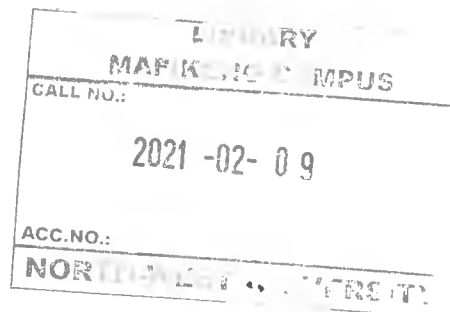


Job satisfaction and organisational commitment amongst primary school educators in rural areas: The case of Kagisano Molopo Area Office

By

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Mini-dissertation submitted in partial fulfilment of the requirements for the degree of Masters of Business Administration at the Mafikeng Campus of the North-West University.

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DECLARATION

I, **Kedihentse Ella Biekies** declare that the work on which this dissertation is based, hereby submitted to the North-West University, for the degree of Master of Business Administration, has not previously been submitted by me for a degree at this or any other university, that it is my work in design and execution and that all material contained herein has been duly acknowledged.

K.E BIEKIES

Date: 21 March 2013

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I submit this mini dissertation in memory of my late mother, Mrs Moenda Maria Moenyane Biekies. Her untimely departure left holes in our hearts.

ABSTRACT

This study investigates the relationship between job satisfaction and organisational commitment. The study also serves as an evaluative and descriptive tool towards the relationship between job satisfaction and organisational commitment amongst educators in rural areas of the Kagisano Molopo Area Office. The study is aimed to assist the district and provincial management to understand issues that contribute to job dissatisfaction amongst educators in rural schools. It further suggests the application of the components of organisational commitment for developing a healthy culture in schools to achieve educational goals. Key words: Job satisfaction, organisational commitment and primary school educators.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

Education is significant for all nations as it anchors national development. Success of educational programmes depends on commitment, involvement and most importantly on the overall teacher professionalism. This study determines the level of primary school teacher job satisfaction and organisational commitment in Kagisano-Molopo Area Office.

1.2 Background to the Problem Statement

The lack of discipline in schools, unmotivated students and educators, retirement and resignation of educators to pursue other disciplines particularly in politics, large student: educator ratios and continuous curriculum changes contribute to the rising level of stress amongst educators (Ngidi & Sibiya, 2002). In addition, the new curriculum approach of the Outcomes Based Education, the management style of principals, governing bodies for schools are amongst other factors that contribute to stress amongst educators (Marais, 2002).

Educators often complain that they are not adequately consulted regarding policy changes and that their rights are often violated. This leads to frustration and dissatisfaction and in turn affects their commitment and productivity.

1.3 Problem Statement

The conditions under which educators in Kagisano Molopo work under are demoralising, since they have to cope with poor physical conditions of the schools such as overcrowding, lack of classrooms, lack of teaching aids and lack of basic educational infrastructure. These conditions propel educators having to cover a syllabus under enormous hardships and at times making personal sacrifices to

ensure that students get better education. However, they get little support and recognition from their supervisors.

1.4 Research Objectives

The central objective of the research is to investigate and describe the relationship between job satisfaction and organisational commitment amongst primary school educators in rural areas with specific reference to the Kagisano Molopo Area Office of Dr Ruth Mompati District. More specifically, the study aims to

- determine the level of organisational commitment amongst educators from disadvantaged areas in the Kagisano Molopo Area Office of Dr Ruth Mompati District
- determine the relationship between job satisfaction and organisational commitment amongst educators from disadvantaged areas in the Kagisano-Molopo Area Office of Dr Ruth Mompati District
- identify causes of job satisfaction.

1.5 Significance of the Study

The study will serve as an evaluative and descriptive tool on the relationship between job satisfaction and organisational commitment amongst educators in rural areas. The study will further assist both the district and provincial management to understand these issues which contribute to job dissatisfaction amongst educators in rural schools.

1.6. Scope of the Study

The study will focus on job satisfaction and organisational commitment issues in the rural schools of Kagisano Molopo Area Office and the core subjects will be the educators.

1.7 Research Design

Cooper and Schindler (2003:146) define research design as the plan and structure of investigation so conceived as to obtain answers to research questions. They further explain that the plan is the overall scheme or programme of the research, which includes the outline of what the researcher, will do from writing the hypothesis and their operational implications to the final analysis of data. Cooper and Schindler (2003) further assert that a research design expresses both the structure of the research problem and the plan of the investigation used to obtain empirical evidence on relations of the problem.

The study will use a mix-method research method, which comprises of qualitative and quantitative research methods. In both these methods, descriptive and exploratory research designs will be used. The research designs will be used to describe the current situation for job satisfaction and job commitment amongst school educators in rural areas.

1.7.1 Methods of Data Collection

Data is an important part of any research in that it describes how it is collected and also constitutes the basic information from which conclusions are drawn (Monette 2000:11).

According to Cooper and Schindler (2003:132) an exploratory design is particularly useful when researchers lack a clear idea of the problems they will meet during the study. Through exploration, a researcher develops concepts more clearly, establishes priorities, develops operational definitions and improves the final research design. In exploratory research design both qualitative and quantitative techniques are applicable, although it heavily relies on qualitative techniques.

1.7.2 Population and Sampling

A sample of educators is targeted in areas which have been classified as disadvantaged. Educators are selected from each school as part of the sample or study population.

1.7.3 Data Analysis

Before analysing data, one has to make sure of the measurement level of the data that were collected. There are many variables which denote categories, while other variables give measurements or counts. For the purposes of testing the research assumptions descriptive and inferential statistical techniques will be used.

Descriptive statistics describe the phenomena of interest (Sekaran, 2003) and is used to analyse data for classifying and summarising numerical data. It includes the analysis of data using frequencies, dispersions of dependent and independent variables and measures of central tendency and variability and to obtain a feel for the data (Sekaran, 2003). The mean and standard deviation will primarily be used to describe the data obtained from the JDI and the OCQ.

The results of the biographical questionnaire will be based on the frequencies and percentages obtained based on the sample characteristics, whilst the inferential statistics allow the researcher to present the data obtained in research in statistical format to facilitate the identification of important patterns and to make data analysis more meaningful. According to Sekaran (2003) inferential statistics is employed when generalisations from a sample to population are made. The statistical methods used in this research include the Pearson Product Moment Correlation.

1.8 Layout of the Study

Chapter 1 orientates and introduces the reader to the research objectives and outlines the Problem Statement;

Chapter 2 discusses the theoretical foundation of the study including a review of the relevant theories;

Chapter 3 gives an exposition of the research methodology;

Chapter 4 presents the research results; and

Chapter 5 discusses the outcomes of the study, draws conclusions and makes recommendations.

1.9. Conclusion

Chapter one introduced the Problem Statement and outlined the focus area of the research and the research methodology as well as data analysis tools. The following chapter provides a review of the literature on the research topic.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In recent years, publications have been increasingly propagating organisational commitment and job satisfaction amongst various occupational groups. Evidence attesting to this is the vast array of literature available related to antecedents and consequences of both organisational commitment and job satisfaction (Aamodt, 2004; Bagraim, 2003; Buitendach & de Witte, 2005). Job satisfaction and organisational commitment have been found to be inversely related to such withdrawal behaviours as tardiness, absenteeism and turnover (Yousef, 2000).

Moreover, organisational commitment and job satisfaction have also been linked to increased productivity and organisational effectiveness (Buitendach & de Witte, 2005). This is furthermore postulated to influence whether employees will have a propensity to remain with the organisation and to perform at higher levels.

To search for relevant literature, key words- job satisfaction, organisational commitment, assumptions on rural teacher needs, why educators need development, satisfactions amongst multiracial and public school educators, impact made by organisations to change lives of rural educators behaviour were used to search for articles. Search engines used were Google scholar and Science Direct.

2.2 Job Satisfaction

It is commonly accepted that job satisfaction is a contributing factor to the physical and mental wellbeing of the employees; therefore, it has significant influence on job related behaviours such as productivity, absenteeism, turnover rates and employee relations (Becker, 2004). Therefore, understanding job satisfaction of employees is an important organisational goal (Aronson et al, 2005).

Locke (1983) defines job satisfaction as a pleasure of positive emotional state resulting from the appraisal of one's job experience whereas Smith, Kendall and Hulin (1969) argue that all sources of job satisfaction fall into two categories: intrinsic and extrinsic satisfaction. Intrinsic sources originate from within the individual and have psychological value. Hence we say such satisfaction is self-administered. In contrast, extrinsic sources of satisfaction originate from the environment from beyond the individual's control e.g. job security and fringe benefits determine the frequency and magnitude of extrinsic satisfaction.

Job satisfaction is important not just because it boosts work performance but also because it increases our quality of life. Many people spend time at work that when it becomes dissatisfying, the rest of their lives follow. Job satisfaction is one of the most researched areas of organisational behaviour and education. It is perceived as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs (Spector, 1996). This is an important area of research because job satisfaction is positively correlated to enhanced job performance, positive work values, high levels of employee motivation and lower rates of absenteeism, turnover and burnout (Chiu, 2000; Tharenou, 1993).

Buitendach and de Witte (2005) proffer the view that job satisfaction relates to an individual's perceptions and evaluations of a job and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them.

Sempane, Rieger and Roodt (2002) indicate that job satisfaction describes how content an individual is with his /her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation or aptitude, although it is clearly linked. Job design aims to enhance job satisfaction and performance, methods include job rotation, job enlargement, job enrichment and job re-engineering. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and

autonomous work position. Job satisfaction is an important attribute which is frequently measured by organisations.

The traditional model of job satisfaction focuses on all the feelings that an individual has about his/her job. However, what makes a job satisfying or dissatisfying does not depend only on the nature of the job but also on the expectations that individuals have of what their job should provide. The work of Maslow (1954) is seminal and suggests that human needs form a five-level hierarchy ranging from physiological needs, safety, belongingness and love, esteem to self-actualisation.

Based on Maslow's theory, job satisfaction has been approached by some researchers from the perspective of need fulfilment (Kuhlen, 1963). However, this approach has become less popular with increasing emphasis on cognitive processes rather than on underlying needs so that the attitudinal perspective has become predominant in the study of job satisfaction (Spector, 1996).

In contrast to the traditional view, (Herzberg and Mausner 1959) formulated the two-factor theory of job satisfaction and postulated that satisfaction and dissatisfaction was two separate and sometimes even unrelated phenomena. Intrinsic factors which they named 'motivators' that is factors intrinsic to the nature and experience of doing work were found to be job 'satisfiers' and included: achievement, recognition, work itself and responsibility.

Extrinsic factors which they named 'hygiene' factors were found to be job 'dissatisfiers' and included: company policy, administration, supervision, salary, interpersonal relations and working conditions. Herzberg and Mausner's Motivation-Hygiene theory has dominated the study of the nature of job satisfaction and formed a basis for the development of job satisfaction assessment. It can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job.

Hartline and Ferrell, 1996; Schneider and Bowen, 1985 explains Job satisfaction is “an attitude that individuals have about their jobs. Thousands of studies examine people's attitudes to their work experience as well as to specific aspects of their jobs such as pay, supervision or autonomy (Spector, 1997). A person with a high level of job satisfaction invariably has positive attitudes toward his/her job; while a person dissatisfied has negative attitudes about his/her job.

Frederick Herzberg's two factor theory (also known as Motivator Hygiene Theory) explains satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors - motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivating factors are those aspects of the job that make people want to perform and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities.

These motivating factors are considered to be intrinsic to the job or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices and other working conditions. .



2.3 Organisational Commitment

Organisational commitment is a psychological stabilising or obliging force that binds an individual to courses of action relevant to the target of the organisation (Bentein et al, 2005; Meyer & Herskovits, 2001) and it is a form of loyalty to the organisation (Lambert, 2004). Commitment has been examined under many names over the years: teamwork, loyalty, esprit de corps and cohesion (Festinger et al, 1950), equilibrium (Roethlisberger & Dickson, 1943; Barnard, 1938), willingness, co-operation and others. In their review of the literature on Organisational Commitment (Buchanan, 1974; Mowday, Porter, & Steers, 1982; Reichers, 1985) reveal that there are at least three different approaches to conceptualising Organisational Commitment.

