commitment was found to be the most important explanatory variable: the affective dimension consistently explains outcome variables for the other two components (Allen & Meyer, 1996).

Many researchers have consequently limited their measurement of organisational commitment to affective commitment, leaving the two other components aside (Buitendach & De Witte, 2005). McDonald and Makin (2000) determined reliability at 0,84 in a study of the affective organisational commitment of temporary staff in a British organisation. Rannona (2003) reported the reliability of affective organisational commitment of employees in a mining organisation as 0,70. Selepe (2004) found the reliability of affective organisational commitment of employees in a petroleum/oil company to be 0,75. Schreiber (2006) obtained a Cronbach alpha coefficient of 0,71 in her study of employees in a packaging organisation.

Orientation to Life Questionnaire (OLQ) (Antonovsky, 1987)

The orientation to life questionnaire (OLQ) of Antonovsky (1987) will be used to measure sense of coherence. This questionnaire consists of 29 items that measure sense of coherence in terms of three subscales, namely comprehensibility, manageability and meaningfulness. For the purposes of this research, only the total score on the three subscales will be used to gain a global view of the levels of sense of coherence.

Antonovsky (1993) revised the psychometric and validity data of the scales. The test/retest reliability proved to be 0,54 (after two years). The scales has a high content validity and construct validity. Jorgensen, Frankowski and Carey (1999) indicated an alpha coefficient of 0,91. In South Africa, Walker (1999) obtained a Cronbach alpha coefficient of 0,88 for the total score, and Wissing and Van Eeden (2002) obtained a total score of 0,85. Roets (2004) obtained a Cronbach alpha coefficient of 0,89.

4.3 Statistical Analysis

The Statistical Consulting Services of the North-West University, Vaal Triangle Campus, will carry out the statistical analysis. Cronbach alpha coefficients and inter-item correlation coefficients will be used to assess the internal consistency of the measuring items (Clark & Watson, 1995). Descriptive statistics (i.e means, standard deviations, skewness and kurtosis) will be used to analyse the data. The significance of differences in total job insecurity and scores between biographic groups will be established by means of a MANOVA (SPSS, 2006).

Pearson product-moment correlation will be used to specify the relationship between variables. Effect sizes will be computed to assess the practical significance of relationships in this study. A cut-off point of 0,30, which represents a medium effect (Cohen, 1988), has been set for the practical significance of correlation coefficients.

Regression analyses will be carried out to determine whether sense of coherence moderates the relationship between job insecurity and job satisfaction and job insecurity and affective organisational commitment.

5. CHAPTER DIVISION

The chapters in this mini-dissertation are presented as follows:

Chapter 1: Introduction

Chapter 2: Research article

Chapter 3: Conclusions, limitations and recommendations

6. CHAPTER SUMMARY

Chapter 1 provided a full discussion of the problem statement (including an overview of the problem and a literature study) and the set research objectives (both general and specific). The paradigm perspective of the research was explained, as were the empirical study and the conceptual definitions. The measuring instruments and research method were discussed, followed by a brief overview of the chapters to follow.

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CHAPTER 2

RESEARCH ARTICLE

Job insecurity, job satisfaction, affective organisational commitment, and sense of coherence in an educational institution

S. C. R. BARBOSA

ABSTRACT

The primary objective of this research was to investigate the relationship between job insecurity, job satisfaction, affective organisational commitment and sense of coherence of employees in educational institutions in the Sedibeng District. A cross-sectional survey design (N = 315) was used. Constructs were measured by means of the Job Insecurity Questionnaire (JIQ), the Revised Minnesota Job Satisfaction Questionnaire (MSQ), the Organisational Commitment Questionnaire (OCQ), the Orientation to Life Questionnaire (OLQ) and a biographical questionnaire. Results indicate that there is no statistically significant relationship between job insecurity and job satisfaction, job insecurity and affective organisational commitment, and job insecurity and sense of coherence. There is a practically significant relationship between job satisfaction, affective organisational commitment, and sense of coherence. Sense of coherence was found to have no moderating affect on job insecurity and job satisfaction, and job insecurity and affective organisational commitment.

OPSOMMING

Die primêre doelwit van hierdie studie was om die verhouding tussen werksonsekerheid, werkstevredenheid, affektiewe organisasieverbondenheid, en die koherensiensin onder werknemers in 'n opvoedkundige instansie in die Sedibeng-distrik te ondersoek. 'n Deursnit-opname-ontwerp (N = 315) is gebruik om die konstrakte aan die hand van die *Job Insecurity Questionnaire* (JIQ), die *Revised Minnesota Job Satisfaction Questionnaire* (MSQ), die *Organisational Commitment Questionnaire* (OCQ), die *Orientation to Life Questionnaire* (OLQ) en 'n biografiese vraelys te meet. Die bevindings van die studie dui op geen statisties betekenisvolle verhouding tussen werksonsekerheid, werkstevredenheid, affektiewe organisasieverbondenheid en 'n sin vir samehang asook 'n prakties betekenisvolle verhouding tussen werksonsekerheid, werkstevredenheid, affektiewe organisasieverbondenheid en 'n sin vir samehang onder werknemers. Die studie het ook bevind dat 'n koherensiensin onder werknemers geen modererende uitwerking op werksonsekerheid en werkstevredenheid en werksonsekerheid en affektiewe organisasieverbondenheid het nie.

