

**THE EMPLOYMENT- AND PSYCHOLOGICAL CONTRACT IN THE
DEPARTMENT OF EDUCATION IN THE SEDIBENG WEST DISTRICT: A
CASE STUDY**

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REMARKS

The reader is reminded of the following:

- The reference as well as the editorial style, as prescribed by the Publication Manual of the American Psychological Association (APA) (5th edition) was followed in this dissertation. This practice is in line with the policy of the Programme in Industrial Sociology of the North–West University.
- This dissertation is submitted in the form of two research articles.
- Each chapter of this dissertation has its own reference list.

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SUMMARY

Title: The employment-and psychological contract in the Department of Education in the Sedibeng West District: A case study.

Key words Employment relationship, psychological contract, employee obligations, employer obligations, job satisfaction, organisational commitment, the employee's intention to quit.

The changes in the political landscape in South Africa have exacerbated major transformation of the society and all other aspects of life, including education. It is in this view that transformation of the education sector resulted in the changes within the employment relationship, as well as the psychological contract between educators and the Department of Education. This is further explained by the changes experienced in both the employer and employee's obligations. Furthermore, these changes have a tremendous influence on the degree of job satisfaction, organisational commitment, as well as an intention to quit among educators.

The primary objective of this research is to investigate the employment- and psychological contract of educators in the Sedibeng West District of the Gauteng Department of Education. The measuring instruments, i.e. employer's obligations, employee's obligations, job satisfaction, organisational commitment, as well as intention to quit questionnaires, were used in the empirical study.

A cross-sectional survey design was conducted among 298 educators (including school managers) in the Sedibeng West District. A response rate of 75% (224 respondents) was obtained.

The results indicate a practically significant correlation coefficient of a medium effect between the employer and the employee's obligations, a negative correlation of medium effect between the employer's obligations and an employee's intention to quit, and no

significant relationship between the employee's obligations and an employee's intention to quit.

Furthermore, a practically significant correlation coefficient of medium effect was obtained between job satisfaction and an employee's intention to quit, and no significant relationship could be found between job satisfaction and organisational commitment.

Lastly, a practically significant negative correlation of a medium effect was obtained between organisational commitment and an intention to quit.

A multiple regression analysis indicates that 21% of the variance in the employee's intention to quit was predicted by both the employer and employee's obligations. Organisational commitment and job satisfaction predicted 33% of the total variance.

Recommendations for the Department of Education, as well as future research were also made.

OPSOMMING

Titel: "The employment- and psychological contract in the Department of Education in the Sedibeng West District: A case study" (Die indiensneming- en sielkundige kontrak in die Departement van Onderwys aan die Sedibeng-Wes distrik: 'n Gevallestudie)

Sleuteltermes: Werksverhoudinge, sielkundige kontrak, werknemersverpligtinge, werkgewersverpligtinge, werkstevredenheid, organisatoriese verpligtinge, die werknemer se beoogte diensbeëindiging.

Die politieke verwickelinge van Suid-Afrika het die transformasieproses in die samelewing, asook die onderwysstelsel op 'n negatiewe wyse beïnvloed. In hierdie lig vind die gevolge van die transformasie ook neerslag in die werksverhoudinge binne die onderwyssektor, asook in die sielkundige kontrak tussen opvoeders en die Departement van Onderwys. Hierdie kan dan ook verder ondersoek word deur te kyk na die veranderinge wat geskied het binne die werksverpligtinge van beide die werknemer en -gewer. Hierdie veranderinge het ook 'n geweldige invloed op werkstevredenheid, organisatoriese verpligtinge, asook die werknemer se beoogte diensbeëindiging.

Die primêre doelwit van hierdie navorsingstuk is om die indiensneming- en sielkundige kontrak tussen opvoeders en die Departement van Onderwys aan die Sedibeng-Wes Distrik te ondersoek. Die maatstawwe wat gebruik word in hierdie empiriese verslag sluit in werknemersverpligtinge, werkgewersverpligtinge, werkstevredenheid, organisatoriese verpligtinge, asook die werknemer se beoogte diensbeëindiging.

'n Dwarssneeopnameontwerp was gebruik onder 298 opvoeders vanuit die Sedibeng-Wes Distrik (Vanderbijlpark). Terugvoer van 224 vraelyste (75%) is ontvang.

Die resultate toon 'n prakties-beduidende korrelatiewe koëffisiënt met 'n gemiddelde effek tussen die werknemer- en werkgewerverpligtinge, negatiewe korrelasie van 'n gemiddelde effek tussen die werkgewerverpligtinge en 'n werknemer se beoogte

diensbeëindiging, en geen merkwaardige verwantskap tussen die werknemerverpligtinge en sy/haar beoogte diensbeëindiging nie.

Verder is daar 'n prakties-beduidende korrelatiewe koëffisiënt met 'n gemiddelde effek verkry tussen werkstevredenheid en die werknemer se beoogte diensbeëindiging, asook geen merkwaardige verwantskap tussen werkvoldanigheid en organisatoriese verpligtinge nie.

Laastens is daar 'n negatiewe korrelasie van 'n gemiddelde effek tussen organisatoriese verpligtinge en die werknemer se beoogte diensbeëindiging.

'n Meerduidige regressie-analise toon dat 21% van die variasie in die werknemer se beoogte diensbeëindiging voorspel was deur beide die werknemer- en werkgever se verpligtinge. Organisatoriese verpligtinge en werkvoldanigheid het 33% van die algehele variasie voorspel.

Aanbevelinge vir die Departement van Onderwys, asook toekomstige navorsing is voorgestel.

CHAPTER 1

INTRODUCTION

The purpose of this dissertation is to investigate the employment- and psychological contract of educators in the Sedibeng West District of the Gauteng Department of Education.

The focus of this chapter will first be on the problem statement. This will be followed by the research objectives, which include both general- and specific objectives. The last aspects to be dealt with will be the research method as well as the division of chapters.

1.1 PROBLEM STATEMENT

An employment relationship commences only when parties conclude a contract of service. Prior to the conclusion of the contract, neither party has any rights against the other, seeing as, at this stage, there are merely prospective employees on the one hand and prospective employers on the other (Grogan, 2003). An employment relationship comes into being by virtue of a valid employment contract. Whereas the contract of employment consists only of the special arrangements relating to work that are agreed upon by employer and employee, the employment relationship encompasses the entire legal relationship between contracting parties. The rights and obligations concerned may be laid down in an individual contract, by a collective agreement or by law (Bezuidenhout, Garbers & Potgieter, 1998).

The employment relationship is reciprocal. When parties conclude an employment contract, they each incur certain rights and obligations (Bendix, 2001). The employer is entitled to the employee's labour, and the employee is obliged to supply it. Also, the employee is entitled to remuneration, and the employer is obliged to pay it. However, the employment relationship obviously involves more than simply an exchange. Firstly, it is a continuing relationship, in which parties interact as human beings, secondly, the employee's entitlement to remuneration cannot be adequately satisfied unless the

employer provides the environment and where-withal to assist the employee to work to the best of his or her ability (Grogan, 2003).

Employment relationships in South Africa, as well as in most of the industrialised world are changing due to fundamental shifts in the work setting and the nature of work (Nel, Swanepoel, Kirsten, Erasmus & Tsabadi, 2005). Economic changes, technological innovation and industrial restructuring have proved to be crucial factors influencing labour markets, organisations, the nature of jobs and work activity. Increased global competition is another critical trend demanding a capacity for rapid change, which poses major challenges for cooperation between companies and their employees (Rollinson, 1993; Isaksson, Bernhard, Claes, de Witte, Guest, Krausz, Mohr, Peiro, & Schalk, 2003).

Recently, the demands on teaching have shown a major increase and these pressures have been triggered by a changing country. According to McDonald and Van der Linde (1993), primary school educators sometimes have to handle very large classes of approximately 40 learners, placing a lot of pressure on the teacher. Educators are also faced with various tasks to complete, pupils to attend to and conflicting demands of their work roles (Montgomery, 2004). Furthermore, as a result of policy changes and transformation in the education sector, various other stressors exist in the teaching domain, such as a lack of discipline in schools, an increasing workload, low wages and various other conditions (Jacobs, 2002).

Niehoff and Paul (2001) state that the employment relationship is governed by the psychological contract, which in their opinion can be described as each party's beliefs about what it is entitled to receive, and obligated to give, in exchange for the other party's contribution. The psychological contract can be used to explain the everyday employer/employee relationship as displayed in some studies (e.g. Conway & Briner, 1998). Psychological contracts are further defined as a set of mutual obligations and implicit promises, as perceived by the employee (Conway, 1996; Robinson, 1996; Rousseau, 1990; Rousseau, 1995). The contract refers to the employee's perceptions of what the employers owe them (Robinson, Kraatz & Rousseau, 1994). Due to widespread

organisational changes in terms of downsizing, global competition and restructuring, many researchers have proposed that the traditional promise of lifetime employment in return for hard work is no longer applicable and that, as a result, employees often feel betrayed by their employers (Bardwick, 1991; Morrison & Robinson, 1997). Research suggests that when employees believe that promises and obligations are unmet or unfulfilled by the organisation, they are more likely to report a decrease in perceived obligations to their employer, lower citizenship behaviour, reduced organisational commitment, and decreased job satisfaction (Robinson, 1996; Robinson & Rousseau, 1994; Robinson & Morrison, 1995; Robinson & Morrison, 2000).

Two types of psychological contracts have been distinguished, i.e. transactional and relational. Transactional contracts involve specific exchanges between the employer and the employee over a definite period of time (e.g. competitive wage rates). Transactional terms are usually short-term and performance-related. Relational contracts involve open-ended, less specific agreements that establish and maintain a relationship, such as developmental opportunities and long-term career paths. Relational terms are long-term and non-specified (MacNeil, 1985).

Several studies have operationalised psychological contracts as obligations promised by the employer involving a subset of the following: high salaries, promotions and advancement, pay based on performance, long-term job security, career development, sufficient power and responsibility, training and career development, and support with personal problems (Robinson, 1996; Robinson & Morrison, 1995; Rousseau, 1990).

According to Hilltop (1996), limited research has been conducted about the concept of psychological contracts and contract violation in the public sector. This might be because the public sector has often been regarded as one of the most job-protected environments. Rigid formal structures have often served to keep far from all forms of “modern” management practices that may, in one way or another, disrupt the traditional employment relations of job security, guaranteed job advancement by seniority and payment by status and rank in return for loyalty, respect and trust.

It can therefore be said that the psychological contract, in public service, is stable and not subject to change. In this regard, Lord and Hartley (1998) argue that “the issue [of organisational change] may be particularly problematic in the public sector, where transformational change can be complex to enact”.

In one study, Van Ruitenbeek (1999) conducted a survey among 171 public sector managers. The results indicate that most of the traditional contract terms that employees valued in their employment are violated. These include, amongst other things, job insecurity and diminished opportunities for career development. In addition, the study indicates significant differences between members in the public sector who perceive contract violation and those who did not on important work constructs like organisational support, job satisfaction and intention to quit. Guest and Conway (1997, 1998) further emphasise that violations are more likely to become frequent given the transitory nature of employment relations.

The situation of the modern day educator is a complex one. This can mainly be ascribed to the complicated network of faceted relationships in which the educator is involved, which include relationships with learners’ parents, the general public, learners, the state as employer and the organised teaching profession (Oosthuizen, Botha, Mentz, Roos, van der Westhuizen & van Kerken, 2003).

According to Smit (2001), education policy for educational change only becomes a reality once it is implemented at micro-level or at classroom level. Teachers are the key role players in this implementation phase and are, more often than not, the silent voices in the process, ignored and often discounted at this stage of educational change. How they experience and understand these changes or how the human side of policy change is contextualised remains a problem in South Africa.

With the dawning of the democracy in 1994, demands were made to overhaul the whole educational system. In the process of overhauling the whole educational system, people were affected in different ways. During this process, teaching personnel were seriously

affected as most changes revolved around them. For example, the right-sizing process as well as the redeployment of the teaching personnel caused stress and conflict in many schools around the Gauteng Province (Mahlangu, 1998). Mahlangu (1998) also states that all these changes and new developments led to stressful and conflicting situations to an extent that some of those educators who had been affected by the changes were admitted to hospitals due to stress. On the contrary, the Department of Education did not recognise stress as an illness that can cause educators to be absent from their posts.

This study intends to verify the employment and psychological contracts the educators in the Sedibeng West District have with the Department of Education. Various aspects of the psychological contract, including the employment contract, attitudes towards the job (job satisfaction and organisational commitment), employer- and employee obligations, and an intention to quit will be focused on.

From the above-mentioned problem statement, the following research questions arise:

- What is the relationship between employment relations, employment contract and psychological contract in research literature?
- What is the relationship between employment relationship, psychological contract and employment obligations?
- What is the role of employee's obligations and employer's obligations in determining an employee's intention to quit?
- Do healthy employment relations enhance a positive psychological contract between employees and employers?
- Do healthy employment relationships and a positive psychological contract lead to greater job satisfaction and organisational commitment?
- Are employees who experience a positive psychological contract and a favourable employment relationship less likely to have an intention to quit their current employer?
- Do different demographic characteristics influence job satisfaction, organisational commitment and an intention to quit differently?

1.2 RESEARCH OBJECTIVES

The objectives of this research are divided into a general objective and specific objectives.

1.2.1 General objective

Based on the problem statement, the general aim of this research is to investigate the employment- and psychological contract of educators in the Sedibeng West District of the Gauteng Department of Education.