First, Becker's (1960) Side-Bet theory was used extensively in research studies on Organisational Commitment. Side-bets refer to "anything of importance that an employee has invested, such as time, effort or money that would be lost or devalued at some cost to the employee, if he or she left the organisation" (Wallace, 1997, p. 728).

According to Elsevier publishers Ltd 2011, in schools, educators must be patient, able to motivate students, understand the students' needs and accept differences in others. In schools, educators are empowering their capacity for growth and success. When educators are empowered in areas important to them, they at the same time build the capacity of students. Hence, educators require professional skills. Communication, co-operation and commitment are essential skills. Organisation Commitment is a vital component in any effective organisation (Brantley, 1993) and is important in achieving human resource capabilities (Chang, 2006).

Teacher commitment has been identified as a key aspect of a school's capacity for reform (Geisel et al., 2003) and renewal through insights and it determines the quality of teaching and the quality of school improvements. This study suggests the application of the components of Organisational Commitment for developing healthy culture in schools to achieve educational goals. Findings can improve organisational performance, quality of education and development of human resources. For enhancing quality of education, organisational commitment provides suitable background and is a vital factor in schools. Organisational Commitment is related to constructs of productivity, organisational performance and service quality. Organisational commitment is a bond to the whole organisation and not to the job, work group or belief in the importance of work itself (Lambert, Barton and Hogan, 1999: 100).

The importance of organisational commitment lies in the complex relationship between the organisation and the individual and the extent to which commitment to an organisation promotes other positive work behaviours (e.g., citizenship

behaviours, in-role job performance) (see Meyer & Allen, 1997). Griffin and Hepburn (2005, p 612) argued that “understanding and promoting commitment to the organisation is essential to the efficiency and effectiveness of the organisation.” With this in mind, it remains surprising that so few studies have explored the development and maintenance of organisational commitment among correctional officers.

Researchers have found that role conflict, role ambiguity and work on family conflict generally led to decreased commitment (Griffin, 2006b; Hogan, Lambert, Jenkins, & Wambold, 2006; Lambert, Hogan, Paoline, & Clarke, 2005). Input into decision-making, job autonomy, integration, instrumental communication, formalisation, perceptions of equitable treatment, trust in management, quality of supervision and organisational support were found to have a positive influence on organisational commitment (Griffin et al, 2005)

2.4 Assumptions on rural teacher needs

The educators that rural schools recruit must be prepared for the conditions of rural teaching. They not only must have the credentials they need but they should also be aware of the nature of small's schools in small communities. This article provides an overview of the nature of these conditions as background to what teacher preparation programs could consider to prepare educators for rural schools. The article also shares what teacher preparation programs in seven states in the mid-continent are currently doing to prepare highly qualified educators to teach in rural schools.

Rural conditions can vary greatly across settings. And varying economic conditions can make a major difference from one rural community to the next. While there are many positive aspects of rural teaching such as small class sizes and a closer relationship with parents, we focus on the difficulties to better understand what teacher preparation institutions might do to prepare their graduates for rural teaching.

One way to identify potentially problematic rural teaching conditions is to examine teacher turnover in rural schools. The nature of teaching can be different in rural areas than in suburban or urban areas because of the small size of rural districts and schools, educators often need to teach multiple subjects and possibly multiple grades, sometimes in multi-grade, mixed-age classrooms.

Barker and Beckner (1987) and Monk (2007) saw the need for improving the incorporation of rural teaching into teacher preparation programs. Monk (2007) suggested a “grow your own” strategy, where teacher preparation programs recruit prospective educators from rural areas and in some cases make course arrangements to allow them to stay in their area while they pursue their education. Thus, in this study, two new components have been added, Access to Coursework for Current and Prospective Rural Educators and Recruitment of People Living in Rural Areas for a total of five areas.

Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Remuneration and earnings are a cognitively complex and multidimensional factor in job satisfaction. According to Luthans (1998), salaries assist people to attain their basic needs and are instrumental in satisfying the higher level needs of people.

2.5 Why educators need development

Many countries report that educators express a strong preference for urban postings. In Ghana, for example, over 80% of educators said they preferred to teach in urban schools (Akyeampong and Lewin, 2002, p 346). There are a number of rational reasons why educators may prefer urban postings. One of the concerns about working in rural areas is that the quality of life may not be as good. Educators have expressed concerns about the quality of accommodation (Akyeampong and Stephens, 2002, p 269-270), the classroom facilities, the school resources and the access to leisure activities (Towse et al, 2002, p645).

In addition, educators in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative organisations. Educators in rural areas may even find it more difficult to secure their entitlements from regional educational administrations, sometimes to the extent of having to put up with obstacles or corruption by officials.

The problem is further exacerbated where the majority of student educators come from a different background. In Ghana, educators tend to come from a higher socio-economic background than average for the country as a whole (Akyeampong and Stephens, 2002) and to be disproportionately from urban areas. Hedges (2002, p364) describes their reluctance to accept a rural position

2.6 Satisfaction amongst Multiracial and Public Schools educators

The National Commission on Teaching and America's Future (as cited in Hutchinson & Sundin, 1999) discovered that student achievement was more positively affected by the quality of teaching than by any other school related factor, perhaps as much as their home and family environment. Mertler (1992) indicated that varying levels of job satisfaction among public school educators categorically had effects on their students. Mertler continued by noting that high levels of job satisfaction and lower levels of dissatisfaction had positive implications for improving student achievement.

Bingham (1996) suggested that educators' satisfaction as well as perceptions of the work environment and peer attitudes, could potentially affect the health of the teacher. It could also have negative effects on educators' performance, eventually affecting the performance levels of their students. Milanowski (2000) proposed that teacher satisfaction, student achievement and school quality all have the potential to improve if job dissatisfaction were reduced.

Compounding the issue concerning rural teacher job satisfaction is the burden rural schools face in placing highly qualified educators in each of their classrooms in the midst of a national teacher shortage. Tompkins (2003) and Buchanan (2002) noted that the current crisis of teacher shortages disproportionately affects rural schools.

They pointed out that even with positive, concerted efforts by schools to attract new educators to rural schools, accepting teaching positions in a rural school was not the first choice of new educators. Harris (2001) found that many educators who had accepted rural teaching jobs indicated that if they had been aware of the lack of the financial stability of rural schools, they would not have sought out or accepted those positions.

2.7 Teacher Behaviour

There is a relationship between job satisfaction and very different variables. There is a relationship between job satisfaction and life satisfaction (Ho & Au, 2008), service quality (Hartline & Ferrell, 1996; Schneider and Bowen). For effort, one of the main factors of production input, to be of high quality and effective, this input must be qualified. Thus, the importance of educators and managers' roles cannot be ignored in high quality education of manpower. Satisfaction and dissatisfaction in educators and managers' works affect their performance. In this regard, identification of educators' job satisfaction level is important.

Teaching satisfaction is a function of the perceived relation between what one wants from one's job and what one perceives teaching as offering or entailing. This is the product resulting from attitudinal and affective responses of educators (Ho, Au, 2006). That the level of job satisfaction of educators is very high affects positively the educational aims come true. It is expected that a school which has educators with high level of job satisfaction gives qualified education and brings up successful students. Educators with high job satisfaction can obtain very important

gains by means of balanced works in a triangle in which are administrators, students and parents.

Low teaching satisfaction is expected to correlate with the outcomes of work stress, that is, psychological distress and low self-esteem. (Ho & Au, 2006). The after effect of chronic stress is burnout (Cunningham, 1983). Educators under stress frequently experience feelings of exhaustion, irritability, tension and headache (Dunham, 1984). Professional experience acquired after 20 years causes the educators to have a low level of job satisfaction, just like in the beginning of their professional career. Providing educators the necessary professional assistance may increase their levels of job satisfaction

The culture of an institution includes shared values and beliefs, working conditions and predictions about expectations. In education, one of the significant factors influencing the performance of educators is their motivation levels. The task of motivating educators should be firstly realised by school administrators.

Educators naturally are in the need of being appreciated, approved and respected by school administrators and other educators. They attempt to determine their place and roles in the school through comparing themselves with other educators. If their need to be appreciated is taken into consideration, it may lead to high levels of organisational achievement.

Administrators' attention to such need and attempts to meet them help the educators to feel themselves valuable, able, functional and necessary. In turn, such positive approach held by the educators leads to commitment to their institutions. Related literature on job satisfaction of educators indicates that there are no significant differences between satisfaction levels of school administrators and those of educators both having low levels of job satisfaction and that satisfaction levels of educators working in private educational institutions and of

early childhood educators are higher than satisfaction levels of both public school educators and classroom educators.

2.8 Effects of gender and organisational behaviour

As is the case with education, the influence of gender on organisational commitment remains unclear. The general contention appears to be that women as a group tend to be more committed to their employing organisation than are their male counterparts (Cramer, 1993; Harrison & Hubbard, 1998; Mathieu & Zajac, 1990; Mowday et al, 1982). Loscocco (1990) found that women were more likely to report that they are proud to work for their organisation, that their values and the company's values are similar and that they would accept almost any job offered to them in order to remain with their current employer.

2.9 Results of organisation commitment in education

To enhance quality of education, Organisational Commitment provides a suitable background and is a vital factor in schools. Organisational Commitment has been a difficult multi-dimensional phenomenon to define (Meyer & Herskovits, 2001) and it relates to constructs of productivity, organisational performance and service quality

Organisational Commitment is a strong desire to maintain membership in the organisation (Mowday et al, 1982; Hackett & Lapierre, 2001). Organisational Commitment is an attitude of attachment to the organisation (Mowday et al, 1982) and teacher's emotional attachment to organisation may engender stronger personal commitment and enable the teacher to experience a sense of belonging (Meyer and Herskovits,2001). Organisational Commitment is important to achieve human resources capabilities (Chang, 2006).

Organisational Commitment represents the core components for co-operation and consensus, Organisational Commitment helps workers to identify with the organization's rules, rewards and values. Hence, commitment has always been associated with a broad range of positive effects. Commitment is not only essential for the organisation but also important for individuals.

2.10 Reconceptualisation of organisational commitment

Researchers argue that most of the approaches to Organisational Commitment developed so far have the potential to contribute to a better understanding of Organisational Commitment and thus cannot be ignored in any re-conceptualisation of commitment. I will suggest a theory that incorporates some modifications to the common commitment approaches in an attempt to build on their strengths and minimise their weaknesses. Several conclusions from the dominant approaches to commitment will guide the suggested theory.

Given the criticism (O'Reilly & Chatman, 1986) that has been levelled at commitment typologies that have incorporated references to outcomes of commitment in their definitions and scales, a proposed conceptualisation of commitment should remain purely attitudinal to avoid such overlap. The strong relationship between commitment and organisational citizenship behaviour (Meyer et al, 2002) supports the usefulness of commitment in explaining other valuable outcomes in the workplace. More attention should be given to the notion of time in the conceptualisation of commitment.

2.11 Global challenges of teacher empowerment

Empowerment is defined as teacher liberation, meaning the teacher is free from the "unwarranted control of unjustified beliefs" (Prawat, 1991, p 749). Empowerment, also referred to as shared decision-making, is essential to school reform and to the changing demands in a global world. The principal is the building leader who structures the climate to empower both educators and students at the site. Empowerment translates in to teacher leadership and exemplifies a paradigm

shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the principal should be the leader in implementing and supporting empowerment and teacher leadership. Much "top-down" management was being practiced. Within the school, the climate appeared to be dim and gloomy because none of the educators had vitality and enthusiasm.

According to the study conducted by Blasé (1990), who examined politics in the educational setting, administrators were not revered as respected, caring, popular people by the people they lead and manage. If teacher empowerment is to reign in the next century, schools will have to invest both time and money to train administrators and educators. Additionally, schools systems must carefully select qualified people to conduct training sessions. Equally important to the implementation of empowerment is the constant assessment of the teacher leadership process for follow up and feedback.

2.12 Research Questions

From the Literature Review, there is need to investigate and explore the relationship between job satisfaction and organisational commitment amongst primary school educators in Kagisano Molopo Area Office, Dr Ruth Mompati District. The study aims to address the following research questions:

1. What is the level of job satisfaction of educators from the disadvantaged rural areas Kagisano Molopo Area Office?
2. What are the specific causes of poor job satisfaction amongst educators in rural areas? And
3. What role could the department play to improve job satisfaction and job commitment amongst educators in rural areas?

