

**JOB INSECURITY, JOB SATISFACTION, SOCIAL SUPPORT AND GENERAL
HEALTH OF EDUCATORS IN THE SEDIBENG WEST MUNICIPAL DISTRICT**

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FOR THE READER'S ATTENTION

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- The references as well as the editorial style as prescribed by the *Publication Manual (5th edition)* of the American Psychological Association (APA) were followed in this dissertation. This practice is in line with the policy of the Programme in Industrial Psychology of the North-West University to use the APA-style in all scientific documents as from January 1999.
- The mini-dissertation is submitted in the form of a research article. The editorial style specified by the *South African Journal of Industrial Psychology* (which agrees largely with the APA-style) is used, but the APA guidelines were followed in the construction of tables.
- Each chapter of the mini-dissertation has its own reference list.

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TABLE OF CONTENTS

For the Reader's attention	ii	
Acknowledgements	iii	
List of Tables	vi	
List of Figures	vii	
Summary	viii	
Opsomming	x	
CHAPTER 1:	INTRODUCTION AND PROBLEM STATEMENT	
1.	Problem Statement	1
2.	Research Objectives	6
2.1	General Objective	6
2.1	Specific Objectives	6
3.	Paradigm Perspective of the Research	7
3.1	Intellectual Climate	7
3.2	Discipline	7
3.3	Meta-theoretical Assumptions	8
3.3.1	Literature Review	9
3.3.2	Empirical Study	9
3.4	Market of Intellectual Resources	10
3.4.1	Theoretical Beliefs	10
4.	Research Design	12
5.	Research Method	12
5.1	Phase 1: Literature Review	13
5.2	Phase 2: Empirical Study	13
5.2.1	Participants	13
5.2.2	Measuring Battery	13
5.2.3	Statistical analysis	15
6.	Chapter Division	15
7.	Chapter Summary	16

CHAPTER 2:	RESEARCH ARTICLE	23
CHAPTER 3:	CONCLUSION, LIMITATIONS AND RECOMMENDATIONS	
3.1	Conclusions	56
3.2	Limitations	58
3.3	Recommendations	59
3.3.1	Recommendations for the Profession	60
3.3.2	Recommendations for Future Research	60

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
Table 1	Characteristics of the Participants	34
Table 2	Descriptive Statistics and Cronbach Alpha Coefficients of the Measuring Instruments	38
Table 3	Correlation Coefficients between Total Job Insecurity, Intrinsic, Extrinsic and Total Job Satisfaction, Supervisor, Colleagues and Spouse/Family or Friend Social Support and Somatic, Anxiety and Insomnia, Social dysfunction and Depression General Health scales	39
Table 4	Multiple Regression Analyses with Total Job Satisfaction as Dependent Variable and Supervisor Social Support as the moderator value	40
Table 5	Multiple Regression Analyses with Total Job Satisfaction as Dependent Variable and Colleague Supervisor Social Support as the moderator value	41
Table 6	Multiple Regression Analyses with Total Job Satisfaction as Dependent Variable and Friends/Family Social Support as the moderator value.	42

LIST OF FIGURES

Figure 1	Adapted job demand-control-support model as derived from Karasek and Theorell (1990)	27
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SUMMARY

Title: Job insecurity, job satisfaction, social support and general health of educators in the Sedibeng West Municipal District.

Key words: Job insecurity, job satisfaction, social support, general health, educators, work stress.

Education is recognised worldwide as one of the most stressful work environments. Contributing factors include poor remuneration, workload, poor administrative support, poor relationships with colleagues and superiors, a lack of respect for the profession and few career advancement opportunities. The result is that a high number of educators experience negative physical and psychological symptoms. Evidence from research suggests that the level of burnout among educators is increasing, that educators are experiencing lower levels of job satisfaction, that there is an increase in the levels of absenteeism and alcohol abuse of educators, retention problems arise as more educators are leaving the profession at an earlier stage, that the relationship between the educator and learner are becoming more destructive and that the quality of our education is consequently on the decrease.

The objective of this research is to determine the relationship between job insecurity, job satisfaction, social support and general health of educators in the Sedibeng West Municipal District as well as to establish whether social support has a moderating effect on the relation between job insecurity and job satisfaction.

The research method consists of a literature review and an empirical study. A cross-sectional survey design was used to collect the data. A random sample ($n=312$) was taken from educators in the Sedibeng West Municipal District. The Job Insecurity Questionnaire (JIQ) of De Witte, the Revised Minnesota Job Satisfaction Questionnaire (JSQ) by Weiss et al., the Social Support Scale of Caplan and Goldberg and Hillier's General Health Questionnaire (GHQ) were used as measuring instruments. The statistical analysis was carried out with the SPSS-programme. The statistical methods utilised in the article consisted of descriptive statistics, Cronbach alpha coefficients, Pearson product-moment correlation coefficients and multiple regression analyses were used to analyse the data.

The results obtained for the four scales proved the measuring instruments to be reliable. The analysis of Pearson product-moment correlations in this study showed that Job Insecurity is negatively related to Intrinsic, Extrinsic and Total Job Satisfaction as well as positively related to higher levels of Somatic, Anxiety and Insomnia, Social Dysfunctional and Depression related General Health, but all with a small effect. Intrinsic, Extrinsic and Total Job Satisfaction however had a clear positive relation to Social Support received from a Supervisor and Extrinsic Job Satisfaction also correlated positively with Social Support received from Colleagues. The four General Health scales in turn had only small negative relations with Total Job Satisfaction.

A regression analysis with Job Satisfaction as dependent variable indicated that none of the Social Support constructs had a moderating influence on the negative effect that Job Insecurity has on a person's experience of their job.

Recommendations are made for the educators' profession and for future research purposes.

OPSOMMING

Titel: Werksonsekerheid, werkstevredenheid, sosiale ondersteuning en algemene gesondheid van onderwysers in die Sedibeng Wes Munisipale Distrik.

Key words: Werksonsekerheid, werkstevredenheid, sosiale ondersteuning, algemene gesondheid, onderwysers, werkstres.

Onderwys word wêreldwyd gereken as een van die mees stresvolle werksomgewings. Bydraende faktore sluit in swak vergoeding, werkslading, swak administratiewe ondersteuning, swak verhoudings met kollegas en toesighouers, 'n gebrek aan respek vir die beroep en min loopbaan bevorderings geleenthede. Die gevolg hiervan is dat 'n groot aantal onderwysers negatiewe fisiese en psigiese simptome toon. Bevindings van navorsing toon dat die vlakke van uitbranding onder onderwysers aan die toeneem is, dat onderwysers laer vlakke van werkstevredenheid beleef, dat daar 'n toename is in die afwesigheid van en alkohol misbruik van onderwysers, retensie probleme ontstaan oor meer onderwysers die beroep op 'n vroeër stadium verlaat, dat die verhouding tussen onderwyser en leerling al meer destruktief word en dat die kwaliteit van ons onderwys gevolglik besig is om af te neem.

Doelwitte van hierdie navorsing is om die verhouding tussen werksonsekerheid, werkstevredenheid, sosiale ondersteuning en algemene gesondheid van onderwysers in die Sedibeng Wes Munisipale Distrik te bepaal asook om vas te stel of sosiale ondersteuning 'n modererende effek op die verhouding tussen werksonsekerheid en werkstevredenheid.

Die navorsingsmetode het bestaan uit 'n literatuur oorsig en 'n empiriese studie. 'n Dwarsdeursnit ontwerp is gebruik in die studie. 'n Ewekansige steekproef ($n=312$) is geneem van onderwysers in die Sedibeng Wes Munisipale Distrik. Die Werksonsekerheidvraelys (JIQ) van De Witte, die Minnesota Werkstevredenheidvraelys (JSQ) van Weiss et al., die Sosiale Ondersteuning Skaal van Caplan en die Algemene Gesondheidvraelys (GHQ) van Goldberg en Hillier is gebruik as meetinstrumente. Die statistiese analise is uitgevoer deur die SPSS-program. Die statistiese metodes uitgevoer bestaan uit beskrywende statistiek.

Cronbach alpha koëffisiënt, Pearson produk-moment korrelasie koëffisiënt en die veelvoudige regressie analise.

Die resultate vir die vier skale toon aan dat die meetinstrumente betroubaar is. Die analise van die Pearson produk-moment korrelasie in die studie het getoon dat Werksonsekerheid 'n negatiewe verhouding het met Interne, Eksterne en Totale Werkstevredenheid, asook 'n positiewe verhouding het met beter Somaties, Angs en Insomnia, Sosiale Disfunksie en Depressie verwante Algemene Gesondheid, maar al hierdie verhoudings was tot 'n mindere mate. Interne, Eksterne en Totale Werkstevredenheid het wel 'n beduidende positiewe verhouding getoon met Sosiale Ondersteuning van die Toesighouer en Eksterne Werkstevredenheid het ook positief gekorreleer met Sosiale Ondersteuning van Kollegas. Die vier Algemene Gesondheid skale het op hulle beurt slegs ligte negatiewe verhoudings getoon met Totale Werkstevredenheid.

'n Regressie analise waar Werkstevredenheid die afhanklike veranderlike was, het getoon dat geen van die Sosiale Ondersteuning konstrakte 'n modererende invloed het op die negatiewe effek wat Werksonsekerheid het op 'n persoon se ondervinding by hulle werk.

Aanbevelings vir die onderwys professie en vir toekomstige navorsing word gemaak.

CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

This mini-dissertation focuses on job insecurity, job satisfaction, social support and general health of educators in the Sedibeng West Municipal District.

In this chapter the problem statement is discussed, whereupon the research objectives are set out. Following this, the research method is discussed and the division of chapters is given.

1. PROBLEM STATEMENT

The achievement and maintenance of physical and mental health, as well as quality of life, is one of the major goals in life and work. Social and psychological factors have over the years received increasing amounts of recognition as important factors contributing to physical and mental health in general. In this regard, work-related stress has been identified as one of the most negatively influencing factors of health and well-being (House, 1981). Hillier, Fewell, Cann and Shephard (2005) list some of the causing factors of work-related stress to be excessive demands and workload, lack of control, and poor relationships with colleagues or managers. They list some of the negative symptoms to include coronary heart disease, mental illness and poor health behaviours, such as drinking, smoking and lack of exercise, accidents and careless or unsafe behaviours as outcomes for the individual. High labour turnover, industrial relations difficulties, poor quality control and high absenteeism rates as negative organisational outcomes. Related studies suggest that workplace stress is ever-increasing and that a high proportion of the population suffers from stress at work (Smith, 2001). The education sector forms part of this population suffering from work stress, and educators are similarly affected by stress at work as individuals in the private sector (Johnson, Cooper, Cartwright, Donald, Taylor, & Millet, 2005).

