

Job insecurity, general health and resilience of teachers in the Sedibeng West District

by

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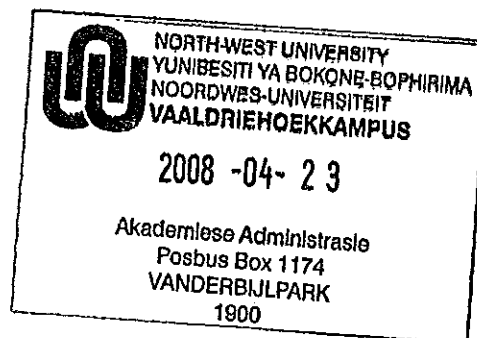
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REMARKS

The reader is reminded of the following:

- References, as well as the editorial style as prescribed by the Publication Manual of the American Psychological Association (APA) (5th edition) were followed in this mini-dissertation. This practise is in line with the policy of the Programme in Industrial Psychology of the North-West University.
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SUMMARY

Subject: Job insecurity, general health and resilience of teachers in the Sedibeng West District.

Key terms: Job insecurity, general health, psychological well-being, resilience, teachers

The world of work in South Africa has and is still changing. These changes include the introduction of the Employment Equity Act, Broad Based Black Economic Empowerment and the advancement in technologies. In addition, South Africa is now a globalised country and this means that it is faced with the challenge of keeping up with the trends of doing business and working in line with other globalised countries. The effect of this in the teaching environment may be linked to the high demands and changes placed on teachers. They have to increase the standard of education and change old ways of teaching. With these rapid changes and demands teachers may feel that they are not competent enough and have limited resources to achieve what it is expected of them by the Government. Consequently, this causes a feeling of job insecurity amongst teachers, especially when they feel that what the government is demanding of them do not compare to the resources available.

Job insecurity has an influence on the individual as well as the organisation. On the individual's side, it results in reduced levels of psychological well-being characterised by incidents such as anxiety, social dysfunction, irritation and strain-related psychosomatic complaints. With regard to the organisation, some individuals psychologically withdraw from the job or the whole organisation when they experience a feeling of job insecurity. In addition, there is an increase in absenteeism.

Although a feeling of job insecurity is a reality in the South African world of work, only limited numbers of programmes are implemented to address the problem. To overcome a feeling of job insecurity, employees need to be resilient. When faced with challenges, stressful events and changes individuals cope and adapt in varied ways and show varying degrees of resilience. Furthermore, there is a lack of research on the relationship between job insecurity, general health and resilience of teachers in South Africa.

The objective of this study was to determine whether a relationship exist between job insecurity, general health and resilience. The cross-sectional research design was used with a survey technique to collect data from an available random sample of teachers in the Sedibeng West District. The measuring battery consisted of four questionnaires namely; a Job Insecurity Questionnaire (JIQ), 28-item version of the General Health Questionnaire (GHQ), Resilience Scale (RS) and a Biographical Questionnaire.

A positive correlation was obtained between job insecurity and psychological distress, suggesting that increased levels of job insecurity are associated with increased levels of psychological distress. Negative correlations were found between job insecurity and resilience as well as resilience and general health, suggesting that individuals who have high levels of resilience also have low levels on job insecurity and psychological distress respectively. A statistically significant difference was found on job insecurity with regard to cultural groups and the employment contract of teachers.

Conclusions were drawn from the findings and recommendations were made for the Department of Education and future research.

OPSOMMING

Titel: Werksonsekerheid, algemene gesondheid en veerkragtigheid van onderwysers in die Sedibeng Wes Distrik.

Slutelwoorde: Werksonsekerheid, algemene gesondheid, psigologiese welstand, veerkragtigheid, onderwysers

Die wêreld van werk in Suid-Afrika het en is steeds besig om te verander weens die inwerkingstelling van die Gelyke Indiensneming Beleid, Swart Ekonomiese Bemagtiging, tegnologiese vooruitgang en nuwe werkswyses. Bykomend moet Suid-Afrika ook nou wêreldwyd meeding, wat mededinging al hoe moeiliker maak deurdat daar by die veranderings ten opsigte van wêreldwye tendense met betrekking tot besigheid gehou moet word. Die effek hiervan in die opvoedkundige sfeer kan gekoppel word aan die hoë eise en veranderings waaraan onderwysers blootgestel word. Gevolglik veroorsaak dit 'n gevoel van werksonsekerheid onder onderwysers, veral as hul voel dat die regering vereistes stel wat nie in lyn is met bronne tot hulle beskikking nie.

Werksonsekerheid het 'n invloed op beide die individu en die organisasie. By die individu het dit 'n afname van psigologiese welstand tot gevolg, gekenmerk deur angstigheid, sosiale disfunksie, irritasie en stres-verwante psigosomatiese klagtes. Binne die organisasie kan sommige individue hulself psigologies onttrek van die werksomgewing of van die hele organisasie indien hulle werksonsekerheid ervaar. Bykomend is daar 'n toename in afwesigheid van diens.

Alhoewel 'n gevoel van werksonsekerheid 'n realiteit in die Suid-Afrikaanse werksomgewing is, word slegs 'n beperkte aantal inisiatiewe geïmplementeer om hierdie probleem aan te spreek. Om werksonsekerheid te oorkom, moet werknemers veerkragtig wees. Wanneer individue met uitdagings, stresvolle gebeurtenisse en veranderinge gekonfronteer word, hanteer hul dit op 'n verskeidenheid maniere en toon verskillende vlakke van veerkragtigheid. Voorts is daar 'n gebrek aan navorsing oor die verhouding tussen werksonsekerheid, algemene gesondheid en veerkragtigheid van onderwysers in Suid Afrika.

Die doel van hierdie studie is dus die vasstelling van die aard van die verhouding tussen werksonsekerheid, algemene gesondheid en veerkragtigheid. 'n Dwarsdeursnee opname ontwerp met vraelyste is gebruik om data in te samel uit 'n beskikbaarheidssteekproef van onderwysers in die Sedibeng-Wes Distrik. Die opname het bestaan uit vier vraelyste; die Werksonsekerheidskaal (JIQ), 'n 28-item weergawe van die Algemene Gesondheidvraelys (GHQ), die Veerkragtigheidskaal (RS) en 'n Biografiese vraelys.

'n Positiewe korrelasie tussen is gevind werksonsekerheid en psigologiese angstigtheid, wat daarop dui dat toenemende vlakke van werksonsekerheid geassosieer word met toenemende vlakke van psigologiese angstigtheid. Negatiewe korrelasies is gevind tussen werksonsekerheid en veerkragtigheid, sowel as tussen veerkragtigheid en algemene gesondheid, wat daarop dui dat individue met hoër vlakke van veerkragtigheid lae, vlakke van werksonsekerheid en psigologiese angstigtheid ervaar. 'n Statisties beduidende verskil is gevind in werksonsekerheid ten opsigte van die kulturele groepering en indiensnemingskontrak te van onderwysers.

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CHAPTER 1

INTRODUCTION

This mini-dissertation is about the relationship between job insecurity, general health and resilience of teachers in the Sedibeng West District.

In this chapter the problem statement, objectives, method of research as well as its paradigm perspective will be discussed. It concludes with a summary giving an overview of the chapters that comprise this mini-dissertation.

1.1 PROBLEM STATEMENT

The world of work, both nationally and internationally is going through changes. These changes include downsizing and rightsizing, globalisation, technology, restructuring, transformation, outsourcing as well as mergers (Norman, Luthans, & Luthans, 2005; Quinlan, Mayhew, & Bohle, 2001; Viljoen, Bosman, & Buitendach, 2005). As a result of this situation a number of jobs have been lost and large numbers of employees have been involuntary employed on a part-time basis (Sverke et al., 2004). Furthermore, this generated uncertain employment and widespread perceptions of job insecurity on employees' side (Quinlan et al., 2001).

In South Africa, teaching was perceived to be a secure job but increasingly this is not necessarily the case anymore (Mokoti, 2001). Wevers and Steyn (2002) highlight job security as one of the extrinsic factors among teachers and also indicate that those teachers who experience a feeling of insecurity are not as effective and motivated as those finding themselves in a secure working environment. Now, more than ever, very high demands are made and changes are being enforced on teachers (Myburgh & Poggenpoel, 2002). These changes and demands include Outcome Based Education, the need for maths and science teachers, having temporary employment contracts, heavy workloads and underpayment (Marrian, 2006; Mills, 2001; Nthite, 2006; Selooe, 2005). As a result teachers experience job-related stress (Jackson & Rothmann, 2005), characterised by symptoms such as depression and anxiety (Pomaki & Anagnostopoulou, 2003). In addition, this affects their physical as well as their psychological well-being (Selooe, 2005).

According to Der Kinderen and Greeff (2003), during the period of May 1996 to 1998 the South African Department of Education redeployed teachers to areas where they were most needed, and also offered Voluntary Severance Packages (VSP) to teachers who would rather be retrenched than redeployed (Redeployment causes havoc..., 1999; Duffy, 1997). As a result teachers were faced with the reality that if they don't accept the VSP they could face redeployment, at worst retrenchment and dismissal (Rossouw, 1996). Teachers regarded the policy changes as uncertain and consequently there were disruptions in schools and dissatisfaction as well as stress among teaching staff (Redeployment causes havoc..., 1999).

Feelings of job insecurity depend on an individual's perception (Kinnunen & Nätti, 1994; Sverke et al., 2004), however, this perception varies from individual to individual in terms of contextual factors as well as personal attributes (Lazarus & Folkman, 1984). Sverke et al. (2004) explains demographic variables influencing job insecurity in terms of individual characteristics (e.g. age, gender); family situation (e.g. gender of a breadwinner); social status (e.g. work status, level of education) and employment contract (e.g. temporary, permanent, contract).

Employees who perceived threat to their work future would show reduced levels of psychological well-being characterised by symptoms such as anxiety and depression as well as irritation or strain-related psychosomatic complaints (Dekker & Schaufeli, 1995; De Witte, 1999; Ferrie, Shipley, Marmot, Stansfeld, & Smith, 1998; Orpen, 1993; Viljoen et al., 2005). The above-mentioned symptoms influence the general health of the affected employee. According to Yussuf (2005) the Constitution of the World Health Organisation (2000) defines general health as a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. In this research the description of general health stated by Goldberg and Hillier (1979) is used to summarise this definition. They describe general health as the ability of an individual to carry out his/her normal healthy functions.

In the past when individuals were faced with abnormal events, it was expected that they will experience an abnormal response. This idea implies that most individuals exposed to a stressful experience would develop symptoms regardless of pre-stressful considerations (Seedat, La Grange, Niehaus, & Stein, 2003). However, Norman et al. (2005) argue that when people are faced with challenges as well as changes, they cope and adapt in varied ways and show varying degrees of resilience. The least resilient workers were shown to be

those who experience their jobs as full of stress and feel like helpless victims (Seedat et al., 2003).

Literature review

According to De Witte (1999), job insecurity relates to people at work who fear they might lose their jobs and become unemployed. Job insecurity has become relatively widespread in many countries over the last two decades (Mauno & Kinnunen, 2002). Green (2003) states that job insecurity increased in the 1970s and 1980s, however, perceived job insecurity increase during the 1990s was a middle-class phenomenon in part on the experience of professional workers.

Mauno and Kinnunen (2002) report that job insecurity has usually been conceptualised from three points of view, that is, either as a global concept, multidimensional concept, or as a job stressor.