2.13 Conclusion

This chapter provided an overview of the variables that explain job satisfaction among educators, job satisfaction and organisational commitment. Where corresponding research based on the teaching profession was obtained, it was integrated into the literature review. The next chapter focuses on the research methodology and design used to execute the research.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an outline of the research methodology employed in the investigation of the relationship between job satisfaction and organisational commitment amongst educators in previously disadvantaged schools in Kagisano Molopo. The selection of the sample, measuring instruments, procedure for data collection and the statistical techniques utilised relating to the research are delineated.

Overall, this chapter defines the research methodology used in this study, the data collection method chosen, types of questions that can be asked and development of the questionnaire, the survey population and sample size determination, data handling and concludes with the discussion of a researcher's compliance with research ethics. The research question will attempt to look at the following issues or address the following questions:

1. What is the level of job satisfaction of educators from the disadvantaged rural areas of Kagisano Molopo Area Office?
2. What are the specific causes of poor job satisfaction amongst educators in rural areas? and
3. What role could the Department play to improve job satisfaction and job commitment amongst educators in rural areas?

3.2 Research Types

3.2.1 Qualitative and Quantitative Research

Quantitative research focuses on numbers or quantities. Quantitative studies have results that are based on numeric analysis and statistics. Often, these studies have many participants. It is not unusual for there to be over a thousand people in a quantitative research study.

Qualitative research studies are focused on differences in quality, rather than differences in quantity. Results are in words or pictures rather than numbers. Qualitative studies usually have fewer participants than quantitative studies because the depth of the data collection does not allow for large numbers of participants. Quantitative and qualitative studies both have strengths and weaknesses. A particular strength of quantitative research is that statistical analysis allows for generalisation (to some extent) to others.

The goal of quantitative research is to choose a sample that closely resembles the population. Even if there are fewer participants, the researchers generally know more details about each participant. Quantitative researchers collect data on more participants, so it is impossible to have the depth and breadth of knowledge about each.

Table 3.1: Features of qualitative and quantitative research methodology

Qualitative	Quantitative
The aim is a complete, detailed description.	The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.
Researcher may only know roughly in advance what he/she is looking for.	Researcher knows clearly in advance what he/she is looking for.
Recommended during earlier phases of research projects.	Recommended during latter phases of research projects.
The design emerges as the study unfolds.	All aspects of the study are carefully designed before data is collected.
Researcher is the data gathering instrument.	Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Subjective - individuals' interpretation of events is important, that is; uses participant observation, in-depth interviews etc.	Objective – seeks precise measurement and analysis of target concepts, that is; uses surveys, questionnaires etc.
Qualitative data is more 'rich', time consuming, and less able to be generalised.	Quantitative data is more efficient, able to test hypotheses but may miss contextual detail.

Researcher tends to become subjectively immersed in the subject matter.	Researcher tends to remain objectively separated from the subject matter.
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3.2.2 What Research Methods Used in this mini dissertation

This research study will be approached with a quantitative research methodology as the study aims to investigate the relationship between job satisfaction and organisational commitment of rural educators at Kagisano Molopo Area Office in Dr Ruth S Mompoti District.

a) Primary and Secondary Data

Primary data is original material, such as firsthand account of an event or work of literature or art that has not been interpreted by anyone other than its creator. Common types of primary sources are diaries, letters, autobiographies, interviews, speeches, stories, poetry, drama, sheet music and visual art. Secondary data analyse and interpret primary sources, drawing upon them to explain events of the past or explore the meaning of the work of art. Secondary data are often produced well after the event or primary sources they comment upon and their authors tend to be modern scholars or commentators rather than eyewitness of what they write about. Typical secondary data include scholarly books, articles in journals and textbooks.

Primary is from the source itself, secondary is from someone who had some data from a contact with some source. For instance if someone interviews, that is primary data, if a book is written with that primary data and someone uses that book to write a report, the data is considered secondary to the person who wrote the book.

Primary data is expensive to collect compared to secondary data. Primary data takes a long time to collect as compared to secondary data. The primary data is original (firsthand data) and its quality is better than in secondary data. Primary data is detailed since it may consist of both quantitative and qualitative data.

3.3 Data Collection Method

3.3.1 Methods for collecting primary data

a) Interviews

This method of obtaining information by the interviewer takes place in a face-to-face situation or through telephone.

b) Survey

A survey is a data collection tool used to gather information about individuals. Surveys are commonly used in psychology research to collect self-report data from study participants. A survey may focus on factual information about individuals or it may aim to collect the opinions of the survey takers. A survey can be administered in a couple of different ways.

In one method known as a structured interview, the researcher asks each participant the questions. In the other method known as a questionnaire, the participant fills out the survey on his or her own. Surveys are generally standardised to ensure that they have reliability and validity. Standardisation is also important so that the results can be generalised to the larger population.

Advantages of Using Surveys

- Surveys allow researchers to collect a large amount of data in a relatively short period of time;
- Surveys are less expensive than many other data collection techniques
- Surveys can be created quickly and administered easily; and
- Surveys can be used to collect information on a wide range of things, including personal facts, attitudes, past behaviours and opinions.

Disadvantages of Using Surveys

- Poor survey construction and administration can undermine otherwise well-designed studies;
- The answer choices provided on a survey may not be an accurate reflection of how the participants truly feel; and
- While random sampling is generally used to select participants, response rates can bias the results of a survey.

3.3.2 Questionnaire

The Management of the University of South Africa note that the way in which questionnaires are completed, distinguish between a situation in which respondents complete the responses themselves and a situation in which an interviewer asks the questions and then writes down the response. In the first case a document should be compiled that can be understood and used by the respondents themselves without the external assistance; in the second case the users of the questionnaires will be people who have received special training in how to record responses on behalf of the respondent.

A poorly designed questionnaire can derail any research project despite a good sample, well-trained interviewers or well applied sophisticated statistical techniques. Ambiguous questions will result in non-comparable answers, leading questions will yield biased answers and vague questions will elicit vague answers.

The questionnaire would be used as a data capturing tool. This will allow the collection of quantifiable and qualitative data and allow for the analysis of this data to determine patterns and relationships. The proposed survey questionnaire will be on word document. The management personnel who will be selected will be asked to use the schools, staff meetings to gather information.

A covering letter and questionnaire (Appendix A and B) will be directed to the departmental heads. Other data will be gathered from 30 schools within the district (Morokweng 1 & 2, Ganyesa, Tlaskgameng clusters). A copy of the questionnaires will be readily available at different schools as a convenience to the participants and to prevent the loss of the questionnaire from cited as a reason for the lack of response. The targeted response is 60%.

Questionnaire should be as brief as possible and solicit only that information essential to the research project (Leedy & Ormrod, 2005). In order to help maximise the number of responses to the questionnaire, a number of questions will be limited to no more than 20 questions. The questionnaire will consist of 2 sections. The first section of the questionnaire will be aimed at gathering biographical data on the respondents including age, gender, qualifications and frequency as well as the level of decisions that are normally made by the respondent, while the second section will focus on specific questions with regards to the job satisfaction and organisational commitment.

Responses are made on 5-point scales scored so that a high score was indicative of greater uncertainty or complexity. Other questions will require yes or no answer and others will be open ended questions where the respondent is expected to support their response by providing more details. To ensure that respondents shared common notion of information quality, a definition will be given in the questionnaire. The table below refers to the questionnaire outline.

Table 3.2: Questionnaire Outline

A short disclaimer describing the purpose of the study-Refer to Appendix A	
Questionnaire-Refer to Appendix B	
'Covering letter'-Refer to Appendix C	
Part 1-Questions 1-7	Gathers biographical data on the respondents including age, gender, and qualifications.

Part 2-Questions 8-18	Focuses on job satisfaction and organisational commitment in Kagisano-Molopo Area office.
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3.3.3 Sampling Method

Quantitative research aims to use random samples that are representative of a population: qualitative samples tend to be purposive rather than random (Miles & Huberman, 1994). The reason for this is that qualitative researchers work with limited universes and that social processes have a logic and coherence that random sampling can reduce to uninterruptable sawdust. Since populations in qualitative designs usually consist of small number of cases, bias may occur when using random sampling.

The qualitative researcher usually obtains individuals with whom to conduct unstructured interviews or focus groups by means of purposive or snowball sampling. Often preference is to key informants who, on account of their position or experience, have more information than regular group members and are better able to articulate this information (Welman, Kruger & Mitchell, 2005).

The participants will have to meet the following criteria to be included in the sample:

- The participants must be rural primary educators.
- The participants must be departmental officials who are supporting those educators.



3.3.4 Types of Variables

Variables are divided into four different categories, that is nominal, ordinal, interval and ratio. These refer to the levels of measure associated with the variables. In everyday usage the convention is to then use the level of measure to refer to the kind of variable. So you can then speak of nominal, ordinal, interval, etc. variables (Place & Abramson, 2008). One is not necessarily better than another category. But, it is true you typically have more information with some than with others and

you're more used to working with some than with others. With interval and ratio variables for example, you can do averages and things like that. You know there are numbers. You can add them up, divide and things like that. It is trickier sometimes with nominal and ordinal variables. But in human experiments there's no way you can get around it. You often work with nominal or ordinal variables.

Place and Abramson (2008) note that one of the first steps in deciding which statistical test to use is determining what kinds of variables are available. When it is known what the relevant variables are, what kind of variables they are and what null and alternative hypotheses are, it's usually pretty easy to figure out which test you should use. For our purposes, it's important to classify variables into three types: measurement variables, nominal variables and ranked variables.

Nominal variables

A nominal variable is one that has two or more categories but there is no intrinsic ordering to the categories. For example, gender is a nominal variable having two categories (male and female) and there is no intrinsic ordering to the categories. Hair colour is also a nominal variable having a number of categories (blonde, brown, brunette, red, etc.) and again, there is no agreed way to order these from highest to lowest. A purely nominal variable is one that simply allows you to assign categories but you cannot clearly order the variables. If the variable has a clear ordering, then that variable would be an ordinal variable.

Ordinal variables

An ordinal variable is similar to a categorical variable. The difference between the two is that there is a clear ordering of the variables. For example, suppose you have a variable, economic status, with three categories (low, medium and high). In addition to being able to classify people into these three categories, you can order the categories as low, medium and high. Now consider a variable like educational experience (with values such as elementary school graduate, high school graduate, some college and college graduate).

These also can be ordered as elementary school, high school, some college and college graduate. Even though we can order these from lowest to highest, the spacing between the values may not be the same across the levels of the variables.

The SPSS User Guide (2006) notes that the next kind of variable has a little more sophistication than you can get with just names alone. What does ordinal imply? Ordinal implies order. And, order means ranking. So the things being measured are in some order. You can have higher and lower amounts. Less than and greater than are meaningful terms with ordinal variables where they were not with nominal variables. For example, don't rank male and female as higher and lower. So, ordinal variables give you a more sophisticated level of measure - a finer tuned level of measurement. But you have now added only this one element having to do with ranking. You know that something is higher than something else or lower than something or more painful than something or less painful than something.

A variable can be treated as ordinal when its values represent categories with some intrinsic ranking; for example, levels of service satisfaction from highly dissatisfied to highly satisfied. Examples of ordinal variables include attitude scores representing degree of satisfaction or confidence and preference rating scores.

Ratio variable

Most measurement in the physical sciences and engineering is done on ratio scales. Mass, length, time, plane angle, energy and electric charge are examples of physical measures that are ratio scales. The scale type takes its name from the fact that measurement is the estimation of the ratio between a magnitude of a continuous quantity and a unit magnitude of the same kind (Michell, 1997, 1999). Informally, the distinguishing feature of a ratio scale is the possession of a non-arbitrary zero value. Examples of ratio scale measurement in the behavioural sciences are all but non-existent.

A variable can be treated as scale when its values represent ordered categories with a meaningful metric, so that distance comparisons between values are appropriate. Examples of scale variables include age in years and income in thousands of dollars. A variable can be treated as scale when its values represent ordered categories with a meaningful metric, so that distance comparisons between values are appropriate. Examples of scale variables include age in years and income in thousands of dollars. (SPSS User Guide, 2006)

3.4 Ethical considerations pertaining to the study

Grasso and Epstein (1992) describe ethics as those principles that are intended to define rights and responsibilities of the researchers and practitioners in social work in their relationship with each other and with other parties including employers, research subjects, clients and students.