The fact that educators experience work-related stress has been recognised for several decades, and has been the focus of extensive research worldwide (Chan, 2002; Cooper, 1995; Verhoeven, Kraaij, & Joeke, 2003). In the U.S., record numbers of both new and veteran educators are leaving the education profession at a high cost, both financially and in loss of experience. This is caused primarily by low salaries, but also by working conditions,

including a lack of classroom discipline, poor administrative support, a lack of respect for the profession and few career advancement opportunities (Colgen, 2004). The U.K. has also reported a substantial proportion of educators experiencing stress and burnout, with one in every three educators regarding their profession as being very stressful (Borg, 1990; Travers & Cooper, 1996). Sources contributing to the perceived stress include workload, pupil attitudes, lack of promotional prospects and poor relationships with colleagues and superiors (Travers & Cooper, 1996). In an internationally related study, thirteen European countries participated in research regarding the relevance of the job demand-control-social support model on educators across Europe. The findings indicated that demands and control are important predictors of the outcome variables, and that social support contributes to the prediction of emotional exhaustion, personal accomplishment and job satisfaction (Verhoeven, Kraaij, Joeke, & Maes, 2003).

In South Africa, the education system has undergone rapid, turbulent and fundamental change since 1994, when the South African government transformed the educational policy (Williams, 2000). Some of these changes included moving from nineteen departments of education to one national and nine provincial departments of education. Mono-cultural schools had to change to multicultural schools, which also meant retrenchment and redeployment for some of the educators, Curriculum changes, with the introduction of outcome based education (OBE), mean that educators now have more responsibility and have to continuously assess learners' progress without the emphasis on passing or failing them (Myburgh & Poggenpoel, 2006; Ngidi & Sibaya, 2002).

Apart from the mentioned changes, South African educators are also exposed to a variety of multi-dimensional stressors, such as poor working conditions, learner problems, time pressure, little participation in decision-making and distribution of tasks, inadequate salaries, a disregard for the professional status of educators and issues of low educator morale (Van Zyl & Pietersen, 1999). The problem with this is that the increase in educators' responsibility has not adequately been accompanied by appropriate changes in facilities and training, in order to equip educators to deal with these new demands. Consequently, educators may feel threatened by the new demands, thus becoming stressed (Ngidi & Sibaya, 2002). A recent study on educators in the Gauteng area, conducted by Myburgh and Poggenpoel (2006), classified educators' experiences of teaching into a few main themes such as: stress relating to lack of leadership, lack of job satisfaction, educators being frustrated with change, and the

importance of having a job and colleague support. This research aims to explore the relevance of the demand-control-social support model on educators in the South African context, and the effects that teaching stressors, such as job insecurity, have on outcomes such as job satisfaction and health.

The Job Demand-Control Model (JD-C), later extended to be the Job Demand-Control and Social Support (JD-CS) model, is a situation-centred model on which much of the current work stress research is based. In other words, the JD-C model proposes that the primary source of work stress is derived from two sources, namely the job itself or the psychological job demands, and the control or decision latitude that an individual has over his job (Karasek, 1979). In the changing world of work that employees face these days, the amount of control that a person holds over his or her work is constantly decreasing. The Education sector is no exception, and worldwide schools and tertiary institutions are experiencing problems relating to change. These changes include restructuring, use of short-term contracts, reduction of funding and an increase in external pressures. In line with this, there has also been an increase in reports of higher levels of work-related stress. Results have shown that the most significant source of this stress is job insecurity (Tytherleigh, Webb, Cooper, & Ricketts, 2005). Further consequences of high-demand, low-control working situations also include emotional exhaustion, poor well-being and job dissatisfaction (Karasek & Theorell, 1990).

Hartley, Jacobson, Klandermans and Van Vuuren (1991) defined job insecurity as a discrepancy between the levels of security people experience and the level they might prefer. De Witte (1999) states that job insecurity relates to people in the working context, who fear they might lose their jobs and become unemployed. It is important to notice that job insecurity is a subjective term with uncertainty and powerlessness being the central themes. Having mentioned this, Büssing (1987) names the four facets determining job insecurity: firstly: the general uncertainty, the likelihood of job loss; secondly: the uncertainty in time, 'when' the event will occur; thirdly: the uncertainty of content, what kind of event will take place; and lastly: the uncertainty of what the event outcomes will be. Furthermore, Van Vuuren (1990) distinguished between three components of job insecurity. The first component is that job insecurity is a subjective experience or perception and that people may have different perceptions and experience job insecurity differently whilst in the same situation. The second is that job insecurity implies uncertainty, meaning that the person is uncertain about the continuance of work. If a person is certain that he will lose his work, the

situation is different, as he or she can already prepare for unemployment. Lastly, these doubts about the continuance of the job, is as such central to the definition of job insecurity. Because of this uncertainty, it is not surprising that job insecurity is widely regarded as a stressor (De Witte, 1999), and that the anticipation of unemployment has significant negative psychosocial and health-related effects or outcomes on the individual (De Witte, 1999; Ferrie, 2001; Ferrie, Shipley, Marmot, Stanfield, & Smith, 1998, 1995; Hellgren & Sverke, 2003).

Strazdins, D'Souca, Lim, Broom and Rodgers (2004) proposed that perceived job insecurity is an important contemporary work stressor that may affect employee mental and physical health. Furthermore, it also means that the negative effects of work stress will be intensified in the context of perceived job insecurity. Uncertainty about the future, the personal and financial ramifications of job loss, and the perception that one's job is on the line could erode employees' capacity to cope with work stress and constrain their ability to negotiate better conditions. As perceived insecurity becomes more common, with ongoing changes in the labour market and increasingly contingent workforces, there may be substantial numbers of people who work in jobs characterised by both high levels of work stress and job insecurity. Job insecurity in turn has numerous negative outcomes, one of which is that it leads to lower levels of job satisfaction (Ashford, Lee, & Bobko, 1989). Büssing (1999) stated that there is a strong negative correlation between perceived job insecurity and job satisfaction. Buitendach and De Witte (2005) also report that job insecurity had a negative impact on (extrinsic) job satisfaction.

According to Locke (1976), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Robbins, Odendaal and Roodt (2001) refer to job satisfaction as an individuals' general attitude towards their job and that high satisfaction refers to a positive attitude towards the job, whereas a person who is dissatisfied holds negative attitudes about his/her job. In this broad definition it is important to remember that a person's job is more than just the obvious activities, but also includes interaction with employees and employers, following organisational rules and policies, the type of working conditions, having certain responsibilities, and many more.

Evans (1998) cited low job satisfaction as a possible cause of the poor retention within teaching. Research done on educators' levels of job satisfaction suggests that factors negatively related to job satisfaction include the concern over workload (Butt & Lance,

2005), increasing bureaucracy and poor discipline (Moriarty, Edmonds, Blatchford, & Martin, 2001), management and leadership styles (Schultz & Teddlie, 1999) and job related stress and illness (Maclean, 1992). Factors positively related to job satisfaction include feeling comfortable in the job, satisfaction with the conditions of the job, job fulfilment, and satisfaction from perceiving personal achievement (Evans, 1997).

The topic of job satisfaction is important because of the impact it has on the physical and mental health and general well-being of employees, as well as its demonstrated implications for job-related behaviours, and hence, for the productivity and profitability of organisations (Cranny, Smith, & Stone, 1992). In addition to this, results have also indicated a strong correlation between job satisfaction and perceived job insecurity as well as general health (Buitendach & De Witte, 2005; Büssing, 1999). Ferrie, Shipley, Newman, Stansfeld and Marmot (2004) calculated that job satisfaction explained the largest part of the association between job insecurity and self-rated health (31% in women and 17% in men). Social support at work (22%) also explained a large proportion of the associations between job insecurity and longstanding illness in women. In most workplace studies, 20% - 40% of the variation in job satisfaction, health, and well-being has been explained by environmental characteristics such as job demands, social support, job control, and other resources (Way & MacNeil, 2006). Code and Langan-Fox (2001) also highlight the role of social support as a moderator for stressful situations.

Specific research in the steel industry, measuring the moderating effects of social support on job insecurity, was done to determine which of the five sources from the model of House and Kahn (1985) (work supervision, colleagues, spouse/partner, other relatives and friends) played the largest role in moderating insecurity. The results show that relations of significance do exist, specifically between job insecurity and support from supervisors and friends (Büssing 1999). Ross and Devereil (2004) reaffirm the importance of social support in maintaining mental health. They report that the availability of support from co-workers, spouses and significant others is often associated with low levels of stress and burnout. Research done by Haslam, O'Brien, Jetten, Vormedal and Penna (2005) found correlations between social support and specific wellness constructs namely: stress, self-esteem, depressed mood, environmental satisfaction and life satisfaction. Raeburn (2006) also showed the effects of social support on wellness, but more specifically relating to health, stating that

people with wider social circles may literally be more immune and are less likely to develop diabetes, high blood pressure, colds and flu.

Closer to home, Barkhuizen (2004, 2005) have researched the moderating effects of social support between job insecurity and related outcomes. These results have proven that social support moderates the relationship between job insecurity and job satisfaction, which in turns leads to greater health and well-being. Studies have suggested that social support has a direct effect on the experience of both occupational sources of stress and outcomes of stress or strain (Stansfield, Bosma, Hemingway, & Marmot, 1998).

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

- How are the relationships between job insecurity, job satisfaction, social support and general health conceptualised in the literature?
- What are the relationships between job insecurity, job satisfaction, social support and general health for a group of educators in the Sedibeng West Municipal District?
- Does social support moderate the relationship between job insecurity and job satisfaction?

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

2. RESEARCH OBJECTIVES

2.1 General objective

The general objective of this research is to investigate the relationship between social support, job insecurity, job satisfaction and general health of educators in the Sedibeng West Municipal District. Specifically, the possible moderating effect of social support in this relationship is also investigated.

2.2 Specific objectives

The specific objectives of this research are:

- The conceptualisation of relationships between the constructs of job insecurity, job satisfaction, social support and general health.
- To determine the relationships between job insecurity, job satisfaction, social support and general health for a group of educators in the Sedibeng West Municipal District.
- To investigate the moderating effects of social support on the relationship between job insecurity and job satisfaction.

3. PARADIGM PERSPECTIVE OF THE RESEARCH

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

3.1 Intellectual climate

The intellectual climate refers to the variety of non-epistemological convictions that are endorsed by a discipline in a specific period. They are convictions, values and assumptions that are not directly connected to the epistemological aims of the specific research practice (Mouton & Marais, 1992). These convictions are often not directly testable or are not meant to be testable. It postulates underlying testable judgements. In order to determine the intellectual climate of the research, the disciplinary relevance and meta-theoretical assumptions are discussed.

3.2 Discipline

This research falls within the boundaries of the behavioural sciences and more specifically Industrial/Organisational (I/O) Psychology. According to Schultz and Schultz (2002), I/O Psychology is the application of the methods, facts and principles of the science of psychology to people at work. The sub-disciplines of Industrial Psychology that are focused on in this research are Organisational Psychology, Personnel Psychology and Human Resource Management.

Organisational psychology encompasses a profession which concerns itself with leadership, job satisfaction, employee motivation, organisational communication, conflict management, organisational change, and group processes within an organisation. The role of an organisational psychologist often involves conducting surveys to evaluate issues like attitudes that could provide information pertinent to the organisation, and making recommendations where necessary (Aamodt, 2004). Organisational psychologists' aim is to facilitate employee satisfaction and productivity, organisational efficiency and employee adjustment (Bergh & Theron, 2006). The current research should enable one to determine what influence job insecurity, job satisfaction and social support has on a person's work and try to establish interventions in order to facilitate a positive working experience, which in return could imply positive productivity outcomes.