According to the global view, job insecurity is defined as the threat of job loss or job uncertainty (De Witte, 1999; Mauno & Kinnunen, 2002). This definition is been applied in the context of organisational crisis or change in which job insecurity is considered as a first phase in the process of job loss (Ferrie, 1997). It is concerned with the threats of forthcoming job loss (Ferrie, 1997).

In the multidimensional concept, Greenhalgh and Rosenblatt (1984) define job insecurity as the powerlessness to maintain desired continuity in a threatened job situation. According to Mauno and Kinnunen (1999) this multidimensional concept of job insecurity implies that employees are not only worried about their jobs but also concerned about the loss of valued job features such as their control over the pace of work and their opportunities for promotion. Furthermore, Mauno and Kinnunen (1999) state that Ashford, Lee and Bobko (1989) have proposed the most sophisticated implementation of multidimensional job insecurity. These researchers describe five components of job insecurity, as being i) the severity of the threat concerning job continuity or aspects of the job; ii) the importance of the job feature to the individual; iii) the perceived threat of the occurrence of a total negative affect of the job situation; iv) the total importance of the changes mentioned above; and v) powerlessness and the inability of the individual to control the above mentioned factors.

Since job insecurity causes uncertainty or threat of job loss to the individual, it has been described as a stressor (Barling & Kelloway, 1996; De Witte, 1999; Mauno & Kinnunen, 2002; Van Vuuren, 1990). That threat however can be real as in the case of retrenchments or downsizing or organisational restructuring. It could also be a perceived threat caused by uncertainty in the workplace (Barling & Kelloway, 1996). According to Lazarus and Folkman (1984) and Probst (2002) stress occurs when a person perceives a situation to exceed his/her resources and endanger his/her well-being. Siu (2002) indicates that this will bring about change in his/her psychological condition in order to cope with the encounter.

In this research, however, the global concept of job insecurity will be used. According to Sverke et al. (2004) the global perspective is generally concerned with the overall levels of concern over the future of the job. De Witte (2000) states that, in terms of the global perspective, job insecurity consist of cognitive and affective dimensions of job insecurity. The cognitive dimension of job insecurity refers to the perceived likelihood of job loss or being unemployment, whereas the affective dimension of job insecurity refers to fear of job loss; this is the emotional experience of the possible threatening situation (Borg & Elizur, 1992; De Witte, 2005). For this research, job insecurity is referred to as an uncertainty about the continuance of a person's current job and the potential of losing it (De Witte, 1999).

This goes to the point of determining the association between job insecurity and demographic differences of individuals. De Witte (1999) is of the opinion that older employees experience higher level of job insecurity than younger employees. This can be because it is believed that the latter have less financial responsibilities and have better chances of finding another job (De Witte, 1999). Manski and Straub (2000) report that the expectations of job loss decrease with age, and in addition found that it tends to decrease with schooling. Schaufeli (1992) further states that the threat of job loss should be less problematic for the more highly educated. Race is also an issue associated with job insecurity. Manski and Straub (2000) state that the African group almost doubled the Western group in the feeling of job insecurity. However, in their South African study Labuschagne, Bosman and Buitendach (2005) report that job insecurity might be higher among Western employees because of the current implementation of the Employment Equity Act. According to the Employment Equity Act No. 55 (1998) chapter 3, Affirmative action is designed to ensure that suitably qualified people from previously disadvantaged group (females, disabled and blacks) have equal

employment opportunities and are equally represented in all occupational categories and levels in the workplace (Employment Equity Act No. 55 of 1998).

Hellgren and Sverke (2002) state that the empirical support for the theoretical notion that job insecurity leads to health complaints has been established. This indicates that there may be a cumulative effect of strain for job insecure workers resulting in greater negative psychological outcomes over time (Burchell, Lapido, & Wilkinson, 2002). Preidt (2006) who conducted a study of job insecurity at the University of Michigan found that the feeling of job insecurity harms both mental and physical health, whether a job is actually lost or not. Studies from all around the world indicate that when jobs become too demanding, leading to pressure and work overload, they exert a detrimental effect on employees' psychological health and well-being (Burchell et al., 2002).

Psychological well-being, according to Sumer, Bilgic, Sumer and Erol (2005) refers to the extent to which an individual is functioning, feeling, and thinking within the "expected" ranges. Van Vuuren, Klandermans, Jacobson and Hartley (1991) however define psychological well-being as an umbrella term for a number of emotional and cognitive states, including a person's mental health, happiness, and work and life satisfaction.

Brodsky (1988) purports that psychological well-being is a complex construct that consists of various dimensions and has four specific characteristics which are i) subjective and emotional; ii) a state as opposed to a continuous part of who we are; iii) a product of personal endeavour; and iv) more than the absence of negative affect and personal conflict, but comes from moving toward desired life goals.

The literature reveals that the conceptualisations of psychological well-being are diverse and on different levels of abstractions (Wissing & Van Eeden, 2002). In addition, Roothman, Kirsten and Wissing (2003) outlines all those conceptualisations from different researchers as; i) affective (Diener, Emmons, Larsen, & Griffen, 1985), ii) physical processes and advocate focusing on the connection between good physical health and high quality of life (Goldberg & Hillier, 1979), iii) cognitive (Martin & Rubin, 1995), iv) spiritual (Adams, Bezner, & Steinhardt, 1997; Ryff & Singer, 1998), v) self and social processes (Adams et al., 1997; Ryff & Singer, 1998).

Two facets that are part of psychological well-being, and forms part of this research, namely; general health and resilience will be discussed.

In terms of general health, Goldberg and Hillier (1979) identify four subscales that will be used to conceptualise psychological well-being in this research. These are; i) Somatic Symptoms; ii) Anxiety and Insomnia; iii) Social Dysfunction; and iv) Severe Depression.

The Somatic Symptoms subscale is characterised by an individual's inability to feel perfectly well and in good health as well as feeling being in need of a good tonic. The Anxiety and Insomnia subscale is represented by questions such as "I have lost much sleep over worry" and "I have felt constantly under strain". The inability of an individual to enjoy normal day-to-day activities and feeling that he or she is not playing an important part in things is used to characterise the Social Dysfunction subscale. The Severe Depression subscale is represented by questions such as "Felt that life is not worth leaving" and "Felt that life is entirely hopeless" (Goldberg & Hillier, 1979).

Resilience is one of the constructs that were proposed for the conceptualisation of psychological well-being (Rutter, 1984). According to Gunnestad (2006) the concept of resilience comes from physics and describes the quality of a material to regain its original shape after being bent, compressed or stretched. With regard to psychology, resilience refers to the pattern of psychological activity that consists of a motive to be strong in the face of inordinate demands which energise goal-directed behaviour to cope and rebound as well as accompanying emotions and cognitions (Strümpfer, 2001). Hiebert (2004) defines resilience as the ability of an individual to bounce back (recover) when hit with unexpected demands out of the blue. Resilience has also been described as an individual's capacity for maintenance, recovery or improvement in mental health following life challenges (Ryff, Singer, Dienberg Love, & Essex, 1998), as a successful adaptation following exposure to stressful life events (Werner, 1993), and as an individual's capacity for transformation and change (Lifton, 1993).

The components of resilience, according Bridges (1995) include flexibility, learning what is new, bouncing back from disappointment, and accepting uncertainty and insecurity. Resilience has been utilised to define development and competence displayed despite

environmental adversity or resistance to stress in the field of psychology (Fourie & Van Vuuren, 1998).

Seccombe (2002, p. 385) conceptualises resilience as a multifaceted phenomenon that involve "the capacity to rebound from adversity, misfortune, trauma, or other transitional crises, in many cases strengthened and more resourceful".

Mallak (1998) points out that workers today constantly face change; in the work they do, how they perform the work, where the work is performed, and with whom they work. That is why they need to be resilient. Therefore, Mallak (1998) described resilience as the ability of an individual or the organisation to expeditiously design and implement positive adaptive behaviours matched to the immediate situation, while enduring minimal stress.

In this research, the following characteristics from Mallak (1998) will be used to identify the individual's resiliency, namely: i) Goal-directed solution seeking; ii) Avoidance; iii) Critical understanding; iv) Role dependence; v) Source reliance; and vi) Resource access.

According to Mallak (1998) i) the Goal-directed solution seeking characteristic refers to the resilient individual who enjoys improvising solutions and tackling difficult problems, ii) The Avoidance characteristic suggests that people should back off from problems and escape chaotic situations; it is also counter to the bricolage notion of approaching problems and solving them with whatever tools are on hand. In addition, iii) the Critical understanding characteristic holds the view that resilient individuals try to make sense of the situation when chaos ensues. iv) The Role dependence characteristic refers to the advance form of work team relationships. Furthermore, v) the Source reliance characteristic holds the view that resilient individuals rely on multiple sources of information. The last characteristic is vi) the Resource access that states that the resilient individual not only does all of the above, he or she has the knowledge to do the job, has access to resources or would access them anyway, even if not authorised to resolve the situation.

Dyer and McGuiness (1996) indicate that all humans are faced with challenges and changes at some point in time, but the outcome of such events or the reaction to them is based on the level of resilience of individuals. According to Kumpfer (1999) factors contributing to

resilience in the face of difficult events and conditions are increasingly becoming the focus of research with a view to preventing ill health.

In conclusion, Travers and Cooper (1996) regard teaching as stressful. It has also been noted that teachers are unable to cope with the changes that are taking place (Van Zyl, 2003). A report published by the Department of Education in the Citizen newspaper indicated that there is compelling evidence that South Africa will suffer from a catastrophic shortage of teachers unless an intervention strategy is designed, funded and implemented (Marrian, 2006).

Therefore, the objective of this research is to determine the relationship between job insecurity, general health and resilience among teachers in the Sedibeng West District. The information obtained in this research can help the Department of Education to design an intervention that will help reduce the unpredictability and uncontrollability associated with job insecurity. In addition an intervention can be designed to help teachers to be resilient in this changing work environment.

Based on the above-mentioned description of the research problem the following research questions can be formulated:

- How are job insecurity, general health, resilience and the relationship between these constructs conceptualised in literature?
- What is the relationship between job insecurity, general health and resilience in an empirical study?
- Do teachers differ in experiencing job insecurity, in terms of demographic variables?
- Do job insecurity and resilience predict the general health of teachers in the Sedibeng West District?

In order to answer the above research questions, the following broad research objectives are set.

1.2 RESEARCH OBJECTIVES

The research objectives are divided into general and specific objectives.

1.2.1 General objective

The general objective of this research is to determine whether job insecurity and resilience can predict the general health of teachers in the Sedibeng West District.

1.2.2 Specific objectives

The specific objectives of this research are to:

- Conceptualise and determine the relationship between job insecurity, general health and resilience from the available literature.
- Determine the relationship between job insecurity, general health and resilience in an empirical study.
- Determine whether teachers differ in their experiences of job insecurity in terms of demographic variables.
- Determine whether job insecurity and resilience can predict the general health of teachers in the Sedibeng West District.

1.3 PARADIGM PERSPECTIVE OF THE RESEARCH

According to Mouton and Marais (1996) certain paradigm perspective directs the research. This research falls within the boundaries of the behavioural sciences and more specifically, Industrial Psychology. Muchinsky, Kriek and Schreuder (1998) define industrial psychology as the scientific study of people within their work environment.

Theories that will be used and are relevant for this research are the Person-environment fit theory by Probst (2002) and the Salutogenic theory (Antonovsky, 1979).

The Person-environment fit theory (Probst, 2002) emphasises the match between the person and the environmental characteristics, and that stress value depends on the perceived imbalance between an individual's perceptions of the demands made by the environment and the individual's perceived ability and motivation to cope with those demands. In terms of this theory, job insecurity is perceived by an employee as a change demanding adaptation which may be difficult to meet and to cope with (Probst, 2002).