1.2.2 Specific objectives

The specific objectives are:

- To conceptualise employment relations, the employment contract and the psychological contract, as well as the relationship between these constructs;
- To determine the correlation between employment relationship, psychological contract and employment obligations;
- To determine the role of employee and employer obligations in determining an employee's intention to quit;
- To determine if healthy employment relations enhance a positive psychological contract between employees and employers;
- To determine if healthy employment relations and a positive psychological contract lead to greater job satisfaction and organisational commitment;
- To investigate whether employees who experience a positive psychological contract and a favourable employment relationship are less likely to have an intention to quit their current employer;
- To determine the relationship between demographic factors and an employee's intention to quit; and
- To make recommendations for future research.

1.3 RESEARCH METHOD

The research method of this article consists of a literature review, as well as an empirical research.

1.3.1 Literature review

In the literature review, the focus is on previous research that was conducted on the psychological contract. The following databases will be consulted:

- The internet;
- Emerald;
- Library catalogues;
- EBSCO host; and
- Academic Search Premier.

A study of appropriate primary and secondary sources containing authoritative publications, books, journals, newspapers and research reports will be consulted to gather relevant information regarding the concept of a *psychological contract*. These consultations will be linked to the results of the questionnaires in an attempt to reach a conclusion and make recommendations to the Gauteng Department of Education.

1.3.2 Empirical study

The empirical study includes the research design, studied population, measuring instruments, and statistical analysis of data gathered. The *Psychological Contract across Employment Situations* (PSYCONES) questionnaire will be used to investigate the psychological contract between educators and their employers (the Department of Education). The first part of the questionnaire consists of an effort to define employment contract in terms of duration and period of notice, other relevant information affecting employment situation such as working hours, a second job, as well as tenure on the

employee's present job, as well as the individual's personal information (family situation, educational background).

The largest part of the PSYCONES questionnaire consists of scales aiming to measure perceptions of the job, the employee's attitudes towards his/her job, as well as the employer and employee's well being. The scales and measures evaluated an exploratory factor analysis and reliability test (internal consistency, Chronbach's alpha). The scales in previous research were acceptable in terms of internal consistency if the alphas with a limit above 0.70 are accepted (Isaksson, *et al.*, 2003).

1.3.2.1 Research design

The purpose of research design is to plan and structure a research project in such a way that it enhances the ultimate validity of the research's findings (Mouton & Marais, 1992). A survey design (questionnaire) will be used to achieve the research objectives.

The specific design is the cross-sectional design, by means of which a sample is randomly drawn from the educator population at a particular point in time (Shaughnessy & Zechmeister, 1997). Random selection is important if one wishes to draw accurate conclusions about the entire group of interest.

1.3.2.2 Study population

The participants in this research are educators in the Sedibeng West Education District. A total of 298 questionnaires were issued and a positive response rate of 75% was obtained as 224 respondents completed the questionnaire. Various educators from different schools (primary and secondary) and different post levels have been randomly selected from the entire population of educators in this district. Questionnaires have been handed out to all the schools listed on the research request form.

1.3.2.3 Measuring instruments

The following questionnaires will be used in the empirical study:

- The *Biographical Information Questionnaire* (BIQ) was constructed in order to obtain relevant biographical data about the participants in the research. The biographical information includes gender, age, status, qualifications, and family status.
- The *Job Satisfaction Questionnaire* (JSQ) by Brayfield and Rothe (1951) as cited in Price (1997) will be used to measure the perceived job satisfaction of the participants. The original questionnaire consisted of 18 items of which only four will be used for the purpose of this study. The items are rated on a widely used Likert-type scale, varying from 1 (strongly disagree) to 5 (strongly agree). The following statements are found on this questionnaire: "I am not happy with my job"; "I am often bored with my job"; "Most days I am enthusiastic about my job"; and "I find enjoyment in my job". In the study conducted by Brayfield and Rothe, items on job satisfaction are reported to have had a Cronbach alpha coefficient of 0.87 (Price, 1997). In this study, a Cronbach alpha coefficient of 0.76 was obtained, which reflects the internal consistency of this measuring instrument.
- The *Organisational Commitment Questionnaire* (OCQ) as developed by Cook and Wall (1980) will be used to assess the extent to which educators feel committed to their employer. The original questionnaire consisted of nine items. For the purpose of this study, only five items were used. The items are also rated on a 5-point Likert-type scale with 1 being "strongly disagree"; and 5 being "strongly agree". The types of statements reflected on this questionnaire are "I am quite proud to tell people who it is I work for", "I would be reluctant to change to another employer", "I feel myself to be part of the organisation", "I am making some effort, not just for myself but for the organisation as well" and "To know that my own work contributes to the good of the organisation would please me". On organisational commitment, the study conducted by Cook and Wall, obtained a Cronbach alpha coefficient of 0.87 (Cook &

Wall, 1980). In another study conducted by Cartwright and Cooper on the same questionnaire, Cronbach alpha coefficients ranging from $\alpha = 0.60$ to 0.91 were found (Cartwright & Cooper, 2002). In this study, a Cronbach alpha coefficient of 0.79 was obtained, indicating the internal consistency of the measuring instrument.

- The *Intention to Quit Questionnaire* (IQQ) (Price, 1997) is a modified version of Isaksson's (2002) questionnaire of intention to quit. It was measured by using four items, namely "I would be reluctant to leave this job" and its reverse code (Price, 1997). The Cronbach alpha coefficient in previous studies (Isaksson, 2003; de Cuyper & de Witte, 2000) range from $\alpha = 0.79$ to 0.82 . The IQQ measures the employee's desire to leave the employer rather than his/her actual intention to quit.

1.3.2.4 Statistical analysis

In essence, statistical analysis entails the analyst breaking down data into constituent parts to obtain answers from the various research questions, thus testing research hypotheses (Kerlinger, 1986). For the purpose of this study, the statistical analysis will be carried out with the Statistical Package for the Social Sciences (SPSS) programme (SPSS, 2006). Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) will be used to analyse the data. Kerr, Hall and Kozub (2002) state that descriptive statistics summarise the characteristic of the data set.

Alpha coefficients and inter-item correlations will be used to determine the validity and reliability of the questionnaires. Also, the multiple regression analysis will be done to determine the predictive value of variables.

MANOVA and ANOVA will be used to determine the significance of the difference between biographic groups. Multivariate Analysis of Variance (MANOVA) will be used to determine the significance of differences between biographic groups, while Analysis of Variance (ANOVA) is a procedure used for comparing samples to determine whether

there is sufficient evidence to infer that the means of the corresponding population distributions also differ (George & Mallery, 2003). For the purpose of this research, Univariate Analysis of Variance will be used. According to De Vos (1998) *univariate analysis* means that one variable is analysed, mainly with a view of describing that variable. Kerr *et al.*, (2002) adds that one-way ANOVA's are employed to address research questions that focus on differences in terms of one dependent variable and one independent variable. The independent variable has two or more levels of variance, e.g. gender (male and female).

The *General Linear Model*, in which two-way analysis of variance is conducted, will be utilised in this research (George & Mallery, 2003). In accordance with this research, two-way analysis of variance indicates a between-subject factors participation of 148 males and 76 females.

Multivariate Tests and the *Levine's Test of Equality of Error Variances* are also used. Levine's Test of Equality of Error Variances examines the assumption that the variance of each dependent variable is the same as the variance of all other dependent variables (George & Mallery, 2003). In accordance with this research, the error of variance of the dependent variables is equal across groups.

Estimated Marginal Means are also used in this research. For each of the dependent variables, marginal means and standard errors are given a level of independent variables. Standard error is the standard deviation divided by the square root of N (George & Mallery, 2003).

Post HOC Tests are used for each dependent variable and, for the purpose of this research, Tukey's HSD tests are utilised. Kerr *et al.* (2002), as well as George and Mallery (2003) state that SPSS displays the difference between the following means: the standard error of this difference, as well as its possible significance, and the 95% confidence interval of the difference. In this article, based on the observed means, the mean difference is significant at the 0.05 level.

1.3.2.5 Research procedure

In cooperation with the Gauteng Provincial Department of Education, the researcher will fill out research request forms and send them via the district office to the Gauteng Department of Education's head office. Upon approval, concerned management teams will be approached and the purpose of the research explained. A thorough explanation of ethical considerations will be given to the subjects of the research. Thereafter, questionnaires will be handed to the management teams who will ensure distribution to other educators in various post levels. A maximum time frame of seven days to complete the questionnaires will be given to the participants.

1.4 CHAPTER DIVISION

Chapter 1: Introduction, problem statement and objectives.

Chapter 2: Article 1: Employer's obligations, employee's obligations and the intention to quit among educators in the Sedibeng West Education District.

Chapter 3: Article 2: The relationship between job satisfaction, organisational commitment, and the educator's intention to quit on the psychological contract of educators in the Sedibeng West Education District.

Chapter 4: Conclusions, limitations and recommendations.

1.5 CHAPTER SUMMARY

From the above, it is evident that the concepts of employment relationship, as well the psychological contract, were outlined in the problem statement and the research objectives (general and specific) were clearly defined. Another aspect that was fully elaborated on was the research method, which includes a literature review and empirical

study. In this case, the empirical study includes the research design, the studied population, statistical analysis, as well as the research procedure. The last aspect was the division of chapters that outlined exactly what each chapter discusses.

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CHAPTER 2

RESEARCH ARTICLE 1

EMPLOYER'S OBLIGATIONS, EMPLOYEE'S OBLIGATIONS AND THE INTENTION TO QUIT OF EDUCATORS IN THE SEDIBENG WEST DISTRICT

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ABSTRACT

The primary objective of this research is to determine the relationship between the employer and employee's obligations and the intention to quit among educators in the Department of Education in the Sedibeng West District. A cross-sectional survey design was conducted among 298 educators in the Sedibeng West District (Vanderbijlpark). Only 224 respondents completed the questionnaire, which is a response rate of 75%. The *Employer's Obligations*, *Employee's Obligations* and *Intention to Quit* questionnaires were administered to achieve the research objectives. The results show that the majority of the participants (87.9%) had a permanent contract with the Department of Education and they know what their job responsibilities entail. The results also show that 67.4% of the participants perceive their salaries as unrelated to their personal performances and 56.7% show that their employer provides them with a reasonably secure job.

OPSOMMING

Die hoofdoelstelling van hierdie navorsing is om die verhouding tussen werkgewerverpligtinge, werknemerverpligtinge en beoogde diensbeëindiging onder opvoeders in die Departement van Onderwys in die Sedibeng-Wes Distrik te bepaal. 'n Dwaarsneeopnameontwerp was gebruik onder 298 opvoeders vanuit die Sedibeng-Wes Distrik (Vanderbijlpark). Terugvoer van 224 vraelyste (75%) is ontvang. Vraelyste rakende werkgewerverpligtinge, werknemerverpligtinge en die werknemer se beoogde diensbeëindiging is onder die deelnemers versprei. Resultate dui dat die meerderheid respondente (87.9%) 'n permanente kontrak met die Departement van Onderwys het en dat hierdie groep bewus is van hulle verantwoordelikhede rakende die uitvoer van hulle pligte. Die resultate toon ook dat 67.4% van die respondent nie hulle salarisse nie verwant beskou met hulle persoonlike insette in hulle werk nie. Verder dui 56.7% aan dat hulle voel hulle werkgewer aan hulle 'n redelike mate van werksekuriteit bied.

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INTRODUCTION

The current changes that have taken place in South Africa as a result of the advent of democracy, have led to fundamental changes in various aspects of employment. This is apparent in the changes in the workplaces that have been exacerbated by increasingly competitive markets, increased use of technology, globalisation, changing employment relations legislation (Loring, 2003), affirmative action policies and the transformation of the education system. Cappelli (1999) and Rousseau (1997) state that terms such as downsizing and restructuring are commonplace in the world of employment and many employees can no longer expect to have a lifelong career in the same organisation.

In the education sector, one national department was created out of nineteen departments and nine provincial departments were also established (Myburgh & Poggenpoel, 2002). Other changes that have placed a lot of pressure on the teaching profession include the introduction of a new curriculum, new education legislation, rationalisation process, threats of retrenchment and redeployment (Jacobs, 2002; Mvula, 2001) and a lack of physical resources. These have negatively affected the morale of many educators in South Africa (Mvula, 2001).

Over the recent years, the demands on teaching have increased incredibly and these pressures have been triggered by a changing country. According to McDonald and Van der Linde (1993), primary school educators sometimes have to handle very large classes of approximately 40 learners, placing a lot of pressure on the teacher. Educators are also faced with various tasks to complete, pupils to attend to and conflicting demands of their work roles (Montgomery, 2004). Furthermore, as a result of policy changes and transformation in the education sector, various other stressors exist in the teaching domain, such as a lack of discipline in schools, an increasing workload among educators and lower salaries (Jacobs, 2002).

From the changes and challenges mentioned above, it is evident that the nature of the employment relationship between educators and the Department of Education has

consequently been affected. As a result of the changes in the employment relationship, the psychological contract the educators have with the Department of Education has also been affected. These changes also have an influence on the obligations each party (employer or employee) have in the employment contract. According to the researcher, the perception of the fulfilment of obligations by the employee has an influence on the employee's intention to quit or his/her desire to remain in the employment. In the subsequent discussion, the employment contract and psychological contract, along with the employer's and employees obligations will be conceptualised.

The objective of this study is to determine the relationship between the employer's obligations, the employee's obligations and the intention to quit among educators in the Sedibeng West District of the Gauteng Department of Education.