Within the global world of today, a constantly changing context is a fact. These changes make it difficult for organisations to cope and they consequently face ongoing challenges that require adaptation. This situation has implications that can become costly and disruptive and that have a substantial impact on the wellness and survival of both the organisation and its employees (Van Tonder, 2005, & Okafor, 2007).

Such changes are prevalent in South Africa and organisations have to adapt by using various methods to keep up with the demanding market to ensure a competitive edge, customer satisfaction and good service (Malhotra & Mukherjee, 2003). Educational systems experience the same challenges, and the work of teachers is becoming ever more multifaceted and demanding (Jackson & Rothmann, 2006).

The different factors which the education institutions and educators face include systems and curriculum changes, an increasing learner population and consequent overcrowding in classrooms and schools, diversity, changing learner behaviours due to living and social conditions, and lastly new and constantly changing rules and regulations (Jackson & Rothmann, 2006). Teachers and schools therefore complain about not being adequately prepared and/or provided for, giving rise to frustration, insecurity and dissatisfaction; Feelings that in turn affect productivity, commitment, attachment and a sense of freedom and creativity (Bull, 2005). Another big problem facing educators currently is the lack of support from different areas such as the department of education, and parents alike. Students also experience socio-emotional problems and feel frustrated with the school system and as a result, educator languages, discipline and behaviour problems can become a norm (O'Conner & Geiger, 2009).

Job insecurity refers to a sense of powerlessness to maintain desired continuity in a threatened job situation (Greenhalgh & Rosenblatt, 1984). This term describes the employees' negative reactions to job changes among teachers. It may also be defined as a feeling of uncertainty and fear of losing one's job (De Witte, 1997).

In 1999, De Witte indicated that job insecurity has been defined in different ways. Job insecurity usually comprises of three general viewpoints: firstly a global view, secondly a

multidimensional view, and thirdly a viewpoint that job insecurity acts as a job stressor. In most instances, job insecurity has been defined in terms of the global viewpoint, signifying the threat of job loss or job discontinuity (De Witte, 1999).

Van Vuuren (1990) stated that job insecurity among employees may threaten productivity and undermine an organisation's competitive strength. Buitendach and De Witte, (2005) found that employees who experience feelings of job insecurity are more likely to manifest behaviours such as withdrawal, job dissatisfaction and inadequate commitment to the organisation – all of which have a negative impact on productivity. Ashford, Lee and Bokbo (1989), in research concerning a heterogeneous sample of employees, also found a significantly lower level of job satisfaction among those who felt insecure about their jobs.

Job satisfaction is described as the degree to which people like and are satisfied with their jobs. It is defined as an affective or emotional reaction to a job, based on a comparison of actual outcomes with those that are desired, expected or those felt to be deserved (Cranny, Smith, & Stoner, 1992).

Job satisfaction encompasses an overall attitude to one's job. A person with a high level of job satisfaction feels positive about their job, whereas a person who is dissatisfied with their job maintains a negative attitude towards it. This finding is deemed important in terms of business effectiveness, an organisation's reputation and a low staff turnover (Rocca & Kostanski, 2001).

Job satisfaction could represent a global feeling about one's job, or a related group of attitudes to different facets of a job. Robbins (1998) wrote that the more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. Job satisfaction is also related to how individuals perceive and evaluate their jobs. These perceptions are influenced by unique circumstances such as needs, values and expectations. A job is therefore evaluated on the basis of factors that the incumbent regard as important (Sempane, Rieger, & Roodt, 2002).

Based on the above, job satisfaction among teachers becomes a complex construct that is critical to job retention. It has been shown to be a significant determinant in teacher commitment, and in turn, a school's effectiveness (Bull, 2005).

Evans (1998), and Floors (2009) mentions factors such as poor remuneration and status, growing class sizes, and changes in the education system, have all contributed to what has been identified as endemic dissatisfaction within the profession.

It has been found (Yousef, 2000), that job satisfaction and organisational commitment are inversely related to withdrawal behaviours such as tardiness, absenteeism and turnover. Job satisfaction and organisational commitment have also been linked to increased productivity and organisational effectiveness (Buitendach & De Witte, 2005).

Organisational commitment is defined as an employee's belief in the organisation and acceptance of its goals and values. Commitment includes a willingness to apply effort in the name of and for the organisation and a strong desire to maintain membership of the organisation (Chow, 1994). Overall, organisational commitment may be described as the relative strength of an individual's identification with and involvement in a particular organisation. The psychological link between the employee and the organisation makes it less likely that employees will voluntarily leave the organisation (Allen & Meyer, 1996).

According to Allen and Meyer (1996), organisational commitment assumes three distinctive forms: affective commitment (emotional identification with the organisation), normative commitment (a sense of obligation towards the organisation and a willingness to make an effort on its behalf), and continuance commitment (a concept based on a perceived need to stay with the organisation due to the high cost of leaving). Affective commitment is expected to result in elevated job performance (Bull, 2005).

A research done showed that affective commitment leads to a greater willingness to stay with an organisation, lower absenteeism, greater effort, and increased productivity (Meyer & Allen, 1997). Affective organisational commitment has the strongest and most consistent relationship with sought-after outcomes.