Salutogenic theory (Antonovsky, 1979) is about the investigation of the origins of health, in other words, how people stay healthy amidst stressful situations. In the present study, the salutogenic theory is expanded to include the fortigenic approach (origin of psychological strengths) because they both view well-being as appearing along a continuum, with one extreme being that of health and other that of disease (Strümpfer, 1995). Strümpfer, (1995) furthermore indicates that the central point is one of neutrality, representing the absence of the symptoms of disease, while the positive end of the continuum represents optimum well-being. Therefore, this theory will be applied to show the discrepancy between generally healthy employees and those who are psychologically distress.

1.4 RESEARCH DESIGN

The aim of using the research design is to structure and plan the research in a manner that will maximise the validity of the research findings (Mouton & Marais, 1996). The cross-sectional survey design is to be used. This is because in cross-sectional survey designs one or more samples are drawn from the population at one time and can also be used to assess interrelationships among variables within a population (Shaughnessy & Zechmeister, 1997). Furthermore, it is preferably appropriate to the descriptive and predictive functions associated with correlational research (Shaughnessy & Zechmeister, 1997).

1.5 RESEARCH METHOD

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

In phase one a complete literature review regarding job insecurity, psychological well-being, general health and resilience is done. Furthermore, the following materials will be utilised to

collect information about the literature: library catalogue, internet and intranet, journals, articles, books, electronic media, and previous research on job insecurity, psychological well being, general health and resilience.

Phase two, which is the empirical study, consists of participants, measuring instruments, statistical analysis and the research procedures in the form of descriptive research.

1.5.1 Participants

The Sedibeng West District teachers in the Gauteng province are the participants in this research with the sample size of ± 500 . These teachers will be from both the primary as well as the secondary schools. Both the public and private schools will be covered.

1.5.2 Measuring instruments

The following measuring instruments will be used in this study:

- The Job Insecurity Questionnaire (*JIQ*) (De Witte, 2000) will be used to measure job insecurity. It consists of 11 items that summarise both the cognitive and affective dimensions of job insecurity arranged along a 5-point Likert-type scale ranging from 1 (strongly agree) to 5 (strongly disagree). An example of a question relating to cognitive job insecurity would be "I think that I might be dismissed in future", whereas an example of a question relating to affective job insecurity would be "I fear I will lose my job".

De Witte (2000) reported that the items of the questionnaire measuring global insecurity, displayed a Cronbach alpha coefficient of 0,92. Both scales (cognitive and affective) were shown to be highly reliable, with six items measuring cognitive job insecurity, displaying a Cronbach alpha coefficient of 0,90, and five items of the affective job insecurity having a Cronbach alpha coefficient of 0,85 (De Witte, 2000).

- The 28-item version of the General Health Questionnaire (*GHQ*) (Goldberg & Hillier, 1979) that has four sub-scales, namely; Somatic Symptoms (*SS*); Anxiety and Insomnia (*AS*); Social Dysfunction (*SD*) and Severe Depression (*DS*) will be used

(Goldberg & Hillier, 1979). Responses will be given on a 4-point Likert-type scale, ranging from 1 (better than usual) to a 4 (much worse). An example of a question relating to Somatic Symptoms subscale would be "I have recently felt that I am ill", and an example of a question relating to Social Dysfunction subscale would be "I have recently felt that I have been taking longer over the things I do". An example of a question relating to Anxiety and Insomnia subscale would be "I have recently felt that everything is getting on top of me", and an example relating to Severe Depression will be "I have recently felt life is entirely hopeless". A high score on the GHQ is indicative of a high level of psychological distress, whereas a low score implies a low level of psychological distress.

Goldberg and Hillier (1979) reported an internal consistency coefficient of 0,69 to 0,90. In addition, Goldberg and Hillier (1979) found a Cronbach alpha coefficient of 0,83 for Somatic Symptoms, 0,88 for Anxiety and Insomnia, 0,80 for Social Dysfunction and 0,91 for Severe Depression. GHQ is acceptable across different cultures because it is reliable and valid (Goldberg et al., 1997).

- The 24-items Resilience Scale (*RS*) developed by Mallak (1998) will be used. This scale is based on the combination of three scales from the concepts discussed by Weick (1993). These are the Bricolage Scale, the Attitude of Wisdom Scale, and the Virtual Role Systems Scale. Furthermore, six factors were found, namely; Goal directed solution seeking; Avoidance; Critical understanding; Role dependence; Source reliance and Resource access. The responses will be given on a 6-point Likert-scale, ranging from 1 (agree strongly) to a 6 (disagree strongly). An example of question relating to Goal directed solution seeking would be "I consider many feasible solutions", whereas an example relating to Avoidance would be "I escape when situations becomes chaotic". An example of a question relating to Critical understanding would be "I know what resources to access". An example of a question relating to Role dependence would be "Team members can act in the place of another". An example of a question relating to Source reliance would be "I rely on multiple source of information". An example of a question relating to Resource access would be "I have access of resources".

Mallak (1998) reported a Cronbach alpha coefficient of 0,60. Goal directed solution seeking has a Cronbach alpha coefficient of 0,85. Avoidance has a Cronbach alpha coefficient of 0,79. Critical understanding has a Cronbach alpha coefficient of 0,70 and Role dependence has a Cronbach alpha coefficient of 0,79. Source reliance has a Cronbach alpha coefficient of 0,90 and Resource access has a Cronbach alpha coefficient of 0,70.

1.5.3 Statistical analysis

Statistical analysis will be conducted with the help of the STATISTICA program (Statsoft Inc, 2004) and SPSS program (SPSS, 2003).

Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) and Cronbach alpha coefficients will be used to analyse the data and assess the internal consistency of the measuring instruments respectively (Clark & Watson, 1995). Pearson product-moment correlation coefficients will be used to provide an objective measure of the direction and strength of the relationship between variables (Shaughnessy & Zechmeister, 1997). Factor analysis will be used to assess the validity and reliability of the measurements.

Effect sizes will be used to decide on the practical significance of the relationships in this study (between job insecurity, general health and resilience) and the cut-off point of 0,30 that represents a medium effect (Steyn, 2002) is set for the practical significance of correlation coefficients. The multivariate analysis of variance (MANOVA) and ANOVA will be utilised. According to Shaughnessy and Zechmeister (1997) they are used to determine the significance of differences between the demographic groups in terms of their job insecurity scores and to determine which dependent variables were affected. In addition, the multiple regressions techniques will be used to determine the extent to which the independent variable (job insecurity and resilience) predicts a dependent variable (general health) (Struwig & Stead, 2001).

1.5.4 Research procedure

Permission will be asked from the Department of Education in the Sedibeng West District as well as from the principals of the targeted schools where the study will be conducted. A letter

will be written to the Department of Education. This letter will include the aim of the study and the reason for using teachers. The study will cover seventeen schools, both public and private schools and both primary and secondary schools. The researcher will give questionnaires to a volunteer or a chosen person and fetch them two days later. A small token of appreciation will be given to the person responsible for the distribution and collection of the questionnaires. Questionnaires will be treated with utmost anonymity and confidentiality.

1.6 CHAPTER DIVISION

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

Chapter 1: Problem statement

Chapter 2: Research article

Chapter 3: Conclusions, limitations and recommendations

1.7 CHAPTER SUMMARY

In this chapter an overview of the study was given with specific reference to the problem statement and objectives of this study and the background information on job insecurity, general health and resilience as well as the importance of this study for the Department of Education.

The research method was discussed with more focus on literature review as well as aspects such as the study population, measuring battery and research procedure of the empirical study.

The next chapter will focus on the literature review with specific reference to the conceptualisation of job insecurity, general health and resilience and the relationships between these constructs.

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CHAPTER 2

RESEARCH ARTICLE

*JOB INSECURITY, GENERAL HEALTH AND RESILIENCE OF TEACHERS IN THE SEDIBENG WEST DISTRICT

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ABSTRACT

The objectives of this research were to conceptualise and determine the relationship between job insecurity, general health and resilience of teachers in the Sedibeng West District and to determine whether employees differ in experiencing job insecurity in terms of demographical variables. The 11-item Job Insecurity Questionnaire (JIQ), 28-item version of the General Health Questionnaire (GHQ), 24-item Resilience Scale (RS) and a Biographical Questionnaire were administered. A cross-sectional survey design was used. A response of 260 completed questionnaires was obtained. The sample ($N=260$) was taken from both primary and secondary public and private schools. Positive correlations were obtained between job insecurity and psychological distress, suggesting that increased levels of job insecurity are associated with increased levels of psychological distress. Negative correlation was found between job insecurity and resilience as well as resilience and general health, suggesting that individuals who have high levels of resilience also have low levels on job insecurity and psychological distress respectively. A statistical significant difference was found on job insecurity with regard to the cultural group and the employment contract of teachers.

OPSOMMING

Die doel van hierdie navorsing was die konseptualisering en vasstelling van die verhouding tussen werksonsekerheid, algemene gesondheid en veerkragtigheid onder onderwysers in die Sedibeng Wes Distrik, asook om die mate waartoe werknemers se ervaring van werksonsekerheid verskil ten opsigte van demografiese veranderlikes te ondersoek. Die 11-item Werksonsekerheidskaal (JIQ), 28-item weergawe van die Algemene Gesondheidsvraelys (GHQ) en die 24-item Veerkragtigheidskaal (RS) is gebruik en 260 voltooide vraelyste is ontvang. Die deelnemers ($N=260$) verteenwoordig beide primêre en sekondêre skole, asook staats- en privaatskole. 'n Positiewe korrelasie tussen werksonsekerheid en psigologiese angstigtheid is gevind, wat voorstel dat verhoogde vlakke van werksonsekerheid geassosieer word met verhoogde vlakke van psigologiese angstigtheid. 'n Negatiewe korrelasie tussen werksonsekerheid en veerkragtigheid is gevind, asook tussen veerkragtigheid en algemene gesondheid, wat voorstel dat individue met hoër vlakke van veerkragtigheid ook lae vlakke van werksonsekerheid en psigologiese angstigtheid ervaar. 'n Statisties betekenisvolle verskil is gevind binne werksonsekerheid ten opsigte van die kulturele groepering en die indiensnemingskontrak van onderwysers.

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South African organisations are placed under pressure to improve their performance, globalise and to become increasingly competitive (Labuschagne, Bosman, & Buitendach, 2005; Viljoen, Bosman, & Buitendach, 2005). In his state of the Nation address in May 2004, President Thabo Mbeki requested that the public sector commit itself as a critical player in the process of growth, reconstruction and development of the country by reducing cost of doing business in South Africa (Didiza, 2004). That is why one of the biggest companies in South Africa, Transnet, decided to restructure its business in order to reduce loss, increase productivity and be competitive (Didiza, 2004). As a result of this situation a number of jobs have been lost and large numbers of employees have been involuntarily employed on a part-time basis (Sverke et al., 2004) and this also generated uncertain employment and widespread perceptions of job insecurity on employees' side (Quinlan, Mayhew, & Bohle, 2001).

With regard to the education system, teachers are also now faced with high changes and demands (Myburgh & Poggenpoel, 2002). These changes and demands include Outcome Based Education, the need for maths and science teachers, having temporary employment contracts, heavy workloads and underpayment (Marrian, 2006; Mills, 2001; Nthite, 2006; Selooe, 2005). One should bear in mind that teaching was perceived to be a secure job (Mokoti, 2001) and that job security was highlighted as one of the extrinsic factors among teachers (Wevers & Steyn, 2002). This caused teachers to experience job-related stress (Jackson & Rothmann, 2005), characterised by symptoms such as depression and anxiety (Pomaki & Anagnostopoulou, 2003), additionally affecting their physical as well as their psychological well-being (Selooe, 2005).