THE NATURE AND DIMENSIONS OF THE EMPLOYMENT RELATIONSHIP

An employment relationship commences only when parties conclude a contract of service. Prior to the conclusion of the contract, neither party has any rights against the other, seeing as, at this stage, there are merely prospective employees on the one hand and prospective employers on the other (Grogan, 2003). An employment relationship comes into being by virtue of a valid employment contract. Whereas the contract of employment consists only of the special arrangements relating to work that are agreed upon by employer and employee, the employment relationship encompasses the entire legal relationship between contracting parties. The rights and obligations concerned may be laid down in an individual contract, by a collective agreement or by law (Bezuidenhout, Garbers & Potgieter, 1998).

The employment relationship is reciprocal. Employers hire employees to provide labour, to produce commodities or to render services, which contribute to the business objectives of the enterprise (the chief aim of which is profit). Employees provide their labour in return for remuneration and the opportunity to exercise and improve their marketable skills. When parties conclude an employment contract, they each incur certain rights and

obligations (Bendix, 2001). The employer is entitled to the employee's labour, and the employee is obliged to supply it. Also, the employee is entitled to remuneration, and the employer is obliged to pay it. However, the employment relationship obviously involves more than simply an exchange. Firstly, the relationship is continuous and the parties interact as human beings. Secondly, the employee's entitlement to remuneration cannot be adequately satisfied unless the employer provides an environment for the employee to work to the best of his or her ability (Bendix, 2001; Grogan, 2003).

This employment relationship is complex, partly because of its multidimensional nature. The *economic dimension* of this relationship derives from the fact that the primary parties are engaged in a relationship of exchange. The employees give their energy, knowledge, skills, abilities and productive time in return for some sort of reward, which is economic or financial. Money as the medium of exchange is therefore central to the employment relationship (Swanepoel, Erasmus, Van Wyk & Schenk (1998).

The *legal dimension* derives from the fact that the parties enter into a legally binding agreement and that there are specific laws and formal rules, which have an official bearing on the relationship between employer and employee. Some legalities pertain to the *individual dimension* of the employment relationship. In other words, they pertain to the relationship between an individual employee and his/her employing organisation as a single legal entity. In this regard, one can think of the common law (law of contract), which forms the basis of the contract of employment between an employee and employer (Swanepoel *et al.*, 1998).

Swanepoel *et al.* (1998) further adds that collective labour law ensures that there can be some sort of formality in the relationship thereof on the *collective dimension* – in other words, between labour as a group (including trade unions) with their representatives on one hand and employer(s) (and/or their representative organisations) on the other. This includes legislation relating to collective bargaining (such as dispute settlement and industrial action). The legal dimension can therefore also be referred to as the *formal*

dimension of the employment relationship because it forms the basis of the formal rights and duties of the parties.

The *social dimension* gives the employment relationship its formal character. It revolves around the interaction and behaviour between people associated with the human activity of employment or work. The social or informal dimension thus refers essentially to human behaviour in organisations within the context of the collective dimension (in an individual and interpersonal context). Human beings as individuals and as group members all have certain feelings, needs, attitudes, and perceptions, etc, and therefore bring with them to the employment relationship the dynamics which flow from these social and psychological phenomena. This dimension can also be referred to as the *soft dimension* of the employment relationship (Robbins, 2003).

Niehoff and Paul (2001) state that the employment relationship is governed by the psychological contract, which, in their opinion, can be described as each party's beliefs about what it is entitled to receive and obligated to give, in exchange for the other party's contribution. Shared understandings and reciprocal contributions for mutual benefit are the core of functional exchange relationships (Blau, 1964) and constructive psychological contracts between workers and employers (Rousseau, 1995). Following the preceding discussion is the conceptualisation of the psychological contract and employment obligations engaged in an employment relationship.

THE PSYCHOLOGICAL CONTRACT AND EMPLOYMENT OBLIGATIONS

Psychological contracts have been defined as a set of mutual obligations and implicit promises as perceived by the employee (Robinson, 1996; Rousseau, 1990). The contract refers to employees' perceptions of what the employers owe them (Robinson, Kraatz & Rousseau, 1994). Rousseau (1990) is of the opinion that psychological contracts are the individual beliefs in reciprocal obligations between employees and employers. Rousseau (1989) defines the psychological contract as:

...an individual's beliefs regarding the terms and conditions of a reciprocal exchange between the focal person and another party. Key issues here include the belief that a promise has been made and a consideration offered in exchange for it, binding the parties to some set of reciprocal obligations.

Two types of psychological contracts have been distinguished, i.e. transactional and relational contracts. Transactional contracts involve specific exchanges between the employer and the employee over a definite period of time (e.g. competitive wage rates). Transactional terms are usually short-term and performance related. Relational contracts involve open-ended, less specific agreements that establish and maintain a relationship, such as developmental opportunities and long-term career paths. Relational terms are long-term and non-specified (MacNeil, 1985).

Rousseau (1990) defines psychological contracts as an individual's beliefs regarding reciprocal obligations. Beliefs become contractual when the individual believes that he or she owes the employer certain contributions (e.g. hard work, loyalty, sacrifices) in return for certain inducements (e.g. high pay, job security). As perceived obligations, psychological contracts differ from the more general concept of expectations in that contracts are promissory and reciprocal. In the case of contractual expectations, the promise of reciprocity in exchange for some action or effort is the basis of the contract.

The psychological contract is a form of employee/organisation exchange which focuses on employee perceptions of mutual obligations between the employee and employer (Rousseau, 1990; Shore & Tetrick, 1994). In line with Rousseau's conceptualisation (1989), perceived obligations and the extent to which those obligations are fulfilled represent the essence of the psychological contract. Perceived obligations set the parameters of this exchange, while fulfilment of obligations captures behaviour within exchange. Empirically, numerous studies have demonstrated that employees reciprocate perceived employer contract breach by reducing their commitment to the organisation (Coyle-Shapiro & Kessler, 2000), lowering their trust in the employer (Robinson &

Rousseau, 1994), reducing their performance (Robinson, 1996) and withdrawing organisational citizenship behaviour (Robinson & Morrison, 1995).

Psychological contracts can be operationalised with two sets of terms: employee-focused obligations (i.e. to be fulfilled by the employee) and employer-focused obligations (i.e. to be fulfilled by the organisation). Employees with beliefs conforming to the predicted pattern of a relational contract are expected to report employer- and employee-focused obligations that would reflect a long-term relationship (such as loyalty on the part of the employee and job security provided by the organisation). Another pattern of employee- and employer-focused obligations is expected to be consistent with a transactional view (e.g. hard work by employee and high pay by the organisation) (Rousseau, 1990).

In a study conducted by Coyle-Shapiro & Kessler (1998), Rousseau and Tijoriwala, (1998) and Tekleab and Taylor (2001), it was confirmed that employees reciprocate perceived employer obligations and the fulfilment of those obligations by adjusting their own obligations and the extent to which they fulfil these obligations. In addition, employees' fulfilment of their obligations to the employer creates an obligation on the part of the employer to reciprocate. Therefore, in theory, the exchange relationship between the employee and the employer could be characterised as an ongoing repetitive cycle of conferring benefits that, in turn, induce an obligation to reciprocate (Rousseau & Tijoriwala, 1998).

AIM OF THE STUDY

The general objective of this article is to determine the relationship between employer obligations, employee obligations and the intention to quit of educators in the Sedibeng West District of the Gauteng Department of Education.

Specific objectives

- To conceptualise the relationship between the employment relationship, psychological contract and employment obligations;

- To determine the role the employer obligations and employee obligations have on the employee's intention to quit; and
- To determine the relationship between demographic factors and the employer's intention to quit as based on employment obligations.

METHOD

Research design

A survey design (questionnaire) was used to achieve the research objectives. The specific design is the cross-sectional design, by means of which a sample is randomly drawn from the educators' population at a particular point in time (Shaugnessy & Zechmeister, 1997). *Cross-sectional designs* are appropriate where groups of subjects at various stages of development are studied simultaneously, whereas the *survey technique of data collection* gathers information from the target population by means of questionnaires (Burns & Grove, 1993). The purpose of research design is to plan and structure a research project in such a way that it enhances the ultimate validity of the research findings (Mouton & Marais, 1992). Random selection is important if accurate conclusions about the entire group are to be drawn.

Participants

A total population of 298 educators was targeted for this research and a positive response rate of 75% (n=224) was obtained. The studied population include educators, heads of departments, deputy principals and principals. All these participants work in the Sedibeng West District of the Gauteng Department of Education.

The biographical characteristics of the studied population are detailed in Table 1.

Table 1

Compilation of Study Population (n=224)

Item	Category	Frequency	Percentage
Gender	Male (1)	139	62.1
	Female (2)	76	33.9
	Missing responses	9	4.0
	Total	224	100.0
Age	24 years and younger (1)	2	0.9
	25 – 35 years (2)	47	20.9
	36 – 45 years (3)	77	34.3
	46 – 55 years (4)	71	31.7
	56 years and older (6)	17	7.5
	Missing responses	10	4.5
	Total	224	100.0
Qualification	Grade 10 – 12 (1)	5	2.2
	Diploma (2)	92	41.1
	Degree (3)	51	22.8
	Post-graduate degree (4)	54	24.1
	Missing response	22	9.8
	Total	224	100.0
Tenure	Less than 1 year (1)	4	1.7
	2 – 5 years (2)	33	14.7
	6 – 10 years (3)	36	16.1
	11 – 20 years (4)	67	29.9
	Longer than 21 years (5)	77	34.0
	Missing Responses	7	3.1
	Total	224	100.0

Table 1 indicates that the majority of the participants (62.1%) are male and only 33.9% are female. The predominant age in this population falls in the age group of 36–45 years, totalling 34.3% of the participants. In terms of qualifications, the majority of the

participants (41.1%) have teaching diplomas, while 24.1% have or are pursuing post-graduate degrees. A further 22.8% has Bachelor of Education (B.Ed) degrees. Furthermore, Table 1 indicates that the majority of the participants (34.0%) have worked for the Department of Education for a period longer than 21 years.

Measuring instruments

The following questionnaires will be used in the empirical study:

- The *Employer Obligations Questionnaire* (ErOQ) as developed by Isaksson, Bernhard, de Witte, Guest, Krausz, Mohr, Peiro & Schalk (2003) was used to gather data on the promises and commitments the employers sometimes make to their employees. The questionnaire consists of 15 items arranged along a 6-point frequency-rating scale with 0 being “No” and 5 being “Yes, and promise fully kept”. Typical questions on this questionnaire range from “Has your organisation promised or committed itself to provide you with interesting work?” to “Has your organisation promised or committed itself to help you deal with problems you encounter outside work?” In the study conducted by Mpotane (2007), a Cronbach alpha coefficient of $\alpha = 0.93$ was obtained, indicating the internal consistency of this questionnaire. In this study, a Cronbach alpha coefficient of $\alpha = 0.93$ was also obtained.
- The *Employee Obligations Questionnaire* (EeOQ) developed by Isaksson, et. al. (2003) was utilised to determine some promises and commitments that people sometimes make to their organisation. The questionnaire consists of 16 items arranged along 6-point frequency-rating scale with 0 being “No” and 5 being “Yes, fully kept promise”. Examples of questions on this questionnaire vary from “Have you promised or committed yourself to go to work even if you don’t feel particularly well?” to “Have you promised or committed yourself to work enthusiastically on jobs you would prefer not to be doing?” In the study conducted by Mpotane (2007), a Cronbach alpha coefficient of $\alpha = 0.88$ was

found. In this study a Cronbach alpha coefficient of $\alpha = 0.90$ was obtained. These findings confirm the internal consistency of the measuring instrument.

- The *Intention to Quit Questionnaire* (IQQ) (Price, 1997) is a modified version of Isaksson's (2002) questionnaire of intention to quit. It was measured by using four items, namely "I would be reluctant to leave this job" and its reverse code (Price, 1997). The Cronbach alpha coefficient in previous studies (Isaksson, 2003; de Cuyper & de Witte, 2005) range from $\alpha = 0.79$ to 0.82. The IQQ measures the employee's desire to leave the current employer rather than his/her actual intention to quit.

Statistical analysis

In essence, statistical analysis entails the analyst breaking down data into constituent parts to obtain answers from the various research questions, thus testing research hypotheses (Kerlinger, 1986). For the purpose of this study, the statistical analysis will be carried out with the SPSS programme (SPSS, 2006). Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) will be used to analyse the data. Kerr, Hall and Kozub (2002) state that descriptive statistics describe or summarise the characteristic of the data set.

Alpha coefficients and inter-item correlations will be used to determine the validity and reliability of the questionnaires. Also, the multiple regression analysis will be done to determine the predictive value of variables.

MANOVA and ANOVA will be used to determine the significance of the difference between biographic groups. Multivariate Analysis of Variance (MANOVA) will be used to determine the significance of differences between biographic groups, while Analysis of Variance (ANOVA) is a procedure used for comparing samples to determine whether there is sufficient evidence to infer that the means of the corresponding population distributions also differ (George & Mallery, 2003). For the purpose of this research,

Univariate Analysis of Variance will be used. According to De Vos (1998) *univariate analysis* means that one variable is analysed, mainly with a view of describing that variable. Kerr *et al.*, (2002) adds that one-way ANOVA's are employed to address research questions that focus on differences in terms of one dependent variable and one independent variable. The independent variable has two or more levels of variance, e.g. gender (male and female).

The *General Linear Model*, in which two-way analysis of variance is conducted, will be utilised in this research (George & Mallery, 2003). In accordance with this research, two-way analysis of variance indicates a between-subject factors participation of 148 males and 76 females. This indicates a 62.1% response from males and a 33.9% response from females out of a combined total of 224 respondents.