Personnel Psychology has a greater emphasis on the individual employee, which could even include aspects of career psychology and employment relations. Personnel psychologists focus on utilising individual differences in and between employees and predicting the optimal fit between the employee and the work organisation. They are primarily involved in assessment and appraisal of employees, personnel assessment and placement and promotion of employees in and for organisations as well as training and development, work attitudes and motivation (Bergh & Theron, 2006). This research aims to give more insight into the work-related attitudes of educators in general, but if successful could lead to a better understanding and development of intervention strategies for the individual.

Human resource management is the attraction, selection, retention, development and utilisation of human resources in order to achieve both individual and organisational objectives (Cascio, 1998). According to Torrington, Hall and Taylor (2005), human resource management has four key objectives; namely, staffing objectives, performance objectives, change-management objectives, and administrative objectives. This research aims to give insight into matters regarding educator attitudes, which in turn could facilitate developing strategies of educator retention, and lowering the levels of educator turnover and absenteeism.

3.3 Meta-theoretical assumptions

Five paradigms are relevant to this research. Firstly, the literature review is done within the humanistic paradigm and systems theory; and secondly the empirical study is done within the positivistic, behaviouristic and functionalistic paradigms.

3.3.1 Literature review

The literature review is done within the humanistic paradigm and systems theory. The humanist paradigm is a school of thought that emphasises the strong influence of social factors and the importance of people in an individual's life and on his or her personality. Some of the basic assumptions of the humanistic paradigm include that Man is inherently good, that people do not only react to physical realities, which are perceived, but also to how they interpret events and phenomena. It also assumes that a person's self-concept is formed by progressive subjective experiences during personality development; and that this may influence a person's work life because their self-concept will have an influence on their feelings, reactions and thinking in many areas of his or her life, such as values and attitudes, relationships with friends and intimates, family life, occupational choices and work attitudes, as well as the way he or she copes with the demands and changes of work life. This is an important principle in understanding why employees, for instance, often react so differently to work stressors, work experiences, work loss and accidents (Bergh & Theron, 1999).

The general system theory maintains that individuals can only be understood within the social context in which they exist. It is of the stance that to understand the functioning of whole organisms, we must study not only the separate parts of the organism but also the relationships among the separate elements (Prochaska & Norcross, 1999). For the purpose of this research the school is seen as a system; and job insecurity, job satisfaction, social support and general health give insight into some of the elements of this system.

3.3.2 Empirical study

The empirical study is done within the positivistic paradigm, the behaviouristic paradigm and the functionalistic paradigm.

The positivistic paradigm concerns itself with external realities according to certain laws. It is used by detached and objective observers who have tested their hypotheses against experimental and other quantitative methods. It involves objective measurement or experimentation to assess the impact of the stated factors or conditions on human behaviour (Bergh & Theron, 2006)

The behaviouristic paradigm regards objective behaviour as the only proper subject for psychological study. Some of the assumptions underlying this beliefs include that human personality can best be studied by means of observable behaviours, that human behaviour is directed, controlled and formed by environmental and situational influences, that people are conditioned to react in certain ways to various types of environmental stimuli, that personality is learned responses and that learning is only defined as an observable change in behaviour (Bergh & Theron, 1999).

Functionalism is the oldest, dominant, theoretical perspective in sociology and other social sciences. This perspective is built upon twin emphases: application of the scientific method to the objective social world, and use of a comparison between the individual organism and society (McClland, 2000). Although functionalism no longer exists as a school, it has a lasting legacy in the spirit of pragmatism in industrial psychology. The application of tests, questionnaires and statistics is of major importance in industrial psychology. The basic premises are that people differ with regard to intelligence, aptitude, skills, interests and other characteristics (Bergh & Theron, 1999).

3.4 Market of intellectual resources

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

3.4.1 Theoretical beliefs

Theoretical beliefs can be described as all beliefs that yield testable results regarding social phenomena (Mouton & Marais, 1992). The following theoretical hypotheses serve as a

starting point for this research and are divided into conceptual definitions, and models and theories.

A. Conceptual definitions

De Witte (1999) stated that the concept of job insecurity has been defined in different ways, but that most definitions adopted a global view, in which job insecurity is conceived as an overall concern about the continued existence of the job in the future. The definition used by De Witte is that job insecurity is a discrepancy between the levels of security people experience and the level they might prefer (Hartley et al., 1991). De Witte also mentions that Van Vuuren (1990) distinguished between different dimensions of job insecurity, namely cognitive and affective insecurities. The cognitive dimension is concerned with perceptions of the environment, for instance a person's perceptions of the probability of job loss, while the affective dimension relates more to feelings of concern and anxiety about job loss.

Job satisfaction can be described as an affective or emotional reaction to the job, resulting from the incumbent's comparison of actual outcomes with the required outcomes (Hirschfeld, 2000; Locke, 1976). It contains two factors, namely intrinsic job satisfaction and extrinsic job satisfaction. Extrinsic satisfaction refers to satisfaction with aspects that have little to do with the job tasks or content of the work itself, such as pay, working conditions and co-workers. Intrinsic satisfaction refers to the job tasks such as variety, skill utilisation and autonomy.

Social support is the extent to which people around the employee provide support by being good listeners or by being persons he or she can rely on when help is needed. Caplan, Cobb, French, Van Harrison & Pinneau (1975) distinguish between three sources of social support, which include both the work and non-work related sources of support (immediate supervision, other people at work, spouse/partner, other relatives and friends). Social support is also defined as the perception or experience that one is loved and cared for by others, esteemed and valued, and is part of a social network of mutual assistance and obligations (Willis, 1991).

General health is a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity (Constitution of the World Health Organization, 2001).

Four subscales illustrating general health is differentiated; namely, somatic symptoms, which give an indication of physical illness like tiredness; anxiety and insomnia; social dysfunction; and severe depression, like feelings of hopelessness (Goldberg & Hillier, 1979).

B. Models and theories

A model is aimed at the simplified expression of relationships between main components of a process. It doesn't only classify phenomena, but also tries to systematise the relationships among them (Mouton & Marais, 1992, p. 143). The research will be done within the context of JDCS model of Karasek and Theorell (1990), which was adapted from Karasek's (1979) JD-C model, as mentioned earlier. The JDCS model revolves around the constructs of job demand, job control and social support, the interaction between these constructs and the (negative) health outcomes thereof. The model states that if job demands are high and job control is low, high levels of social support should moderate negative outcomes such as ill health.

Verhoeven et al., (2003) investigated the suitability of the JDCS model in Dutch and European secondary school educators and found that there is a significant three-way interaction between demands, control and support. Other findings from the model was that coping didn't contribute to the prediction of job satisfaction but that job satisfaction was significantly related to low demands, low environmental risks, low physical exertion, and high levels of meaningfulness of work.

4. RESEARCH DESIGN

The aim of the research design is to facilitate the gathering of data from a representative population of primary school educators in the Sedibeng West Municipal District. The survey approach will be used to achieve the research objectives. Data will be gathered with questionnaires and no independent variables will be manipulated or controlled. The survey will also be cross-sectional in design. The design allows for the measuring of a group of people, of different ages, at the same time. This design could also be used for the description of the population at a specific point in time, and could also be suited for the development and validation of questionnaires (Adams & Schvaneveldt, 1985).

5. RESEARCH METHOD

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

5.1 Phase 1: Literature review

In Phase 1 a complete review regarding the following is done:

- Job insecurity
- Job satisfaction
- Social support
- General health

5.2 Phase 2: Empirical study

In the following paragraphs, the relevant aspects of the empirical study of this mini-dissertation are discussed.

5.2.1 Participants

The study will be undertaken at selected primary and secondary schools within the Sedibeng West Municipal District. A total of 500 questionnaires will be distributed to educators. Schools from both the traditional black and white backgrounds will be targeted.

5.2.2 Measuring battery

The Job Insecurity Questionnaire (JIQ, De Witte, 2000), the Revised Minnesota Job Satisfaction Questionnaire (JSQ, Weiss, Dawis, England, & Lofquist, 1967), the measure of Social Support developed by Caplan et al., (1975), and the General Health Questionnaire (GHQ, Goldberg & Hillier, 1979) will be included in this survey.

The Job Insecurity Questionnaire (JIQ) of De Witte (2000) will be used to measure job insecurity. The JIQ consists of 11 items, and the items are arranged along a Likert-type scale where 1 = strongly agree and 5 = strongly disagree. Mofokeng (2007) found some

inconsistencies for the Cognitive and Affective Job Insecurity scales respectively and for that reason it was decided that a Total Job Insecurity scale will be used rather than two separate scales, measuring Cognitive and Affective Job Insecurity. An overall Cronbach alpha coefficient of 0.92 was reported by De Witte (2000). In South Africa, Buitendach and De Witte (2005) reported a Cronbach alpha coefficient of 0.84 and Bosman and Buitendach (2005) measured a Cronbach alpha coefficient of 0.92 for total Job Insecurity.

The Revised Minnesota Job Satisfaction Questionnaire (JSQ) by Weiss et al. (1967) will be used to provide the educators with the opportunity to indicate their overall feeling about their present work. The shorter or the revised version of this questionnaire, consisting of 20 items, will be used. The response format is a 5-point Likert type scale. Choices on the end (5) of the scale indicate total agreement with the item, suggesting high job satisfaction, whereas choices at the beginning of the scale (1) indicate total disagreement with the statement made in the item, suggesting a low degree of job satisfaction. The revised JSQ short form measures intrinsic job satisfaction (12 items) and extrinsic job satisfaction (8 items). Hirschfeld (2000) found that the correlation two-factor model (intrinsic and extrinsic) is superior to the one-factor model (total job satisfaction). Cronbach alpha coefficients for both the scores of the revised and the original JSQ were higher than 0.82 (Hirschfeld, 2000). Cronbach alpha coefficients of 0.88 for total JSQ, 0.74 for intrinsic JSQ and 0.84 for extrinsic JSQ have been reported in South African studies (Buitendach & De Witte, 2005).

Social Support will be measured with the Caplan et al., (1975) scale, which measures three sources of social support, including both the work and non-work related sources of support (immediate supervisor, other people at work and your spouse/partner, other relatives and friends). The Social Support scale consists of 10 items and is scored on a 5 point Likert type scale. Pearson (1986) reported a Cronbach alpha coefficient of 0.80 for total social support. In the South African context, Sieberhagen (2006) reported a Cronbach alpha coefficient of 0.91 for social support from a supervisor and 0.80 for social support from colleagues. There is unfortunately not a lot of research done on the impact of family support within the South African context and this study hopes to also add value in this regard.