3.5 Conclusion

This chapter defined the research design and methodology used in this study. Furthermore, it has looked at instrumentation, research type, population, sampling method and data gathering methods from a theoretical perspective and how the research will be conducted and what steps will be taken to ensure the validity of the data.

A discussion of how these were applied in this study was also presented. Justifications of choices made were also given. The next chapter will present the study findings that would be used in rejecting or accepting the raised questions in chapter two of this research document.

CHAPTER 4

DATA DISCUSSION

4.1 Introduction

This chapter discusses the research findings and provides analyses and interpretations of data. In the survey, specific questions were asked and the analysis was done based on application of Pearson correlation coefficient and p-value. The Pearson correlation coefficient method correlates all listed variables with each other (taking two at a time) and indicate which of the resulting relationships are statistical significant. The p-value provides a bit more information on how far down in the significant region the result lie (Diamantopoulos & Schlegelmilch, 2004).

The survey was conducted with the custodians in different business units (BU) within the organisation, to test the association between job satisfaction and effectiveness of the organisation, with an aim to establish the extent to which the quality impact on the organisation. Quality is a specialised discipline that manages people. Work quality is identified as the extent to which users think that the information is useful, good, current and accurate (Rieh, 2002). Lubbe (2004) talks of two cognitive factors that affect work quality as perceived usefulness and perceived ease of use. Hence, the focus of the questionnaire has been to explore usefulness and quality of work when measuring the impact of work quality on the organisation.

Work quality is not like any other type of impact. It has the wellbeing and steady enhancement of the total organisation as its primary focus (Harrison & Pelletier, 2000). An organisation depends on work quality for effective operations and decision making (Price & Shanks, 2005), thus quality for management is vital for an organisation (Gilmore, 1998). This chapter opens with a descriptive introduction, based on the biographical profile of the respondents. The next section reflects the findings of the target market's perceptions regarding the impact of work quality on managerial decisions.

4.2 Distribution of Data

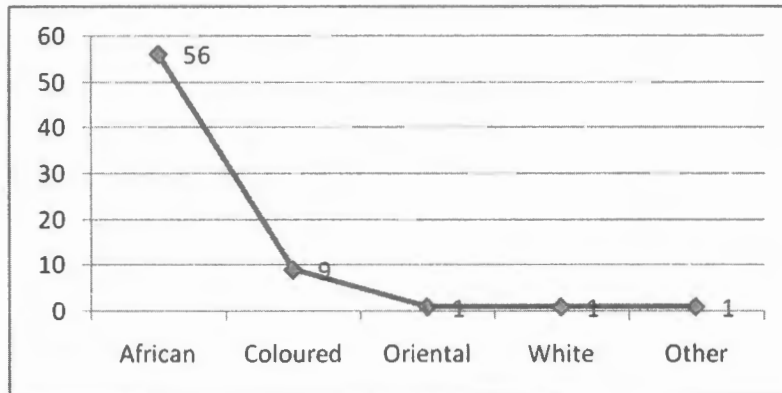


Figure 4.1: Race of the respondents

The majority of respondents are black while the rest is a minority. It does not reflect fully the present race component of SA. Out of 69 respondents 56 were female. As no preference was given to race the sample breakdown is considered as being a fair representative of the job satisfaction role. This is in agreement with Kim et al (2011).

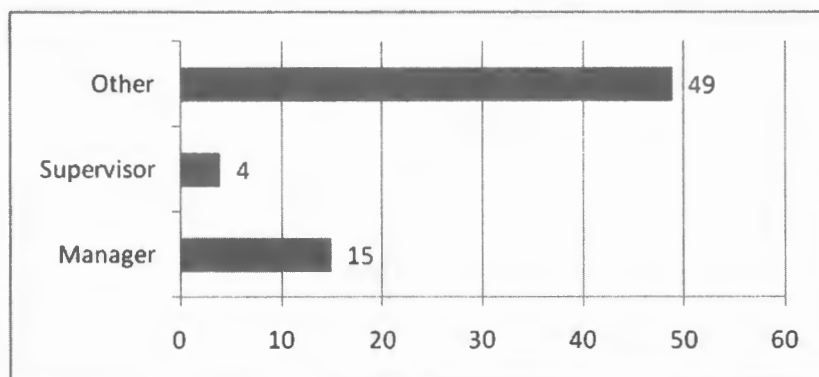


Figure 4.2: Job Distribution of Respondents

From 68 respondents; 15 are occupying managerial positions in the organisation; 4 is a supervisor; and the rest (49) occupy professional positions. The occupying managerial level, 15 are functioning at executive level and 49 occupy administrative role. This indicates that this role is scattered across different job levels within the organisation. This could be due to different maturity levels within the organisation in terms of management.

The Buss that is more mature will have their custodians operating at different management level. Having custodians operating at management levels would enhance the organisation management's experience of work quality as they interact closely with their custodians, who have better understanding of work quality issues, and also contribute towards management strategy for continuous improvement of work quality in support of better managerial decisions. This is in agreement with Gaertner (2000).

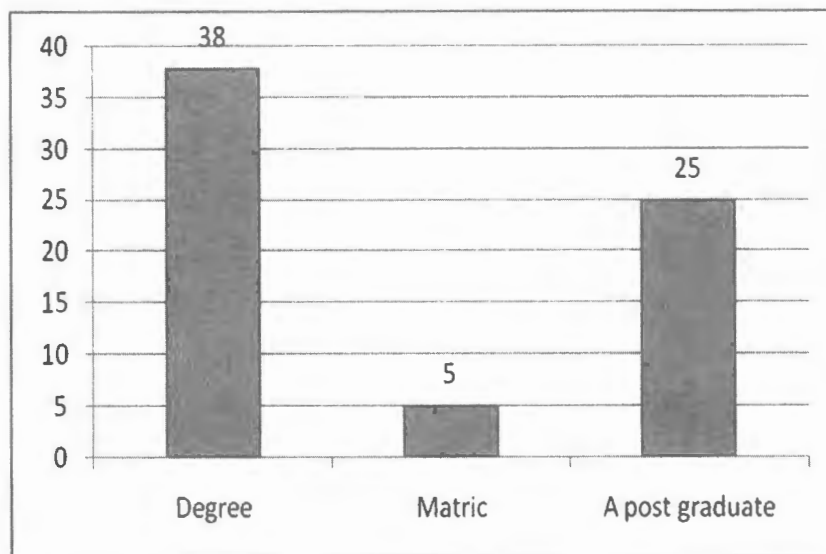


Figure 4.3: Qualification of Respondents

The other question posed to the participants was about their highest level of Education. Out of 68 respondents 5 only had matric qualification; 38 have some level of tertiary education, that is, diplomas and certificates; 25 had a postgraduate degree. This indicates that the majority of employees are highly educated, which will be an advantage to the organisation to have people that are well trained to understand the role of work quality and its impact on the organisations.

This indicates that the majority of employees that occupy roles are highly educated, which will be an advantage to the organisation to have job satisfaction custodians that are well trained to understand the role of information quality and its impact on managerial decisions. This is in agreement with Demirtas (2010).

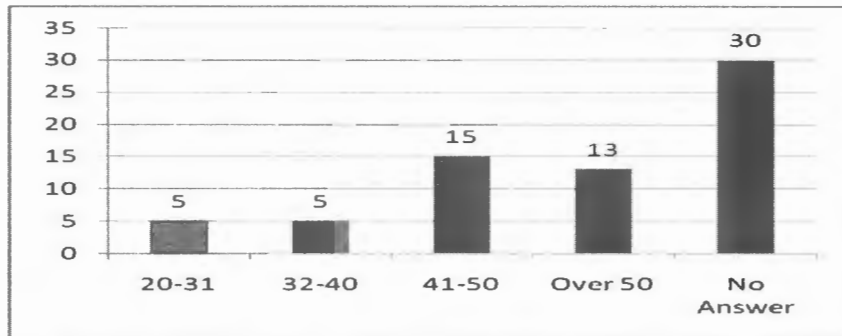


Figure 4.4: Age of Respondents

From the 68 respondents, 5 were aged between 20 and 31 years; 5 were aged between 32 and 40 years; 15 were aged between 41 and 50 years; and 13 were aged above 5 while 30 gave no answer. The majority of respondents were aged between 41 and 50 years, which is an average age group within the working class that may have acquired sufficient work experience to understand the role of work quality and its importance in management. Katsikea (2011) agrees.

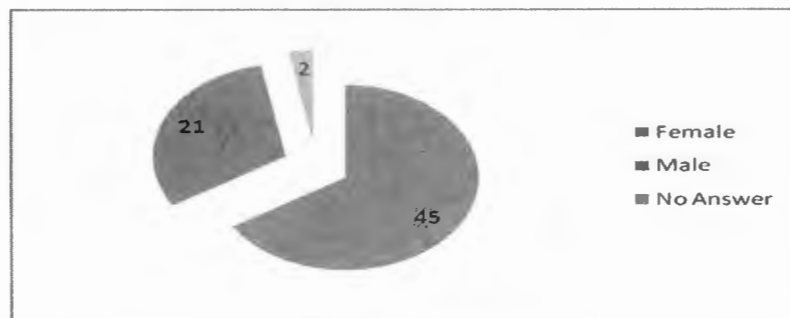


Figure 4.5: Gender of Respondents

Out of a total sample of 68 respondents, 45 were female and the remaining male. As no preference was given to sex, the sample breakdown is considered as being a fair representative of the demographics of the organisation. These figures reflect that the employees that occupy are dominantly female employees.

This may be due to the fact that quality role is a management role and given the historical background that supported employment of female employees, this could be the reason of high representation of female employees. Kim et al (2009) agrees.

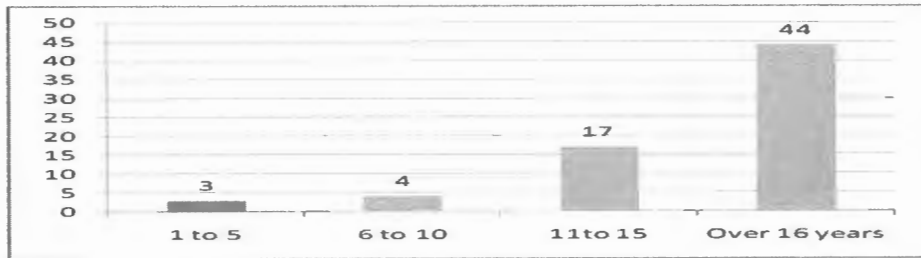


Figure 4.6: Years of Experience of Respondents

Of 68 respondents, 3 have less than 5 yrs experience; 4 have experience that is between 6 and 10 years in this role; 17 have between 11 and 15 years' experience in this role and 44 have between 16+ years of experience in this role. These figures indicate that the majority of respondents fell into category of more than 16 years of experience. This could be attributed to the lack of adequately qualified individuals to fill these positions or the organisation is experiencing problems in attracting suitably qualified candidates in terms of experience.

Lower experience may imply that employees may have limited understanding of impact of work quality. Therefore, the respondents may not provide a true reflection of impact of work quality. This is in agreement with Karsl et al (2009).

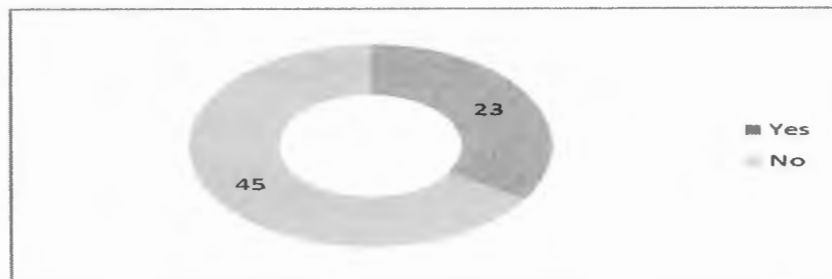


Figure 4.7: Mission and job satisfaction

Only 23 of the respondents think there is a link between the mission and the job satisfaction they expect. This means that the organisation needs to pay attention to this aspect. These findings indicate that the respondents fell into category less than agreement between job satisfaction and mission. This could be attributed to the lack of not adequately qualified individuals to fill these positions or the experience. Lower experience may imply that job satisfaction employees may have limited understanding of impact on managerial decisions. Giannikis et al (2011) agree.