Multivariate Tests and the *Levine's Test of Equality of Error Variances* are also used. Levine's Test of Equality of Error Variances examines the assumption that the variance of each dependent variable is the same as the variance of all other dependent variables (George & Mallery, 2003). In accordance with this research, the error of variance of the dependent variables is equal across groups.

Estimated Marginal Means are also used in this research. For each of the dependent variables, marginal means and standard errors are given a level of independent variables. Standard error is the standard deviation divided by the square root of N (George & Mallery, 2003).

Post HOC Tests are used for each dependent variable and, for the purpose of this research, Tukey's HSD tests are utilised. Kerr *et al.* (2002), as well as George and Mallery (2003) state that SPSS displays the difference between the following means: the standard error of this difference, as well as its possible significance, and the 95% confidence interval of the difference. In this article, based on the observed means, the mean difference is significant at the 0.05 level.

RESULTS

Descriptive statistics and Cronbach alpha coefficients for educators ($n = 224$) working in the Sedibeng West District of Gauteng Department of Education are reported in Table 2.

Table 2

Descriptive Statistics and Cronbach Alpha Coefficients of the ErOQ, EeOQ and IQQ

	Mean	SD	Skewness	Kurtosis	α
Employer obligations	54.26	18.14	-0.31	-0.78	0.93
Employee obligations	82.60	11.66	-1.92	5.87	0.90
Intention to Quit	2.85	0.79	0.39	-0.78	0.82

Inspection of Table 2 shows that acceptable Cronbach alpha coefficients were obtained for all the scales and are considered to be acceptable compared to the guideline of $\alpha > 0.70$ (Nunnally & Bernstein, 1994). It is further evident from the information reflected in Table 2 that the scores of the measuring instruments have a normal distribution with skewness and kurtosis smaller than one with the exception of kurtosis for employee obligations being larger than one. It therefore appears that all the measuring instruments have acceptable levels of internal consistency.

Next, the product-moment correlation coefficients for educators working for the Gauteng Department of Education in the Sedibeng West District were analysed. The results are reported in Table 3.

Table 3

Product-Moment correlation coefficients between ErOQ, EeOQ and IQQ

	1	2	3
1. Employer obligations	1		
2. Employee obligations	0.33	1	
3. Intention to quit	-0.46	-0.15	1

** Correlation is significant at the 0.01 level (2-tailed).

+ Correlation is practically significant $r > 0.30$ (medium effect)

++ Correlation is practically significant $r > 0.50$ (large effect)

Table 3 indicates that a practically significant correlation coefficient of a medium effect was obtained between employer obligations and employee obligations. A practically significant negative correlation of a medium effect was also obtained between employer's obligations and an intention to quit. No statistically or practically significant relationship could be found between employee's obligations and his/her intention to quit.

A simple principal component analysis was conducted on 15 items of the ErOQ. An analysis of eigenvalues (larger than one) and the scree plot indicates that two factors could be extracted, which explains 59.61% of the total variance. The results of the factor analysis for the ErOQ are presented in Table 4.

Table 4

Principal component analysis of ErOQ

Item	Component	
	1	2
17a Provide you with interesting work?	0.57	0.57
17b Provide you with a reasonably secure job	0.63	0.08
17c Provide you with good pay for the work you do?	0.55	0.54
17d Provide you with a job that is challenging?	0.68	0.24
17e Allow you to participate in decision-making?	0.75	0.04
17f Provide you with a career?	0.60	-0.18
17g Provide a good working atmosphere?	0.80	-0.24
17h Ensure fair treatment by managers?	0.78	-0.29
17i Be flexible in matching demands of non-work roles with work?	0.75	0.04
17j Provide possibilities to work together in a pleasant way?	0.83	-0.22
17k Provide you opportunities to advance and grow?	0.78	-0.04
17l Provide you with a safe working environment?	0.79	-0.26
17m Improve your future employment prospects?	0.76	0.05
17n Provide an environment free of violence and harassment?	0.78	-0.19
17o Help you deal with problems you encounter outside work?	0.63	0.24

Extraction Method: Principal Component Analysis
a 2 components extracted.

As illustrated in Table 4, the principal component analysis resulted in two factors. Furthermore, Table 4 indicates that all 15 items loaded significantly throughout the research.

A simple component analysis completed on the EeOQ reflects 16 items which explains 55.01% of the total variance. Two factors with eigenvalues larger than one were obtained. However, the scree plot shows a linear break after the second factor and it was decided to extract two factors. A principal component analysis with an oblimin rotation was then performed on 16 items. The results of the factor analysis are shown in Table 5.

Table 5

Principal Component Analysis of EeOQ with an Oblimin Rotation

Item	Component 1	Component 2
19a Go to work even if you don't feel particularly well?	0.53	0.00
19b Protect your company's image?	0.73	0.00
19c Show loyalty to the organisation?	0.74	0.00
19d Work overtime or extra hours when required?	0.72	0.00
19e Be polite to customers or the public even when they are being rude and unpleasant to you?	0.71	0.00
19f Be a good team player?	0.74	0.00
19g Turn up for work on time?	0.66	0.00
19h Assist others with their work?	0.74	0.00
19i Volunteer to do tasks outside your job?	0.70	0.00
19j Develop your skill to be able to perform well in this job?	0.84	0.00
19k Meet the performance expectations for your job?	0.78	0.00
19l Accept an internal transfer if necessary?	0.00	0.58
19m Provide the organisation with innovative suggestions for improvement?	0.66	0.00
19n Develop new skills and improve current skills?	0.69	0.00
19o Respect the rules and regulations of the company?	0.70	0.00
19p Work enthusiastically on jobs you would prefer not to be doing?	0.58	0.00

Extraction Method: Principal Component Analysis.
a 2 components extracted.

As shown in Table 5, all items loaded significantly throughout. Table 5 further shows that the principal analysis with an oblimin rotation resulted in two factors.

A simple component analysis that was carried out on 4 items of the IQQ showed one factor accounting for 66.27% of the total variance. A decision to extract one factor was

based on the fact that a scree plot reflected a sharp break after the first factor and that factor showed eigenvalues larger than one. The results of the factor analysis of the IQQ are presented in Table 6 below.

Table 6

Principal Component Analysis of IQQ

Item	Component
	1
1. These days, I often feel like quitting	0.83
2. I want to quit my job as soon as possible	0.85
3. I would like to stay with this organisation as long as possible	0.77
4. If I could, I would quit today	0.78

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Inspection of Table 6 indicates that the principal component analysis resulted in one factor. Furthermore, all items loaded significantly throughout.

To determine whether obligations (employer or employee) can predict the intention to quit of employees in the Sedibeng West District of the Gauteng Department of Education a multiple regression analysis was carried out as illustrated in Table 7 below.

Table 7

Regression Analysis between employee's intention to quit, employer obligations and employee obligations

Model	Unstandardised Coefficients		Standardised Coefficients	t	P	F	R	R ²	ΔR ²
	B	SE.	Beta						
1 (Constant)	3.95	0.15		26.41	0.00	59.65	0.46	0.21	0.20
Employer	-0.02	0.00	-0.46	-7.72	0.00				
2 (Constant)	3.94	0.34		11.52	0.00	29.69	0.46	0.21	0.20
Employer obligations	-0.02	0.00	-0.46	-7.28	0.00				
Employee obligations	0.00	0.00	0.00	0.04	0.96				

a. Dependent Variable: Intention to quit

According to Table 7, the intention to quit was used as a dependent variable with employer obligations and employee obligations as independent variables. The results, as shown in Table 7, indicate that employer obligations (which were entered in the first step) predicted 21% of the total variance ($F = 59.65$, $p < 0.01$), thus it is not regarded as a significant predictor of the employee's intention to quit. With the inclusion of employee obligations (in step two), the results explain that a total variance remained the same at 21% ($F = 29.69$, $p < 0.01$). In this case, it is evident that the regression coefficients of employer and employee obligations were statistically significant. Both constructs, as shown in Table 7, are not significant predictors of intention to quit.

Next, MANOVA and ANOVA were analyses followed to determine the relationship between the employee's intention to quit and various demographic characteristics, such as class, gender, job classification, family and qualifications. Demographic characteristics were first analysed for statistical significance using Wilks' Lambda statistics. The results of the comparison are reported in Table 8.

Table 8

MANOVA –Difference in Intention to Quit levels of Demographic Groups

Variable	Value	F	Df	p	Partial Eta Squared
Class	0.79	1.07	45	0.35	0.07
Classify	0.95	0.71	12	0.73	0.01
Gender	0.95	3.27	3	0.02*	0.04
Family	0.94	1.93	6	0.07	0.02
Qualifications	0.94	0.88	12	0.56	0.01

* Statistically significant difference: $p < 0.05$

In an analysis of Wilks' Lambda values, statistically significant difference was obtained for gender and not for class, job classification, family and qualifications. Table 8 also shows that there was a significant effect of gender on the dependent variable Intention to Quit ($F = 3.27$, $p < 0.05$; Wilks' Lambda = 0.95; partial eta squared = 0.04). However, this effect was small (Cohen, 1988), where 4.4% of the variance is explained.

No other differences could be found with regard to the demographic groups and the intention to quit by the educators in the Sedibeng West District of the Gauteng Department of Education.

DISCUSSION

The general objective of this research is to determine the relationship between the employer's obligations, the employee's obligations and the intention to quit among educators in the Sedibeng West District of the Gauteng Department of Education. As noted in the literature, the employment relationship is reciprocal. Employers hire employees to provide labour and to produce commodities or to render services, which contribute to the business objectives of the enterprise. Employees provide their labour in return for remuneration and the opportunity to exercise and improve their marketable skills. When parties conclude an employment contract, they each incur certain rights and obligations (Bendix, 2001). As stated by Niehoff and Paul (2001), the employment relationship is governed by the psychological contract, which, in their opinion, can be described as each party's beliefs about what it is entitled to receive, and obligated to give, in exchange for the other party's contribution.

The results obtained with the product moment correlation coefficients indicate that a practically significant correlation coefficient of medium effect was obtained between employer and employee obligations. This finding corresponds with the findings of numerous researchers, including Coyle-Shapiro and Kessler (2002); Loring (2003); Van Zyl (2003) and Montgomery (2004). The results further indicate that a practically significant negative correlation of medium effect was also obtained between employer obligations and an employee's intention to quit. Furthermore, no statistically or practically significant relationship could be found between the employee's obligations and his/her intention to quit.

With regard to the validity of the measuring instruments, the ErOQ comprised of 15 items which explains 59.61% of the total variance and loaded significantly throughout.

Two components were extracted. In this study, this instrument obtained a Cronbach alpha coefficient which indicates its internal consistency.

The EeOQ, consisting of 16 items, which explains 55.01% of the total variances, resulted in two factors being extracted. However, all factors loaded significantly throughout. The instrument is regarded as having internal consistency because in this study, a Cronbach alpha coefficient of 0.90 was obtained.

The IQQ comprised 4 of items, which explains 66.27% of the total variance with one factor extracted. All factors loaded significantly. In this study, a Cronbach alpha coefficient of 0.82 was obtained. In the study conducted by Price (1997) on turnover intention, a Cronbach alpha coefficient of 0.79 was obtained. The instrument is regarded as having an internal consistency.

Regression analyses were used to determine whether obligations (employer or employee) can predict an intention to quit by educators in the Sedibeng West District. A dependent variable is the employee's intention to quit, with the employer and employee obligations are independent variables. The results show that both employer and employee obligations predicted 21% of the total variance. Thus, both constructs hold a predictive value with regard to the employee's intention to quit.

MANOVA and ANOVA analyses were also followed to determine the relationship between intention to quit and various demographic characteristics such as class, gender, job classification, family and qualifications. Using these analyses, only gender contributed significantly to intention to quit, with a small effect (Cohen, 1988), where 4.4% of the variance is explained.

This study provides insight into the role of obligations in an employment (employer obligations and employee obligations) relationship, but does present some limitations. Firstly, the sample size is not representative of all schools under Sedibeng West

Education District. Secondly, the length of the questionnaires is another limitation as some respondents did not complete certain questions.

Thirdly, the frequency scales of employer obligations and employee obligations (with 0 being “No” and 5 being “Yes, promise fully kept”; “Yes fully kept promise”) seemed confusing as some respondents were not clear as to whether employer obligations referred to their current institutions or to the Department of Education. Another limitation could be the issue of confidentiality. Some respondents could have answered the questions partially or totally inaccurate with the fear that they could be personally identified. In a letter accompanying the questionnaires, confidentiality was clearly emphasized and ethical considerations thoroughly explained.

RECOMMENDATIONS

Given the current pace of development in the education system, it is important that involved parties become aware of the effect of unfulfilled and unmet obligations. If employees ensure that their side of the contract is adequately fulfilled, the employer will likewise reciprocate and mutual attainment of obligations will be achieved. Mutual reciprocity of obligations results in a positive psychological contract and a lower intention to quit by the educators.

In addressing the fulfilment of its obligations, the Department of Education in Sedibeng West District should consider restructuring remuneration packages, improving participative management, reducing the workload of educators, managing job related stress and improving school safety, as these influence employees’ perception of fulfilled obligations on the part of the employer. In addition, the Department of Education in Sedibeng West District should improve resource allocation to poorer schools, especially African schools, and provide psychological support for educators to enhance positive fulfilment of its obligations as perceived by employees. To this end, the department is well on its way to improving resource allocations to poorer schools.

On the other hand, a continuous effort must be made to increase knowledge and awareness in the educators of the role they must play in fulfilling their obligations. If employee obligations are clearly spelt out, all educators will be fully conversant with their roles and engage in an effort to attain their obligations. This would support the notion of reciprocity in the employment relationship and lessen the likelihood of an intention to quit, because both parties will be fully knowledgeable of their promises and commitments (obligations).