The person-environment fit theory will be discussed next to understand the cause of job insecurity as a stressor on an individual.

Person-environment fit theory of stress best explains the definitions of stress by highlighting the match between the person and the environmental characteristics (Probst, 2003). According to Probst (2002) the stress value in this regard depends on the perceived imbalance between the individual's perceptions of the demands made by the environment; and on the other hand the individual's perceived ability and motivation to cope with those demands. Based on this, Probst (2002) is of the opinion that job insecurity is perceived by an employee or person as a change that will demand adaptation that may seem difficult to meet. Failure to

cope with potential future unemployment or loss of job features may have significant negative consequences.

Job insecurity is being described as a stressor because of the fact that it causes uncertainty or threat of job loss to the individual (Barling & Kelloway, 1996; De Witte, 1999; Mauno & Kinnunen, 2002; Van Vuuren, 1990). According to Lazarus and Folkman (1984) as well as Probst (2002) stress occurs when a person perceives a situation to exceed his or her resources and endangering his/her well-being, furthermore, bringing about change in his/her psychological condition in order to cope with the encounter (Siu, 2002).

According to Kroeger (1995) the relationship between the employee and the workplace environment can be a source of unfathomed strength or profound confusion. The person-environment fit theory is based on the assumptions that i) individuals seek out and create environments that offer possibilities of leadership such that they are in charge; ii) the degree of fit between the person and environment is associated with significant outcomes that can substantially affect the performance, productivity, satisfaction, turnover, and stress; and iii) the process of person and environmental fit is reciprocal (Kroeger, 1995).

Jacobson and Hartley (1991) summarises this phenomenon by arguing that job insecurity is a stressful experience because it concerns the future. The employee does not know whether he/she will actually lose his/her job and this uncertainty, in turn, restricts coping processes available in any given stressful situation. Job insecurity thus reflects the discrepancy between the levels of security a person experiences and the level he/she might prefer (Hartley, Jacobson, Klandermans, & Van Vuuren, 1991).

Job insecurity is also been conceptualised from the following points of view; global and multidimensional concepts (Mauno & Kinnunen, 2002). The global viewpoint is concerned with the threats of impending job loss (De Witte, 1999; Mauno & Kinnunen, 2002). This is based on either the perceived probability or fear of job loss (Mohr, 2000; Van Vuuren, 1990) and does not necessarily mean it will be followed by a job loss (Joelson & Wahlquist, 1987).

In the multidimensional concept, Greenhalgh and Rosenblatt (1984) define job insecurity as the powerlessness to maintain desired continuity in a threatened job situation. According to Mauno and Kinnunen (1999) this multidimensional concept of job insecurity implies that

employees are not only worried about their job but also concerned about the loss of valued job features such as their control over the pace of work and their opportunities for promotion. At a later stage, Ashford, Lee and Bobko (1989) developed a multiple measure derived on the basis of Greenhalgh's perspective, and according to Mauno and Kinnunen (1999) this is the most sophisticated implementation of multidimensional job insecurity. These researchers describe five components of job insecurity, as being i) the severity of the threat concerning job continuity or aspects of the job; ii) the importance of the job feature to the individual; iii) the perceived threat of the occurrence of a total negative affect of the job situation; iv) the total importance of the changes mentioned above; and v) powerlessness and inability of the individual to control the above mentioned factors.

The global concept of job insecurity is used in this research. According to Sverke et al. (2004) the global perspective is concerned with the overall levels of concern over the future of the job, in general. De Witte (2000) states that, in terms of the global perspective, job insecurity consist of cognitive and affective dimensions of job insecurity. The cognitive dimension of job insecurity refers to the perceived likelihood of job loss or being unemployment, whereas the affective dimension of job insecurity refers to fear of job loss; this is the emotional experience of the possible threatening situation (Borg & Elizur, 1992; De Witte, 2005). For the purposes of this research, job insecurity is referred to as an uncertainty about the continuance of a person's current job and the potential of losing it (De Witte, 1999).

The association between job insecurity and demographic differences of individuals also needs to be investigated. Buitendach, Rothmann and De Witte (2005) report that it is important to determine the differences between the job insecurity levels of demographic groups in South Africa. This will help to have a better understanding on how different demographic groups experience job insecurity and if there is a difference at all.

Feelings of job insecurity depend on an individual's perception thereof (Kinnunen & Nätti, 1994; Sverke et al., 2004). This perception varies from individual to individual in terms of contextual factors as well as personal attributes (Lazarus & Folkman, 1984). Sverke et al. (2004) explain demographic variables influencing job insecurity in terms of individual characteristics (e.g. age, gender); family situation (e.g. gender of a breadwinner); social status

(e.g. work status, level of education) and employment contract (e.g. temporary, permanent, contract).

In terms of age, according to De Witte (1999) and Mohr (2000) older employees experience higher levels of job insecurity than younger employees. This can be due to the fact that the latter are believed to have lesser financial responsibilities and have better chances of finding another job (De Witte, 1999). The study done in South Africa by Buitendach et al. (2005) also supported this finding and also established that older employees reported higher levels of job insecurity than younger employees. They consider the reason as being that these employees probably perceive that they will be the first ones to lose their jobs because of lack of skills (Buitendach et al., 2005).

As far as gender is concerned there are some differences in the studies conducted (Sverke et al., 2004). Näswall, Sverke and Hellgren (2001) indicate that men exhibit a stronger relation between the experience of job insecurity and its negative outcomes than women. However, it has been suggested that the influence of age is related to gender in the sense that men and women in the same age group have different expectations placed on them (De Witte, 1999). Men are likely to experience job insecurity between the ages of 30 to 50 years of age and this can be because of their traditional role as breadwinners whose main responsibility is providing for the family (De Witte, 1999). According to Westman, Etzion and Danon (2001) even if women may gradually share more of this responsibility, the traditional role of men as providers may make the prospect of job loss more severe for men. Women on the other hand, may be more likely to experience job insecurity as they get older since their prospects for obtaining new employment after a layoff usually decline with age. Buitendach et al. (2005) found that, because of Affirmative Action favouring women, men reported more job insecurity than women.

With regard to the level of education, Manski and Straub (2000) report that job insecurity tends to decrease with schooling. In addition, Schaufeli (1992) states that the threat of job loss should be less problematic for the more highly educated. The level of education completed influences the number of choices that workers have in the labour market. Van Vuuren, Klandermans, Jacobson and Hartley (1991) mention that individuals with higher levels of education tend to experience lower levels of job insecurity. It was found that

individuals with a grade 12 qualification, a diploma or a degree showed higher levels of job insecurity than individuals with a qualification lower than grade 12 (Buitendach et al., 2005).

In the employment contract category, it is indicated that workers with temporary employment contracts report more job insecurity than those with permanent employment contracts (Näswall & De Witte, 2003). This is because temporary work makes it difficult for an employee to think about his or her future employment and this may in turn give rise to uncertainty. Another important aspect of the employment contract is a part-time employment contract (Sverke et al., 2004). Part-time workers may not feel that they are part of the core staff in the same sense as those working permanently. Part-time workers like temporary workers may feel that they will be the first to leave in the event of downsizing, believing that the employer will choose to retain those workers who are considered to be part of the organisation's core staff (Barling & Gallagher, 1996; Sverke, Hellgren, & Näswall, 2002). Sverke et al. (2004) however state that it may be that those who are forced to work part-time against their wishes feel less attached to the organisation. Those choosing to work part-time, on the other hand, may be pleased with their level of attachment to the organisation. Research done by De Cuyper and De Witte (2005) did not succeed in finding a firm relationship between job insecurity and the type of an employment contract.

Race is also an issue associated with job insecurity. It is indicated that the African population group almost doubled the Western population group in the feeling of job insecurity (Manski & Straub, 2000). However in South Africa, according to Labuschagne et al. (2005) job insecurity might be higher among Western employees because of the current implementation of the Employment Equity Act No. 55 (1998). It is expected that those employees least advantaged by Employment Equity legislation would experience higher levels of job insecurity than those who benefit from the new privilege (Labuschagne et al., 2005).

According to the literature employees who perceived threat to their work future would show reduced levels of psychological well-being characterised by symptoms such as anxiety and depression as well as irritation or strain-related psychosomatic complaints (Dekker & Schaufeli, 1995; De Witte, 1999; Ferrie, Shipley, Marmot, Stansfeld, & Smith, 1998; Orpen, 1993; Viljoen et al, 2005). The above-mentioned symptoms influence the general health of the affected employee. Studies from all around the world indicate that when jobs become too

demanding leading to pressure and workload, they exert a detrimental effect on employees' psychological health and well-being (Burchell, Lapido, & Wilkinson, 2002).

Psychological well-being, according to Sumer, Bilgic, Sumer and Erol (2005) refers to the extent to which an individual is functioning, feeling, and thinking within the "expected" ranges. Available literature reveals that the conceptualisations of psychological well-being are diverse and on different levels of abstractions (Wissing & Van Eeden, 2002). In addition Roothman, Kirsten and Wissing (2003) outline all those conceptualisations from different researchers as; i) affective (Diener, Emmons, Larsen, & Griffen, 1985), ii) physical processes and advocate focusing on the connection between good physical health and high quality of life (Goldberg & Hillier, 1979), iii) cognitive (Martin & Rubin, 1995), iv) spiritual (Adams, Bezner, & Steinhardt, 1997; Ryff & Singer, 1998), v) self and social processes (Adams et al., 1997; Ryff & Singer, 1998).

According to Strümpfer (1995) Aaron Antonovsky introduced the neologistic concept of salutogenesis in 1979. Antonovsky (1979) was motivated to study health instead of disease wanting to find the answers on how people manage stress and stay well even in stressful situations. According to Antonovsky (1984) salutogenesis opens the way for a continuum conceptualisation of what is called health ease vs dis-ease. Rather than categorising people as either healthy or diseased, salutogenesis posits that people fall on a continuum somewhere between these two poles, which can be termed ease and dis-ease. Antonovsky (1979) realised that certain people can grow personally, despite traumatic events. Salutogenic approach focuses on coping rather than risk factors, survivors rather than the defeated, the invulnerable rather than the damaged (Antonovsky, 1984).

For the development of the salutogenic model, Strümpfer (1995) argues that Antonovsky's concept of salutogenesis that refers to the origin of health should be broadened to fortigenesis, which refers to the origins of psychological strength in general (Strümpfer, 1995). Strümpfer (1995) is of the opinion that Antonovsky struggled with a much more encompassing problem, namely that of the sources of strength in general and believes that to emphasise health as the core endpoint of a whole paradigm is to limit the extent of the paradigm.

According to Strümpfer (1995, p. 82), “to introduce the fortigenesis construct is not to deny the need to search for the origins of health, it is merely to say that, in the process of doing so, Antonovsky could not help but point to the closely related origins of the strength needed to be effective at other end-points of human functioning too.” Strümpfer (1995) believes that fortigenesis is more embracing, more holistic than salutogenesis.

It can be concluded that both the salutogenic (Antonovsky, 1979, 1987) and fortigenic paradigms (Strümpfer, 1995) view well-being as appearing along a continuum, with one extreme being that a health and other that of disease. The central point is one of neutrality, representing the absence of the symptoms of disease, while the positive end of the continuum represents optimum well-being.

In this research two facets that are part of psychological well-being will be discussed, namely; general health and resilience.