4.3 Normal discussions

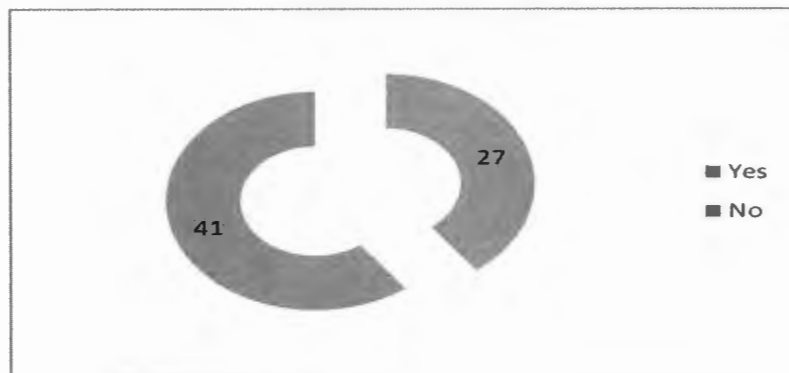


Figure 4.8: Appraisal ratings comparable

Only 27 of the respondents think there is a link between the appraisal ratings across different levels and departments in the organisation. This means that the organisation also needs to pay attention to this aspect. The findings indicate that approach has no effect on appointing employees. This analysis reveals that despite job satisfaction most employees that operate at a higher level. This reflect the importance of job satisfaction in the organisation that the majority of employees that occupy this role need to be part of the management, be the decision makers themselves in order to understand the impact of job satisfaction on management. This is in agreement with Kim et al (2010).

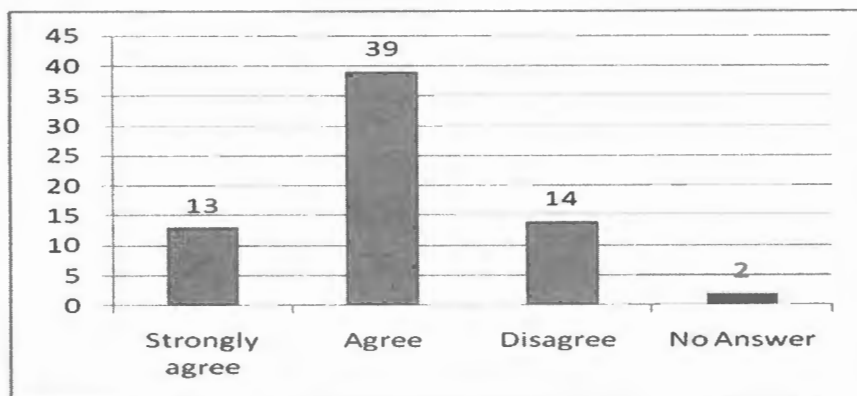


Figure 4.9: Follow integrated quality management system policies

Most of the respondents agree that the quality management policies are being followed. Management need to pay attention to the 14 who disagrees. This is important to ensure that all staff is on the same level and better quality will improve. Wu (2010) agrees.

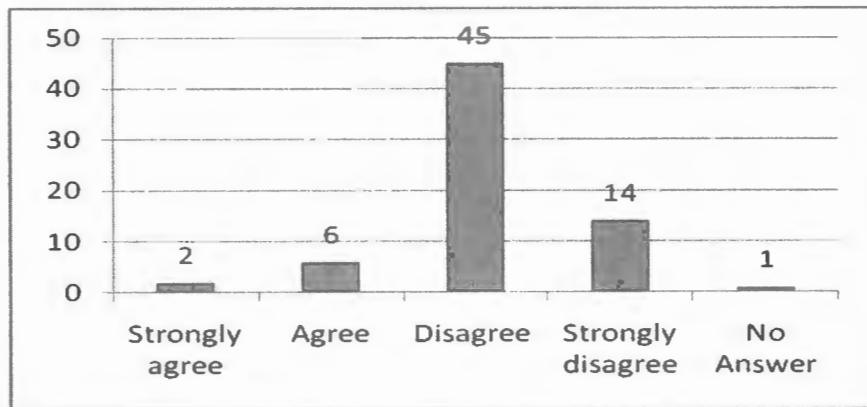


Figure 4.10: Satisfaction with teacher retention, teacher quality, school climate and student achievement

Most of the respondents are not satisfied with teacher retention, quality of the educators, the school climate and student achievement. The school needs to pay attention to these areas to ensure that they have more satisfied people. This implies that employees are equally qualified to apply job satisfaction. Further, it also means education cannot be used as a differentiating factor between male and females. Candidates need to have acquired the required level of education to ensure job satisfaction. The role of job satisfaction is critical for management. This is in agreement with Shagholi et al (2011).

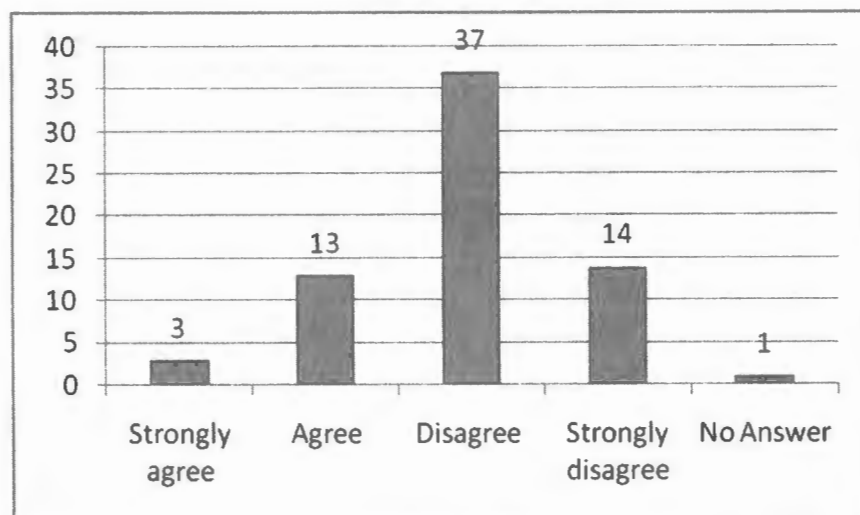


Figure 4.11: Climate trust based upon honest and open communication between the supervisor and employee

It seems that there is little trust between supervisors and the employees. More than 70% of the respondents reclaims that there is no honesty or open communication between people. This is in agreement with LU et al (2007).

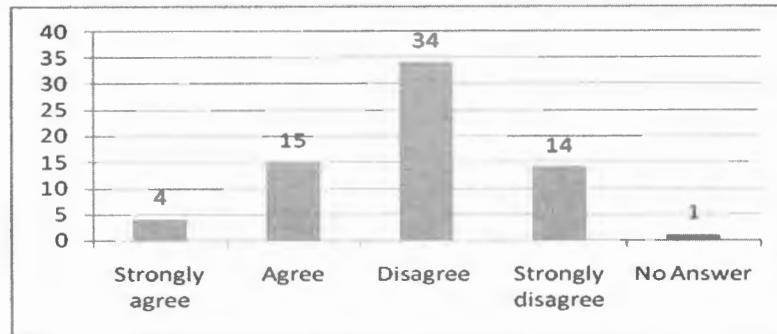


Figure 4.12: Supervisor shows concern for your needs to help execute your work

The respondents argue that the supervisors do not pay attention if the work is finished or not. (70% do not think there is support). This might indicate that females that occupy this role are more satisfied in their job than males. This also implies that employee employees are perceived to have better understanding of impact of job satisfaction on management than male employees in this sample. Gronroos et al (2009) agrees.



Figure 4.13: Experiences, talents and expertise dismissed, ignored and underutilised

Most of the respondents think that talents and experience should be regarded higher (70%). The idea would be to get the 30% of people who agree should be convinced to stay. This may imply that the majority of workers are talented. This may also imply that the opportunity to retain talented and skilled workers is high as none of these employees will be retiring anytime soon. However, the challenge may be with the rate at which this age group changes jobs. Knowledge management within job satisfaction space plays a role as the understanding of trends and tools utilised to manage job satisfaction quality is important. Cohen (2007) agrees.

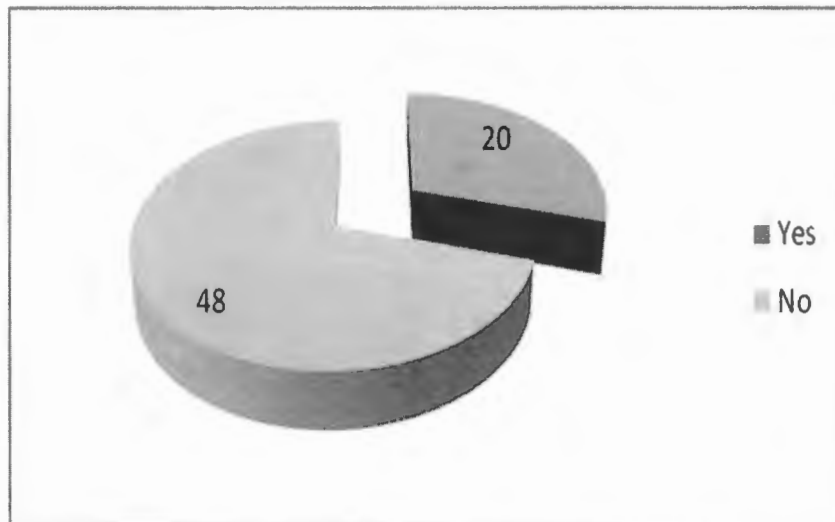


Figure 4.14: Principal/ HOD competent in his/her field

Nearly 60% of respondents are of the opinion that the HODs are not competent enough. It does not help workers to have confidence in their supervisors. The difference between perceived job satisfactions of the HOD by different genders is not competent. Therefore despite this the participants regarded the impact of job satisfaction as a problem. This is in agreement with Cox (2008).

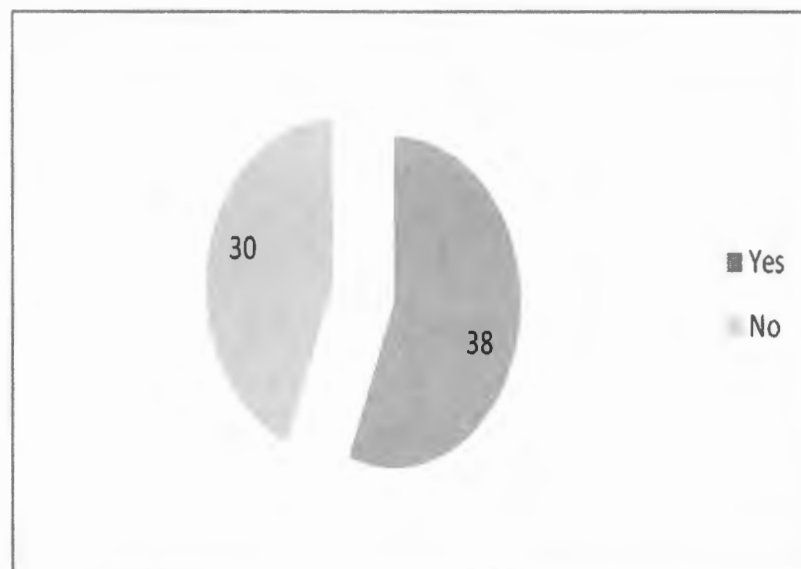


Figure 4.15: Subject Advisors are properly trained for their subjects and supportive in other personal subjects

It seems, according to the respondents, that subject advisors are not properly trained for the fields they are supposed to be experts' in. This needs to be transparent. Guleryuz et al (2008) agrees.