Previous research indicated that affective organisational commitment is the most desirable form of organisational commitment, and the commitment that organisations generally want to instil in their employees (Meyer & Allen, 1997).

It has been shown that organisational commitment declines when employees feel insecure in their jobs (Davy, Kinicki, & Scheck, 1997). However, Rannona (2003) conducted a study in the mining industry in South Africa and found that job insecurity predicts a limited amount of variance in affective organisational commitment. His findings were confirmed by another South African study by Buitendach and De Witte (2005).

Individual personality differences such as sense of coherence affect and restrain the relationship between experienced job insecurity and its consequences such as reduced job satisfaction (Greenhalgh & Rosenblatt, 1984). A variable such as sense of coherence has been identified as having a moderating effect on adverse characteristics (e.g. emotional strain and burnout, conflicts at work and stress symptoms, and job autonomy and competence) (Muller, 2004).

Antonovsky (1993), based his approach to stress and illness on the salutogenic paradigm. This paradigm focuses on the idea of why people remain healthy, instead of focusing on why people get sick (the focus of previous research studies). He found that the strength of this sense of coherence predicts and explains movement along the health/disease continuum.

Sense of coherence is a cognitive style that individuals utilise when they have to cope with stressors. It has also been used to find an answer to a question about the origins of health (Antonovsky, 1983). Sense of coherence may be described as the extent to which an individual has a pervasive, enduring though dynamic feeling of confidence in the internal and external environments being predictable and a high probability that things will work out as can reasonably be expected (Antonovsky, 1991).

Antonovsky (1993) wrote that a sense of coherence has a buffering effect because it influences the individual's choice of a coping strategy. Sense of coherence was found to be strongly linked to organisational commitment, underpinning the perception that when the organisational climate worsens, the sense of coherence of employees will also deteriorate (Feldt, 1997).

As a construct, sense of coherence has been well validated with equipping individuals to be more hardy and resilient against stressors and an unhealthy environment, enabling them to avoid the ill effects which may be a result of stress. It has also been seen as a relatively stable trait measure rather than a state measure. No matter the traumatic events occurring or the current measure of psychopathology of the individual, their sense of coherence remains a partially independent measure of the individual's world view (Schnyder, Buchi, Sensky & Klaghofer, 2000). A significant correlation had been found between sense of coherence and job satisfaction (Strumfer, 1998).

An individual's sense of coherence may either increase or decrease the effects of a stressor and subsequent reactions. This means that the impact of stressful experiences and occupational stressors would vary between high and low scoring as measured by sense of coherence. It has been said that employees with a strong sense of coherence believe that they will be able to cope with job stress and work changes (Cooper et al., 2001).

Individuals with a strong sense of coherence should be able to make cognitive sense of their workplace, perceiving its stimulation as clear, ordered, structured, consistent and predictable. They should be able to make emotional and motivational sense of work demands, interpreting them as welcome challenges, worthy of facing them and investing energy. Strümpfer, Danana, Gouws and, Viviers (1998) found a medium correlation ($r = 0,47$) between sense of coherence, job insecurity and job satisfaction.

The hypotheses of this study are as follows:

- H1: A practically significant relationship exists between job insecurity and job satisfaction.
- H2: A practically significant relationship exists between job insecurity, affective organisational commitment, sense of coherence.
- H3: Biographical variables predict job insecurity.
- H4: Sense of coherence moderates the relationship between job insecurity and job satisfaction, and between job insecurity and affective organisational commitment.

METHOD

Research Design

The most suitable research design for this study was deemed to be a cross-sectional survey. This design is appropriate when groups of subjects at different developmental stages are studied simultaneously, gathering information from the population by using questionnaires (Burns & Groove, 1993).

Sample

The entire population of 546 teachers and headmasters working at various schools and educational institutions in the Sedibeng District was targeted for this research. A response rate of 315 participants (57%) was obtained. Responses were received from institutions in both the primary and secondary phases. They were also diverse in being advantaged or disadvantaged in terms of funding, school population, teaching staff and locations. The biographical characteristics of the study appear below in Table 1.

Table 1

Characteristics of the Participants (N = 315)

Item	Category	Frequency	Percentage*
Gender	Male (1)	85	26,9
	Female (2)	223	70,7
Race	Black (1)	132	41,9
	White (2)	168	53,3
	Coloured (3)	7	2,2
Language	Afrikaans (1)	165	52,3
	English (2)	8	2,5
	SePedi (3)	12	3,8
	SeSotho (4)	71	22,8
	SiSwati (5)	1	0,3
	IsiZulu (6)	21	6,6
	IsiNdebele (7)	3	1,0
	IsiXhosa (8)	13	4,1
	XiTsonga (9)	1	0,3
	Other (10)	9	2,8
Age	25 years and younger	14	4,4
	26 – 35 years	51	16,2
	36 – 45 years	115	36,5
	46 – 55 years	86	27,3
	56 – 65 years	28	8,8
Marital status	66 years and older	1	0,3
	Single/widow/widower	48	15,2

	Living together/life partners	21	6,6
	Married	205	65,1
	Divorced	30	9,5
	Separated	5	1,6
	Remarried	3	1,0
Qualification	Diploma (NQF level 5)	133	42,2
	First degree (NQF level 6)	88	28,0
	Post graduate (NQF level 7 & 8)	83	26,3
Job level	Management	85	27,0
	Non-management	216	68,5
Years of service	Less than 1 year	2	0,6
	1 – 5 years	32	10,1
	6 – 10 years	42	13,3
	11 – 20 years	104	33,0
	21 – 30 years	74	23,4
	31 – 40 years	22	7,0
	41 or more years	1	0,3
Type of contract	Permanent	261	82,8
	Temporary	19	6,0
	Fixed term contract	31	9,8
Union member	Yes	264	83,8
	No	47	14,9

* Where percentages do not total 100, this is due to missing values.