According to Yussuf (2005) the Constitution of the World Health Organisation (2000) defines **general health** as a state of complete physical, psychological, mental and social state of tolerance and compensation outside the limits of which the individual perceives any situation. In addition, Yussuf (2005) indicates that this is not merely the absence of disease or infirmity. For this study Goldberg and Hillier’s (1979) description of general health will be followed which is the ability to carry out one’s normal healthy functions.

Four subscales of health by Goldberg and Hillier (1979) namely; Somatic Symptoms, Anxiety and Insomnia, Social Dysfunction and Severe Depression, will be used to conceptualise psychological well-being in this research.

Dana and Griffin (1999) state that health and well-being are important because of their consequences for workers. Researchers and managers have generally recognised that health and well-being can potentially affect both workers and organisations in negative ways (Dana & Griffin, 1999).

According to Dana and Griffin (1999) an individual’s experiences at work, be they physical, emotional, mental, or social in nature, affect him/her while he/she is in the workplace and in turn affects the non-work domains. Conrad (1988a) indicates that workers spend about one-third of their waking hours at work, and don’t necessarily leave the job behind when they

leave the workplace. According to Boyd (1997) workers experiencing poor health and well-being in the workplace may be less productive, make lower quality decisions, be more prone to be absent from work, and make consistently diminishing overall contributions to the organisation. Cartwright and Cooper (1993) indicate that numerous physiological, psychological, and/or emotional costs may also arise on the employee.

For the organisation, Cooper and Cartwright (1994) indicate that factors that influence employee health and well-being can have a significant impact on the financial health and profitability of an organisation. Karasek and Theorell (1990) reported that the total cost of stress to U.S organisations resulting in absenteeism, reduced productivity and health insurance is more than \$150 billion a year.

Seedat, La Grange, Niehaus and Stein (2003) state that in the past when individuals were faced with abnormal events, it was expected that they will experience an abnormal response. This idea implies that most individuals exposed to a stressful experience would develop symptoms regardless of pre-stressful considerations. On the contrary, Norman, Luthans and Luthans (2005) argue that when people are faced with challenges as well as changes, they cope and adapt in varied ways and show varying degrees of resilience. The least resilient workers were shown to be those who experience their jobs as full of stress and feel like helpless victims (Seedat et al., 2003).

Resilience was one of the constructs which were proposed for the conceptualisation of psychological well-being (Rutter, 1984).

According to Norman et al. (2005) in these turbulent times, resilience at the employee and organisation levels has taken an urgent importance. That is why Hind, Frost and Rowley (1996) indicate that resilience is not viewed as a fixed individual trait but it is rather seen as an interactive concept concerned with maintaining adaptive functioning in spite of experienced stress. This means that an individual can learn and improve on how to be resilient in this changing world of work.

In psychology, resilience is defined as the pattern of psychological activity that consists of a motive to be strong in the face of inordinate demands which energise goal-directed behaviour to cope and rebound as well as accompanying emotions and cognitions (Strümpfer, 2001).

Resilience is also being defined as the ability of an individual to bounce back (recover) when hit with unexpected demands out of the blue (Hiebert, 2004).

Seccombe (2002, p. 385) conceptualises resilience as a multifaceted phenomena that involves "the capacity to rebound from adversity, misfortune, trauma, or other transitional crises, in many cases strengthened and more resourceful".

Goal-directed solution seeking, Avoidance; Critical understanding, Role dependence, Source reliance and Resource access characteristics of Mallak (1998) will be used in this research to identify the individual's resilience.

The Goal-directed solution seeking characteristic refers to the resilient individual who enjoys improvising solutions and tackling difficult problems. The Avoidance characteristic suggests that people should back off from problems and escape chaotic situations; it is also counter to the bricolage notion of approaching problems and solving them with whatever tools are on hand. In addition, the Critical understanding characteristic holds the view that resilient individuals try to make sense of the situation when chaos ensues. The Role dependence characteristic refers to the advance form of work team relationships. Furthermore, the Source reliance characteristic holds the view that resilient individuals rely on multiple sources of information. The last characteristic is the Resource access that states that the resilient individual not only does all of the above, but he/she has the knowledge to do the job, has access to resources or would access them anyway, even if not authorised, to resolve the situation (Mallak, 1998).

According to Cowen and Work (1988) resilient individuals (employees) are more likely than their less resilient peers to see themselves as capable, worthy individuals and to perceive themselves as able to shape events and outcomes. Furthermore, Glaser, Butler, and Pryor (1998) state that resilient individuals show a variety of specific capabilities that facilitate task performance such as superior coping styles and verbal ability as well as problem-solving skills.

According to Kahn (2005) in the event of a stressful situation the less resilient individuals will take time to bounce back and might experience some stress compared to resilient individuals. Individuals who are not resilient when faced with a stressful situation might

commit suicide because of the lack of coping abilities compared to those who are resilient (Yin, 2006). Furthermore, Yin (2006) states that those who are resilient have a low suicide rate and are also capable of complex and flexible coping strategies.

Hind, Frost and Rowley (1996) state that in order to view how resilient an individual is he/she should be viewed in the context of the environment he/she is. Therefore, if an employee feels that the organisation is not open and there isn't a job security, he/she will lack loyalty towards his/her career and as such won't offer much commitment towards the success of such an organisation. On the other hand Mallak (1998) states that employees are often placed in the work situations without enough training, resources or preparation and as such they need to learn to be resilient, that is how to design and implement positive adaptive behaviours that are matched to the immediate situation while enduring minimal level of stress all the while quicker. Employees who are resilient will exert great effort to reach their goals as compared to those that are not.

It is certain that every worker in the modern world of work will face many challenges or barriers that may hinder their job and career adjustment (Bridges, 1995). In addition, Dyer and McGuiness (1996) are of the opinion that all humans are faced with distressing life events at some point in time, but the outcome of such events or the reaction to them is based on the level of resilience of individuals. According to Kumpfer (1999) factors contributing to resilience in the face of difficult events and conditions are increasingly becoming the focus of research with a view to preventing ill health. Teachers are faced with changes and challenges (OBE, need for Maths and Science teachers) in their working life, and this study will help prevent ill health related to feelings of job insecurity.

It is clear that employees are confronted daily with dynamic changes in their internal and external environments and this can lead to higher stress levels in their personal as well as work environments (Cartwright & Cooper, 1997).

Selye (1974), who is the author of the first published scientific paper on stress, states that it is not what happens to an individual that matters, but how they take it. Al-Naser and Sandman (2000) indicate that individuals cope and adapt in varied ways and show varying degrees of resilience when faced by challenges or changes in their lives.

According to Viljoen et al. (2005) in South Africa the once stable, controlled and predictable world of work has become complex, out of control and unpredictable and this tend to increase job insecurity. Furthermore, it is believed that the feeling of job insecurity is now a reality in South Africa and no programmes were implemented in the past to address this issue (Viljoen et al., 2005).

De Witte (2005) indicates that research on job insecurity is fairly scarce in South Africa thus far. As a consequence, it seemed relevant to have some more studies in order to set the scene for South African research. This will help employers to implement interventions that will help reduce such feeling. According to Jacobson and Hartley (1991) however, a major reason for this neglect is that job insecurity is less amenable to empirical research and it is a highly sensitive topic and many organisations are reluctant to become involved in such studies.

The objective of this research is therefore to determine the relationship between job insecurity, general health and resilience among teachers in the Sedibeng West District. The information obtained in this research can help the Department of Education to design an intervention that will help reduce the unpredictability and uncontrollability associated with job insecurity. In addition, an intervention can be designed to help teachers to be resilient in this changing work environment.

Based on the above, the following hypothesis are proposed:

H1: A practically significant relationship exists between job insecurity, general health and resilience.

H2: Teachers in the Sedibeng West District differ in their experience of job insecurity in terms of demographic group.

H3: Job insecurity and resilience can predict the general health of teachers in the Sedibeng West District.

METHOD

Research design

The cross-sectional survey design was used. This is because in cross-sectional survey designs, according to Shaughnessy and Zechmeister (1997) one or more samples are drawn

from the population at one time. It can also be used to assess interrelationships among variables within a given population. Furthermore, it is preferably appropriate to the descriptive and predictive functions associated with correlational research (Shaughnessy & Zechmeister, 1997).

Participants

The total population of ± 500 teachers from the Sedibeng District in Gauteng Province was targeted, although a response of 260 participants was obtained. These teachers were from both primary as well as secondary public and private schools. The Sedibeng West District consists of schools from Bophelong, Boipatong, Vanderbijlpark, Sebokeng and Evaton. However the researcher used Seventeen available schools from Boipatong, Vanderbijlpark and Sebokeng Zone 3. The researcher gave the questionnaires to a volunteer or chosen person and fetched them two days later. All the questionnaires were treated anonymously and confidentially.

Table 1 presents the descriptive information of the sample.

Table 1

Characteristics of the Participants (N=260)

Item	Category	Frequency	Percentage
Gender	Male	75	28,8
	Female	185	71,2
Cultural Group	Black (1)	180	69,2
	White (2)	78	30,0
	Other (3)	2	0,8
Home language	Afrikaans (1)	66	25,4
	English (2)	17	6,5
	Pedi (3)	2	0,8
	Sesotho (4)	110	42,3
	Tshivenda (5)	4	1,5
	Tswana (6)	15	5,8
	Xhosa (7)	15	5,8
	Zulu (8)	30	11,5
	Tsonga (9)	1	0,4
	24yrs and younger (1)	6	2,3
Age groups	25-35yrs (2)	66	25,4
	36-45yrs (3)	83	31,9
	46-55yrs (4)	81	31,2
	56yrs and longer (5)	24	9,2
	GR10-12 (1)	8	3,1
Highest qualification	Diploma (2)	139	53,5
	Degree (3)	57	21,9
	Post-graduate (4)	56	21,5
	Temporary (1)	23	8,8
Employment contract	Permanent (2)	223	85,8
	Contract (3)	14	5,4
	Less than 1yr (1)	16	6,2
Employment service	2-5yrs (2)	26	10,0
	6-10yrs (3)	55	21,1
	11-20yrs (4)	71	27,3
	Longer than 20yrs (5)	92	35,4
	Deputy Principal (1)	10	3,8
Employment category	Head of Department (2)	34	13,1
	Teachers (3)	216	83,1

As indicated in Table 1, the majority of the respondents are females (71.2%), between the ages of 36-45 years (31.9%), teachers (83.1%), and employed permanently (85,8%). Most respondents are from the black culture (69.2%) and Sesotho speaking (42.3%) with a diploma qualification (53.5%) and 35.4% have longer than 20 years employment service.

Measuring instruments

For purposes of this study three questionnaires were used, namely; the Job Insecurity Questionnaire (JIQ), 28-item version of the General Health Questionnaire (GHQ), 24-item Resilience Scale (RS)

The following measuring instruments will be used in this study:

- The Job Insecurity Questionnaire (*JIQ*) (De Witte, 2000) will be used to measure job insecurity. It consists of 11 items that summarise both the cognitive and affective dimensions of job insecurity arranged along a 5-point Likert-type scale ranging from 1 (strongly agree) to 5 (strongly disagree). An example of a question relating to cognitive job insecurity would be "I think that I might be dismissed in future", whereas an example of a question relating to affective job insecurity would be "I fear I will lose my job". Previous studies experienced problems with item 2 not loading on both dimensions (Bosman, Rothman & Buitendach, 2005; Viljoen et al., 2005). Therefore, for this research item 2 will be restructured (from "there is only a small chance that I will become unemployed" to "the chance that I will become unemployed is small").