The General Health Questionnaire (GHQ) of Goldberg and Hillier (1979) will be used to measure the levels of health of the educators from the selected schools. For the purpose of this study, the 28-item version will be used. Responses will be given on a 4-point Likert-type

scale. The measure is composed of subscales assessing four components, namely: somatic symptoms, anxiety and insomnia, social dysfunction, and severe depression. A high value on the GHQ is indicative of a high level of psychological distress, whereas a low score implies a low level of psychological distress, indicating a high level of psychological well-being. Isaksson and Johansson (2000) obtained a Cronbach alpha coefficient of 0.86 for the total GHQ scale. In South Africa Viljoen, Bosman and Buitendach (2005) found Cronbach alpha coefficients for the different subscales to be: somatic symptoms 0.71, anxiety and insomnia 0.79, social dysfunction 0.74 and severe depression 0.80.

A biographical questionnaire which includes age, gender, language, qualification, years of service and type of contract will also be administered.

5.2.3 Statistical Analysis

A statistician at the North-West University, Vaal Triangle Campus, will carry out the statistical analysis (SPSS, 2006) making use of descriptive statistics, Cronbach alpha coefficients and inter-item correlation coefficients, Pearson product moment correlation coefficients and multiple regression analyses.

Cronbach alpha coefficients and inter-item correlation coefficients will be used to assess the internal consistency of the measuring items (Clark & Watson, 1995). Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) will be used to analyse the data. In terms of statistical significance, a 95% confidence interval level ($p \leq 0.05$) is set. Effect sizes (Steyn, 1999) are used to decide on the practical significance of the findings. Pearson product-moment correlation coefficient specifies the relationship between the variables. A cut-off point of 0.30 (medium effect, Cohen, 1988) is set for the practical significance of correlation coefficients.

A multiple regression analysis will be conducted to determine the percentage of the variance in the dependant variables (job satisfaction and general health) that is predicted by the independent variables (job insecurity and social support). Hierarchical regression analysis will be conducted to determine the moderating effect that the independent variable (social support) has on the dependent variables (job satisfaction and general health).

6. CHAPTER DIVISION

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

Chapter 1: Problem statement and research objectives

Chapter 2: Research article

Chapter 3: Conclusions, limitations and recommendations

7. CHAPTER SUMMARY

In the first part of this chapter, a background to the research problem was formulated and a motivation for the importance and relevance of this research was given. This was followed by details of the research questions, literature and empirical objectives of this research. The foundations for the research design and research method followed the paradigm perspective. The chapter ended with a brief outline of the chapter division for this mini-dissertation. The next chapter is the research article.

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CHAPTER 2

RESEARCH ARTICLE

JOB INSECURITY, JOB SATISFACTION, SOCIAL SUPPORT AND GENERAL HEALTH OF EDUCATORS IN THE SEDIBENG WEST MUNICIPAL DISTRICT

G. SCHLEMMER

Hons. BCom

ABSTRACT

The objectives of this study included the determination of the effect that social support has on the relation between job insecurity, job satisfaction, and general health of educators in the Sedibeng West Municipal District ($n=312$). A cross-sectional survey design was used. Constructs were measured by means of the Job Insecurity Questionnaire (JIQ), the Minnesota Job Satisfaction Questionnaire (JSQ), the Social Support Scale (SS) and the General Health Questionnaire (GHQ). Results indicate that job insecurity will have a slight negative effect on the job satisfaction of the educators in this study, but that social support from the supervisor will play a significant role in determining how pleasurable their experiences at work will be. However, social support from the supervisor did not show any moderating effect on the negative effects that job insecurity has on the educator's experience of job satisfaction.

OPSOMMING

Die doelwit van die studie sluit die empiriese verduideliking van die effek wat sosiale ondersteuning het op die verband tussen werksonsekerheid, werkstevredenheid en algemene gesondheid van onderwysers in die Sedibeng Wes Munisipale Distrik ($n=312$) in. 'n Dwarsdeursnee-ontwerp is gebruik. Konstrakte is gemeet deur die gebruik van die Werksonsekerheidvraelys (JIQ), die Minnesota Werkstevredenheidvraelys (JSQ), die Sosiale Ondersteuning Skaal en die Algemene Gesondheidvraelys (GHQ). Die resultate toon dat werksontevredenheid 'n ligte negatiewe uitwerking het op die werkstevredenheid van die onderwysers in hierdie studie, maar dat sosiale ondersteuning van die toesighouer 'n betekenisvolle rol sal hê in die bepaling van hoe genotvol hulle ondervindings by die werk sal wees. Sosiale ondersteuning van die toesighouer het egter geen modererende effek getoon op die negatiewe uitwerking wat werksonsekerheid het op werkstevredenheid van die onderwyser.

World-wide studies indicate that a large proportion of educators report high levels of work stress (Borg, 1990; Kyriacou, 1987). Work stress can be explained as a perception of an imbalance between the demands made on the worker and the resources he or she has available to match them (Karasek, 1979). When this perception persists, it could lead to physical and psychological ill-health (Bonn & Bonn, 2000). When educators experience high levels of work related stress it is assumed that it affects the quality of education negatively (Abel & Sewell, 1999; Guglielmi & Tatrow, 1998).

One of the most widely studied theoretical approaches of work stress is the job-demand-control model which attempts to isolate workplace characteristics that may have an effect on the health and well-being of workers (Karasek, 1989). The model proposes that work stress results from a high-strain situation that is caused jointly by the effect of the demands of a work situation (job demands), and the discretion permitted to the worker in how to meet these demands (job control). Karasek and Theorell (1990) define job demands as psychological stressors that are present in the work environment or work load; and job control as the ability to control one's own activities and skill usage. When high job demands are combined with low job control the result is often negative stress reactions known as high-strain situations. The results of the high-strain situations include negative physical and psychological effects such as high blood pressure and low job satisfaction. Conversely, low-strain jobs (low demand and high control) will lead to a lower than average number of health complaints. In contrast, jobs that produce high demand as well as high control result in increased learning and motivation (Karasek & Theorell, 1990).

Research suggests that perceived support from supervisors and colleagues often buffered the impact of job demand and job control on outcome variables and the Karasek & Theorell (1990) model was extended accordingly with a third dimension namely worksite social support, to become the job-demand-control-support (JDACS) model (Johnson & Hall, 1988). According to the (JDACS) model high demand jobs with low control and low support result in the highest strain and risk of health problems, but high levels of job control and social support can also counteract the negative effects of high demands on a person's health and other outcomes (Johnson & Hall, 1988; Johnson, Hall, & Theorell, 1989; Karasek & Theorell, 1990). This strain hypothesis of the job-demand-control-support (JDACS) model has been extensively and critically examined with inconsistent results (De Jonge & Kompier, 1997; Van der Doef & Maes, 1999). The inconsistency of evidence for an interactive effect

has been attributed to a number of factors, including poor operationalisation of the concepts of job demand and job control, low statistical power to detect interactive effects, and a failure to take account of nonlinear relationships that may exist between job demands or job control and the outcome measures (Cohen, Cohen, West, & Aiken, 2003; De Jonge & Kompier, 1997; Fletcher & Jones, 1993). A study done by De Lange, Taris, Kompier, Houtman and Bongers (2003) found modest support for the strain hypothesis as well as for the effects that social support has on predicting psychological well-being, but more importantly they found clear evidence for the casual relationship between work characteristics and health.

Teaching is a profession with a high level of stress and burnout (Brouwers & Tomic, 2000; Johnson, Cooper, Cartwright, Donald, Taylor, & Millet, 2005) and since educators have been identified as particularly vulnerable to burnout, it seems important to examine the characteristics of the job as well as the person's response to the stresses involved (Hazelwood, 1984). The work stress of educators can largely be contributed to the negative aspects of the job, such as disciplinary problems with students, overcrowded classrooms, excessive paperwork, demanding or unsupportive parents, lack of administrative support, and endless educational reforms and innovations (Leung & Lee, 2006). In light of this Verhoeven, Kraaij and Joekes (2003) have recently conducted a study across 13 European countries in which the applicability of the job demand-control-support model was tested in a sample of secondary schools. Results from this study include that demands, control, physical exertion and meaningfulness of work formed common predictors for all outcome variables and that there were varying relationships between social support, physical exertion, emotional exhaustion and job satisfaction.

In the South African context, stress amongst educators has also received attention from researchers (Engelbrecht, Oswald, Swart, & Eloff, 2003; Myburgh & Poggenpoel, 2003; Ngidi & Sibaya, 2002; Reckson & Becker, 2005). South African educators are exposed to a wide variety of multi-dimensional stressors within the work situation. These include inadequate working conditions, learner problems, time pressure, low participation in decision-making and distribution of tasks, inadequate salaries, a disregard for the professional status of educators and issues accompanying low morale amongst educators (Van Zyl & Pietersen, 1999). The manifestation of these stressors is often evident in the behavioural problems of educators experiencing stress. These behavioural problems include alcohol abuse, absenteeism, destructive relationships between educators and learners, educators and

colleagues and educators and their families, which in turn lead to health and stress related disease risks (Myburgh & Poggenpoel, 2003).

This study attempts to apply the job demand-control-support model to educators in the Sedibeng West Municipal District of South Africa. It will investigate the buffering effect that social support has on outcomes such as job satisfaction and health, as derived from the model of Karasek and Theorell (1990). It will further investigate the relationship between factors such as job insecurity, job satisfaction, social support and health.

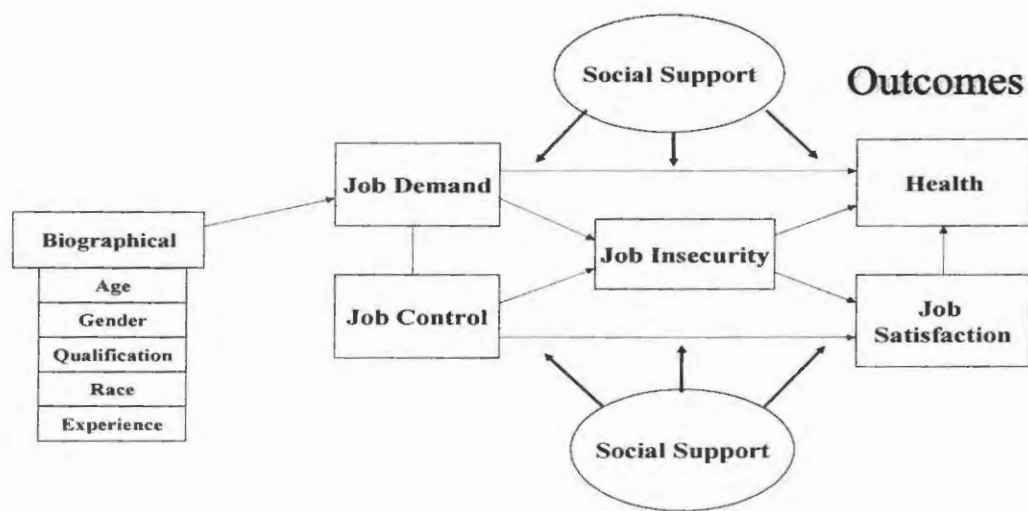


Figure 1. Adapted job demand-control-support model as derived from Karasek and Theorell (1990).