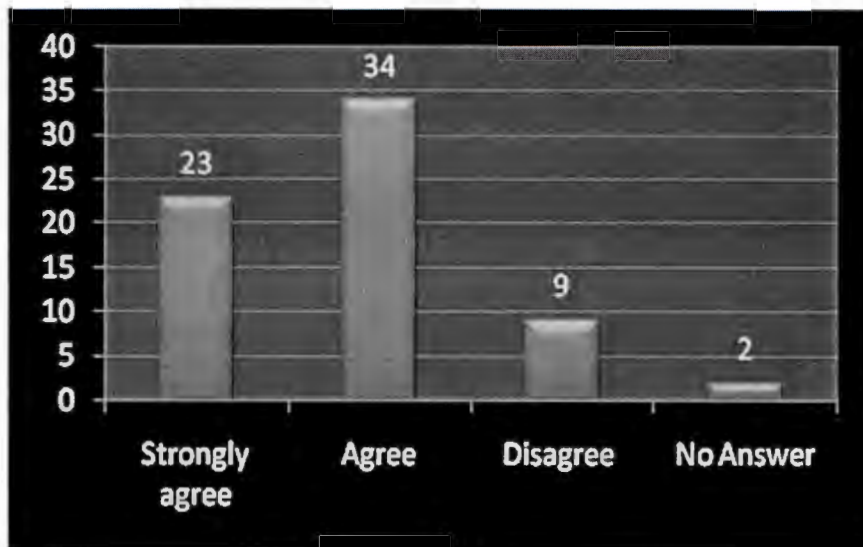


Figure 4.16: Ratings biases are based on employee race

Race plays a role on ratings. It seems that black people rate their own people lower. The bias should be addressed by many people. This is in agreement with Giannikis et al (2011).

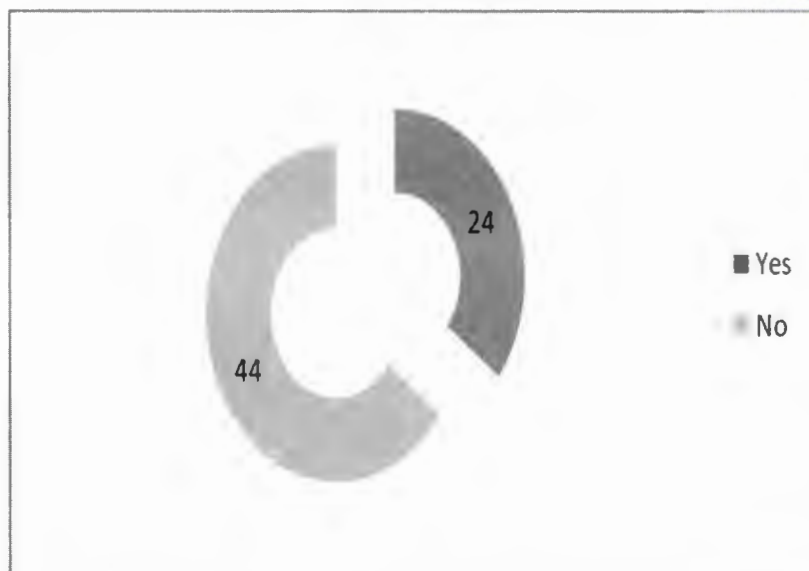


Figure 4.17: Monitoring by officials considered accurate/subjective

The monitoring that is being done is regarded as accurate. The employer needs to ensure that this should stay so. According to criteria as set those monitored will be considered to show a strong relationship. Chang et al (2010) agrees.



Figure 4.18: Satisfied with the variety of tasks given to you

Most of the respondents (more than 60%) are not happy with the tasks being given to them. It should be better explained by the employer. According to criteria as shown above are those satisfied and that are above, will be considered to help a strong relationship. Wu et al (2006) agrees.

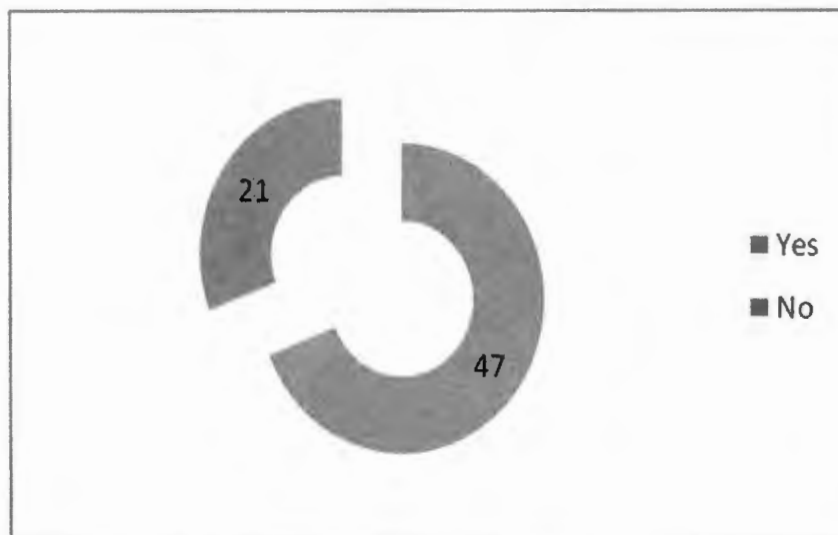


Figure 4.19: Deficiency in the commitment of the organisation

Again more than 70% of the respondents argue that there is a deficiency in the commitment of the organisation. This should be addressed by the organisation. According to criteria set above, those that are above 70% will be considered to show a strong relationship. Therefore, it can be deduced that there is no significance between the variables. This is in agreement with Shaw et al (2003).

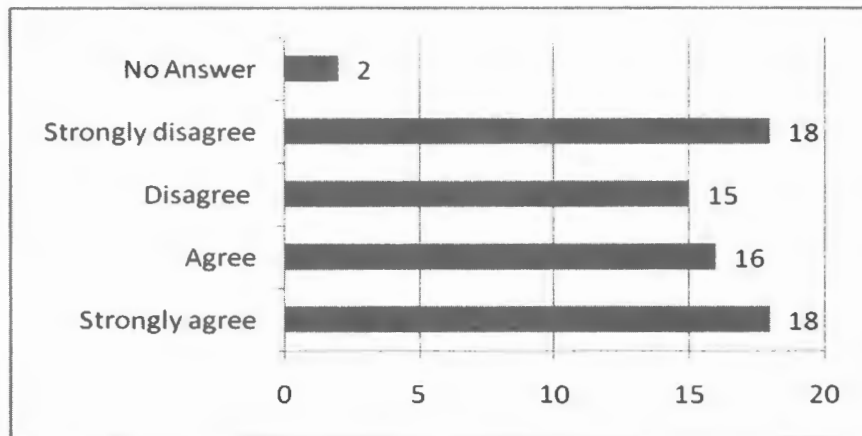


Figure 4.20: Satisfied with the work you doing or feel like quitting

About 50% of the respondents feel like quitting. This is a serious situation and should be addressed by the organisation otherwise they will lose many workers. Lambert et al (2007) agree.

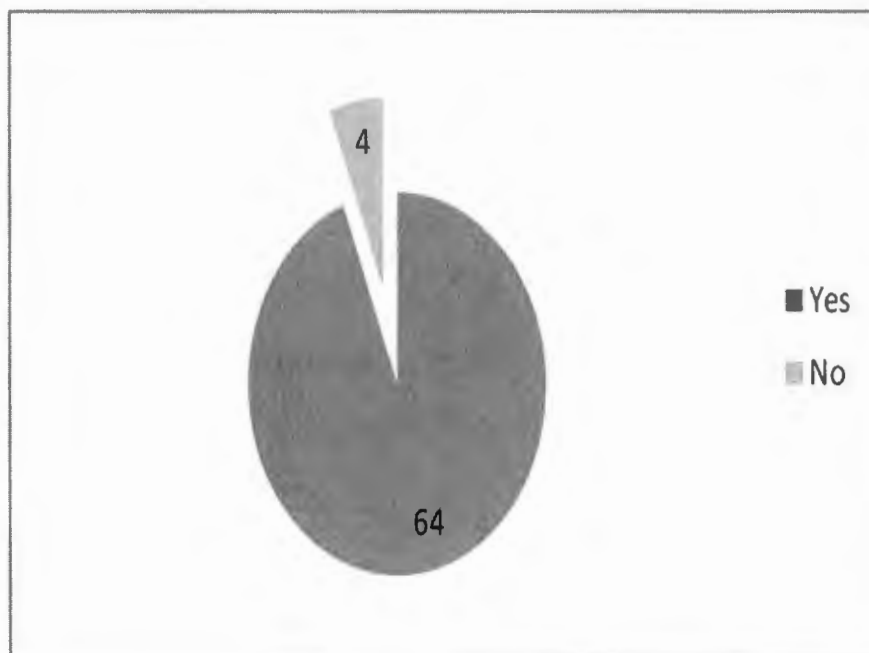


Figure 4.21: Employees of rural schools are entitled to be paid higher wages than urban areas

Most respondents feel 94% they should get paid more than their counterparts in cities. There could be maybe professional allowances to help them to cope. Cox (2008) agrees.

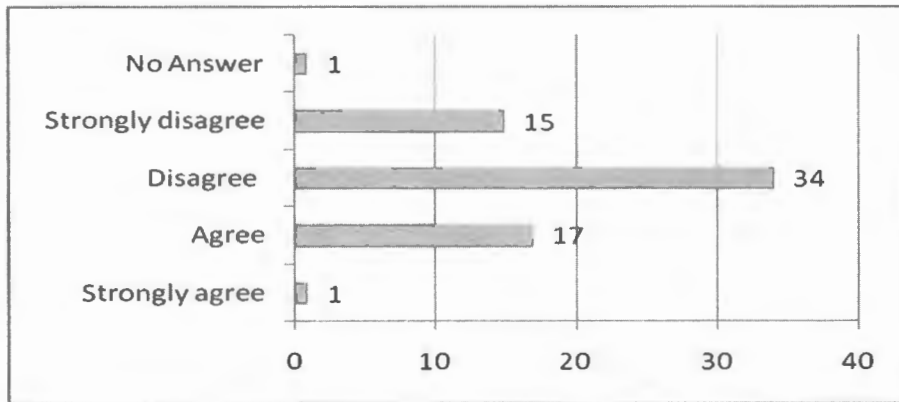


Figure 4.22: Department committed in developing employees at rural areas

The respondents mostly disagree (73%) that the department is not committed to developing people in the rural areas. This could be because there are extra costs involved in getting respondents to have venues. This is in agreement with Sagie (1998). Organisational Commitment as a predictor of educators willingness to recommend the organisation (Paulina et al, 2006).

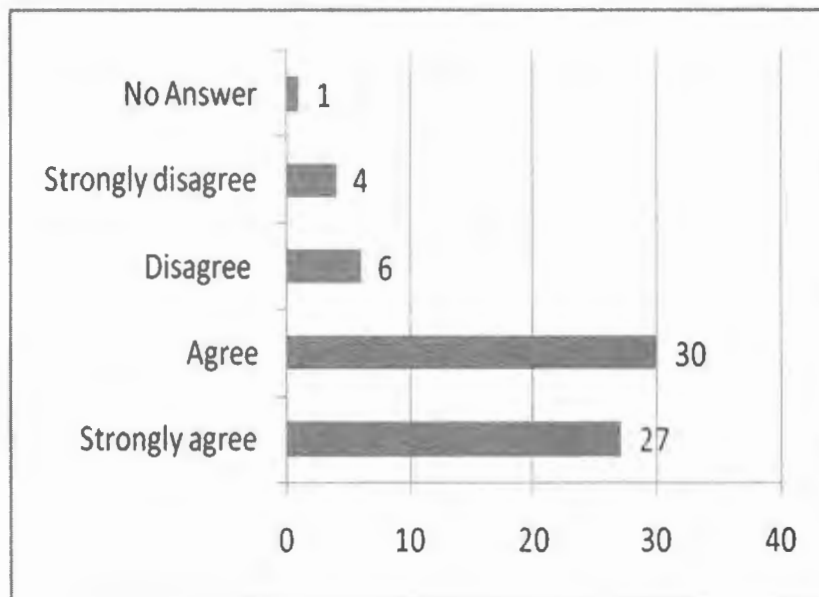


Figure 4.23: Feel belittled as compared to secondary schools

Most of the respondents agree (84%) that they think the department thinks that they are small in comparison with their colleagues in the city. This means that people should be treated the same and does not matter where they are. This is in agreement with Wu (2010).