De Witte (2000) reported that the items of the questionnaire measuring global insecurity, displayed a Cronbach alpha of 0,92. Labuschagne et al. (2005) obtained an alpha coefficient of 0,79 and Sauer (2003) an alpha coefficient of 0,75 relating to the global insecurity in their South African studies. Both scales (cognitive and affective) were shown to be highly reliable, with six items measuring cognitive job insecurity, displaying a Cronbach alpha coefficient of 0,90, and five items of the affective job insecurity having a Cronbach alpha coefficient of 0,85 (De Witte, 2000). Labuschagne et al. (2005) obtained an alpha coefficient of 0,70 for the cognitive scale and 0,73 for the affective scale. Sauer (2003) obtained an alpha coefficient 0,83 for the cognitive scale and 0,86 for the affective scale.

- The 28-item version of the General Health Questionnaire (*GHQ*) (Goldberg & Hillier, 1979) that has four sub-scales, namely; Somatic Symptoms; Anxiety and Insomnia; Social Dysfunction and Severe Depression will be used (Goldberg & Hillier, 1979).

Responses will be given on a 4-point Likert-type scale, ranging from 1 (better than usual) to a 4 (much worse). An example of a question relating to Somatic Symptoms subscale would be "I have recently felt that I am ill", and an example of a question relating to Social Dysfunction subscale would be "I have recently felt that I have been taking longer over the things I do". An example of a question relating to Anxiety and Insomnia subscale would be "I have recently felt that everything getting on top of me", and an example relating to Severe Depression will be "I have recently felt life is entirely hopeless". A high score on the GHQ is indicative of a high level of psychological distress, whereas a low score implies a low level of psychological distress.

Goldberg and Hillier (1979) reported an internal consistency coefficient of 0,69 to 0,90. In addition, Goldberg and Hillier (1979) found a Cronbach alpha coefficient of 0,83 for Somatic Symptoms, 0,88 for Anxiety and Insomnia, 0,80 for Social Dysfunction and 0,91 for Severe Depression. GHQ is acceptable across different cultures because it is reliable and valid (Goldberg et al., 1997). In South Africa Isaksson and Johansson (2000) as well as Snoer (2005) obtained a Cronbach alpha coefficient of 0,86 and 0,94 respectively for the GHQ. Viljoen et al. (2005) obtained a Cronbach alpha coefficient of 0,86 for the Somatic Symptoms, 0,79 for the Anxiety and Insomnia, and 0,74 for the Social Dysfunction, and 0,80 for the Severe Depression. Snoer (2005) obtained a Cronbach alpha coefficient of 0,86 for the Somatic Symptoms, 0,93 for the Anxiety and Insomnia, and 0,82 for the Social Dysfunction, and 0,94 for the Severe Depression. All of the above makes the use of this instrument applicable in a South African context.

- The 24-items Resilience Scale (*RS*) developed by Mallak (1998) will be used. This scale is based on the combination of three scales from the concepts discussed by Weick (1993). These are the Bricolage Scale, the Attitude of Wisdom Scale, and the Virtual Role Systems Scale. Furthermore, six factors were found, namely; Goal directed solution seeking; Avoidance; Critical understanding; Role dependence; Source reliance and Resource access. The responses will be given on a 6-point Likert-scale, ranging from 1 (agree strongly) to a 6 (disagree strongly). An example of question relating to Goal directed solution seeking would be "I consider many feasible solutions", whereas an example relating to Avoidance would be "I escape when

situations becomes chaotic". An example of a question relating to Critical understanding would be "I know what resources to access". An example of a question relating to Role dependence would be "Team members can act in the place of another". An example of a question relating to Source reliance would be "I rely on multiple source of information". An example of a question relating to Resource access would be "I have access of resources".

Mallak (1998) reported a Cronbach alpha coefficient cut-off point of 0,60. Goal directed solution seeking has a Cronbach alpha coefficient of 0,85. Avoidance has a Cronbach alpha coefficient of 0,79. Critical understanding has a Cronbach alpha coefficient of 0,70 and Role dependence has a Cronbach alpha coefficient of 0,79. Source reliance has a Cronbach alpha coefficient of 0,90 and Resource access has a Cronbach alpha coefficient of 0, 70. According to Mallak (1998) these six factors aimed at identifying the behaviours of resilient individuals.

Statistical analysis

Statistical analysis was conducted with the help of the STATISTICA program (Statsoft Inc, 2004) and SPSS program (SPSS, 2003). Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) was utilised to analyse the data. According to Huysamen (1998) the purpose of descriptive statistics is to summarise long lists of data so that an overall impression of the distribution involved can be formed more easily.

Cronbach alpha coefficients were used to assess the internal consistency of the measuring instruments (Clark & Watson, 1995). Pearson's product-moment correlation coefficients was used to provide an objective measure of the direction and strength of the relationship between two variables as well as to determine the extent to which variation in one continuous variable explains the variation in another continuous variable (Huysamen, 1998; Shaughnessy & Zechmeister, 1997; Struwig & Stead, 2001).). Factor analysis was used to assess the validity and reliability of the measurements. According to Kerlinger and Lee (2000) the main aim of factor analysis is to indicate whether variables measure similar dimensions and how much they do.

Effect sizes were used to decide on the practical significance of the relationships in this research. A cut-off point of 0,30 that represents a medium effect (Steyn, 2002) was set for the practical significance of correlation coefficients.

Multivariate analysis of variance (MANOVA) was used to determine the significance of differences between the demographic groups in terms of their job insecurity scores. ANOVA was used to discover which dependent variables were affected (Shaughnessy & Zechmeister, 1997).

Multiple regressions include sets of statistical techniques that examine the relationship between multiple independent variables and one dependent variable (Struwig & Stead, 2001). These techniques were also used to determine the extent to which the independent variable (job insecurity and resilience) predicts a dependent variable (general health) (Struwig & Stead, 2001).

RESULTS

A principal component analysis with an oblimin rotation was used to carry out factor analysis on the 11 items of the JIQ on the total sample of teachers in the Sedibeng West District. It was indicated that two factors could be extracted based on the analysis of the eigenvalues (larger than 1) and scree plot. The 60,57% of the total variance was explained. Zeros replaced loadings under 0,30.

Table 2

Principal Component Analysis with an Oblimin Rotation on the 11 Items of the JIQ for Teachers in the Sedibeng West District

Component	F1*	F2*
J11. I think that I will be able to continue working here	0,00	0,80
J12. The chance that I will become unemployed is small	0,00	0,53
J13. I am certain/sure of my job environment	0,00	0,78
J14. I am very sure that I will be able to keep my job	0,00	0,75
J15. It makes me anxious that I might become unemployed	0,60	0,00
J16. I feel uncertain about the future of my job	0,70	0,00
J17. I worry about the continuation of my career	0,65	0,00
J18. I fear that I might lose my job	0,85	0,00
J19. I fear that I might get fired	0,84	0,00
J110. There is a possibility that I might lose my job in the near Future	0,87	0,00
J111. I think that I might be dismissed in future	0,90	0,00

* Factor labels: F1 Affective subscale F2 Cognitive subscale

According to De Witte (2000) the JIQ consists of the two factors, namely; cognitive and affective dimensions of job insecurity. Theoretically, according to De Witte (2000), items 1, 2, 3, 4, 10 and 11 are representative of the cognitive subscale, whereas items 5, 6, 7, 8 and 9 are representative of the affective subscale. Items 10 and 11 that were supposed to load on the cognitive subscale loaded heavily on the affective subscale. Viljoen et al. (2005) experienced the same problem with items 10 and 11 and this can be attributed to the language issue. All remaining items loaded correctly on the affective subscale. It is evident from Table 2 that the positive and negative items load together. Therefore, cognitive and affective job insecurity dimensions won't be discussed separately but as the total job insecurity.

However, in terms of this study item 2 was restructured (from "there is only a small chance that I will become unemployed" to "the chance that I will become unemployed is small") due to the fact that previous studies experienced problems with the variable not loading on either dimension (Bosman, Rothman & Buitendach, 2005; Viljoen et al., 2005). It was noted that the sentence could be interpreted either in a positive or a negative manner, for instance, placing focus on either "small chance" or on "unemployed".

A principal component analysis with an oblimin rotation was used to carry out factor analysis on the 28 items of the GHQ on the total sample of teachers in the Sedibeng West District.

Analysis of eigenvalues (larger than 1) and scree plot indicated that four factors could be extracted. Loadings under 0,30 were replaced by zeros.

Table 3

Principal Component Analysis with an Oblimin Rotation on the 28-items version of the GHQ for Teachers in the Sedibeng West District

Component	F1*	F2*	F3*	F4*
A1 Been feeling perfectly well and in good health?	0,00	0,00	0,00	0,16
2. Been feeling in need of a good tonic?	0,00	0,00	0,00	0,67
3. Been feeling run down and out of sorts?	0,00	0,00	0,00	0,66
4. Felt that you are ill?	0,00	0,00	0,00	0,68
5. Been getting any pains in your head?	0,00	0,00	0,00	0,60
6. Been getting a feeling of tightness or pressure in your head?	0,48	0,00	0,00	0,00
7. Been having hot or cold spells?	0,52	0,00	0,00	0,00
B1 Lost much sleep over worry?	0,75	0,00	0,00	0,00
2. Had difficulty in staying asleep once you are off?	0,77	0,00	0,00	0,00
3. Felt constantly under strain?	0,60	0,00	0,00	0,00
4. Been getting edgy and bad-tempered?	0,62	0,00	0,00	0,00
5. Been getting scared or panicky for no good reason?	0,71	0,00	0,00	0,00
6. Found everything getting on top of you?	0,73	0,00	0,00	0,00
7. Been feeling nervous and strung-up all the time?	0,77	0,00	0,00	0,00
C1 Been managing to keep yourself busy and occupied?	0,00	0,00	-0,45	0,00
2. Been taking longer over the things you do?	0,00	0,00	-0,47	0,00
3. Felt on the whole you were doing things well?	0,00	0,00	-0,65	0,00
4. Been satisfied with the way you've carried out your task?	0,00	0,00	-0,60	0,00
5. Felt that you are playing a useful part in things?	0,00	0,00	-0,75	0,00
6. Felt capable of making decisions about things?	0,00	0,00	-0,71	0,00
7. Been able to enjoy your normal day-to-day activities?	0,00	0,00	-0,63	0,00
D1 Been thinking of yourself as a worthless person?	0,00	0,58	0,00	0,00
2. Felt that life is entirely hopeless?	0,00	0,64	0,00	0,00
3. Felt that life isn't worth living?	0,00	0,72	0,00	0,00
4. Thought of the possibility that you might do away with yourself?	0,00	0,48	0,00	0,00
5. Found at times you couldn't do anything because your nerves were too bad?	0,00	0,42	0,00	0,00
6. Found yourself wishing you were dead and away from it all?	0,00	0,64	0,00	0,00
7. Found that the idea of taking your own life kept coming into your mind?	0,00	0,68	0,00	0,00

* Factor labels: F1 Somatic Symptoms F2 Anxiety and Insomnia F3 Social Dysfunction F4 Severe Depression

In Table 3 all items loaded heavily on their assigned scales except items A6 ("been getting a feeling of tightness or pressure in your head") and A7 ("been having hot spells or cold

spells"). Item A6 loaded on both factor 1 and factor 4 but heavily on the first factor. In addition, A7 loaded on the first factor rather than the assigned factor, which is factor 4. The problem can be attributed to the language problem and culture. All remaining items loaded correctly even though some were to some extent below the preferred cut-off point of 0,45. Even though items A6 and A7 did not load, they did not have an effect on the Cronbach alpha coefficient. Therefore, they were not excluded from the total scale.