In terms of future research, various education districts could be included, as well as provincial departments of education as little research exists in South Africa pertaining to the educator's obligations and the Department of Education's obligations and both of their roles in determining an intention to stay or quit. As the Psychological Contract across Employment Situations (PSYCONES) is a long questionnaire, only aspects pertaining to employer obligations and employee obligations could be researched at one point in time, thus gathering accurate and reliable responses from participants.

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CHAPTER 3

RESEARCH ARTICLE 2

THE RELATIONSHIP BETWEEN JOB SATISFACTION, ORGANISATIONAL COMMITMENT, AND THE EDUCATOR'S INTENTION TO QUIT ON THE PSYCHOLOGICAL CONTRACT OF EDUCATORS IN THE SEDIBENG WEST EDUCATION DISTRICT.

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ABSTRACT

The primary objective of this research was to determine the relationship between job satisfaction, organisational commitment and the intention to quit among educators in the Sedibeng West Education District. A cross-sectional survey design was conducted among 298 educators at Sedibeng West District (Vanderbijlpark). A response rate of 75% (n=224) completed the questionnaire. The JSQ and IQQ were administered to achieve the research objectives. The results show that the majority of the participants (87.9%) has a permanent contract with the Department of Education and know what their responsibilities are in performing their jobs. The results show that a practically significant correlation coefficient of a medium effect was obtained between job satisfaction and the employee's intention to quit. No statistically or practically significant relationship could be found between job satisfaction and organisational commitment. A practically significant negative correlation coefficient of a medium effect between organisational commitment and an intention to quit was also obtained.

OPSOMMING

Die hoofdoelstelling van hierdie navorsing is om die verhouding tussen werkstevredenheid, toewyding aan die organisasie en beoogde diensbeëindiging onder opvoeders in die Sedibeng-Wes Onderwysdistrik vas te stel. 'n Dwarssneeopnameontwerp is gebruik onder 298 opvoeders vanuit die Sedibeng-Wes Distrik (Vanderbijlpark). Terugvoer van 75% (n=224) vraelyste is ontvang. Die resultate toon dat die meerderheid van deelnemers (87.9%) het 'n permanente kontrak met die Department van Onderwys en weet wat hul verantwoordlikhede behels. Die werkstevredenheid, toewyding aan die organisasie en beoogde diensbeëindiging vraelyste is versprei om die navorsingsdoelstellings te bereik. Resultate dui op 'n prakties beduidende korrelasiekoëffisiënt met 'n medium effek tussen werkstevredenheid en beoogde diensbeëindiging. Geen statisties of prakties beduidende verband is tussen werkstevredenheid en toewyding aan die organisasie gevind nie. 'n Prakties beduidende negatiewe korrelasiekoëffisiënt met 'n medium effek is tussen toewyding aan die organisasie en beoogde diensbeëindiging van die werknemer is gevind.

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INTRODUCTION

Flemming, Barton and Stanne (1998) state that many educators enter the field eager to teach, experiment, and create, only to experience what so many other professional educators have encountered, namely the fire to teach dwindling to a mere spark. The teaching profession is generally regarded as one of the most stressful and draining occupations in the world (McDonald & Van der Linde, 1993). Myburgh and Poggenpoel (2002) are of the opinion that the transformation of the education sector without any support structures in place has placed even more strain on teachers. The post-apartheid government of South Africa has been aiming to rectify the legacy of the previous government, with one focus area being the redress of the educational system (Cross, Mungadi & Rouhani, 2002).

Apart from the broad changes, such as affirmative action, some of the changes that the teaching profession has experienced include the move from nineteen departments of education to one national department and nine provincial departments. Another aspect evident of this change is the shift from mono-cultural schools, which have become multicultural schools (Myburgh & Poggenpoel, 2002). Other changes which have placed a lot of pressure on teachers include the introduction of the new curriculum, new education legislation, rationalisation process, threats of retrenchment and redeployment (Jacobs, 2002; Montgomery, 2004; Mvula, 2001). Furthermore, Jacobs (2002) adds that, as a result of the policy changes and transformation of the education sector, various other stressors exist in the teaching domain, such as a lack of discipline in schools, an increasing work-load, low salaries, inclusive education policy framework and various other conditions.

With all the above-mentioned changes in the South African educational system, one is of the opinion that the employment- and the psychological contracts that educators have with the Department of Education have also been affected. This can be illustrated by the level of job satisfaction, organisational commitment and the intention to quit as displayed

by the educators working for the Department of Education. The latter constructs are conceptualised in the subsequent discussion.

THE EMPLOYMENT- AND PSYCHOLOGICAL CONTRACT

According to Swanepoel, Erasmus, Van Wyk and Schenk (1998), an employment relationship is essentially one of exchange and comes into being when a person is employed by someone else to do labour in exchange for some form of remuneration. Without this employment relationship then, there can be, by definition, no labour-, employee- or industrial relations. It is an inherently complex relationship exhibiting a simultaneous need for cooperation between non-management and management employees (due to mutual interests) and a natural state of conflicting interests, perceptions and needs.

An employment relationship comes into being by virtue of a valid contract of employment. Whereas the contract of employment consists only of the special arrangements relating to work that are agreed upon between employer and employee, the employment relationship encompasses the entire legal relationship between contracting parties (Bendix, 2001). The rights and obligations concerned may be laid down in the individual contract or by collective agreement or law. This difference between employment relationship and the contract of employment is particularly evident in the situation where the contract of employment is invalid and the employee has already entered into employment. In these circumstances, there still exists a valid employment relationship with retrospective effect, including all rights and obligations between employer and employee (Bezuidenhout, Garbers & Potgieter, 1998; Grogan, 2003).

Rousseau (1995) states that the *psychological contract* can be defined as an individual's subjective belief in the reciprocal nature of the exchange relationship between him-/herself and another party, based on the promises made or implied in their interactions. The psychological contract is a very subjective concept, which influences an employee's beliefs and behaviour in the workplace. From the recruitment stage of an employee's

work life to retirement or resignation, it can have a profound effect on the attitudes and well-being of an individual.

The psychological contract really is an unwritten set of expectations between everyone in an organisation and, unlike the written contract, is continually fluctuating (Niehoff & Paul, 2001). By nature, it is a highly flexible and undefined set of terms, which are extremely interpretive by the individual. Although it is unwritten, it can be a significant determinant of behaviour in organisations and perceptions of violation can have lasting effects (Robinson & Rousseau, 1994; Rousseau, 1995; Rousseau, 1997).

The psychological contract has also been defined as the perceptions of both parties (employee and employer) regarding what their mutual obligations are towards each other (Robinson, Kraatz & Rousseau, 1994). These obligations will often be informal and imprecise: they may be inferred from actions or from what has happened in the past, as well as from statements made by the employer, for example, during the recruitment process or in performance appraisals some obligations may be seen as 'promises' and others as 'expectations'. The important thing is that they are believed by the employee to be part of the relationship with the employer (Coyle-Shapiro & Kessler, 1998; Guest & Conway, 2002; Blau, 1964). Niehoff and Paul (2001) state that the employment relationship is governed by the psychological contract, which in their opinion can be described as each party's beliefs about what it is entitled to receive and obligated to give, in exchange for the other party's contribution.

The psychological contract can be distinguished from the legal contract of employment. The latter will in many cases offer only a limited and uncertain representation of the reality of the employment relationship. The employee may have contributed little to its terms beyond accepting them. The nature and content of the legal contract may only emerge clearly if and when it comes to be tested in an employment tribunal (Guest & Conway, 2002).

The psychological contract, on the other hand, looks at the reality of the situation as perceived by the parties, and may be more influential than the formal contract in affecting how employees behave from day to day. It is the psychological contract that effectively tells employees what they are required to do in order to meet their side of the bargain, and what they can expect from their job. In general, it may not indeed be strictly enforceable, though courts may be influenced by a view of the underlying relationship between employer and employee, for example, in interpreting the common law duty to show mutual trust and confidence (Guest & Conway, 2002; Swanepoel *et al.*, 1998).

Morrison and Robinson (1997) state that psychological contract is (often extremely) different from the details included in a formal job description. An employee's expectations can include security, financial rewards, informal recognition from the manager or employer, promotion opportunities, or a flexible approach to a "work/life" balance. Obligations can include: working to a certain level of performance, being seen to agree with the company "ethos", loyalty to the business and colleagues or real commitment to achieving business aim. When employees perceive that the employers have fulfilled their obligations towards the employees, job satisfaction results, and employees become more committed to the employer.

JOB SATISFACTION

In accordance with Locke (1976), *job satisfaction* can be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Cranny, Smith and Stone (1992) adds that job satisfaction can be understood as a cognitive reaction to work, resulting from the incumbent's comparison of the actual work outcomes with the expected outcomes because of the work done. Job satisfaction is best understood as a discrepancy between how much a person wants or expects from the job and how much the person actually receives (Steers, 1988). Steers (1988) defines job satisfaction as a positive emotional response to a job situation resulting from attaining what the employee wants and values from the specific job. Steers (1988) further adds that, when individuals perceive that the outcomes of the job are met or exceeded, they are

satisfied. When their expectations are not met, they feel betrayed and develop a sense of mistrust.

Price (1997) defines job satisfaction as the degree to which employees have a positive affective orientation towards employment by the organisation. Berry (1997), as well as Ivancevich and Matteson (1996) and Robbins (2003) are of the opinion that job satisfaction is an individual's reaction to the job experience. These authors further maintain that various dimensions, namely salary increases, company benefits, challenges, supervision, co-workers, and working conditions, safety, productivity, and the work itself, influence the way a person feels about his or her job.

Sempane, Rieger and Roodt (2002) further add that job satisfaction has to do with the individuals' perceptions and evaluations of their jobs. These perceptions are influenced by unique circumstances such as needs, values and expectations of and within the employment situation. People will evaluate their jobs on the basis of the factors only important to them (Thinane, 2005). Coetsee (1996) is of the opinion that the individual, who perceives his or her job as significant, feels higher levels of job satisfaction than those who think that their work adds little value to their lives.

Hirschfeld (2000) distinguishes between intrinsic and extrinsic job satisfaction. According to him and Spector (1997), intrinsic job satisfaction is how people feel about the nature of the job tasks themselves, while extrinsic job satisfaction is how people feel about the aspects of the work situation that are external to the job tasks or work itself (for an example, the work environment).

Ho (2005) states that the psychological contract influences employee's work outcomes, in that the fulfilment of the psychological contract consequently leads to greater job satisfaction, an intention by the employee to stay with the organisation and the employee's trust in the organisation. In support of the latter, it is the opinion of the researcher that healthy and favourable employment relationships, as well as a positive psychological contract have a bearing on greater job satisfaction. This consequently leads

to a highly committed workforce with little intention to quit. Satisfied employees are likely to be more committed to the organisation and are also likely to stay longer in the organisation. Agho, Price and Mueller (1992) support this statement and confirm that employees who are satisfied with their jobs are likely to be better ambassadors for the organisation and show more organisational commitment.

ORGANISATIONAL COMMITMENT

Ivancevich and Matteson (1996) explain that commitment to an organisation involves three attitudes: (1) a sense of identification with the organisation's goals, (2) a feeling of involvement in organisational duties, and (3) a feeling of loyalty towards the organisation. Luthans (1998), Vakola and Nikolaou (2005), and Sui (2002) characterise organisational commitment by three factors, namely a strong belief in and acceptance of the organisation's goals and values, a willingness to exert a considerable effort on behalf of the organisation, and a strong desire to maintain membership in the organisation. Individuals come to organisations with certain needs, skills and expectations and they hope to find a work environment where they can use their abilities and satisfy their needs. When an organisation can provide these opportunities, the likelihood of commitment is increased (Vakola & Nikolaou, 2005).

Allen and Meyer (1996) define organisational commitment as the psychological link between the employee and the organisation, which makes it less likely for the employee to willingly want to leave. According to Suliman and Iles (2000), organisational commitment has been perceived to improve an employee's performance, namely committed employees are assumed to work harder and put in more effort than the less committed employees. They are also expected to foster a better superior-subordinate relationship, to enhance organisational development, growth and survival, to reduce withdrawal behaviours such as turnover, tardiness and absenteeism, and to have a positive impact on employees' readiness to innovate and create.

From the literature on organisational commitment, it is evident that three dimensions of organisational commitment can be distinguished:

- *Continuance commitment* – this refers to an employee's general awareness of the costs associated with leaving the organisation, especially when the employee perceives a lack of suitable alternatives and/or when the personal costs of leaving are too high;
- *Affective commitment* – this refers to an employee's emotional attachment to identification with and involvement in his workplace; and
- *Normative commitment* – this reflects the obligation to continue employment with the organisation. This obligation is influenced by society's norms about the extent to which employees ought to be committed to the organisation (Allen, Meyer & Smith, 1993; Knights & Kennedy, 2005).

Numerous studies have been directed at determining casual antecedents of organisational commitment (Clugston, 2000; DeCottis & Summers, 1987). In accordance with other studies completed, aspects such as age (Allen & Meyer, 1990), gender (Angle & Perry, 1981), tenure (Pheffer & Lawler, 1980) and qualification (Angle & Perry, 1981) have been found to have an impact on the levels of organisational commitment experienced. In general, age has been found to be positively related to organisational commitment (Allen & Meyer, 1996) with older employees becoming more attitudinally committed to an organisation for a variety of reasons, including greater satisfaction with their jobs, and having received better positions (Thinane, 2005).