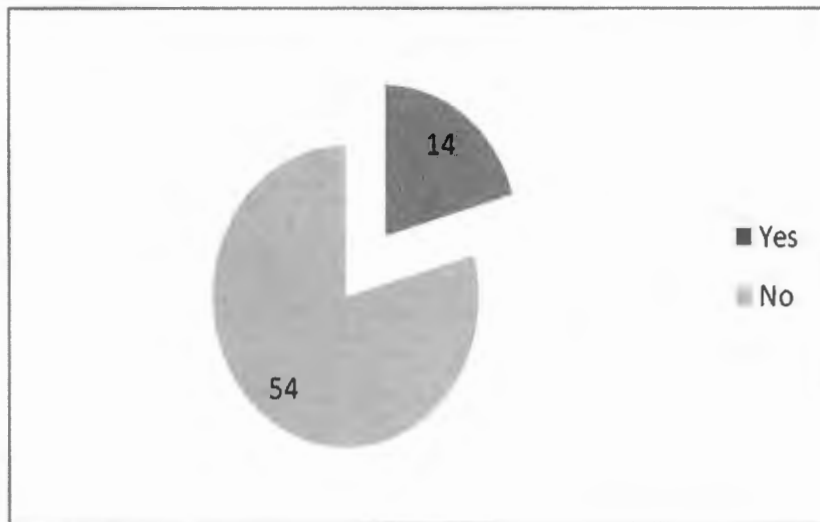


Figure 4.24: Peer educators satisfied with their teaching?

Peer educators is regarded as not satisfied with the heading (71%). It clashes with the previous presentation and it shows that job satisfaction can show good results. This is in agreement with Demirtas (2010).

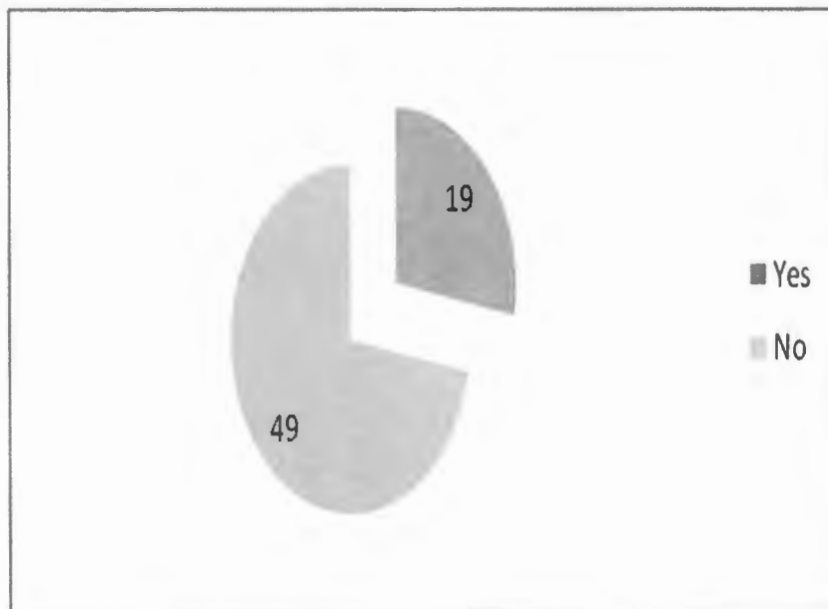


Figure 4.25: Sufficient training and development opportunities offered and supported by departmental officials

Most respondents (72%) feel they have been given enough opportunity for training although a previous presentation showed they feel neglected in the country place.

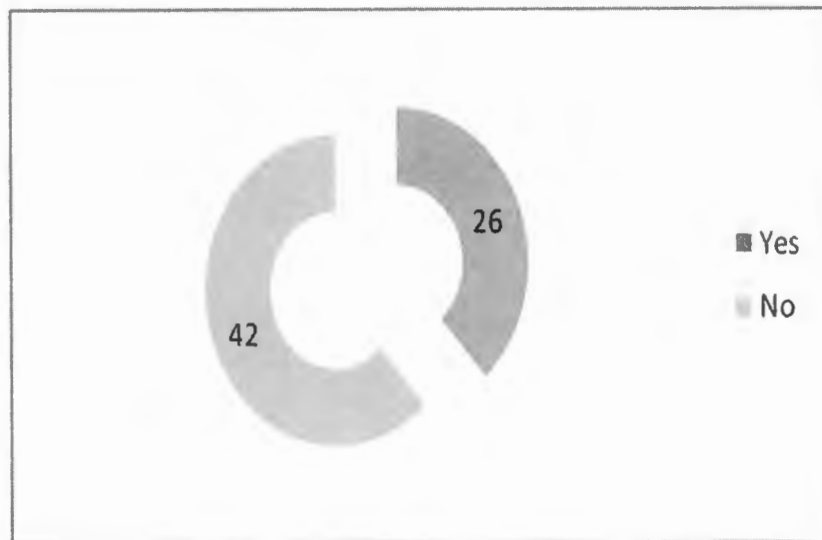


Figure 4.26 Educators empowerment acceptable and fair

Most respondents (61%) feel they have been given enough opportunity to empower themselves. This would show them that the people are also in the reckoning.

This suggests that the position in the organisation do not have significant impact on consistency of job satisfaction. The position in the organisation is not determinant of whether respondents are positive or negative about the impact of information quality on managerial decisions. This is in agreement with Lambert et al (2007). In schools, educators must be patient, able to motivate students, understand the students' needs, and accept differences in others.

In schools, educators are empowering their capacity for growth and success. When educators are empowered in areas important to them, they at the same time build the capacity of students. Hence, educators require professional skills. Communication, co-operation and commitment are essential skills. OC is a vital component in any effective organisation (Branley, 1993) and is important in achieving human resource capabilities (Chang, 2006). Teacher commitment has been identified as a key aspect of a school's capacity for reform (Geijsel et al, 2003) and renewal through insights and it determines the quality of teaching and the quality of school improvements.

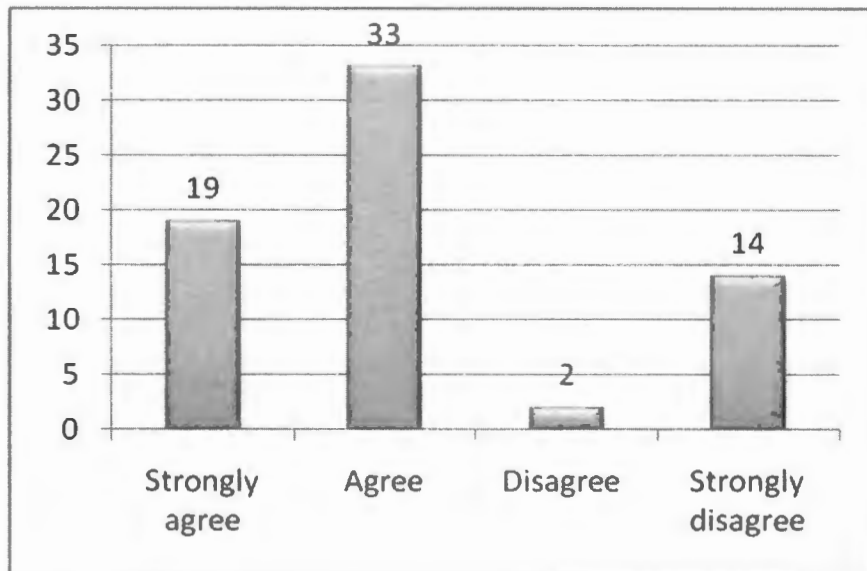


Figure 4.27: Feel isolated from your supervisor

Most of the respondents (76%) feel that the supervisor does not become part of the team. The supervisor should change their attitude and this could impact on their overall behaviour and affect other's attitudes towards co-operating with one another. This is in agreement with Chang et al (2010).

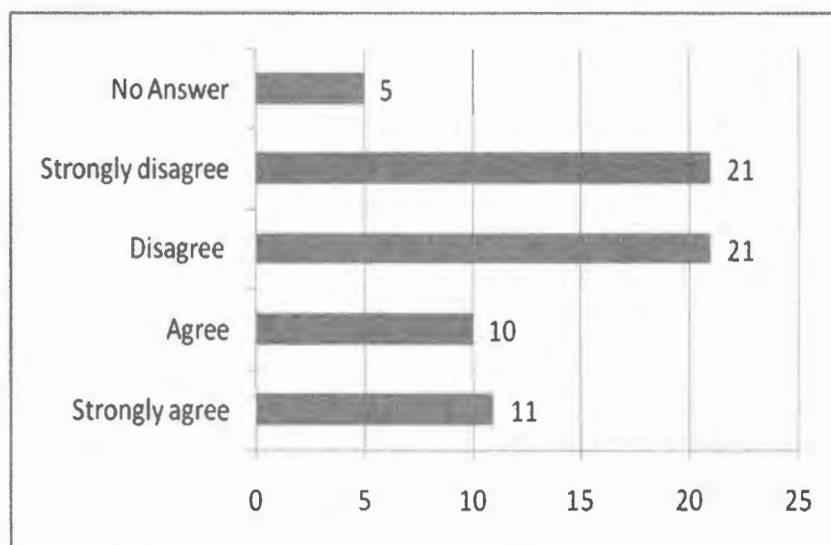


Figure 4.28: Fair on procedures used to administer IQMS sessions

Many respondents (69%) agree that IQMS are not fairly applied. The procedures should be explained to all applied and the implications should be explained. MacIntosh et al (2010) agrees.

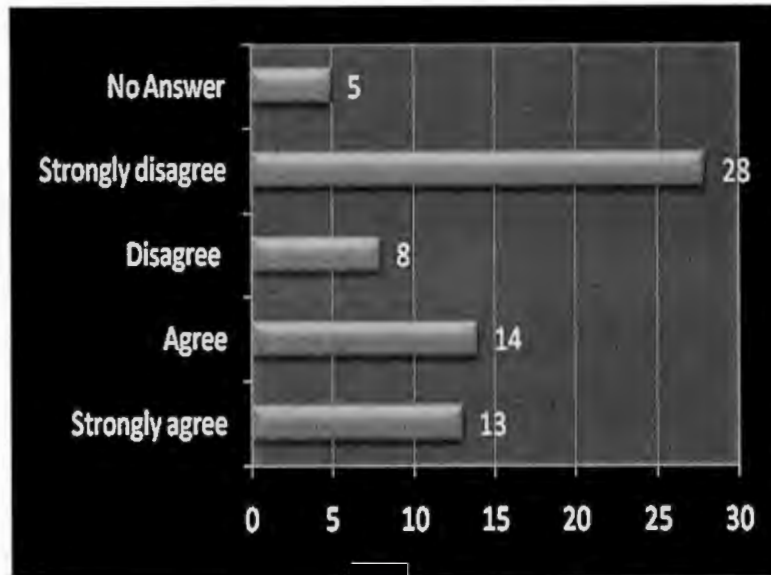


Figure 4.29: Enough respectable students

Many respondents (60%) think that the learner's do not show enough respect. This is a general tendency in South Africa as education is a crisis. Watsi (2005) agrees.

4.4 Correlations

Table 4.1: The first table is presenting the first table.

Variables	years of service	do supervisor follow process	Isolated
years of service	1	-0.4000	-0.6000
do supervisor follow process	-0.4000	1	0.4000
Isolated	-0.6000	0.4000	1
<i>Values in bold are different from 0 with a significance level alpha=0.05</i>			

The first correlation shows that there is association of 60% between years of service and the isolation of the people on the countryside. People on the countryside tend to stay longer there. There is a need for the need of the worker and trust to be associated. The more the need exists the more people will trust the system that they will receive the training (81%).

There is a need to retention of educators but it should be associated with their need (81%). The concern for the needs and the commitment should be closely watched (95%). Race and belittlement also shows an association (81%). The other correlations were not large enough to discuss.

4.5 Conclusion

This chapter provided the detailed results of the research using statistical methods. Tables, graphs and stats have been used to present the results of the survey. Furthermore, the data analysis has also been presented as part of this chapter to understand the various constituent elements of one's data through an inspection of relationships between concepts, constructs or variables as to establish whether there are any patterns or trends that can be identified, isolated or established in the data (Mouton, 2006).