Job insecurity

De Witte (1999) stated that the concept of job insecurity has been defined in different ways, but that most researchers adopted a global view, in which job insecurity is conceived as an overall concern about the continued existence of the job in the future. For the purpose of this study job insecurity is defined as a discrepancy between the levels of security people experience, and the level they might prefer (Hartley, Jacobson, Klandermans, & Van Vuuren, 1991). Hui and Lee (2000) describe job insecurity as the lack of control to maintain desired continuity in a threatened job situation. Other descriptions of job insecurity include: an individual's expectations of the continuity of their job situation (Davy, Kinicky, & Scheck,

1997); an individual's perception of a potential threat to continuity in their job (Heany, Israel, & House, 1994); and an individual's overall concern about the future existence of their job (Rosenblatt & Ruvio, 1996).

Van Vuuren (1990) distinguished between different dimensions of job insecurity, namely cognitive and affective insecurities. The cognitive dimension is concerned with perceptions of the environment, for instance a person's perceptions of the probability of job loss, while the affective dimension relates more to feelings of concern and anxiety about job loss. Hellgren, Sverke and Isaksson (1999) furthermore distinguish between two different aspects of job insecurity, namely quantitative and qualitative job insecurities. Quantitative job insecurity refers to concerns about the future existence of the present job, and qualitative job insecurity pertains to perceptions of potential loss of quality in the employment relationship or the uncertainty about the permanence of certain dimensions of the job, like deteriorating working conditions, a decrease in salary or organisational benefits, concerns about person-job fit, or limited promotional opportunities (Rosenblatt & Ruvio, 1996).

Despite having various definitions, job insecurity has generally been considered a work stressor (Mauno & Kinnunen, 1999) and like other work-related stressors is associated with various detrimental consequences for both the individual and the organisation (Näswall, Sverke, & Hellgren, 2005; Noer, 1993). The negative effects of job insecurity on the individual is mainly due to a person's strong psychological feelings associated with the risk of losing economic and other highly valued aspects of life (Ashford, Lee, & Bobko, 1989). These effects include a significant negative influence on the emotional and holistic well-being of a person, lower levels of job satisfaction and more psychosomatic complaints (Ashford, Lee, & Bobko, 1989; Burchell, 1999; De Witte, 1999). It has also been noted that higher levels of job insecurity leads to lower levels of organisational commitment and trust. Individuals who experience job insecurity also became more resistant to change and experienced the change as being negative (Allen & Meyer, 1990; Noer, 1993). These negative effects of job insecurity eventually lead to an impaired performance at work (Armstrong-Stassen, 1993). Results from various studies have also clearly demonstrated a significant positive relationship between job insecurity and indicators of mental health complaints (Ashford, Lee, & Bobko, 1989; Kinnunen, Mauno, Nätti, & Happonen, 2000), self-reported physical health complaints, as well as objective health problems (Ferrie, Shipley, Marmot, Martikainen, Stansfeld, & Smith, 2001; Kinnunen & Nätti, 1994; Pelfrene,

Vlerick, Moreau, Mak, Kornitzer, & De Backer, 2001). Other research has shown that employees perceiving specific threats to job features would display symptoms of distress manifested as anxiety, depression and increased physical symptoms (Ferrie, Shipley, Marmot, Stansfeld, & Smith, 1998).

Consequences of high levels of job insecurity on the organisation include higher health care costs and absenteeism (Matteson & Ivancevich, 1987), as well as higher turnover and/or intention to leave, as people that experience job insecurity would rather seek alternative employment (Arnold & Feldman, 1982; Ashford, Lee, & Bobko, 1989; Hartley et al., 1991). High turnover levels could in turn lead to an organisation losing some of its competitive strength (Hartley et al., 1991). Probst and Brubaker (2001) stated that job insecurity leads to decreased safety motivation and compliance, which in turn leads to higher levels of workplace accidents and injuries. Given the negative consequences that job insecurity has, it becomes an increasingly important issue for both management and organisations. The prevention of or buffering against these consequences has become a necessity (De Witte, 1999; Sverke, Hellgren, Näswall, Cirumbolo, De Witte, & Goslinga, 2004).

Job satisfaction

Job satisfaction can be seen as the extent to which people like their jobs (Spector, 1997), but more importantly it contains two factors, namely intrinsic job satisfaction and extrinsic job satisfaction. Extrinsic job satisfaction refers to satisfaction, including aspects that have little to do with the job tasks or content of the work itself, such as pay, working conditions and co-workers. Intrinsic job satisfaction refers to the job tasks such as variety, skill utilisation and autonomy (Hirschfield, 2000). Job satisfaction can also be described as an affective or emotional reaction to a job, resulting from a comparison of actual outcomes with those that are desired or expected (Cranny, Smith, & Stone, 1992). Naudé (1999) state that it is also important to distinguish between overall job satisfaction and satisfaction with certain components of a job. Van Vuuren and Schepers (1993) state that the concept of job satisfaction is not one-dimensional, but multidimensional and complex in nature. Furthermore, Cranny, Smith and Stone, (1992) describes job satisfaction as being part of a system of interrelated satisfactions. They use the analogy of rivulets flowing into a lake or sea to describe how the different satisfactions which, together with trust in management, lead to overall job satisfaction. Job satisfaction, combined with other forms of satisfaction, leads to life satisfaction.

Luthans, Youssef and Avolio (2007) stated that it is of vital importance for managers to know the ins and outs of job satisfaction. Naudé (1999) summed up the causes of job satisfaction as the following: Situational variables that relate to the external influences on the job such as working conditions, job design, supervisor and peer characteristics and other organisational characteristics; dispositional variables that relate to the individual also described as psychological dimensions such as personality, attitudes, preferences and motives; and interaction causes which is the combination of the organisational factors and individual characteristics. Job satisfaction has also been positively related to amongst others; task variety, task significance, feedback and good relations with supervisors and co-workers, autonomy, opportunity for advancement, good working conditions, compensation, utilisation of ability and job security (Baron, 1986; Hoy & Miskel, 1991; Ivancevich & Glueck, 1983; Katz & Van Maanen, 1977; Locke, 1976; Visser, 1990).

In South Africa, educators' experience of job satisfaction seems to be influenced by the following components: physical working conditions, support by educational authorities, job security, educator salaries, appreciation by the community also influencing social status (via its effects on their self-confidence, prestige and self-respect), good working relationships with supervisors and co-workers (including loyalty towards one another, intellectual fellowship and comradeship), school culture, environmental factors, nature of work and workload, decision-making and leadership or management (Myburgh & Poggenpoel, 2003; Steyn, 1990; Steyn & Van Wyk, 1999; Xaba, 1996).

Social support

Social support is the extent to which people around the employee provide support by being good listeners or by being someone reliable who will help when it is needed. McIntosh (1991) defines social support as resources available from others to assist the focal person in the management of stress experiences and to increase the experience of well-being. Social support is also seen as a flow of instrumental aid, information and appraisal between people, as well as emotional concern, which includes providing empathy, caring, love and trust (House, 1981). Caplan, Cobb, French, Van Harrison and Pinneau (1975) distinguish between three sources of social support, which include both the work and non-work related sources of support. These three sources are: support from immediate supervision or management;

support from other people at work or colleagues; and support from a person's spouse/partner or other relatives and friends.

Support at the workplace is important for various reasons. It creates a sense of belonging on an emotional level with a person and it could be used as a tool to meet the demands of the environment on a more external, collective level (Johnson, 1986). Social support is accordingly commonly referred to as a stress-buffering resource, protecting people from the harmful outcomes of stress (Sieberhagen, 2006; Smith, 2006). The buffering hypothesis holds that the relationship between job stressors and individual strains depends upon the amount of social support (Beehr, King, & King, 1990). Johnson and Hall (1988) noted that support received from supervisors and colleagues often buffered the impact of demands and control on outcome variables such as stress and negative physical health effects.

Evidence from studies such as that of Baker, Israel and Schurman (1996) and Brough and Frame (2004) suggests that social support from supervisors has a distinct influence on employee satisfaction, their intention to leave, and mental health, even to a larger extent than that of co-worker support. According to work done by Shimazu, Shimazu and Odara (2005) co-worker support, in this instance even more than supervisor support, makes it easier to cope with work stressors. Quick, Quick, Nelson and Hurrell (1997) cited social support as a potential alleviating factor in the context of stress appraisals and stress reactions. This means that when you equip employees with access to social support, they in turn deal better with stressors such as role conflict. It is also generally accepted that social support is related to health, even though the manner in which this relationship is mediated and the process under which it develops might be debatable (Broadhead et al., 1983; Cohan & Syme, 1985; Schwarzer & Leppin, 1989). Social support has furthermore been associated with experiences of quality of life (Helgeson & Cohen, 1996), psychological and physical well-being (Cohan & Wills, 1985; Lin & Ensel, 1998; Viswesvaran, Sanchez, & Fisher, 1999) and work productivity and quality of work life (Unden, 1996).

More specifically in the teaching profession, Pierce and Molloy (1996) found that educators with high levels of burnout reported low levels of social support. Specifically, higher levels of supervisor and co-worker support are linked to fewer burnout experiences in educators (Burke, Greenglass, & Schwarzer, 1996). Burke and Greenglass (1993) indicated that educators with high levels of social support are in better physical and mental health.

Educators who experience positive emotional social support reported increased professional efficiency and decreased emotional exhaustion, depersonalisation and cynicism (Chan & Hui, 1995; Kahn, Schneider, Jenkins-Henkelman, & Moyle, 2006). Support from supervisors was also found to decrease educators' intention to leave (Leung & Lee, 2006).

General health

General health is a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity (Constitution of the World Health Organization, 2001). This study will use the four subscales illustrating general health of Goldberg and Hillier (1979); namely, somatic symptoms, which give an indication of physical illness like tiredness; anxiety and insomnia; social dysfunction; and severe depression, like feelings of hopelessness.

A large body of literature has examined the relationship between work and health, looking at multiple features of the physical and social environment of work and how that affects workers' health (Karasek & Theorell, 1990; Stokols, 1992; Warr, 1990; 1994). Much of the research falls into three broad categories. The first category of occupational health examines the effects of the physical aspects of the work environment, such as ergonomic design and physical hazards, on the occurrence and severity of the workers' disease (Slote, 1987). The second category examines the sociological aspects of the work environment such as working conditions and socio-economic status and their effects on the health of workers (Ross & Mirowsky, 1995). The third broad category involves occupational psychology, which examines how the psychological aspects, like job demands, social support, work culture and personality characteristics, promote or undermine the health and well-being of workers (Karasek & Theorell, 1990). The latter will be the main focus for this research topic.

Two of the models developed to address the influence of work characteristics on employee health and well-being, and the models used for this research, are the job demand-control (JDC) model (Karasek, 1979) and the extended demand-control-support (JDCS) model (Johnson & Hall, 1988; Johnson, Hall, & Theorell, 1989; Karasek & Theorell, 1990). According to these models, high demand low control and low support jobs result in the highest risk for health problems, but high levels of job control and social support can also counteract the negative effects of high demands on a person's health and other outcomes (Johnson & Hall, 1988; Johnson, Hall, & Theorell, 1989; Karasek & Theorell, 1990).