Table 1 indicates that most (70,7%) of the respondents are female, which is not unusual for the teaching profession. This was also seen in a study by Floors (2009) who had obtained a total percentage of 73,8% of female teachers. There was a fair distribution between black (41,9%) and white (53,3%) respondents. A possible shortcoming of the study might be that there were not many respondents from an English background (which is the language in which the measuring instruments were handed out in), and more from an Afrikaans background (52,3%). Most of the teachers range in the age group of 35-55 years (representing 64,3% of the sample). Accordingly, 57,2% of the participants have between 11 and 30 years teaching related experience. The majority (82,8%) of participants have permanent employment contracts.

Measuring Battery

Job Insecurity Questionnaire (JIQ) (De Witte, 2000)

The job insecurity questionnaire (JIQ) of De Witte (2000) was used to measure job insecurity. This questionnaire consisted of 11 items on a 5-point Likert-type scale (with 1 = strongly disagree, 3 = unsure and 5 = strongly agree). Five of these items measured the cognitive dimension ("Chances are I will soon lose my job"), and six measured the affective dimension ("I fear I will lose my job") of job insecurity. The following Cronbach alpha coefficients were obtained for this questionnaire: affective job insecurity: 0,85 and cognitive

job insecurity: 0,90 (De Witte, 2000). An overall Cronbach alpha coefficient of 0,92 was reported by De Witte (2000). In South Africa, Marais (2005) obtained a Cronbach alpha coefficient of 0,83 for affective job insecurity and a Cronbach alpha coefficient of 0,72 for cognitive job insecurity in a study of human resources practitioners in a chemical industry.

Revised Minnesota Job Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, & Lofquist, 1967)

The Revised Minnesota job satisfaction questionnaire (MSQ) of Weiss et al (1967) was used for employees to indicate how they felt about their current jobs. The shorter or the revised version of this questionnaire, consisting of 20 items, was used for easier completion and data capturing. The original instrument comprised of 100 items. The response format was a 5-point Likert-type scale. Choices at the beginning of the scale (1) indicated total disagreement with the statement, suggesting a low degree of job dissatisfaction while choices on the end (5) of the scale indicated total agreement with the item, suggesting high job satisfaction. Cronbach alpha coefficients of 0,84 for Total MSQ, 0,78 for Intrinsic and 0,74 for Extrinsic were reported in South African studies (Labuschagne et al, 2005). Schreiber (2006) obtained Cronbach alpha coefficients of 0,90 for Intrinsic job satisfaction and 0,85 for Extrinsic job satisfaction.

Organisational Commitment Questionnaire (OCQ) (Meyer, Allen, & Smith, 1993)

The organisational commitment questionnaire (OCQ) developed by Meyer et al, (1993) was used to measure organisational commitment. The questionnaire consisted of 18 items rated on a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Organisational commitment is measured in terms of different subscales (ie affective, continuance and normative). However, only the affective commitment subscale has been used ("I would be very happy to spend the rest of my career in this organisation"). McDonald and Makin (2000) found reliability to be 0,84 in their study of the organisational commitment of temporary staff in a British organisation. Rannona (2003) reported 0,70 for reliability of the affective organisational commitment of employees in a mining organisation. Selepe (2004) found the reliability of affective organisational commitment of employees in a petroleum/oil company to be 0,75.

Orientation to Life Questionnaire (OLQ) (Antonovsky, 1987)

The orientation to life questionnaire (OLQ) of Antonovsky (1987) was used to measure sense of coherence. This instrument consists of 29 items, and sense of coherence is measured in terms of three subscales, namely comprehensibility, manageability and meaningfulness. For the purposes of this research the overall level of sense of coherence is the primary focus and thus only the total scores for the three subscales were used. Jorgensen, Frankowski, and Carey (1999) indicated an alpha coefficient of 0,91. In South Africa, Wissing and Van Eeden (2002) obtained 0,85 for a total score. Roets (2004) obtained a Cronbach alpha coefficient of 0,89 in her study.

Statistical Analysis

The Statistical Consulting Services of the North-West University, Vaal Triangle Campus, will carry out the statistical analysis with SPSS version 16.0. Cronbach alpha coefficients and inter-item correlation coefficients will be used to assess the internal consistency of the measuring items. Descriptive statistics (i.e. means, standard deviations, skewness and kurtosis) will be used to analyse the data (Clark & Watson, 1995). Pearson product-moment correlations will be used to specify the relationship between variables. A cut-off point of 0,05 will represent a statistically significant relationship and a cut-off point of 0,30, which represents a medium effect, will be set for the practical significance of correlation coefficients (Cohen, 1988).