The analysis of the results revealed that Age; Level of Education; Position in the Organisation; Gender and Years of Experience of employees are not the determinants of whether respondents are positive or negative about the impact of information quality on managerial decisions. This implies that the relationship between information quality and these variables is so insignificant that they cannot be taken into consideration when measuring the impact of information quality on managerial decisions.

On the other hand, it was established that the more the information meet the users requirements, the higher the quality of information. The higher the information quality is, the higher the effectiveness of managerial decisions. Therefore there is a strong correlation between information quality and effectiveness of managerial decisions. The next chapter presents the recommendation that categorised their relevance to different stakeholders. The aim is to ensure easy understanding of recommendations in order to add value to existing literature and also identify gap areas where new or further research can still be conducted.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

As indicated in the previous chapters this research investigated and described the relationship between job satisfaction and organisational commitment amongst primary school educators in rural areas of the Kagisano Molopo Area Office of Dr Ruth Mompoti District. More specifically, this research addressing the following research questions:

1. The level of job satisfaction of educators from the disadvantaged rural areas of Kagisano-Molopo Area Office.
2. The specific causes of poor job satisfaction amongst educators in rural areas.
3. The role of the department to improve job satisfaction and job commitment amongst educators in these rural areas.

5.2 Summary of the Study

The study serves as an evaluative and descriptive tool towards the relationship between job satisfaction and organisational commitment amongst educators in rural areas. The study will further assist both the district and provincial management to gain an understanding on those issues which contributes to job dissatisfaction amongst educators in rural schools. It further suggests the application of the components of organisational commitment for developing healthy culture in schools to achieve educational goals. Findings can improve organisational performance, quality of education and development of human resources.

5.3 Response to Research Questions

This chapter reflects on findings of the research derived through analysis and interpretation of statistical data as discussed in the previous chapters and recommendations that promote system-wide teacher satisfaction to improve their quality, retention and student achievement.

5.3.1 The level of job satisfaction of educators from the disadvantaged rural areas of Kagisano-Molopo Area Office

Most of the respondents are not satisfied with teacher retention, quality of the educators, the school climate and student achievement. The Department of Education needs to put attention to these to ensure that they have more satisfied educators. Further, it also means education cannot be used as a differentiating factor between male and females. Candidates need to have acquired the required level of education to ensure job satisfaction. The role of job satisfaction is critical for management.

There is little trust between employer and the employees. More than 70% of the respondents claim that there is no honesty or open communication between people. This is in agreement with Lu et al (2007). Respondents indicated that subject advisors are not properly trained in their fields and this needs to be transparent. Guleryuz et al (2008) agrees.

5.3.2 The specific causes of poor job satisfaction amongst educators in rural areas and the role of the Department

Many respondents (60%) think that learners do not show respect. They also feel that there is lack of recognition and reward for good performance; and that their supervisors are not supportive. The workload of educators in primary schools is comparatively higher. There is an expectation by the educators for the department to attend to these matters.

5.3.3 The role of the Department to improve job satisfaction and commitment amongst these educators

Communication, cooperation and commitment are essential skills. Organisational Commitment is a vital component in any effective organisation (Brantley, 1993) and is important in achieving human resource capabilities (Chang, 2006). Teacher commitment has been identified as a key aspect of a school's capacity for reform (Geijsel et al, 2003) and renewal through insights and it determines the quality of

teaching and school improvements. This study suggests the application of the components of OC for developing healthy culture in schools to achieve educational goals.

Respondents (70%) think that talents and experience are not regarded higher. The idea would be to convince the 30% that agrees to stay. This may imply that the majority of workers are talented. This may also imply that the opportunity to retain talented and skilled workers is high as these employees are far from retirement. However, the challenge may be with the turnover rate of this group. Knowledge management within job satisfaction space plays a role as the understanding of trends and tools utilised to manage job satisfaction quality is important. Cohen (2007) agrees.

The monitoring by officials is regarded as accurate. The employer needs to ensure that this should remain. According to criteria as set those monitored will be considered to show a strong relationship. Chang et al (2010) agrees. Again more than 70% of the respondents respond that there is a deficiency in the commitment of the organisation. Most respondents (94%) feel they should get paid more than their counterparts in cities; for example though professional allowances to help them to cope. Cox (2008) agrees. Most of the respondents (84%) think the department belittles them in comparison to their colleague's urban areas. This means that people should be treated the same regardless of location. This is in agreement with Wu (2010).

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Most of the respondents (76%) feel that the supervisor does not become part of the team. The supervisors should change their attitude and this could impact on their overall behaviour and affect other's attitudes towards one another. This is in agreement with Chang et al (2010). The task of motivating educators should be firstly realised by school administrators.

Educators naturally are in the need of being appreciated, approved and respected by school administrators and colleagues. They attempt to determine their place and roles in the school by comparing themselves to other educators. If their need to be appreciated is considered it may lead to high levels of organisational achievement.

Many respondents (69%) agree that IQMS are not fairly applied. The procedures should be explained to all and the implications should be explained. MacIntosh et al (2010) agrees. There is a need for the worker and trust to be associated. The more the need exists, the more people will trust the system that they will receive the training (81%). There is a need for the retention of educators but it should be associated with their needs (81%). The concern for the needs and the commitment should be closely watched (95%). Race and belittlement also show an association (81%).

5.4 Managerial Guidelines

The following guidelines are given to all Area Offices as it is known that one of the Key Performance Areas is to provide quality teaching and learning in schools. The following guidelines were gathered from personal experience:

- Encourage life time commitment to teaching as a profession.
- Recognise of expertise and experience.
- Support educators in rural schools/enablement to execute/resourcing.
- Subsidise educators on cars as an add-on.
- Consider giving a once-off bonus for primary educators in rural areas.

- Encourage open, mature and honest communication between supervisors and educators to mitigate perceptions of isolation.
- Incentivise further development of educators and contract them to the department.
- Programme to highlight value attached to educators in primary schools as they lay the foundation for success of the students.
- Avail opportunities for professional advancement.

Special dispensation for educators in rural areas or rural schools focusing on development and training opportunities, facilities and consider a possibility of a rural allowance.

The District Induction Programme needs to be reviewed, restructured and funded to provide continuing training and meaningful information to all new educators. In schools, educators must be patient, able to motivate students, understand the students' needs and accept differences in others. In schools, educators are empowering their capacity for growth and success. When educators are empowered in areas important to them, they at the same time build the capacity of students. Hence, educators require professional skills.

An on-going district wide Teacher Recognition Programme should be designed to complement the Teacher of the Year program to acknowledge teacher achievements. The mission of the program should be to promote the teaching profession, emphasise teacher retention, provide support for career educators and reward educators who demonstrate leadership skills with other faculty and students.

5.6 Future Research

This study contributes to various opportunities for further research, notably:

- 5.6.1 Effects on teacher self-efficacy and job satisfaction;
- 5.6.2 Teaching competency and teacher job satisfaction;
- 5.6.3 Investigating job satisfaction of primary and secondary rural educators;
- 5.6.4 Rural teacher retention and recruitment practices; and
- 5.6.4 The impact of teacher dissatisfaction in schools.

5.7 Conclusion

This study suggests the application of the components of Organisational Commitment for developing healthy culture in schools to achieve educational goals. Findings can improve organisational performance, quality of education and development of human resources.

All these arguments converge on the general and shared assumption that global job satisfaction is associated with a complex set of interrelationships of tasks, roles, responsibilities, interact actions, incentives and rewards (Bowling et al, 2008; Cameron, 1973). Another well-known job satisfaction theory is the Dispositional Theory Template (Jackson, 2007).

It is a general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs.

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Appendix A

Matrix

[illegible]

[illegible]

Appendix B Questionnaires

VOLUNTARY QUESTIONNAIRE FOR PRIMARY EDUCATION EMPLOYEES "JOB SATISFACTION AND ORGANISATIONAL COMMITMENT"

Researcher: Ms K.E Biekies

Supervisor: Prof Sam Lubbe

Note to the respondent

- The researcher needs your help to understand how people view job satisfaction and organizational commitment?
- Although the researcher would like you to help her, you do not have to take part in this survey.
- If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.

The questionnaire has three parts:

- Part 1 asks permission to use your responses for academic research.
- Part 2 asks general personal particulars like your age, gender and academic qualifications.
- Part 3 asks about job satisfaction and organizational commitment items

How to complete the questionnaire

1. Please answer the questions as faithfully as you can. Also be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for the researcher to do the research project.
 2. The researcher only asks you about the things that you and your fellow employees should feel comfortable to share. If you don't feel comfortable answering a question, you can indicate that you do not want to answer it. For those questions that you do answer your responses will be kept confidential.
1. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil) or by filling in the required words or numbers.

Thank you very much for filling in this questionnaire.

Part 1: Permission to use my responses for academic research

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials _____ and surname _____

Postal address: _____ Postal Code: _____

Contact Numbers:

Home: _____ Cell: _____

	PART 2: GENERAL PERSONAL PARTICULARS <i>Please tell a little about yourself</i> Please mark only ONE	17	Do you think that ratings biases are based on employee race? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
1	I am: ☐ African ☐ Coloured ☐ Indian ☐ Oriental ☐ White ☐ a member of another ethnic group ☐ I do not want to answer this question	18.	Is monitoring by officials considered accurate and/or subjective? ☐ Yes ☐ No
2	I am : ☐ Manager ☐ Supervisor	19	Are you satisfied with the variety of tasks given to you? ☐ Yes ☐ No
3	I have: ☐ A degree ☐ A post-graduate degree ☐ Matric ☐ I do not want to answer this question	20	Is there a deficiency in the commitment of the organisation? ☐ Yes ☐ No
4	I am _____ years old. 20-30 31-40 41-50 Over 50 years ☐ I do not want to answer this question	21	Are you satisfied with the work you doing or feel like quitting? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
5	I am a: ☐ Female ☐ Male ☐ I do not want to answer this question	22	Do you think employees of rural schools are entitled to get more pay than urban areas? ☐ Yes ☐ No
6	I grew up: ☐ In South Africa ☐ Abroad: ☐ I do not want to answer this question	23	Is the department committed in developing employees at rural areas? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question

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7	How many years of service do you have in the department? ☐ 1 - 5 years ☐ 6 - 10 years ☐ 11 – 15 years ☐ More than 16 Years	24	Do you feel belittled as compared to secondary educators? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
PART3:JOB SATISFACTION AND ORGANISATIONAL COMMITMENT <i>Please tell a little about yourself</i> Please mark only ONE		25	Do you think your peer educators are satisfied with their teaching? ☐ Yes ☐ No
8.	Do you understand the link between the mission of the organisation and job satisfaction? ☐ Yes ☐ No	26	Do you think sufficient training and development opportunities are offered and supported by departmental officials? ☐ Yes ☐ No
9.	Is Appraisal ratings comparable across different jobs, divisions or departments? ☐ Yes ☐ No	27	Do you think educator empowerment is acceptable and fair? ☐ Yes ☐ No
10	Does a supervisor follow the intergraded quality management system policies and procedures properly? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question	28	Do you feel isolated from your supervisor? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
11	Are you satisfied with teacher retention, school climate, and teacher quality and student achievement? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer his question	29	Are the procedures used to administer IQMS sessions fair? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
12	Does a climate of trust exist based upon honest and open communication between the supervisor and employees exist? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question	30	Are the students respectful enough? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question

13	Does your supervisor show concern for your needs e. g do you have enough resources to help execute your work? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question		
14	Are your experiences, talents and expertise dismissed, ignored or underutilised? ☐ Yes ☐ No		
15	Do you think your principal/HOD is competent in his/her field? ☐ Yes ☐ No		
16	Do you think subject advisors are properly trained for their subjects are they supportive in your subjects? ☐ Yes ☐ No		

Appendix C Letter of Request

P.O BOX 62

MOROKWENG

8614

07 FEBRUARY 2011

Dear Sir / Madam

My name is Ella Kedihentse Biekies and I am conducting my research for the completion of a Master's degree (MBA) at North-West University, Mafikeng Campus. I hereby request permission to collect data to be used in my research from your Area office (Kagisano-Molopo).

The information to be gathered through the questionnaires will be kept completely confidential.

Your kind assistance will be highly appreciated.

Yours sincerely

K.E BIEKIES