Mazibuko (1994) found that qualifications are inversely related to commitment, in other words, organisational commitment decreases as qualifications increase. Tenure (the length of service in an organisation) also has an influence on organisational commitment. Mathieu and Zajac (1990) are of the opinion that, as individuals accumulate more years with an organisation, they are likely to acquire a greater investment and therefore be more committed to their jobs. In addition, the researcher is of the opinion that highly committed employees, who are highly satisfied with their jobs, are less likely to have an intention to quit their current jobs than their dissatisfied and less committed counterparts.

The next construct to be conceptualised is an employee's intention to quit. In this research, the construct will, in many instances, be referred to as turnover intention as much research refers to "turnover" rather than an "intention to quit".

THE EMPLOYEE'S INTENTION TO QUIT AND TURNOVER

Turnover is defined by Carrell, Kuzmits and Elbert (1992) as the movement of employees out of the organisation. Price (1997) adds that turnover is the degree of individual movement across the membership boundary of an organisation. As turnover involves accessions and separations, most research on turnover examines separations. Price (1997) distinguishes between voluntary and involuntary turnover. Voluntary turnover is regarded as the one initiated by the employee, for example, quitting an organisation. Involuntary turnover is the movement not initiated by the employee, for example, dismissals, layoffs and terminations. This represents an employer's decision to end the employment relationship (Grant & Wagar, 2004).

Grant and Wagar (2004) add that turnover is thought to be affected by the attractiveness of staying in a current job and the relative availability of employment alternatives. Most researchers have found a significant association between quitting/the intention to quit, and attitudinal measures of job satisfaction and organisational commitment (Hulin, 1991). Empirical evidence supports a positive relationship between perceived contract fulfilment and an employees' commitment to the organisation (Coyle-Shapiro & Kessler, 2000), organisational trust (Robinson, 1996), organisational citizenship behaviour (Robinson & Morrison, 1995; Tekleab & Taylor, 2001), a negative association with neglect of in-role job duties (Turnley & Feldman, 2000) and turnover intentions (Turnley & Feldman, 1997). In the study conducted by Beehr (1995), reasons why employees quit their jobs can be divided into two categories, namely repulsion and attraction: employees can be *attracted* to better alternatives (attraction), and employees can be driven out of the organisation by something unpleasant in the organisation itself (repulsion).

Ford (2005) and Armstrong (2006) state that from the exit interviews, which are interviews conducted to ascertain why people are leaving a company, employees leave for what is described as controllable reasons. *Controllable reasons* are defined as situations that are directly within the company's control to take action and change it. This includes areas such as the work environment, pay and benefits, relationships with supervisors and co-workers, scheduling, opportunities for advancement, opportunities for training and professional development, ethical issues, job suitability, and job duties (Dibble, 1999). Ford (2005) adds that uncontrollable reasons include areas such as relocation of a family member, health problems of the employee or a family member, returning to school to study further, and general personal reasons. In all cases, more than half of the employees leave due to controllable reasons. Burud and Tumolo (2004) support the latter statement by stating that employees experiencing conflict between their work and family responsibilities are three times more likely to consider quitting their jobs than those who are not.

In the subsequent discussion, the researcher focuses on different studies on the employee's intention to quit, as well as the actual turnover of South African public school educators.

- **The turnover intention and rate of public school educators:** New research looking into the large numbers of South African teachers leaving the education sector shows that a majority of teachers was dissatisfied with their job. This is especially common among educators in the fields of technology, natural science and economics. Further, as the survey found, the AIDS pandemic is taking a growing toll on South Africa's educators, deepening the sector's crisis (Afrol News, 2005).

The Human Sciences Research Council (HSRC) of South Africa has revealed the results of a study into the demand and supply of educators in the country's public schools. A "comprehensive survey" looked into worrying anecdotal reports, indicating that educators seem to be leaving the education profession in large numbers. Some of the reasons that were suspected for this occurrence include low

morale, job dissatisfaction, AIDS and premature mortality (Education Labour Relations Council, ELRC, 2005).

Researchers from several South African institutions produced seven reports based on several surveys. According to the HSRC, the reports largely confirm these anecdotal reports, demonstrating a growing crisis in South Africa's public education sector (Afrol News, 2005). For the purpose of this discussion, the following reports will be discussed.

- **Educators considering leaving the profession:** A national survey of 21,358 educators conducted by the HSRC reveals that 55% of educators have considered leaving the education profession “due to inadequate remuneration, an increased workload, a lack of career development, professional recognition, dissatisfaction with work policies, and job insecurity” (ELRC, 2005).

The study further reveals that two-thirds of educators who were considering leaving the education profession were in the rare fields such as technology, natural sciences, economics and business management. Reasons quoted include a low job satisfaction, job stress and violence in schools (Afrol News, 2005).

According to ELRC (2005), the factors that prevent educators from considering leaving the profession are participatory decision-making, unity among colleagues in their dedication to teaching, and discipline among learners.

- **Attrition and mortality:** Studying the factual educator attrition rates (rates at which educators leave the profession) and trends in South Africa, researchers from the University of KwaZulu-Natal found that there is not a clear year-to-year growth in attrition. The national rate was 9.3% in 1997/98, declining to 5.5% in 2000/01, before rising again to 5.9% in 2002/03. The three largest causes of attrition were contract termination, resignation and mortality (Afrol News, 2005).

However, excluding contract termination, the proportion of attrition due to mortality (all causes) increased from 7.0% in 1997/98 to 17.7% in 2003/04. The proportion of attrition due to medical reasons grew from 4.6% to 8.7% over the same period. This increase is mainly attributed to the growing AIDS pandemic in South Africa (Afrol News, 2005).

According to ELRC (2005), the proportion of educators who resigned accounted for 53% of all terminations – excluding contracts – by 2003/2004. This emphasises the great need for skilled educators, particularly those trained in English, Mathematics, Science and Accountancy. By 2002/2003, around 21 000 educators were leaving the system annually, although up to a third of these may re-enter the system after six months or more.

Table 1 below indicates the reasons why the staff employed by the Gauteng Department of Education leaves the department. Various reasons are cited, as shown in Table 1 for the purpose of this study. Resignations of permanent staff members are considered and explain 26.6% of total resignations, with only a 3% of total employment. Accordingly, resignations as a total percentage of employment explain 11.2% difference. Please note that this data is only representative of the Gauteng Province and does not include other provinces. The data, as shown in Table 1, further alludes to a critical shortage of staffing in the department and, according to the researcher, these impacts negatively in service delivery in the Gauteng Department of Education.

Table 1

Reasons why staff are leaving the Department of Education

Termination type	Number	Percentage of total resignations	Percentage of total employment	Total	Total employment
Death, permanent	360	5.1	0.6	7037	62599
Resignation, permanent	1871	26.6	3	7037	62599
Resignation, temporary	2	-	-	7037	62599
Expiry of contract, permanent	3939	56	6.3	7037	62599
Expiry of contract , temporary	4	0.1	0	7037	62599
Discharged due to ill health, permanent	40	0.6	0.1	7037	62599
Dismissal – misconduct, permanent	41	0.6	0.1	7037	62599
Retirement, permanent	743	10.6	1.2	7037	62599
Other, permanent	37	0.5	0.1	7037	62599
TOTAL	7037	100	11.2	7037	62599

Gauteng Department of Education: 2006 (Annual Report, 2006/07).

- **HIV/AIDS among educators:** A representative sample of 17 088 educators who gave an oral fluid or blood specimen for HIV-testing, show that 12.7% of these educators are HIV positive. The HSRC found that this is not significantly different from that of the general population. The analysis of this data confirmed patterns of educator attrition and mortality consistent with the high levels of HIV-prevalence in South Africa (Afrol News, 2005).

More than a fifth (22%) of the HIV-positive educator population would need immediate antiretroviral therapy to secure their health and working ability, the studies concluded. This amounted to an estimated 10 000 of South Africa's 356 749 educators (ELRC, 2005).

- **Teaching and Learning environment:** Factors affecting teaching and learning reveal significant disparities in conditions, both within and between provinces. Large class sizes of about 46 learners are reported in public schools in Limpopo (64%), Mpumalanga (60%) and Eastern Cape (59%) in contrast to Northern Cape (22%) and Western Cape (22%). Urban/rural disparities in class size were also observed: 60% of rural educators, compared with 24% of urban educators, reported teaching classes with more than 46 learners (ELRC, 2005; Ocampo, 2004).

School fees also affect the teaching and learning environment. The wealthier provinces such as Western Cape, Gauteng and Northern Cape have higher annual school fees averaging approximately R800, in stark contrast to poorer provinces such as the Eastern Cape, KwaZulu-Natal and Mpumalanga, which averaged R150 (ELRC, 2005).

An analysis of matric results over a three-year period indicates that the wealthier provinces (Western Cape and Northern Cape) obtained a high matric pass rate (above 86%) while the poorer provinces such as Mpumalanga and Eastern Cape display a lower rate (60%) (ELRC, 2005; Malde, 2005).

A study by the University of KwaZulu-Natal established that the total number of South African educators working in public schools has shrunk. By 2002/03, around 21,000 educators were leaving the system annually. The average number of educators in the system has declined over the last seven years, from 386,735 to 368,548 in 2003/04, largely due to a reduction in the number of temporary educators in the system (Afrol News, 2005).

A population of 298 educators working at various primary and secondary schools in the Sedibeng West District was targeted in this research. The population includes educators from various post levels, ranging from principals to a level one educator. The lowest level employees are of a literacy level adequate enough to allow for the valid completion of the questionnaires.

Based on the above-mentioned research problem, the following questions are proposed:

- Do healthy employment relations enhance a positive psychological contract between employees and employers?
- Do healthy employment relationships and a positive psychological contract lead to greater job satisfaction and organisational commitment?
- Are employees who experience a positive psychological contract and a favourable employment relationship less likely to have an intention to quit from their current employer? and
- Do different demographic factors make employee groups experience job satisfaction, organisational commitment and an intention to quit differently?

AIM OF THE STUDY

The general objective of this research is to investigate the employment and psychological contract of educators in the Sedibeng West District of the Gauteng Department of Education.

Specific objectives

- To conceptualise the relationship between employment relations, employment contract and psychological contract;
- To determine if healthy employment relations and a positive psychological contract lead to greater job satisfaction and organisational commitment;
- To determine the relationship between a psychological contract, the employment relationship and the employee's intention to quit;
- To determine if demographic factors play a role with regard to an employee's intention to quit; and
- To make recommendations for the Department of Education and future research.

METHOD

Research design

A survey design (questionnaire) was used to achieve the research objectives. The specific design is the cross-sectional design, by means of which a sample is randomly drawn from the educators' population at a particular point in time (Shaugnessy & Zechmeister, 1997). The purpose of the research design is to plan and structure a research project in such a way that it enhances the ultimate validity of the research findings (Mouton & Marais, 1992). Random selection is important if accurate conclusions about the entire group are to be drawn.

Participants

A total population of 298 educators was targeted for this research and a positive response rate of 75% was obtained with only 224 educators. The studied population include educators, heads of departments, deputy principals and principals. All these participants work in the Sedibeng West District of the Gauteng Department of Education.

The biographical characteristics of the study population are detailed in Table 2.

Table 2

Compilation of Study Population (n=224)

Item	Category	Frequency	Percentage
Gender	Male (1)	139	62.1
	Female (2)	76	33.9
	Missing responses	9	4.0
	Total	224	100.0
Age	24 years and younger (1)	2	0.9
	25 – 35 years (2)	47	20.9
	36 – 45 years (3)	77	34.3
	46 – 55 years (4)	71	31.7
	56 and older (6)	17	7.5
	Missing responses	10	4.5
	Total	224	100.0
Qualification	Grade 10 – 12 (1)	5	2.2
	Diploma (2)	92	41.1
	Degree (3)	51	22.8
	Post-graduate Degree (4)	54	24.1
	Missing response	22	9.8
	Total	224	100.0
Tenure	Less than 1 year (1)	4	1.7
	2 – 5 years (2)	33	14.7
	6 – 10 years (3)	36	16.1
	11 – 20 years (4)	67	29.9
	Longer than 21 years (5)	77	34.0
	Missing Responses	7	3.1
	Total	224	100.0

Table 1 indicates that the majority of the participants (62.1%) are male and only 33.9% are female. The predominant age in this population falls in the age group of 36–45 years, totalling 34.3% of the participants. In terms of qualifications, the majority of the participants (41.1%) have teaching diplomas, while 24.1% have or are pursuing post-graduate degrees. A further 22.8% has Bachelor of Education (B.Ed) degrees. Furthermore, Table 1 indicates that the majority of the participants (34.0%) have worked for the Department of Education for a period longer than 21 years.