A principal component analysis with an oblimin rotation was used to carry out factor analysis on the 24 items of the RS on the total sample of teachers in the Sedibeng West District. Analysis of eigenvalues (larger than 1) and scree plot indicated that six factors could be extracted, which explained 54,91% of the total variance. Loadings of variables on factors and communalities are also showing in Table 4 and zeros replaced loadings under 0,30.

Table 4

Principal Component Analysis with an Oblimin Rotation on the 24-items of the RS for Teachers in the Sedibeng West District

Component	F1*	F2*	F3*	F4*	F5*	F6*
RS1. Enjoy improvising solutions to problems	0,00	0,00	0,00	0,00	0,00	0,83
RS2. Feel overwhelmed when situation becomes chaotic	0,00	0,00	0,00	0,00	0,64	0,00
RS3. Try to make sense of the situation when it becomes chaotic	0,00	0,00	0,00	0,00	0,00	0,71
RS4. Team members can perform each other's roles	0,00	0,00	0,00	0,75	0,00	0,00
RS5. Rely on one source of information	0,00	0,00	0,00	0,00	-0,72	0,00
RS6. Have access to resources	0,00	0,00	-0,64	0,00	0,00	0,00
RS7. Take delight in solving difficult problems	0,00	0,00	-0,46	0,00	0,00	0,00
RS8. Escape when situation becomes chaotic	0,00	0,50	0,00	0,00	0,00	0,00
RS9. Know what resources to access	0,00	0,00	0,00	0,00	-0,33	0,00
RS10. Team members can take on each other's roles	0,00	0,00	0,00	0,72	0,00	0,00
RS11. Rely on multiple source of information	0,00	0,00	0,00	0,00	-0,49	0,00
RS12. Would use those resources even if not authorized to do so	0,00	0,00	0,65	0,00	0,00	0,00
RS13. Consider many feasible solutions	0,00	0,00	-0,56	0,00	0,00	0,00
RS14. Back off from problem when overwhelmed	0,00	0,62	0,00	0,00	0,00	0,00
RS15. Careful when sharing information	0,00	0,63	0,00	0,00	0,00	0,00
RS16. Team members can act in the place of another	0,00	0,00	0,00	0,78	0,00	0,00
RS17. Has the knowledge needed to do the job	0,58	0,00	0,00	0,00	0,00	0,00
RS18. Team's goals guide individual actions	0,77	0,00	0,00	0,00	0,00	0,00
RS19. Avoid taking risks	0,00	0,61	0,00	0,00	0,00	0,00
RS20. Understand implications of possible implications	0,74	0,00	0,00	0,00	0,00	0,00
RS21. Show confidence in decisions affecting the team	0,58	0,00	0,00	0,00	0,00	0,00
RS22. Approach new situations with scepticism	0,00	0,65	0,00	0,00	0,00	0,00
RS23. Discuss team roles with each other	0,52	0,00	0,00	0,00	0,00	0,00
RS24. Team's overall goals are understood	0,50	0,00	0,00	0,00	0,00	0,00

* Factor labels: F1 Goal-directed solution seeking F2 Avoidance F3 Critical understanding F4 Role dependence F5 Source reliance F6 Resource access

Theoretically, according to Mallak (1998) resilience scale has 6 factors. The first factor (Goal-directed solution seeking) comprise of items 1, 7, 13, 18, 21, 23 and 24. Items 2, 8, 14 and 22 are included in the second factor (Avoidance), Critical understanding which is the

third factor is representative of items 3, 9, 15 and 20. Role dependence (fourth factor) contains of items 4, 10 and 16. Factor five (Source reliance) contains items 5 and 11. Items 6, 12 and 17 are contained in the sixth factor (Resource access).

Even though items from the first factor were reversed, items 1, 7 and 13 shared no significant loading whereas others (18, 21, 23 and 24) heavily loaded on the first factor. Item 2 from the second factor did not load and the rest of the items (8, 14 and 22) heavily loaded. On the third factor, critical understanding, items did not load except for item 15. Items on the fourth (4, 10 and 16) and fifth factor (5 and 11) loaded as was expected. However, items 6, 12 and 17 of the sixth factor did not load significantly. As in the case of Job Insecurity Questionnaire and General Health Questionnaire, the language might be problematic to respondents. Therefore, it was decided to use resilience as a whole rather than looking at the factors.

Descriptive statistics and Alpha coefficients of the measuring instruments (JIQ, GHQ and RS) for teachers ($N=260$) in the Sedibeng West District are reported in Table 5. Table 5 indicate the mean values, standard deviations, skewness and kurtosis for job insecurity, subscales of general health and resilience.

Table 5

Descriptive Statistics and Alpha Coefficients of the Measuring Instruments for Teachers in the Sedibeng West District

Item	Mean	SD	Skewness	Kurtosis	α
Job insecurity	2,26	0,79	0,54	-0,07	0,86
GHQ - Somatic Symptoms	0,28	0,32	0,81	-0,62	0,85
GHQ - Anxiety and Insomnia	0,28	0,36	0,96	-0,59	0,90
GHQ - Social Dysfunction	0,20	0,29	1,44	0,95	0,85
GHQ - Severe Depression	0,11	0,20	2,39*	5,82*	0,79
Resilience	4,38	0,50	-0,37	-0,00	0,75

*High skewness and kurtosis

Table 5 shows that acceptable Cronbach alpha coefficients were obtained on all the measuring scales because they were higher than the guideline of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). It is recommended that the values for the skewness and kurtosis must be

higher than -2 or lower than +2 for normal distribution (Tabachnick & Fidell, 2001). Scores on all the dimensions on Table 5 seem to be distributed normally except for the Severe Depression subscale and all measuring instruments that seem to have acceptable levels of internal consistency. Snoer (2005) also found that the scores on the Severe Depression subscale of the General Health Questionnaire are not normally distributed and showed high level on the kurtosis.

The correlation coefficients between JIQ, GHQ, and RS are reported in Table 6.

Table 6

Correlation Coefficients between JIQ, GHQ and RS

Item	1	2	3	4	5
1. Job insecurity	-	-	-	-	-
2. Somatic symptoms	0,24*+	-	-	-	-
3. Anxiety and insomnia	0,28*+	0,68*+++	-	-	-
4. Social dysfunction	0,24*+	0,57*+++	0,64*+++	-	-
5. Severe depression	0,25*+	0,43*++	0,50*+++	0,58*+++	-
6. Resilience	-0,29*+	-0,13*+	-0,21*+	-0,34*++	-0,350*++

* Statistically significant correlation $p \leq 0,05$

+ Practically significant correlation: $r > 0,10$ (small effect)

++Practically significant correlation: $r > 0,30$ (medium effect)

+++Practically significant correlation: $r > 0,50$ (large effect)

Table 6 shows a positive practically significant correlation of a small effect between job insecurity and the somatic symptoms, anxiety and insomnia, social dysfunction and severe depression subscales of the General Health Questionnaire, suggesting that increased levels of job insecurity are associated with increased levels of somatic symptoms, anxiety and insomnia, social dysfunction and severe depression subscales of the General Health Questionnaire.

A negative practically significant correlation of a small effect was obtained between job insecurity and resilience with a Pearson correlation coefficient of $r = -0,29$. This means that increased levels of job insecurity are associated with the decreased level of resilience.

Furthermore, a negative practical significant correlation ranging between small to medium effect was obtained between resilience and the somatic symptoms, anxiety and insomnia,

social dysfunction and severe depression subscales of the General Health Questionnaire, suggesting that individuals who have higher scores on the Resilience Scale also have lower scores on somatic symptoms, anxiety and insomnia, social dysfunction and severe depression subscales of the General Health Questionnaire.

MANOVA and ANOVA analyses were used to determine the difference between demographic characteristics, such as gender, cultural group, age, employment contract and the employment service with regard to job insecurity the results of which are reported in Table 7, Table 8 and Table 9. Wilk's Lambda statistics was used to firstly analyse results for statistical significance.

Table 7

MANOVA-Differences in Job Insecurity Levels of Demographic Variables

Variable	Value	F	Df	p	Partial Eta Squared
Gender	0,98	2,29	1	0,10	0,02
Cultural Group	0,95	6,40	1	0,00*	0,05
Age	0,97	1,10	4	0,36	0,01
Employment contract	0,95	1,33	2	0,01*	0,01
Employment service	0,97	0,92	4	0,50	0,01

* Statistically significant correlation $p \leq 0,05$

In an analysis of Wilk's Lambda values, statistical significant difference ($p < 0,05$) was found between the job insecurity levels of the different cultural groups and employment contract. Hypothesis 2 stating that differences in terms of the demographic variables exist regarding the participants' job insecurity can thus be accepted on the cultural group and employment contract but not on other variables.

ANOVA is used to further analyse the statistical significant difference between job insecurity levels based on cultural group as well as an employment contract. The results of the difference between job insecurity levels based on cultural group are given in Table 8.

Table 8

Differences in Job Insecurity Levels Based on Cultural group

Item	Black	White	p	Partial Eta Squared
JI Total	2,28	2,23	0,002*	0,00

* Statistically significant difference: $p \leq 0,05$

Table 8 demonstrates that there is a statistically significant difference between the levels of job insecurity as measured by the Job Insecurity Questionnaire between teachers from the Black cultural group and those who are from the White cultural group. The latter were found to be less insecure with their jobs than the former. However, from the literature, White employees were found to be more insecure than Black employees (Viljoen et al., 2005). This can be attributed to the fact that teachers from the private schools (White employees) know that as long as they keep on increasing the passing rate they have nothing to worry about because parents pay and that they can negotiate with parents for more resources if needed.

The results of the differences between job insecurity levels based on the employment contract are given in Table 9.

Table 9

Differences in Job Insecurity Levels Based on the Employment Contract

Item	Temporary	Permanent	Contract	p	Partial Eta Squared
JI Total	2,64	2,19	2,75	0,00*	0,05

* Statistically significant difference: $p \leq 0,05$

Table 9 demonstrates that there is a statistically significant difference between the levels of job insecurity as measured by the Job Insecurity Questionnaire between teachers who are employed temporarily, permanently and on contractual basis. It was found that teachers who are employed on contractual basis are more job insecure than those who are employed permanently and those employed temporarily. The literature support this findings (Barling & Gallagher, 1996; Sverke et al., 2002). According to Barling and Gallagher (1996) as well as Sverke et al. (2002) they feel that they will be first to leave in an event of downsizing, believing that the employer will want to retain those who are considered to be part of the organisation's core staff. These teachers needs a sense of security in the meantime they feel that if the government or schools experience financial problems they will be told to leave.

Finally, regression analysis was used to describe the relationship between variables (Job insecurity, General health and resilience). This was conducted with job insecurity and resilience as independent variables and general health as a dependent variable. Table 10 shows the results.

Table 10

Multiple Regression Analysis with General health as Dependent Variable

Model	Unstandardised Coefficients		Standardised Coefficients	t	P	F	R	R ²	Δ R ²
	B	SE	Beta (β)						
Job insecurity	0,07	0,02	0,24	3,90	0,00*	20.69	0,37	0,14	0,13
Resilience	-0,11	0,03	-0,23	-3,74	0,00*	20.69	0,37	0,14	0,13

* Statistically significant difference $p \leq 0.05$

In Table 10, entry of job insecurity and resilience produced a statistically significant model ($F(2.2757)=20,699$; $P<0,00$) accounting for approximately 14% of the variance. More specifically, it seems that both job insecurity ($\beta=0,24$; $t=3,90$; $p<0,00$) and resilience ($\beta=-0,23$; $t=-3,74$; $p<0,00$) were found to have a statistically significant amount of predictive value with regard to general health ($p \leq 0,05$).