The significance of differences in total job insecurity and scores between biographic groups will be established by means of a MANOVA (0,5 as medium effect) (SPSS, 2006). A multiple regression analysis will be conducted to determine whether sense of coherence moderates the relationship between job insecurity and job satisfaction; and between job insecurity and affective organisational commitment.

RESULTS

Descriptive statistics and Cronbach alpha coefficients were determined from the JIQ, MSQ, OCQ and OLQ. Data were retrieved from the employees of various educational institutions in the Sedibeng District of South Africa.

The results are reported in Table 2 below.

Table 2

Descriptive Statistics and Cronbach Alpha coefficients of the Measurement Instruments

Scale	N	Mean	SD	Skewness	Kurtosis	Inter-item correlation	Alpha coefficients
Job Insecurity	315	2,19	0,61	1,16*	4,77*	0,24	0,75
Job Satisfaction	315	3,54	0,55	-0,17	-0,28	0,28	0,89
Affective Organisational Commitment	315	4,56	1,09	0,06	-0,41	0,26	0,73
Sensc of Coherence	315	4,59	0,67	0,22	0,16	0,14	0,83

* High Skewness and Kurtosis

According to Field (2005), normal distribution is determined by a low skewness (< 1) and kurtosis (< 1). In terms of Field's (2005) criterion, the data was normally distributed, with the exception of total job insecurity. The inter-item correlations were satisfactory. Reliability was indicated by Cronbach alpha coefficients with a cut-off point of $\alpha = 0,70$ (Field, 2005). All measures were reliable within this context.

Although slight skewness and kurtosis occurred in the scales of job insecurity, it was not strong enough to require Spearman correlations and thus Pearson correlations were done (Struwig & Stead, 2003).

Table 3

Pearson's product-moment Correlation coefficients between JIQ, MIN, AOC and OLQ

Item	1	2	3	4
1. Total Job Insecurity	-			
2. Total Job Satisfaction	-0,23	-		
3. Affective Organisational Commitment	-0,18	0,51***	-	
4. Total Sense of Coherence	-0,27	0,35**	0,41**	-

+ Correlation is statistically significant $p \leq 0,05$

* Correlation is practically significant $r \geq 0,30$ (medium effect)

** Correlation is practically significant $r \geq 0,50$ (large effect)

The Pearson's product-moment correlations demonstrated in table 3 show that there is no statistically significant relationship between Job insecurity and Job satisfaction , between Job insecurity and Affective Organisational Commitment and between Job insecurity and Sense of Coherence. A statistically significant relationship was found between Job satisfaction and Affective Organisational Commitment and between Job satisfaction and Sense of Coherence. A statistically significant between Affective Organisational Commitment and Sense of Coherence was also indicated.

Furthermore results show that there is a practically significant relationship with a large effect between Affective Organisational Commitment and Job satisfaction ($r = 0,51$). There is a statistically and practically significant relationship with a medium effect between Job satisfaction and Sense of Coherence ($r = 0,35$). There is a practically significant relationship with a medium effect between Affective Organisational Commitment and Sense of Coherence ($r = 0,41$).

An MANOVA analysis was done to determine the relationship between different biographical variables and job insecurity. Table 4 represents the biographical variables which may predict job insecurity

Table 4

MANOVA – Biographical Variables Predicting Job Insecurity

Item	df	F	p	Partial η^2
Gender	1	2,47	0,12	0,02
Race	2	0,24	0,79	0,003
Language	8	1,25	0,28	0,07
Qualifications	2	1,11	0,33	0,02
Job level	1	5,17	0,02*	0,04
Years of Service	41	1,06	0,39	0,24
Contract	2	2,66	0,07	0,04

*Statistically significant difference $p < 0,05$

Table 4 shows that there was no statistically significant effect of gender, race, language, qualifications, years of service, contract on job insecurity and thus these variables do not have a predicting value. Job level was however significant ($F = 5,17$, $p < 0,05$, partial eta squared = 0,04) and may have an influence predicting job insecurity.

For the moderations, two hierarchical regression analyses were done. The first was to determine whether sense of coherence has a moderating effect on job insecurity and job satisfaction and the moderating effect of sense of coherence between job insecurity and affective organisational commitment. As suggested in Field (2005), the predictor values were first centered before being entered. The results are shown in Tables 5 & 6.

Table 5

Hierarchical Regression Analysis with Job Satisfaction as a Dependant Variable

Predictors	Step 2	Step 3
Job insecurity	-0,13	-0,13
Sense of coherence	0,26	0,26
Job insecurity*Sense of coherence	-	-0,06
R ² (adjusted)	0,13	0,13
ΔR^2	0,09	0,00
F ^{change}	31,68	0,77

Note. Only step 2 and step 3 of the regression analyses are reported.

* $p < .05$. ** $p < .01$. *** $p < .001$.

In the first regression, an interaction was obtained by entering the centered values of job insecurity and sense of coherence in step 2. Job satisfaction was included as the dependent variable. In step 3, the interaction term of job insecurity and sense of coherence was added. Although there was a change between step 2 and 3 in the variance, the beta coefficients for the interaction was not statistically significant ($p = 0,38$). Thus no moderating effect was established.