Measuring instruments

The following questionnaires will be used in the empirical study:

- The *Job Satisfaction Questionnaire* (JSQ) by Brayfield and Rothe (1951) as cited in Price (1997) will be used to measure the perceived job satisfaction of the participants. The original questionnaire consisted of 18 items of which only four will be used for the purpose of this study. The items are rated on a widely used Likert-type scale, varying from 1 (strongly disagree) to 5 (strongly agree). The following statements are found on this questionnaire: "I am not happy with my job"; "I am often bored with my job"; "Most days I am enthusiastic about my job"; and "I find enjoyment in my job". In the study conducted by Brayfield and Rothe, items on job satisfaction are reported to have had a Cronbach alpha coefficient of 0.87 (Price, 1997). In this study, a Cronbach alpha coefficient of 0.76 was obtained, which reflects the internal consistency of this measuring instrument.
- The *Organisational Commitment Questionnaire* (OCQ) as developed by Cook and Wall (1980) will be used to assess the extent to which educators feel committed to their employer. The original questionnaire consisted of nine items. For the purpose of this study, only five items were used. The items are also rated on a 5-point Likert-type scale with 1 being "strongly disagree"; and 5 being "strongly agree". The types of statements reflected on this questionnaire are "I am quite proud to tell people who it is I work for", "I would be reluctant to change to another employer", "I feel myself to be part of the organisation", "I am making some effort, not just for myself but for the organisation as well" and "To know that my own work contributes to the good of the organisation would please me". On organisational commitment, the study conducted by Cook and Wall, obtained a Cronbach alpha coefficient of 0.87 (Cook & Wall, 1980). In another study conducted by Cartwright and Cooper on the same questionnaire, Cronbach alpha coefficients ranging from $\alpha = 0.60$ to 0.91 were found (Cartwright & Cooper, 2002). In this study, a Cronbach alpha coefficient of 0.79 was obtained, indicating the internal consistency of the measuring instrument.
- The *Intention to Quit Questionnaire* (IQQ) (Price, 1997) is a modified version of Isaksson's (2002) intention to quit questionnaire. It was measured by using four items, namely "I would be reluctant to leave this job" and its reverse code (Price, 1997). The

Cronbach alpha coefficient in previous studies (Isaksson, Bernhard, Claes, de Witte, Guest, Krausz, Mohr, Peiro, & Schalk 2003; de Cuyper & de Witte, 2005) range from $\alpha = 0.79$ to 0.82. The IQQ measures the employee's desire to leave the current employer rather than his/her actual intention to quit.

Statistical analysis

In essence, statistical analysis entails the analyst breaking down data into constituent parts to obtain answers from the various research questions, thus testing research hypotheses (Kerlinger, 1986). For the purpose of this study, the statistical analysis will be carried out with the SPSS programme (SPSS, 2006). Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) will be used to analyse the data. Kerr, Hall and Kozub (2002) state that descriptive statistics describe or summarise the characteristic of the data set.

Alpha coefficients and inter-item correlations will be used to determine the validity and reliability of the questionnaires. Also, the multiple regression analysis will be done to determine the predictive value of variables.

MANOVA and ANOVA will be used to determine the significance of the difference between biographic groups. Multivariate Analysis of Variance (MANOVA) will be used to determine the significance of differences between biographic groups, while Analysis of Variance (ANOVA) is a procedure used for comparing samples to determine whether there is sufficient evidence to infer that the means of the corresponding population distributions also differ (George & Mallery, 2003). For the purpose of this research, Univariate Analysis of Variance will be used. According to De Vos (1998) *univariate analysis* means that one variable is analysed, mainly with a view of describing that variable. Kerr *et al.*, (2002) adds that one-way ANOVA's are employed to address research questions that focus on differences in terms of one dependent variable and one independent variable. The independent variable has two or more levels of variance, e.g. gender (male and female).

The *General Linear Model*, in which two-way analysis of variance is conducted, will be utilised in this research (George & Mallery, 2003). In accordance with this research, two-way analysis of variance indicates a between-subject factors participation of 148 males and 76 females. This indicates a 62.1% response from males and a 33.9% response from females out of a combined total of 224 respondents.

Multivariate Tests and the *Levine's Test of Equality of Error Variances* are also used. Levine's Test of Equality of Error Variances examines the assumption that the variance of each dependent variable is the same as the variance of all other dependent variables (George & Mallery, 2003). In accordance with this research, the error of variance of the dependent variables is equal across groups.

Estimated Marginal Means are also used in this research. For each of the dependent variables, marginal means and standard errors are given a level of independent variables. Standard error is the standard deviation divided by the square root of N (George & Mallery, 2003).

Post HOC Tests are used for each dependent variable and, for the purpose of this research, Tukey's HSD tests are utilised. Kerr *et al.* (2002), as well as George and Mallery (2003) state that SPSS displays the difference between the following means: the standard error of this difference, as well as its possible significance, and the 95% confidence interval of the difference. In this article, based on the observed means, the mean difference is significant at the 0.05 level.

RESULTS

Descriptive statistics and Cronbach alpha coefficients for educators ($N = 224$) working in the Sedibeng West District of Gauteng Department of Education are reported in Table 3.

Table 3

Descriptive Statistics and Cronbach Alpha Coefficients of the JSQ, OCQ, and IQQ

	Mean	SD	Skewness	Kurtosis	α
Job Satisfaction	3.09	0.49	0.46	-0.17	0.76
Organisational Commitment	3.97	0.62	-0.22	-0.66	0.79
Intention to Quit	2.85	0.79	0.39	-0.78	0.82

It is evident from the information reflected in Table 3 that the scores of the measuring instrument have a normal distribution with a skewness and kurtosis smaller than one. The Cronbach alpha coefficients of all measuring instruments are considered to be acceptable compared to the guideline of $\alpha > 0.70$ (Nunnally & Bernstein, 1994). It therefore appears that all the measuring instruments have acceptable levels of internal consistency.

Next, the product-moment correlation coefficients for educators working for the Gauteng Department of Education at Sedibeng West district are analysed. The results are reported in Table 4.

Table 4

Product-Moment Correlation Coefficients between JSQ, OCQ and IQQ

	1	2	3
4. Job satisfaction	1		
5. Organisational commitment	-0.073	1	
6. Intention to quit	0.344(**)	-0.486(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

+ Correlation is practically significant $r > 0.30$ (medium effect)

++ Correlation is practically significant $r > 0.50$ (large effect)

Table 4 indicates that a practically significant correlation coefficient of medium effect was obtained between job satisfaction and the employee's intention to quit. No statistically or practically significant relationship could be found between job satisfaction and organisational commitment. Finally, Table 3 shows a practically significant negative correlation coefficient of a medium effect between organisational commitment and the employee's intention to quit.

A simple principal component analysis was conducted on 4 items of the JSQ. Analysis of the eigenvalues (larger than 1) and the scree plot indicated that one factor could be extracted, which explains 59.91% of the total variance. The results of the factor analysis for the JSQ are presented in Table 4 below.

Table 5

Principal Component analysis of JSQ

Item	Component
	1
1. I am not happy with my job	0.79
2. I am often bored with my job	0.75
3. Most days I am enthusiastic about my job	0.72
4. I find enjoyment in my job	0.82

Extraction Method: Principal Component Analysis.
a 1 component extracted.

As illustrated in Table 5, the principal component analysis resulted in one factor. Furthermore, Table 4 indicates that all four items loaded significantly throughout.

A principal component analysis completed on OCQ reflects five items which explains 57.08% of the variance. Two factors with eigenvalues larger than one were obtained. However, the scree plot shows a sharp break after the second factor and it was decided to extract two factors. Results of factor analysis are shown in Table 6.

Table 6

Principal Component Analysis of OCO

Item	Component	
	1	2
1. My work contribution is to good of the organisation	0.22	0.76
2. I feel myself to be part of the organisation	-0.72	0.06
3. I would be reluctant to change to another employer	0.53	-0.40
4. I like to feel that I am making some effort for the organisation	0.45	0.59
5. I am quite proud to tell people who it is I am working for	0.79	-0.21

Extraction Method: Principal Component Analysis
2 components extracted.

As shown in Table 6, items loaded significantly with the exception of item 2. From this table, it is apparent that two factors were extracted.

A simple component analysis that was carried out on four items of the IQQ shows one factor accounting for or explaining 66.27% of the total variance. A decision to extract one factor was based on the fact that a scree plot reflected a sharp break after the first factor and that factor showed eigenvalues larger than one. The results of the factor analysis of the IQQ are presented in Table 7 below.

Table 7

Principal Component of IQQ

Item	Component
	1
1. These days, I often feel like quitting	.83
2. I want to quit my job as soon as possible	.85
3. I would like to stay with this organisation as long as possible	.77
4. If I could, I would quit today	.78

Extraction Method: Principal Component Analysis.
a. 1 component extracted.

Inspection of Table 7 indicates that the principal component analysis resulted in one factor. Furthermore, all items loaded significantly throughout.

To determine whether job satisfaction and organisational commitment can predict the intention to quit of employees in the Sedibeng West District of the Gauteng Department of Education, a multiple regression analysis was carried out as illustrated in Table 8 below.

Table 8

Regression Analysis between the employee's intention to quit, job satisfaction and organisational commitment

Model	Unstandardised Coefficients		Standardised Coefficients Beta	t	P	F	R	R ²	ΔR^2
	B	SE.							
1 (Constant)	1.13	0.32		3.55	0.00	29.73	0.34	0.11	0.11
Job satisfaction	0.55	0.10	0.34	5.45	0.00				
2 (Constant)	3.66	0.41		8.92	0.00	54.71	5.75	0.33	0.32
Job satisfaction	0.52	0.89	0.31	5.61	0.00				
Organisational commitment	-0.59	0.07	-0.46	-8.39	0.00				

a Dependent Variable: Intention to quit

According to Table 8, the employee's intention to quit was used as a dependent variable with job satisfaction and organisational commitment as independent variables. The results, as shown in Table 8, indicate that job satisfaction (which was entered in the first step) predicted 11% of the total variance ($F = 29.73$, $p < 0.01$). Therefore it is not regarded as a significant predictor of the employee's intention to quit. With the inclusion of organisational commitment (in step 2), the results increased to 33% of the total variance explained ($F = 54.71$, $p < 0.01$). In this case, the regression coefficients of job satisfaction and organisational commitment were statistically significant. Both constructs, in accordance with Table 8, are not significant predictors of the employee's intention to quit.

Next, MANOVA and ANOVA analyses followed to determine the relationship between the employee's intention to quit and various demographic characteristics, such as gender, class, hours, and family. Demographic characteristics were first analysed for statistical significance using Wilks' Lambda statistics. The results of the comparison are reported in Table 9.

Table 9

MANOVA – Difference in Intention to quit levels of demographic groups

Variable	Value	F	Df	p	Partial Squared	Eta
Gender	0.94	4.20	3	0.00*	0.05	
Class	0.81	0.98	45	0.49	0.06	
Hours	0.65	1.20	69	0.13	0.13	
Family	0.97	0.79	6	0.57	0.01	

* Statistically significant difference: $p < 0.05$

In an analysis of Wilks' Lambda values ($p < 0.01$), a statistically significant difference was obtained for gender and not for class, hours and family. Table 9 also shows that there was a significant effect of gender on the dependent variable Intention to Quit ($F = 4.20$, $p < 0.05$; Wilks' Lambda = 0.94; partial eta squared = 0.05). However, this effect was small (Cohen, 1988) and 5.6% of the variance is explained.

No other differences could be found with regard to the demographic groups and the intention to quit by the educators in the Sedibeng West District of the Gauteng Department of Education.

DISCUSSION

The primary objective of this research is to determine the relationship between job satisfaction, organisational commitment and the intention to quit among educators in the Sedibeng West Education District. In accordance with literature, job satisfaction has been defined as the positive emotional response to a job resulting from attaining what the employee wants and values from the specific job (Steers, 1998). Price (1997), on the other hand, defines job satisfaction as the degree to which employees have a positive affective orientation towards employment by the organisation. Organisational commitment has been conceptualised as a strong belief in and as an acceptance of the organisation's goals and values, a willingness to exert a considerable effort on behalf of the organisation and a strong desire to maintain membership in the organisation.

Turnover has been defined by Carrel, *et al.*, (1992) as the movement of employees out of the organisation.

The relationships between job satisfaction and the employee's intention to quit, job satisfaction and organisational commitment and organisational commitment are highlighted in this study. The results obtained with the product-moment correlation indicate that a practically significant correlation coefficient of a medium effect was obtained between job satisfaction and an employee's intention to quit. The results confirm the findings by Armstrong (2006). Dibble (1999), Coyle-Shapiro and Conway (2005), Turnley and Feldman (1997) say that employees who are dissatisfied with their jobs display a tendency of an intention to quit or are responsible for a high turnover in the organisation if alternative employment is offered. No statistically practically significant relationship could be found between job satisfaction and organisational commitment. This finding supports that of Thinane (2005), and notably, is contrary to that of Van Zyl (2003) who found that there is a correlation between job satisfaction and organisational commitment.

Furthermore, results show a practically significant negative correlation coefficient of a medium effect between organisational commitment and an employee's intention to quit.

Reliability analysis of the measuring instruments indicates sufficient internal consistencies. The JSQ (Brayfield & Rothe, 1951) as used in the research conducted by Price (1997) reported a Cronbach alpha coefficient of 0.87. In this study, a Cronbach alpha coefficient of 0.76 was obtained. Thus, the instrument is considered internally consistent.

The OCQ (Cook & Wall, 1980) was used to assess commitment of employees to their employer. In a study conducted by Cartwright and Cooper (2002) using the same questionnaire, Cronbach alpha coefficients in excess of 0.7 were obtained.

The IQQ comprised of four items, which explains 66.27% of the total variance with one factor extracted. All factors loaded significantly. In this study, a Cronbach alpha coefficient of 0.82 was obtained. In the study conducted by Price (1997) on turnover intention, a Cronbach alpha coefficient of 0.79 was obtained. The instrument is regarded as having an internal consistency.

Regression analyses were used to determine whether job satisfaction and organisational commitment can predict an intention to quit among educators in the Sedibeng West District. An intention to quit was made a dependent variable with job satisfaction and organisational commitment as independent variables. The results show that job satisfaction predicted 11% of the total variance, indicating that it holds a predictive value for intention to quit. With the inclusion of organisational commitment, the results increased to 33% of the total variance explained. Organisational commitment also holds a predictive value with regard to an employee's intention to quit.