The health of educators has been a popular subject of research world-wide, with most of the findings suggesting that the teaching profession is highly stressful and that educators often experience negative stress-related effects on their health such as burnout and psychosomatic complaints. (DeFrank & Stroup, 1989; Guglielmi & Tatrow, 1998; Mo, 1991; Travers & Cooper, 1993; Van der Doef & Maes, 2002). In South Africa, Myburgh and Poggenpoel (2003) stated that South African educators are experiencing stress related problems, which manifests itself in various forms of destructive behaviour such as alcohol abuse, absenteeism and destructive relations, and that these forms of behaviour are usually indicators of personal health risks. Besides undesirable wellness/health consequences, it has furthermore become clear that “unhealthy” work can also lead to substantial financial costs for an organisation (Cooper & Williams, 1994; Maes, Verhoeven, Kittel, & Scholten, 1997).

This study focuses on the relationship between the levels of job insecurity and levels of job satisfaction and general health experienced by educators in the Sedibeng West Municipal District, as well as whether or not social support buffers the negative effects that job insecurity has on job satisfaction and general health. Next, the method of establishing such research will be discussed.

METHOD

Research design

Kerlinger and Lee (2000) stated that the main technical function of the research design is to control variance. To attain this objective a cross-sectional survey design was used as the technique of data collection. This design is commonly used in research where the relationship between variables is examined (Shaugnessey & Zechmeister, 1997).

Participants

The research was done as part of a wider survey in which a sample of 546 educators working in the Sedibeng West Municipal District was targeted. The survey was designed to gather comprehensive data about educators in this area and four students collaborated on this project. This sample consisted of 20 schools including both primary and secondary schools.

The schools were representative of all cultural backgrounds including the traditional African, Afrikaans and English demographic groups. A response rate of 312 participants (57%) was obtained. The biographical characteristics of the study population are detailed in Table 1.

Table 1

Characteristics of the Participants (n=312)

Item	Category	Frequency	Percentage*
Gender	Male (1)	85	27.24
	Female (2)	223	71.47
Race	Black (1)	132	42.31
	White (2)	168	53.85
	Coloured (3)	7	2.24
Language	Afrikaans	165	52.88
	English	8	2.56
	SePedi	12	3.85
	SeSotho	71	22.76
	SiSwati	1	0.32
	IsiZulu	21	6.73
	IsiNdebele	3	0.96
	IsiXhosa	13	4.17
	XiTsonga	1	0.32
	Other	9	2.88
Age	25 years and younger	14	4.49
	26 – 35 years	51	16.35
	36 – 45 years	115	36.86
	46 – 55 years	86	27.56
	56 – 65 years	28	8.97
	66 years and older	1	0.32
Marital status	Single/widow/widower	48	15.38
	Living together/life partners	21	6.73
	Married	205	65.71
	Divorced	30	9.62
	Separated	5	1.60
	Remarried	3	0.96
Qualification	Diploma (NQF level 5)	133	42.63
	First degree (NQF level 6)	88	28.21
	Post graduate (NQF level 7 & 8)	83	26.60
Job level	Management	85	27.24
	Non-management	216	69.23
Years of service	Less than 1 year	2	0.64
	1 – 5 years	32	10.26
	6 – 10 years	42	13.46
	11 – 20 years	104	33.33
	21 – 30 years	74	23.72
	31 – 40 years	22	7.05
Type of contract	40 or more years	1	0.32
	Permanent	261	83.65
	Temporary	19	6.09
	Fixed term contract	31	9.93
Union member	Yes	264	84.62
	No	47	15.06

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

Table 1 indicates that most (71.47%) of the respondents are female, which is indicative of the teaching profession. There also seems to be a significant balance between both black (42.31%) and white (53.85%) respondents as the study set out to encompass schools from all traditional backgrounds. A possible shortcoming of the study might be that there are not many respondents from an English background (2.56%), which is due to a lack of participation from the English-based schools. Most of the educators range in the age group of 36-45 years (36.86%) and 46-55 years (27.56%) representing 64.42% of the population. This indicates an aging workforce in the teaching profession, which also contributes to 57.05% of the participants having between 11 and 30 years teaching related experience. The majority (83.65%) of participants has permanent employment contracts and (84.62%) enjoy union representation. 65.71% of the respondents are married, 15.38% single, 9.62% divorced and 1.60% are currently separated. 27.24% of the participants are in some way managing others at work.

Measuring Instruments

Four measuring instruments were used in this research. The Job Insecurity Questionnaire (JIQ, De Witte, 2000), the Revised Minnesota Job Satisfaction Questionnaire (JSQ, Weiss, Dawis, England, & Lofquist, 1967), the scale of Social Support developed by Caplan et al., (1975), and the General Health Questionnaire (GHQ, Goldberg & Hillier, 1979).

Job Insecurity Questionnaire (JIQ) (De Witte, 2000). The questionnaire consists of 11 items. The items are arranged along a Likert-type scale with 1 = strongly agree, 3 = unsure and 5 = strongly disagree. The following Cronbach alpha coefficients were obtained for the JIQ: Affective Job Insecurity: 0.85; and Cognitive Job Insecurity: 0.90 (De Witte, 2000). An example of Affective Job Insecurity item is: "I feel uncertain about the future of my job". An example of Cognitive Job Insecurity is: "I fear that I might lose my job". De Witte (2000) adds that there is a strong correlation ($r = 0.76$) between the affective and cognitive scales. In contrast, Mofokeng (2007) found inconsistencies in the affective and cognitive scale reliabilities, which might be explained by translation challenges. A Total Job Insecurity scale was accordingly used in this study. An overall Cronbach alpha coefficient of 0.92 was reported by De Witte (2000). In South Africa, Buitendach and De Witte (2005) reported a Cronbach alpha coefficient of 0.84 and Bosman and Buitendach (2005) measured a Cronbach alpha coefficient of 0.92 for Total Job Insecurity.

Revised Minnesota Job Satisfaction Questionnaire (JSQ) (Weiss et al., 1967). The shorter or the revised version of this questionnaire, consisting of 20 items, was used. The response format is a 5-point Likert type scale. Choices on the end of the scale 5 = total agreement with the item, suggesting high job satisfaction, whereas choices at the beginning of the scale 1 = total disagreement with the statement made in the item, suggesting a low degree of job dissatisfaction. The revised JSQ short form measures Intrinsic Job Satisfaction (12 items) and Extrinsic Job Satisfaction (8 items). An example of a statement measuring Extrinsic Job Satisfaction is: "The working conditions." and of an Intrinsic Job Satisfaction item: "The freedom to use my own judgement." Cronbach alpha coefficients for the overall revised JSQ were higher than 0.82 (Hirschfeld, 2000). Cronbach alpha coefficients of 0.88 for Total Job Satisfaction, 0.74 for Intrinsic Job Satisfaction and 0.84 for Extrinsic Job Satisfaction have been reported in a South African study (Buitendach & De Witte, 2005).

Social Support (Caplan et al., 1975). The questionnaire consists of 10 items. The response format is a 5-point Likert type scale with 1 = strongly disagree, 3 = unsure and 5 = strongly agree. These sources include both the work and non-work related sources of support. 3 items measure Social Support from the immediate Supervisor for example: "I always receive help from my manager when difficulties in my work arise." 3 items measure Social Support from Colleagues: "When I encounter problems at work, there is always a co-worker to turn to." 4 items measure Social Support from people outside of work: "I have a network of people outside of work in which I can discuss work related problems." Pearson (1986) reported a Cronbach alpha coefficient of 0.80 for Work based Social Support (from Supervisor and Colleagues). In the South African context, Sieberhagen (2006) reported Cronbach alpha coefficients of 0.91 for Social Support from a Supervisor and 0.80 for Social Support from Colleagues. There is unfortunately not a lot of research on the impact of support from people outside of work within the South African context. This study aims to also add value in this regard.

General Health Questionnaire (GHQ) (Goldberg & Hillier, 1979). For the purpose of this study, the 28-item version was used. Responses were given on a 4-point Likert-type scale. A high value on the GHQ is indicative of a high level of psychological distress, whereas a low score implies a low level of psychological distress, indicating a high level of psychological well-being. The measure is composed of subscales assessing four components, namely:

Somatic symptoms for example: "Been feeling run down and out of sorts"; Anxiety and Insomnia, for example: "Lost much sleep over worry"; Social Dysfunction, for example: "Felt on the whole you were doing things well"; and Severe Depression, for example: "Felt that life is entirely hopeless". Goldberg and Hillier (1979) reported internal consistency coefficients of 0.69 to 0.90. Goldberg et al. (1997) reported good reliability and validity indices for the GHQ across different cultures. Isaksson and Johansson (2000) obtained a Cronbach alpha coefficient of 0.86. In South Africa, Oosthuizen (2001) obtained a reliability Cronbach alpha coefficient of 0.89 for the GHQ, which indicates that the instrument can be used in South Africa. Viljoen, Bosman and Buitendach (2005) found Cronbach alpha coefficients for the different subscales to be: Somatic symptoms (0.71), Anxiety and Insomnia (0.79), Social Dysfunction (0.74) and Severe Depression (0.80).

Statistical analysis

The statistical analysis was carried out with the help of the SPSS programme (SPSS, 2006). The programme was used to perform statistical analysis regarding the reliability and validity of the measuring instruments, and descriptive statistics. The reliability and validity of the measuring instruments were assessed with the use of Cronbach alpha coefficients (Clark & Watson, 1995). Descriptive statistics (e.g. standard deviations, skewness and kurtosis) and inferential statistics were used to analyse the data.

In terms of statistical significance, results are regarded as significant if the p -values are smaller than 0.05, since most behavioural science research use this as their standard (Christensen & Stoup, 1991). Pearson product-moment correlation coefficients will be used to specify the relationship between the variables. A correlation coefficient of below 0.30 indicates a correlation of a small effect. A correlation coefficient between 0.30 and 0.50 is indicative of a correlation of a medium effect, and when the correlation coefficient is higher than 0.50 it is regarded as a correlation of a large effect (Cohen, 1988).

The main and interactive effects of social support was tested using hierarchical multiple regression analysis.

RESULTS

Descriptive statistics for the different variables are given in Table 2 below.

Table 2

Descriptive Statistics and Cronbach Alpha Coefficients of the Measuring Instruments

Component	Mean	SD	Skewness	Kurtosis	α
Total Job Insecurity	2.17	0.55	0.30	-0.25	0.75
Intrinsic Job Satisfaction	3.72	0.59	-0.16	-0.32	0.83
Extrinsic Job Satisfaction	3.27	0.70	-0.30	-0.13	0.83
Total Job Satisfaction	3.54	0.55	-0.17	-0.27	0.89
Social Support from Supervisor	4.05	0.92	-1.15	1.60	0.91
Social Support from Colleagues	4.07	0.81	-0.95	1.03	0.79
Social Support from Family and Friends	3.86	0.94	-0.80	0.11	0.86
Somatic: General Health	2.12	0.66	0.52	-0.67	0.86
Anxiety and Insomnia: General Health	2.22	0.73	0.36	-0.67	0.89
Social Dysfunction: General Health	2.06	0.55	0.44	0.37	0.85
Depression: General Health	1.51	0.61	1.47	1.72	0.89

It is evident from Table 2 that most of the scales of the measuring instruments have relatively normal distributions, with low skewness and kurtosis. The exception to this is the Support from Supervisors scale and the Depression scale on the General Health questionnaire. All these scales are however still within the bounds of what is deemed as acceptable, as the levels of skewness and kurtosis should be between 2 and -2 (Tabachnick & Fidell, 2001). Nunnally and Bernstein (1994) set the acceptable standard for Cronbach alpha coefficients at $\alpha > 0.70$. Table 2 shows that Cronbach alpha coefficients of between 0.75 and 0.91 were obtained indicating that all the scales are reliable and acceptable.