Table 6

Hierarchical Regression Analysis with Affective Organisational Commitment as a Dependant Variable

Predictors	Step 2	Step 3
Job insecurity	-0,13	-0,13
Sense of coherence	0,64	0,64
Job insecurity*Sense of coherence	-	-0,17
R ² (adjusted)	0,17	0,17
Δ R ²	0,14	0,01
F ^{change}	52,68	1,70

Note. Only step 2 and step 3 of the regression analyses are reported.

*p < .05. **p < .01. ***p < .001.

The second regression included, as before, the centered values of job insecurity and sense of coherence with affective organisational commitment being the dependent variable. In step 3, the interaction term of job insecurity and sense of coherence. There was a variance change but once again the beta coefficients for the interaction was not statistically significant ($p = 0,19$). Therefore there was no moderating effect.

The possibility that sense of coherence could act as a mediator rather than a moderator in the above two relationships could not be tested. The reason being that as prescribed by Baron and Kenny (1986) mediation cannot be tested for if the variable (in this case job insecurity) does not correlate with the outcome variables (job satisfaction and affective organisational commitment).

DISCUSSION

The aim of this study was to investigate the relationship between job insecurity, job satisfaction, affective organisational commitment and sense of coherence. The influence of biographical variables on job insecurity was determined and the moderating effect of sense of coherence on job insecurity and job satisfaction and on job insecurity and affective organisational commitment was investigated.

In terms of the validity of the measuring instruments, all the Cronbach alpha coefficients obtained from the measuring instruments were acceptable as they were all above the 0,70 cut-off point as suggested by Field (2005). The inter-item coefficients were also acceptable. The scores on all the dimensions proved to be normally distributed, with the exception of total job insecurity, indicating a slight skew and sharp kurtosis.

No statistically significant relationship was found between job insecurity and job satisfaction. However, a study by Buitendach and De Witte (2005), established such a relationship. In this research, no statistically significant relationship was found between job insecurity and affective organisational commitment and job insecurity with sense of coherence. However, a study by Rannona (2003), found that job insecurity predicted marginal affective organisational commitment.

A statistically and practically significant relationship was established between affective organisational commitment and job satisfaction. This finding suggests that job satisfaction will increase when affective organisational commitment increases. This was also shown in a study by Meyer and Allen (1997). Bull (2005) also confirmed that job satisfaction has a moderating effect on affective organisational commitment.

Hypothesis 1, which states that a practically significant relationship exists between job insecurity, job satisfaction, and sense of coherence is therefore rejected. Hypothesis 2, which states that a practically significant relationship exists between job insecurity, affective organisational commitment and sense of coherence, is also rejected.

A MANOVA analysis done to test which biographical variables could influence job insecurity. Only the variable job level was found to have a significant impact on job insecurity as it fell under the cut-off point of 0,05 (Field, 2005). All other variables had no statistical significance. Job level was also found to have an impact on the job insecurity of employees in a study done by Yousef (1998). Therefore, Hypothesis 3 which states that biographical variables predict job insecurity is partially accepted.

To test for Hypothesis 4 which states that sense of coherence moderates the relationship between job insecurity and job satisfaction and job insecurity and affective organisational commitment, hierarchical regressions were conducted.

As stipulated in Field (2005), the interaction figures were centered. In the first regression, job satisfaction was the dependent variable and in the second affective organisational commitment. Both regressions proved that sense of coherence had no moderating effect in this study. Testing for mediation rather than moderation was not possible as job insecurity did not correlate with both job satisfaction and affective organisation commitment (Baron & Kenny, 1986).

In a study done by Feldt, Kinnunen, and Mauno (2000), sense of coherence was related to a more supportive organisational climate and lower job insecurity. The study also revealed there may be significant differences in an employee's perceived job insecurity between different time and economic spaces. At the time of this studies questionnaires being sent out, the educators involved were in worker strikes and demonstrations which could have affected the outcome of the respondents and what they perceived their current job insecurity to have been. A study by Strauser and Lustig (2003), stated that sense of coherence can influence the adjustment to work by increasing the likelihood that the individual believes that they can deal with the current stressor, that is worthwhile and that the attempts are worth the effort.

In the Katz and Kahn model (1978) it is stated that individuals differ in terms of their evaluation and thus subsequent reaction to a situation and this in part depends on their social relationship with those in their social and work environment. Considering the stress-laden situation of the strikes and changing working situations and policies, the individuals could have adjusted their focus and thus their sense of coherence momentarily towards fighting for the outcomes that was being demanded. Therefore hypothesis 4 can be rejected.

LIMITATIONS AND RECOMMENDATIONS

The limitations found in this study were that the study population consisted of educational institutions of a more disadvantaged nature, and that these institutions were more Afrikaans than English, the language in which most of the measuring instruments were distributed. A large portion of the sample was Sesotho speaking. It could be advisable that future researcher translate questionnaires into the home languages of participants.

The sample size also presented job level discrepancies; which may have affected the results as the educators may have lacked the training and education required to complete these questionnaires. An example is that the lower level employees might not have been able to understand some questions especially if English was not their teaching and home language.