MANOVA and ANOVA analyses were incorporated to determine the relationship between an employee's intention to quit and demographic characteristics such as gender, class, hours and family. In this case only gender appeared to have a small significant effect on the dependent variable of intention to quit (Cohen, 1988), where 5.6% of the variance is explained. No other differences could be found with regard to quitting by educators in the Sedibeng West Education District.

This study provides a better understanding of job satisfaction and organisational commitment and their relationship to an intention to quit. However, some limitations could be identified. Firstly, uncertainty among educators regarding the purpose of the research resulted in inaccurate responses given in spite of confidentiality and ethical considerations explained. Secondly, the frequency scale – ranging from 1 (“strongly disagree”) to 5 (“strongly agree”) appeared to have confused a certain percentage of respondents. Lastly, in terms of job satisfaction and organisational commitment, confusion arose around the Department of Education or current institutions educators are employed at.

RECOMMENDATIONS

In this study, it was emphasised that the employment relationship and psychological contract educators have with the Department of Education play an important role in determining their job satisfaction, organisational commitment as well as the employee's intention to quit. It is therefore apparent that the Department of Education must expand all resources in its disposal to ensure that its employees attain a high level of job satisfaction and are committed to the department to lessen the rate at which they leave the department.

The rate of quitting as compared to employment is high and this, if not appropriately contained, will lead to serious skills drainage, as is apparent in mathematics, science and technology. The costs involved in replacing educators who are leaving are immensely high. The researcher recommends that incentives packages need to be revised and adjusted to those of private sector counterparts, as educators are now required to undergo intensive training for four years to qualify and get employment. Perceptions of differing incentives packages may lead to decreased job satisfaction and reduced organisational commitment, with resultant high turnover.

The Department of Education can accelerate its career pathing programmes as some adequately and suitably qualified educators with a long tenure still find themselves in post level one (entry level). This reduces their satisfaction and commitment level and increases tardiness, absenteeism and negativity.

To increase job satisfaction and organisational commitment and to reduce an intention to quit among educators, the Department of Education should develop the skills of its personnel as the changes currently taking place require educators to keep abreast. Various programmes that have relevance to capacity building of educators and managers should be utilised to improve the commitment and morale of educators.

Concerning future research, relevance of intervention programmes (i.e. curriculum support, managerial support) should be addressed. Intensive research needs to be done on ways of fostering job satisfaction and organisational commitment, thereby reducing an intention to quit among educators.

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CHAPTER 4

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

In this chapter, the conclusions that were reached based on the findings of the empirical study are set out. The limitations of the current study will be pointed out and, finally, recommendations for the Department of Education and future research will be outlined.

4.1 CONCLUSIONS

4.1.1 Conclusions regarding the specific theoretical objectives

The general objective of this study was to determine the relationship between job satisfaction, organisational commitment and an intention to quit among educators in the Sedibeng West Education District.

In accordance with specific objectives established in this dissertation, employment relationship, employment contract, psychological contract, employee obligations, employer obligations, job satisfaction, organisational commitment and an employee's intention to quit were conceptualised.

The literature revealed that *employment relationship* comes into being by virtue of a valid contract of employment (Grogan; 2003). Whereas the contract of employment consists only of the special arrangements relating to work that are agreed upon between the employer and employee, the employment relationship encompasses the entire legal relationship between contracting parties. The rights and obligations may be laid down in the individual contract, by collective agreement or law (Bezuidenhout, Garbers & Potgieter 1998). The reciprocal nature of the employment relationship was also emphasised and it was indicated that when parties conclude an employment contract, they each incur certain rights and obligations (Bendix, 2001).

The multidimensional nature of the employment relationship was also highlighted. Swanepoel, Erasmus, Van Wyk & Schenk (1998) allude to the economic dimension of the employment relationship. According to these authors, employees give their energy, knowledge, skill, abilities and productive time in return for some sort of reward – a reward that includes an economic or financial aspect. Money, as the medium of exchange, is central to the employment relationship. The *legal dimension* implies a legally binding agreement between employer and employee, while a *collective dimension* includes a relationship between labour as a group (including trade unions) and employer organisations.

The literature studied also revealed that the *employer obligations* imply all reasonable actions (promises and commitments) that the employer must engage in to ensure that employees are satisfied. These include, but are not limited to, competitive wage rates, job security, duty to pay agreed amounts of wages, provision of work, disclosure of information, the opportunity for the employee to address his/her complaints, promotion opportunities and flexible approach to a work/life balance (MacNeil, 1985; Shore & Tetrick, 1994; Rousseau, 1990; Morrison & Robinson, 1997).

On the other hand, *employee's obligations* have been conceptualised as beliefs in what the employee owes the organisation (Rousseau, 1990). The employee's obligations may be perceived as duties owed by an employee to their employer (Coyle-Shapiro & Conway, 2005). These could include, but are not limited to hard work, loyalty, sacrifices, commitment to achieving the business aim, and compliance with company ethos (Rousseau, 1990; Coyle-Shapiro & Kessler, 2002; Rousseau, 1995).

Niehoff and Paul (2001) state that the employment relationship is governed by the *psychological contract*, which in their opinion can be described as each party's beliefs about what it is entitled to receive and obliged to give in exchange for the other party's contribution. Rousseau (1990) is of the opinion that a psychological contract is the individual's beliefs in reciprocal obligations between employees and employers. Two types of psychological contracts have been distinguished, i.e. transactional and relational

contracts. Transactional contracts involve specific exchanges between the employer and the employee over a definite period of time. Transactional terms are usually short-term and performance related. Relational contracts involve open-ended, less specific agreements that maintain a relationship, such as developmental opportunities and long-term career paths (MacNeil, 1985).

Job satisfaction has been defined by Locke (1976) as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Steers (1988) adds that when individuals perceive that the outcomes of the job are met or exceeded, they are satisfied. Price (1997) on the other hand, defines job satisfaction as the degree to which employees have a positive affective orientation towards employment by the organisation. Berry (1997) and Ivancevich and Matteson (1996) maintain that various dimensions namely pay, promotion, benefits, challenges, supervision, co-workers, working conditions, safety, and the work itself, influence the way a person feels about his or her job.

Organisational commitment is described by Vakola and Nikolaou (2005) and Sui (2002) as a strong belief in and acceptance of the organisation's goals and values, a willingness to exert a considerable effort on behalf of the organisation and a strong desire to maintain membership in the organisation. Allen and Meyer (1996) conceptualised organisational commitment as the psychological link between the employee and organisation that makes it less likely for the employee to willingly want to leave. According to the findings of Suliman and Iles (2000), organisational commitment has been found to improve an employees' performance, namely committed employees are assumed to work harder and put in more effort than the less committed employees, to reduce withdrawal behaviour such as turnover, tardiness and absenteeism and to have a positive impact on employees' readiness to innovate and create.

The three dimensions of organisational commitment have been distinguished as *continuance commitment* – referring to an individual's awareness of the costs associated with leaving the organisation; *affective commitment* – referring to the employee's

emotional attachment to, identification with, and involvement in his workplace and, lastly, *normative commitment* explaining an individual's obligation to continue employment with the organisation (Allen, Meyer & Smith, 1993; Knights & Kennedy, 2005).

Turnover has been defined by Carrel, Kuzmits and Elbert (1992) as the movement of employees out of the organisation. Price (1997) distinguishes between voluntary and involuntary turnover. *Voluntary turnover* is regarded as the turnover initiated by the employee, while *involuntary turnover* is the movement not initiated by the employee, for example in the cases of dismissals, layoffs and terminations.

In a study conducted by Beehr (1995), reasons why employees quit their jobs can be divided into two categories, namely repulsion and attraction. Employees can be attracted to better alternatives (*attraction*), and employees can be driven out of the organisation by something unpleasant in the organisation itself (*repulsion*).

Review of literature (Bunud & Tumolo; 2004) indicates that employees experiencing conflict between their work and family responsibilities are three times more likely to consider quitting their job as those who are not. Literature also reveals that reasons why educators leave the Department of Education include low morale, job dissatisfaction, AIDS and premature mortality, an inadequate remuneration, increased workload, a lack of career development, professional recognition, dissatisfaction with work policies and job insecurity among others (Education Labour Relations Council; ELRC, 2005).

4.1.2 Conclusions regarding the specific empirical objectives

In the subsequent discussion, the construct validity and reliability of the measuring instruments of employer obligations, employee obligations, intention to quit, job satisfaction and organisational commitment will be determined.

The results of product-moment correlation coefficients between employer obligations, employee obligations and an intention to quit reveals that a practically significant correlation coefficient of a medium effect was obtained between *employer* and *employee's obligations*. Furthermore, a practically significant negative correlation of medium effect was also obtained between employer's obligations and the employee's intention to quit. Lastly, no statistically or practically significant relationship could be found between employee's obligations and an employee's intention to quit.

A simple principal component analysis conducted on *Employer's Obligations Questionnaire* showed that two factors could be extracted, which explained 59.61% of the total variance. All 15 items loaded significantly throughout.

Analysis of the eigenvalues (larger than 1) and the scree plot indicate that two factors could be extracted in the *Employee's Obligations Questionnaire*, explaining 55.01% of the total variance. A principal component analysis with an oblimin rotation was performed on 16 items, which loaded significantly throughout component 1.

On the *Intention to Quit Questionnaire*, a simple component analysis resulted in one factor being extracted, which explained 66.27% of the total variance explained. All items loaded significantly.

To determine whether employer or employee obligations can predict an employee's intention to quit, regression analyses were performed. The employee's intention to quit was used as dependent variable with employer obligations and employee obligations as independent variables. The results indicate that the employer obligation and employee obligations predicted 21% of the total variance, thus they were statistically significant. Furthermore, the results show that the constructs held a predictive value with regard to the employee's intention to quit.

MANOVA and ANOVA analyses were conducted to determine the relationship between intention to quit and various demographic characteristics of the participants, such as

class, gender, job classification, family and qualifications. The results show that a statistically significant difference was obtained for gender with a small effect explaining 4.4% of the variance.

The product-moment correlation coefficients between *Job Satisfaction*, *Organisational Commitment* and the *Intention to Quit Questionnaires* show that a practically significant correlation coefficient of a medium effect was obtained between job satisfaction and the employee's intention to quit. No statistically or practically significant relationship could be found between job satisfaction and organisational commitment. Finally, a practically significant negative correlation coefficient of medium effect between organisational commitment and the employee's intention to quit was obtained.

A simple component analysis performed on the *Job Satisfaction Questionnaire* reveals that one factor was extracted, which explains 59.91% of the total variance. All four items loaded significantly.

An analysis of eigenvalues (larger than 1) and the scree plot resulted in two factors for the *Organisational Commitment Questionnaire*, which explains 57.08% of the variance. The items loaded significantly throughout.

To determine whether job satisfaction and organisational commitment can predict an employee's intention to quit, regression analyses were carried out. *Job Satisfaction* predicted 11% of the total variance. With the inclusion of organisational commitments, the results increased to 33% of the total variance explained.

4.2 LIMITATIONS OF THIS RESEARCH

The following limitations should be taken into account in this research:

- The sample was not representative of all schools in Sedibeng West District, thus limiting the generalisability of the findings;

- Gender balance is also another factor limiting the generalisability of the findings.
- Office-based educators were not included in this research, thus inferences from data gathered are likely to be inappropriate;
- Other work-related aspects, for example, job performance, stress and job insecurity are not part of this study, which could have given a more balanced interpretation of various constructs;
- Fear of personal identification by the participants resulted in partially or totally inaccurate responses;
- The research only focused on one district of the Gauteng Department of Education, further limiting the generalisability of the findings for the whole province;
- The cross-sectional nature of this research limits the causal interpretation of the findings;
- Another limiting factor was the length of the questionnaire. Some participants did not totally complete the questionnaire; and
- *Organisational Commitment* was misconstrued to mean commitment to a particular institution (school), thus leading to biased responses.

4.3 RECOMMENDATIONS

Recommendations pertaining to the Department of Education as well as recommendations for future research are outlined in the subsequent discussion.

4.3.1. Recommendations for the Department of Education

It is recommended in this study that the department guarantee the fulfilment of its obligations towards its employees. If educators feel or perceive that the department does not fulfil its obligations, job dissatisfaction, absenteeism, tardiness, low organisational commitment and consequently a high intention to quit or turnover rate are likely to manifest.

Ongoing and continuous support (re-skilling; performance development and career development) should be given to educators as to enhance their morale and upgrade their skills and competencies to keep abreast of developments and current changes taking place in the educational landscape.

Participative management should be propagated as employees who feel that they are making a contribution to the organisation in which they are working, report a high level of job satisfaction and commitment and are less likely to consider leaving their current employer.

In order for the Department of Education to attract and retain its employees, salary packages need to be revised. Workloads need to be taken into consideration and policy changes need to be timeously communicated to educators. Support services (i.e. employee assistance programmes) need to be fully operational as stress is taking its toll on educators. Stress is further aggravated by current changes in curriculum and demands of teaching as profession.

4.3.2. Recommendations for future research

In South Africa, like many other African countries, there is a critical shortage of research on the psychological contract of educators. The researcher is of the opinion that more research on this topic needs to be undertaken. Tertiary institutions' education departments should take a serious note and provide financial assistance for students to do research on this topic. In some tertiary institutions, this topic is dealt with in the Behavioural Sciences Department and not in the Educational Department. This exacerbates backlogs in the research on this topic.

If the PSYCONES questionnaire is going to be used, specific constructs should be focused at one point. The questionnaire is longer than the time stipulated to complete it and most respondents didn't fully complete it. Background information required by this

questionnaire induce respondents to fear to give accurate information, thus other aspects on background information need to be deleted from the questionnaire.

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