Table 3 shows the correlations between Total Job Insecurity, Intrinsic, Extrinsic and Total Job Satisfaction, Supervisor, Colleague and Spouse/Family or Friend Social Support and Somatic, Anxiety and Insomnia, Social Dysfunction and Depression General Health scales. Pearson product-moment correlation coefficients were used to specify the relationship between all the variables.

Table 3

Correlation Coefficients between Total Job Insecurity, Intrinsic, Extrinsic and Total Job Satisfaction, Supervisors, Colleagues and Spouse/Family or Friend Social Support and Somatic, Anxiety and Insomnia, Social Dysfunction and Depression General Health scales.

Component	1	2	3	4	5	6	7	8	9	10	11
1. Total Job Insecurity	1.00	-	-	-	-	-	-	-	-	-	-
2. Intrinsic Job Satisfaction	-0.28*	1.00	-	-	-	-	-	-	-	-	-
3. Extrinsic Job Satisfaction	-0.13*	0.61***	1.00	-	-	-	-	-	-	-	-
4. Total Job Satisfaction	-0.24*	0.92***	0.88***	1.00	-	-	-	-	-	-	-
5. Social Support (Supervisor)	-0.06	0.32**	0.53***	0.46**	1.00	-	-	-	-	-	-
6. Social Support (Colleagues)	-0.02	0.17*	0.30**	0.25*	0.48***	1.00	-	-	-	-	-
7. Social Support (Family & friends)	-0.07	0.06	-0.06	0.00	0.08	0.15*	1.00	-	-	-	-
8. Somatic General Health	0.20*	-0.24*	-0.15*	-0.22*	-0.11*	-0.06	0.03	1.00	-	-	-
9. Anxiety & Insomnia General Health	0.17*	-0.24*	-0.23*	-0.26*	-0.13*	-0.04	0.01	0.69***	1.00	-	-
10. Social Dysfunction General Health	0.16*	-0.19*	-0.08	-0.16*	-0.10	0.04	-0.04	0.59***	0.46***	1.00	-
11. Depression General Health	0.22*	-0.13*	-0.09	-0.13*	-0.18	-0.04	-0.10	0.43***	0.48***	0.43***	1.00

* $p \leq 0.05$ – statistical significance

† Correlation is practically significant $r \geq 0.30$ (medium effect)

** Correlation is practically significant $r \geq 0.50$ (large effect)

Total Job Insecurity correlates statistically significantly and negatively with Intrinsic, Extrinsic and Total Job Satisfaction, but did not reach practical significance. Total Job Insecurity also showed statistically significant correlations with higher Somatic, Anxiety and Insomnia, Social Dysfunction and Depression related General Health complaints, but again none of these relationships had any practical significance. There were neither statistically nor practically significant relations between Total Job Insecurity and any of the Social Support scales. Social Support received from the Supervisor did however show a positive practically significant correlation of large effect ($r = 0.53$) with Extrinsic Job Satisfaction. Social Support received from the Supervisor consequently also showed a positive practically

significant correlation (medium effect) with Intrinsic ($r = 0.32$) and Total ($r = 0.46$) Job Satisfaction. Furthermore, Social Support from the Supervisor showed to have very little influence on any of the General Health scales, but did show a positive practically significant correlation (medium effect) with Social Support from Colleagues. Social Support from Colleagues in turn had a statistically significant correlation with Intrinsic, Extrinsic and Total Job Satisfaction, and had a positive practically significant correlation (medium effect) with Extrinsic Job Satisfaction. Positive practically significant correlations (high effect) were found between Extrinsic Job satisfaction, Intrinsic Job satisfaction and Total Job satisfaction as well as between the four General Health subscales that showed practically significant correlations ranging between medium and large effect ($r = 0.43$ to 0.69).

Next, a hierarchical regression analysis was conducted to test whether Social Support from the Supervisor moderates the relationship between Job Insecurity and Job Satisfaction. The predictor value (Job Insecurity) and the moderator value (Social Support from the Supervisor) were centered to minimise problems with multicollinearity. In order to obtain an interactive variable, the new centered values for Job Insecurity and Social Support from the Supervisor were multiplied. After controlling for biographical variables, Job Insecurity and Social Support from the Supervisor were entered as predictors. The multiplicative term Job Insecurity*Supervisor Social Support was entered in the third step.

Table 4

Multiple Regression Analysis with Total Job Satisfaction as Dependent Variable and Supervisor Social Support as the moderator value

Predictors	Step 2	Step 3
Job Insecurity	-0.21*	-0.21*
Supervisor Social Support	0.45*	0.45*
Job Insecurity*Supervisor Social Support	-	-0.01
R ² (adjusted)	0.26	0.26
ΔR ²	0.26	0.00
F Change	82.86*	0.02

* $p \leq 0.05$ – statistical significance

Table 4 reports the β , ΔR^2 and F change statistics. In the first step it was controlled for biographical variables that had no significant influence on the dependent variable, Job Satisfaction. In the second step it was found that Job Insecurity ($\beta = -0.21$, $t = -4.30$, $p = 0.00$) and Supervisor Social Support ($\beta = 0.45$, $t = 9.10$, $p = 0.00$) showed a significance influence on engagement. In the third step the inclusion of the interaction term did not increase the variance explained. Social Support from the Supervisor explained 26% of the variance in Job Satisfaction, but it does not moderate the negative effects of Job Insecurity on Job Satisfaction.

In Table 5 the results of the hierarchical regression analysis, testing whether Social Support from Colleagues moderates the relationship between Job Insecurity and Job Satisfaction, are reported. The predictor value (Job Insecurity) and the moderator value (Social Support from Colleagues) were centered to minimise problems with multicollinearity. In order to obtain an interactive variable, the new centered values for Job Insecurity and Social Support from Colleagues were multiplied. After controlling for biographical variables, Job Insecurity and Social Support from Colleagues were entered as predictors. The multiplicative term Job Insecurity*Colleague Social Support was entered in the third step.

Table 5
Multiple Regression Analysis with Total Job Satisfaction as Dependent Variable and Colleague Social Support as the moderator value

Predictors	Step 2	Step 3
Job Insecurity	-0.24*	-0.24*
Colleague Social Support	-0.01	-0.02
Job Insecurity*Colleague Social Support	-	0.05
R ² (adjusted)	0.06	0.06
ΔR^2	0.06	0.00
F Change	0.07	0.66

* $p \leq 0.05$ – statistical significance

Table 5 reports the β , ΔR^2 and F change statistics. In the first step it was controlled for biographical variables that had no significant influence on the dependent variable, Job Satisfaction. In the second step it was found that Job Insecurity ($\beta = -0.24$, $t = -4.32$, $p = 0.00$) showed a significance influence on engagement, but that Colleague Social Support ($\beta = -0.01$, $t = -0.26$, $p = 0.80$) did not have any significance. In the third step the inclusion of the interaction term did not increase the variance explained. Social Support from Colleagues therefore had no influence on the variance in Job Satisfaction, and therefore could not moderate the negative effects of Job Insecurity on Job Satisfaction.

The results of the hierarchical multiple regression analysis with Job Satisfaction as dependent variable and Social Support from Family and Friends are given in Table 6. The predictor value (Job Insecurity) and the moderator value (Social Support from Family and Friends) were centered to minimise problems with multicollinearity. In order to obtain an interactive variable, the new centered values for Job Insecurity and Social Support from Family and Friends were multiplied. After controlling for biographical variables, Job Insecurity and Social Support from Family and Friends were entered as predictors. The multiplicative term Job Insecurity*Family/Friends Social Support was entered in the third step.

Table 6

Multiple Regression Analysis with Total Job Satisfaction as Dependent Variable and Family/Friends Social Support as the moderator value

Predictors	Step 2	Step 3
Job Insecurity	-0.24*	-0.24*
Family/Friends Social Support	-0.01	-0.02
Job Insecurity*Family/Friends Social Support	-	0.05
R ² (adjusted)	0.06	0.06
ΔR^2	0.06	0.00
F Change	0.07	0.66

* $p \leq 0.05$ – statistical significance

Table 6 reports the β , ΔR^2 and F change statistics. In the first step it was controlled for biographical variables that had no significant influence on the dependent variable, Job Satisfaction. In the second step it was found that Job Insecurity ($\beta = -0.24$, $t = -4.32$, $p = 0.00$) showed a significance influence on engagement, but that Friends/Family Social Support ($\beta = -0.01$, $t = -0.26$, $p = 0.80$) did not have any significance. In the third step the inclusion of the interaction term did not increase the variance explained. Social Support from Friends and Family therefore had no influence on the variance in Job Satisfaction, and therefore could not moderate the negative effects of Job Insecurity on Job Satisfaction.

DISCUSSION

The aim of this study was to investigate the relationship between Job Insecurity, Job Satisfaction, Social Support and General Health of educators in the Sedibeng West Municipal District. It further wants to establish whether or not Social Support has a moderating effect on the negative impact that Job Insecurity has on the educators' Job Satisfaction.

Results indicated that Cronbach alpha coefficients of all the measuring instruments were considered to be acceptable compared to the guidelines of $\alpha > 0.70$ (Nunnally & Bernstein, 1994). The scores on the questionnaires were also distributed normally with the skewness and kurtosis being between -2 and 2 (Tabachnick & Fidell, 2001).

The results also indicated that Total Job Insecurity was statistically significantly and negatively related to Intrinsic, Extrinsic and Total Job Satisfaction as well as significantly related to all four scales of General Health. None of these relations were however of any practical significance. This correlates strongly with the findings of Buitendach and De Witte (2005) who found very similar relations between Total Job Insecurity and the three scales of Job Satisfaction, with the relationship being statistically significant even though the relationship is quite limited with regards to practical significance. There is also some evidence that is consistent with other research (Büssing, 1999; Ferrie et al., 2001; Kinnunen & Nätti, 1994) suggesting a positive relationship between job insecurity and deteriorating health.

Total Job Satisfaction in its turn also showed a statistically significant relation with the four scales of General Health, but again did not show any practical significance. Total Job Satisfaction did however show a positive statistically and practically significant relationship (of large effect) with Supervisor Social Support. This means that educators who experience support from the school principal, deputy principals and governing bodies experience higher levels of Job Satisfaction and have a more pleasurable experience when working. This correlated with the findings of Sieberhagen (2006) as well as Brough and Frame (2004) who completed a similar study in the mining industry and police force respectively.