Regarding the measuring instruments used in this study, more validation studies are needed in the education professions in South Africa to establish norms for the different construct levels. A bigger sample would have the advantage of a more valid and confident approach to consistency in similar groups.

The fact that this study utilised a cross-sectional research design, means that the results obtained from the data are limited. Longitudinal data and data expanded to more educational districts would help to improve the reliability of the measuring instruments and would provide more substantial information for the creation of a sound job insecurity model for South Africa.

A further limitation of this study was its reliance on self-report measurements. According to Schaufeli, Enzmann, and Girault (1993), the exclusive use of self-report measurements in validation studies increases the likelihood that at least part of the shared variances can be attributed to the method. Future studies should therefore focus on longitudinal designs for causal inferences.

The educators, headmasters and especially the South African government should be made aware of the impact of changing curricula, policies and procedures on educational institutions. This constantly fluctuating environment very likely contributed to current feelings of job insecurity, job satisfaction and their levels of affective organisational commitment. It is recommended that these institutions and the government in particular subscribe to the longer-term revision and implementation of curricula, policies and procedures. Further studies at these institutions would establish whether changes and/or improvements were recorded and whether or not the organisations and employees benefited from the implementations done.

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CHAPTER 3

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains conclusions regarding the literature study and presents the results of the empirical research. The perceived shortcomings of the research are discussed, and recommendations for future research are submitted.

3.1 CONCLUSION

The conclusions below are based on a conceptualisation of various constructs in the work situation and the relationships between them. These conclusions are based on a literature review and an empirical study (see Chapter 2).

3.1.1 Conclusions regarding the specific theoretical objectives

Job insecurity describes the reactions of individuals to changes (such as restructuring, mergers, retrenchments, company globalisation) introduced in the work environment. Job insecurity is a reflection of negative job continuity expectations and perceived job-related threats (Greenhalgh & Rosenblatt, 1984).

Davy, Kinicki, and Scheck (1997) stated that the consequences of job insecurity include threats to perceived economic and life values so that employees become more negative about their job (low job satisfaction) and feel less inclined to remain at the particular organisation (low organisational commitment).

Job satisfaction has been defined as an individual's overall attitude to their job and consequently the degree to which they are satisfied with this job (Rocca & Kostanski, 2001). A person's perceptions and evaluations of their current employment are influenced by expectations, feelings and perceived important life issues (Sempane, Rieger, & Roodt, 2002).

Job satisfaction and organisational commitment have both been found to be inversely connected to withdrawal behaviours such as tardiness, absenteeism and subsequent staff turnover (Yousef, 1998).

Organisational commitment is a reflection of belief in the organisation and encompasses acceptance of the institution, its culture, values, goals and policies. Employees become willing to apply individual effort and display a strong desire to remain part of this environment (Chow, 1994).

This study focused on affective organisational commitment (emotional identification with the organisation), which leads to the employee's willingness to remain on the job, make a greater effort to achieve set objectives, and a consequent increase in productivity and decrease in the absenteeism rate. Affective organisational commitment is the most desirable form of organisational commitment, and organisations try to promote this attitude among employees (Meyer & Allen, 1997). Research has shown that job insecurity limits organisational commitment (Buitendach & De Witte, 2005).

Overall, according to the literature, job insecurity was found to have a negative correlation on job satisfaction and affective organisational commitment, as the individual's job insecurity increases so will their job satisfaction and affective organisational commitment decrease.

Sense of coherence has been identified as a cognitive coping mechanism an individual may use in stressful situations (e.g. heavy workloads and inadequate job satisfaction). This construct reflects the extent to which employees feel that both the internal and external environments are acceptable (Antonovsky, 1991). Antonovsky (1993), found that an employee's sense of coherence either increase or decrease the individual's ability to deal with stressors. Individuals with a strong sense of coherence are expected to make cognitive sense of their workplace, perceiving its stimulation as clear, ordered, structured, consistent and predictable. Strümpfer, Danana, Gouws, and Viviers (1998), found a moderate correlation ($r = 0,47$) between sense of coherence, job insecurity and job satisfaction.

3.1.2 Conclusions regarding the specific empirical objectives

This study investigated the relationship between job insecurity and job satisfaction, and between job insecurity and affective organisational commitment. Whether biographical variables predict job insecurity and whether sense of coherence acts as a moderator between job insecurity and job satisfaction and job insecurity and affective organisation commitment.

Acceptable Cronbach alpha coefficients were obtained on all the measuring instruments (all above the 0,70 cut-off point). Acceptable inter-item correlations were also obtained. These scores, with the exception of total job insecurity, were normally distributed in terms of skewness and kurtosis.

No statistically or practically significant relationships could be found between total job insecurity and job satisfaction (the first hypothesis). In terms of the second hypothesis, there was no statistical or practical significance between job insecurity, job satisfaction and affective organisational commitment. However, a statistically and practically significant relationship was found between job satisfaction, affective organisational commitment and a sense of coherence. This suggests that greater job satisfaction would ensure an increased affective organisational commitment and sense of coherence.

Hypothesis 1: A practically significant relationship exists between job insecurity and job satisfaction - is rejected. Hypothesis 2: A practically significant relationship exists between job insecurity, affective organisational commitment, sense of coherence - is rejected.