DISCUSSION

The aim of this study was to investigate the relationship between job insecurity, general health and resilience, as well as to determine whether job insecurity and resilience predict the general health of teachers in the Sedibeng West District.

With regard to the demographic variables of the study population, it was indicated that the majority of the respondents are females between the ages of 36-45 years, teachers and employed permanently. Most respondents are from a black culture and Sesotho speaking with a diploma qualification and have longer than 20 years employment service.

All the instruments presented acceptable levels of reliability and were normally distributed except for the Severe Depression subscale of the General Health Questionnaire that represented high levels of skewness and kurtosis.

On the Job Insecurity Questionnaire, item 2 was restructured due to the fact that previous studies experienced problems with it not loading on either side (Bosman et al., 2005; Viljoen et al., 2005). It was noted that the respondents can be interpreting the statement in either a positive or negative manner, for instance, placing focus on either "small chance" or on "unemployed". Items 10 and 11 that were supposed to load on the cognitive subscale loaded heavily on the affective subscale. Viljoen et al. (2005) experienced the same problem with items 10 and 11. All remaining items loaded correctly on the affective subscale. As a result the researcher decided to discuss job insecurity as a total rather than as a cognitive and an affective job insecurity dimension. The other explanation for item 10 and 11 not loading can be that the positive and negative items load together.

The General Health Questionnaire indicated that item A6 and A7 were problematic, not loading on the assigned factor. This can also be attributed to the language issue and culture (been having hot spells or cold spells; been getting a feeling of tightness or pressure in your head). All remaining items loaded correctly even though some were to some extent below the preferred cut-off point of 0.45. Even though items A6 and A7 did not load, they were not excluded from the total scale because they did not have an effect on the Cronbach alpha coefficient.

Regarding the Resilience Scale, items were supposed to load on the six factors. However, only items on the fourth and fifth factors loaded correctly, even though some items were reversed. It can be assumed that the scale was vague and as such not easy for the respondent to understand the language. Therefore, the researcher decided to calculate resilience as a total.

No statistical significant difference was found regarding job insecurity and demographic variables, such as age, gender and employment service. Snoer (2005) did not find any statistical significant difference as well. It was found that culture and the employment contract were the only variables with a statistical significant difference on the job insecurity of teachers. With regard to culture it was found that participants from the black group were more insecure than those from the white group. Contrary to what Labuschagne et al. (2005) and Bosman et al. (2005) indicated. They established that job loss concerns among white participants were much higher than those of black participants. Participants who were hired on contract were found to be more insecure than those employed permanently and temporarily. Manski and Straub (2000) found that the level of job insecurity differs with regard to age, qualifications, race and an employment contract. This support hypothesis 2 stating that differences between demographic groups can predict job insecurity of teachers in the Sedibeng West District.

A relationship was found between job insecurity, general health and resilience of teachers. This suggests that the increased level of job insecurity results in the decreased level of general health and resilience. Resilient teachers experience less job insecurity whereas those who are not resilient may experience a feeling of job insecurity and as a result their general health is affected. This support hypothesis 1 stating that there is a statistical significant relationship between job insecurity, general health and resilience.

According to the regression analysis, it was found that job insecurity and resilience have predictive value with regards to the general health of teachers in the Sedibeng West District. This support hypothesis 3 stating that job insecurity and resilience predict general health of teachers in the Sedibeng West District.

LIMITATIONS AND RECOMMENDATIONS

Several limitations can be reported regarding this study. Firstly, the sample was not representative of cultural groups (race) and was small. Stratified random sampling could ensure better representation of the different groups. Using both Sedibeng East and West District in the Vaal Triangle Department of Education could extend the sample size and also include different cultural groups. The latter can also be achieved by involving the balance of both the primary and secondary public and private schools, which the researcher did not do in this study.

Self-report measures were relied upon in this study, which probably limit the generality of the findings. It is recommended that in future research use of qualitative methods and information obtained by the Department of Education for example, resignation could be combined with the self-report questionnaires.

Cross-sectional design, as was used in this study, is not ideal for making causal interpretations and longitudinal studies are needed in future research.

The Department of Education should become aware of what job insecurity is and how it could affect teachers and the South African education system if teachers were to change careers. It is very important to look for possible interventions to reduce as well as to prevent the feeling of job insecurity amongst teachers. This can be achieved by open and good communication strategies. More research is needed on the causes of job insecurity

Few studies regarding the relationship between job insecurity, general health and resilience in South African context has been done. More research regarding this relationship is still needed across different Districts of Department of Education in South Africa. At present it is very difficult to find relevant literature. The longitudinal studies are needed in order to increase understanding on the relationship between job insecurity, general health and resilience, as well as the consequences of these concepts.

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CHAPTER 3

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

In this chapter there will be a discussion about the conclusions made about this study, its limitations and its recommendations.

3.1 CONCLUSIONS

There were three objectives for this study. The first objective was to conceptualise and to determine the relationship between job insecurity, general health and resilience according to available literature.

Job insecurity was conceptualised, through available literature from three points of view, that is, either as a global, multidimensional concept, or as a job stressor (Mauno & Kinnunen, 2002). In this study, the global concept of job insecurity was used. The global perspective deals with the overall levels of concern over the future of the job, in general (Sverke et al., 2004). Job insecurity in this study was viewed as consisting of the cognitive and affective dimension where an employee may be concerned about job loss and fear of job loss respectively (De Witte, 2000).

To better understand general health, psychological well-being was firstly described and conceptualised. Goldberg and Hillier's (1979) description of general health was followed. General health was described as the ability to carry out one's normal healthy functions. Four facets were identified for the conceptualisation of general health. These are somatic symptoms, anxiety and insomnia, social dysfunction and severe depression.

Lastly, resilience was conceptualised from Mallak's (1998) characteristics of resilient individuals, namely, the goal-directed solution seeking, avoidance, critical understanding, role dependence, source reliance and resource access.

In the empirical study it was found that when employees feel insecure about their job, this affect their psychological well-being as well as their general health. Being job insecure was found to be associated with high levels of psychological distress. However, it was also

determined that employees respond in different ways when faced with stressful events, some are resilient and those who are not might suffer from low levels of general health. Those employees reported to be resilient also had lower levels of job insecurity. They did not rely on one source of information and were relying on team work (Mallak, 1998a)

The second objective was to determine whether teachers differ in their experiences of job insecurity, in terms of demographic variables. According to available literature a significant difference was found to exist with regards to the levels of job insecurity and the demographical variables such as age, gender, home language, education and many more (De Witte, 1999; Labuschagne Bosman, & Buitendach, 2005; Manski & Straub, 2000; Schaufeli (1992).

In the empirical study, culture and employment contract were the only variables found to have a difference with regard to job insecurity in this research. Furthermore, in this research teachers from the black cultural group were found to have more job insecurity than teachers from the white cultural group. This is supported by what Manski and Straub (2000) also found that the African group almost doubled the Western group in the feeling of job insecurity. However, Labuschagne et al. (2005) found that the South African employees from the white cultural group are currently feeling more job insecure because of the Employment Equity Act implemented than those from the black cultural group.

With regards to the employment contract the results supported what is said in the literature, that those who are employed temporarily and on a contract basis feel more insecure than employees who are employed permanently (Barling & Gallagher, 1996; Sverke et al., 2002).

The last objective was to determine whether job insecurity and resilience can predict the general health of teachers in the Sedibeng West District. A relationship between these constructs was found. It was found that when individuals feel insecure their general health is lower, however, when they are resilient the level of job insecurity decrease. It was also found that when teachers are resilient their general health is higher as well. Moreover, job insecurity and resilience were found to hold a predictive value with regards to teachers' general health.

3.2 LIMITATIONS

Several limitations can be reported regarding this study. Firstly, the sample size was small and not representative of all the cultural groups (race) because only teachers from the Sedibeng West District in the Vaal Triangle were used and there was a lack of balance between public and private schools.

The study was conducted when teachers were busy with their reports and had to submit for inspection (portfolios) and as such it was therefore difficult to get enough responses from them. Majority of them were very busy and difficult to get hold of. Those that managed to complete the questionnaire did so in their free time. This also caused some schools not to participate.

Individuals from schools who took the responsibility of the questionnaires did not write down, for themselves, the names of teachers who were given the questionnaire booklets. As a result some questionnaires were not returned and could not be tracked down.

Self-report measures were relied upon in this study and were left to the respondents to fill in their own time, which probably limits the generality and reliability of the findings. It happened that some of the questionnaires were invalid because one person completed two questionnaires. The researcher was able to identify similar handwriting as well as similarities in some of the demographic factors.

Cross-sectional design, as was used in this study, is not ideal for making causal interpretations and longitudinal studies needed in future research. Furthermore, the researcher used two different statistical analyses and this presented a problem with the interpretation.

Some of the sources or references were outdated. In addition, it was difficult for the researcher to get enough literature on resilience especially on adults and workers because most studies are about children.

3.3 RECOMMENDATIONS

Recommendations are hereby made with regards to the Department of Education and future research.

It was found that job insecurity does not affect just an employee but also the organisation concerned. It is therefore recommended that the Department of Education should become aware of what job insecurity is and how it could affect teachers and the South African education system as a whole. This can cause teachers to change careers. It is very important to look for possible interventions to reduce as well as to prevent the feeling of job insecurity amongst teachers. This can be achieved by open and good communication strategies.

Resilience, Mallak (1998b) believes, is a set of skills and attitudes, something that can be learned and developed. It is therefore recommended that the Department of Education should develop programmes that can equip teachers to be more resilient and to have more coping skills.

Mallak (1998b) identified a few actions that an organisation can take to build resilience. These are:

- *to use positive reinforcement* to increase the frequency and intensity of desired behaviours. This can be done by pulling individuals toward desired behaviours through feedback, public recognition, reward systems, and encouragement by peers;
- *to provide constructive feedback when individuals fail* so they can see what went wrong and walk away from the experience with a positive mental framework; and
- *to develop bricolage skills* through survival training courses. By exaggerating and forcing the need to design and implement solutions on the fly in a practice environment, individuals learn and practice these skills while they or their team-mates experience the consequences.

It is recommended that in future research the use of qualitative methods and the information obtained by the Department of Education for example, resignations and absenteeism could be combined with the self-report questionnaires. Recent sources or references can be used to ensure the accuracy and relevance of facts.

Recent sources or references can be used to ensure the accuracy and relevance of facts.

Stratified random sampling could be used to ensure better representation of the different groups. Using both Sedibeng East and West District in the Vaal Triangle Department of Education could extend the sample size and also include different cultural groups. The latter can also be achieved by involving the balance of both primary and secondary public and private schools, which the researcher did not do in this study. The majority of participants in this study were from public schools. Furthermore, it is recommended that research should be conducted in the middle of the year when teachers have enough time and are available to participate.

If self-report questionnaires are to be used, it is recommended that the researcher wait for them and ensure a good conduct as it was noticed from this research that one respondent filled two questionnaires. Moreover, it will help in getting a contact person to help within the school with the efficient process.

More research is needed on the causes of job insecurity. Very few studies regarding the relationship between job insecurity, general health and resilience in South African context has been conducted. The longitudinal studies are needed in order to increase the existing understanding of the relationship between job insecurity, general health and resilience, as well as the consequences of these concepts. More research regarding this relationship is still needed across different Districts of the Department of Education in South Africa.

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