Extrinsic Job Satisfaction showed a statistical and practical positive relationship with Supervisor Social Support (high effect) and Colleague Social Support (medium effect). Indicating that support within the work environment does have a strong influence on the levels of satisfaction the individual experience at work, but that support from someone in a more senior position is even more important than the support received from peers. This correlates with the findings of previous researchers, (Baldwin, 1999; Brough & Frame, 2004; Moyle, 1998) who found that supervisor support were more important than support from colleagues, in creating a more pleasurable work environment. This in turn lead to the statement that having a front-line supervisor with strong leadership and motivation skills are key to increase job satisfaction and achieving desired attitudes and behaviours in employees (Baldwin, 1999). The positive correlation found between Supervisor- and Colleague Social Support could also suggest that when educators receive support from their Supervisor, they in turn will provide more support for each other.

Against expectations, Social Support from outside of the work environment (Spouse/Family or Friends) showed no statistical or practical relevance to any of the constructs and did not have any impact on the individual's overall General Health. Research by Büssing (1999) found that only social support from friends together with social support from the supervisor had a relation with psychosomatic complaints, but that support from a spouse/partner and other relatives did however not show any correlation. A possible explanation for this could be derived from where the results of this research indicated lower levels of support from a person's spouse/family or friends (mean of 3.86) than from a supervisor (mean of 4.05) or colleagues (mean of 4.07).

This study furthermore sets out to determine the moderating effects of social support on the negative outcomes of job insecurity on the variables of job satisfaction. Büssing (1999) determined that social support had a moderating effect on the outcomes of job insecurity on job satisfaction.

In this study, it was only Supervisor Social Support that had a statistically significant loading on Total Job Satisfaction. 26% of the variance of Total Job Satisfaction could be explained by Social Support the educator received from his/her Supervisor. There was however no moderating effect found. It can therefore be suggested that social support received from a principal or supervisor will have a significant effect on the outcome of the teacher's overall experience at work, but that it will not reduce the negative effects of Job Insecurity on the person's overall Job Satisfaction. These findings differ somewhat of other research from Brough and Frame (2004) and Sieberhagen (2006) who found evidence of the moderating effect of Supervisor Social Support on the negative outcomes of Job Insecurity on Job Satisfaction.

RECOMMENDATIONS

This study suggested that Job Insecurity will decrease Job Satisfaction and increase General Health complains. It is therefore important to promote a more secure working environment within the education sector. This could be done by stabilising the educational system and providing more consistency within the structure, rather than continuously implementing new changes. With the ongoing political and structural changes the South African education system has undergone in recent years, it would make sense that some consolidation is necessary.

It was also suggested that Social Support from Colleagues and Supervisors increased educators' Job Satisfaction. Social Support from Supervisors is the stronger predictor of Job Satisfaction. It is therefore important that principals and other supervisors become aware of the impact that they have on the positive attitudes and pleasurable experience others educators have at work. It is recommended that they receive training that is aimed at improving their empathy and motivating skills that would help them create a more supportive and conducive educating environment despite the ongoing turbulence.

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CHAPTER 3

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

In this chapter conclusions will be made with regard to the research objectives which were identified for this study, and the research question proposed in the first chapter will be answered. The limitations of the current study will be pointed out. Finally, recommendations for the organisation and future research are made.

3.1 CONCLUSIONS

Conclusions are made in the following section in respect of the specific research objectives set in Chapter 1, and the empirical findings obtained in the present study.

- *The conceptualisation of relationships between the constructs of Job Insecurity, Job Satisfaction, Social Support and General Health.*

Job Insecurity is conceptualised in the literature as the discrepancy between the levels of security people experience and the level they might prefer (Hartley, Jacobson, Klandermans, & Van Vuuren, 1991). De Witte (1999) states that Job Insecurity relates to people in the working context, who fear they might lose their jobs and become unemployed. Most studies regarding Job Insecurity found it to be an important work stressor that has negative effects on an employee's well-being and health. There were also evidence suggesting that Job Insecurity were negatively related to Job Satisfaction with individuals who experience a possibility of job loss having a less pleasurable experience at their work (Ashford, Lee, & Bobko, 1989; Buitendach & De Witte, 2005).

Job Satisfaction is conceptualised in the literature as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). Job Satisfaction simply refers to a positive attitude that an employee has towards his/her job. High satisfaction refers to a positive attitude towards the job, whereas a person holds negative attitudes about his/her job. This research differentiated between Extrinsic Job Satisfaction, which existed as a result of the characteristics of the job that had little to do with the aspects of the job itself (such as working conditions) and Intrinsic Job Satisfaction, which related directly to the

aspects of the job (such as task variety). Research has revealed that Job Satisfaction is an important component of increased worker productivity, lower levels of turnover, and job related stress. In addition to this, results have also indicated a strong correlation between Job Satisfaction and perceived Job Insecurity as well as General Health (Buitendach & De Witte, 2005; Büssing, 1999). A large proportion of a person's pleasurable experiences at work were explained by the amount of support the person received from work.

Social Support can be described as resources available from others to assist the person in the management of stressful experiences and to increase the experience of well-being. Caplan, Cobb, French, Van Harrison and Pinneau (1975) distinguish between three sources of Social Support, which include both the work and non-work related sources of support (support from immediate supervision or management; support from other people at work or colleagues; and support from a person's spouse/partner or other relatives and friends). The critical importance of Social Support is that it has been shown to reduce the negative effects of stress at work significantly. The negative effects of stress reduced by Social Support include negative health effects, lower job satisfaction, less role conflict, less emotional exhaustion and lower levels of intention to leave. It is because of this moderating effect that Social Support was added as a buffering factor to the Job-Demand-Control model in Karasek & Theorell (1990).

General Health is conceptualised in the literature as a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity (Constitution of the World Health Organization, 2001). This study uses the four subscales illustrating General Health of Goldberg and Hillier (1979); namely, somatic symptoms, which give an indication of physical illness like tiredness; anxiety and insomnia; social dysfunction; and severe depression, like feelings of hopelessness. Research has found direct relations between an increase in work stress and a decrease in general health (Karasek & Theorell, 1990). Research also suggest that this negative effect that work stress has on general health does not stop with the individual, but that it also has a negative effect on the productivity of an organisation (Hillier, Fewell, Cann, & Shephard, 2005).

- *To determine the relationships between Job Insecurity, Job Satisfaction, Social Support and General Health for a group of educators in the Sedibeng West Municipal District.*

The strongest relationship was found between Extrinsic Job Satisfaction and Social Support received from Supervisors. This relationship proved to be statistically significant and had a positive practical significance of a large effect. This means that the level of support an educator receives from his/her supervisor or principal is vital to his/her experience of a pleasurable work environment. The support received from other colleagues at work also proved to have a correlation with educators having a more positive work experience (medium effect). Total Job Insecurity relates to a person's pleasurable experience at work but only to a small degree. Total Job Insecurity and Total Job Satisfaction also influence a person's General Health, but these correlations are of a small effect.

- *To investigate the moderating effects of Social Support on the relationship between Job Insecurity and Job Satisfaction.*

Job Insecurity is a valuable predictor of an educator's Job Satisfaction, with higher levels of Job Insecurity creating lower levels of Job Satisfaction and a less pleasurable experience at work. Social Support from Supervisors however had no moderating effect on this relation, indicating that when educators experience a threat to the continuance of their work, other factors might play a more important role than Supervisor Social Support.

3.2 LIMITATIONS

The following limitations can be identified in this study.

The entire population did not complete the measuring battery. Although the entire study population consisted of 546 participants, only 312 (57%) completed booklets were received. There was a lack of response from the typically English first language schools and the study could therefore exclude this population or group of schools.

The research design was a cross-sectional survey design and many researchers may criticise this design (Schaufeli & Enzmann, 1998). Longitudinal studies and quasi-experimental research would deal with the limitations set by using a cross-sectional design. Self-reporting measures were also used. According to Schaufeli, Enzmann and Girault (1993) the use of self-reporting measures increase the chances that at least part of the shared variance between measures can be attributed to method variance. This made it more difficult to examine the more complex relationships between variables.

Race/culture differences may have affected the results, in that the respondents' first language may not be English. Even though the environment in which they find themselves is an English-speaking one, they may not have fully understood the questionnaires. Possible translations of the questionnaires into a different language may help the results to be more reliable.

The study was conducted on educators and the results obtained should therefore only be used in an educational context. It is also important to notice that the research was conducted in the Sedibeng West Municipal District of Gauteng and might therefore not apply to educators from other provinces or in other settings such as that of the Western Cape or Mpumalanga.

A possible danger exists that some of the educators that completed the questionnaire felt compelled to comply as they were instructed by the principals to do so. As such, it is possible that the perception existed that the information would not be kept confidential and that their identity might become known. That could have influenced them to answer the questionnaire positively, but inaccurately and untruthfully, which would have had a negative impact on the results obtained. This is more likely in the schools where there are low levels of trust between the educators and supervisors.

3.3 RECOMMENDATIONS

Recommendations are made with regard to the applicable profession, as well as in regard of future research in South Africa.

3.3.1 Recommendations for the profession

The role of educators is of vital importance for this country. Educators are however experiencing very high levels of stress, which is limiting their ability to educate the learners in a competent manner. In order to preserve quality education, it becomes imperative we try to regulate the amount of pressure that educators experience. One of the stressors in the context of education is job insecurity. The negative effects of job insecurity include lower general health and decreased job satisfaction (Ashford, Lee, & Bobko, 1989; De Witte 1999). It is evident through other studies (Büssing, 1999) that social support received from especially supervisors and to a lesser degree colleagues, moderate the negative effects of job insecurity.

In practice this means that when educators perceive higher levels of social support from their supervisors (principals), they will have a more pleasurable experience at work. Through providing educators with sufficient support, supervisors or principals can regulate the negative impact that challenges such as new curriculums, increased responsibilities and the lack of discipline in the classrooms have on the overall mood of the educators, thus increasing their probability of coping effectively. It is therefore important that schools use Supervisor Support as a resource to aid job security, job satisfaction and productivity.

Continuous priority should be given to developing principals' and supervisors' ability to provide sound support and create healthy relations with their educators. It is consequently recommended that principals receive training that includes areas such as people skills, mentoring and coaching principles, leadership skills, emotional intelligence, influencing or motivating tools and general management principles. Time management of supervisors should be reviewed, as they are currently also spending time in the classroom, educating. This might limit the opportunity and their ability to provide support to other educators.

3.3.2 Recommendations for future research

The education profession is critical to the progress of a society therefore future studies with regard to the education sector of South Africa should be undertaken. Such studies could also focus on developing a stress/well-being model related to the South African education context. Researchers could also continue examining the effects of Social Support on aspects such as

Job Insecurity, Job Satisfaction and General Health. Constructs such as commitment, intention to leave, and coping could also be included.

It is recommended that future studies validate findings with regard to the comparison of the constructs across cultural groups in the education sector. Cross-cultural comparisons would greatly enhance the validity of findings in terms of the multicultural South African context. It might therefore also be applicable to develop questionnaires suited for the South African environment.

Future studies could furthermore look into other factors that might be of greater importance to teachers that experience job insecurity as well as constructs that would moderate the negative effects of job insecurity on a teacher's general health.

Longitudinal studies could improve the examination of the influence of Social Support on aspects such as Job Insecurity, Job Satisfaction and General Health. In the context of an educational system a more in-depth understanding of Social Support, in particular social support from supervisors and the improvement thereof, could also be investigated.

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