In terms of the third empirical objective, only job level was found statistically significant and to be a predictor of job insecurity. The other variables including gender, race, language, qualifications, service and contract showed no contribution to the variance in job insecurity.

Hypothesis 3: Biographical variables predict job insecurity - is partially accepted. Only one variable appeared to have any significance and thus in terms of this study, biographical variables can be said to have no immediate effect on the individual's job insecurity.

With regard to the final empirical objective, both hierarchical regression analyses found that sense of coherence had no moderating effect on job insecurity and job satisfaction and job insecurity and affective organisational commitment.

Hypothesis 4: Sense of coherence moderates the relationship between job insecurity and job satisfaction, and job insecurity and affective organisational commitment – is rejected.

3.2 LIMITATIONS

The following limitations can be identified in this study.

- The entire population (N = 546) did not complete the measuring battery; most of the booklets were returned but had missing answers and were unusable. 315 completed booklets were included in the data analysis.
- The research group only included educators in the Sedibeng District. A broader study span would have achieved more significant results.
- The research group consisted of participants from both advantaged and disadvantaged schools. Their different perceptions of job insecurity, job satisfaction, affective organisational commitment and sense of coherence may therefore have influenced the results, this is especially relevant in South Africa with all the changes done in terms of employment equity.
- The selected research design was a cross-sectional survey design. Longitudinal research would have been more appropriate, indicating more contributory influences.
- Self-reporting measures were used. According to Schaufeli, Enzmann, and Girault (1993), the use of self-reporting measures increases the possibility of shared variances.
- Language differences may have affected the results, in that the respondents' mother tongue may not have been English. They may not have fully understood the English-based questionnaires. Translation of these questionnaires could improve reliability.

3.3 RECOMMENDATIONS

These recommendations are made in respect of the particular educational institution, and also refer to future research.

3.3.1 Recommendations for the organisation

The schools, their teachers and headmasters displayed a level of job insecurity that could become problematic if not addressed, this has already been seen the teacher demonstrations and school interruptions that has occurred. Job stressors such as current employment equity and curriculum changes being implemented in South Africa, and the continual introduction of new policies and procedures could increase this job insecurity. Barker (1999), discovered that perceived fairness is a major concern among employees when it comes to job insecurity. If employees feel that they are unfairly treated and overlooked, their job insecurity will be affected and as was seen in during this study, many teacher strikes and demonstration could occur which dramatically reduces teaching quality and can influence a dynamic work teaching and work environment negatively.

Government investigations found that poor remuneration, heavy workloads and teacher absenteeism as well as inadequate learner discipline and a limited understanding of the teaching language contribute to the job insecurity and job satisfaction of employees in educational institutions (Hall, Altman, Nkomo, Peltzer, & Zuma. 2007).

The new initiatives introduced by the government and educational departments may ease the workloads of employees and consequently increase their job satisfaction and organisational commitment. These initiatives include bilingualism and use of the mother tongue in teaching, multigrade classes and double shifts to reduce classroom overcrowding, and the provision of education and teacher development programmes to improve employee skills (Barrett, 2007).

Strong communication strategies between all levels of the educational systems could limit the current feelings of job insecurity (Greenhalgh & Rosenblatt, 1984). The introduction of an intervention such as in-service training and implementing subject advisors could help educators upgrade, strengthen their knowledge and skills, and increase their competence.

This confidence could increase employee`s job satisfaction and their increase the productivity of the institution (Pietersen, 2005).

More support and resources for the educators, such as educator support teams and practical assistance programs may help to ease any tension felt, the feeling of being over worked as well as the feeling of disempowerment from the constant referrals to higher authorities for minor decisions to be made. If educators feel that they are not being heard they will take any necessary measure to ensure it happens such as striking or may loose enthusiasm for the job. (O`Conner & Geiger, 2009).

This study found a relationship between job satisfaction and affective organisational commitment. The relevant educational institution should try to create a more cohesive and employee-committed environment and work culture. The more committed employees feel about their organisation (not including monetary benefits and incentives), the more likely their job satisfaction would increase (Francis, 2005). Educational institutions should consider this aspect if they want to increase employee morale and satisfaction.

3.3.2 Recommendations for future research

The following recommendations regarding future research are made:

- Future studies could consider validating findings about constructs across all South African cultural groups. Cross-cultural comparisons would greatly enhance validity in the multicultural South African context.
- Research could focus on developing more appropriate questionnaires for the South African working environment and translating these questionnaires into the eleven official South African languages to enhance reliability and validity.
- Research could focus on integrating the current curriculum policies in further research considerations for a better understanding of the relevant constructs.
- A longitudinal study of the dynamics involved in the educational sector would provide a greater understanding of fluctuating feelings of job insecurity, job satisfaction, affective organisational commitment and sense of coherence. This study

could be undertaken in conjunction with educational departments to create more productive organisations.

- Research into interventions that would curb job insecurity (e.g. communication and in service training programmes) among South African teachers would benefit future studies.

3.4 CHAPTER SUMMARY

This chapter described the conclusions that were reached regarding the theoretical and empirical objectives of the study.

The limitations of the research were pointed out. Recommendations were submitted regarding the institution where the research took place and for future research. All the theoretical and empirical objectives formulated for this research were attained.

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