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# THE IMPACT OF AN ORGANISATIONAL DEVELOPMENT INTERVENTION IN AN EDUCATIONAL SETTING

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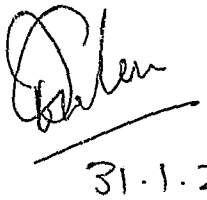
A DISSERTATION SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN INDUSTRIAL PSYCHOLOGY.

JOHANNESBURG, 2000.

# DECLARATION

I hereby declare that this dissertation is entirely my own work which has not been submitted previously to any other university, or to meet the requirements of any other degree.



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## ABSTRACT

A critical component of any organisational development intervention is the evaluation of its effects (Illback and Zins, 1995). The effects of the intervention need to be known, as evaluation and self renewal form part of the routine in healthy organisations (Ibid).
The present research examined the impact of one particular organisational development intervention that has been implemented in a number of schools in the township of Attridgeville. The sample consisted of one hundred and nine school teachers and clerical workers employed at the schools. The impact was assessed in terms of teacher's and clerical worker's perceptions of organisational justice, propensity to engage in industrial action, and organisational commitment before and after the intervention. Differences in levels of job satisfaction between those that have been exposed to the intervention compared to those who have not, were also assessed. The results of this study found no significant differences in the before and after scores for the variables mentioned. It was also found that the relationship between these variables has not changed before and after the intervention. A further qualitative exploration was undertaken to investigate these findings, and this revealed certain positive outcomes as a result of the intervention. The limitations of the study are explained, and suggestions for further research are mentioned.

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## CHAPTER 1 - LITERATURE REVIEW

### INTRODUCTION

The current reconstruction of the South African schooling system has been designed to produce an effective educational structure that is consistent with the democratic values of the new political dispensation (Davidoff and Lazarus, 1997). Davidoff and Lazarus (1997) explain that this involves the protection of human rights, equal citizenship, and participation in decision making by all that are affected by the decisions. These values must fundamentally affect the way in which schools are developed, managed and appraised, and must also affect the ways in which teachers are supported in their work, both as individuals and as members of professional teams (Davidoff and Lazarus, 1997).

Teachers and principals at schools believe that certain issues beyond the classroom need to be addressed. These issues relate to the school as a whole. Low morale among teachers, tensions between teachers and administrative staff, conflict among staff members, and lack of vision and direction are making schools an unhappy environment in which to work. Competent and committed teachers will affect the learning experiences of students, however, the extent to which teachers are competent and committed will inevitably be influenced by the central features of the school as a whole: the culture and values of the school, its decision making processes, its staff relationships, and its use of resources (Ibid).

Davidoff and Lazarus (1997) explain that the challenges faced by organisational development practitioners is to create an enabling environment which supports teachers in a process of personal and professional development. An enabling environment is one which is flexible enough to change and adapt to environmental demands. It is also an environment which is ultimately able to manage change. The purpose of organisational development is to make the school experience more meaningful for teachers. Davidoff and Lazarus (1997) believe that it is the people in schools who make a difference, and without people changing, shifting attitudes and behaviours, very little change can take place. Changing people, however, is not enough. Structures in and outside the school also need to change (Ibid). Intentional change therefore involves people and structures.

## THE SCHOOL AS AN ORGANISATION

It is recognised that schools are a particular kind of organisation, with particular goals and ways of pursuing those goals. Schools have features which are common to all kinds of organisations (Davidoff et al, 1997). Particular aspects or elements which make up an organisation need to be functioning effectively for the whole school to be healthy. Any malfunctioning element will have a negative ripple effect throughout the system (Davidoff et al, 1997). Schools as organisations are composed of human, technicological, informational, and financial resources. These resources are structured or organised in different ways to form programmes to address human needs, in the case of a school, to address the need for education (Illback and Zins, 1995). Illback and Zins (1995) state that outside of the financial realm, it appears that schools do not manage their resources systematically. The most important educational resource, academic and non-academic staff, are often expended in what appears to be "random fashion with little regard for appropriateness and accountability" (Illback and Zins, 1995 p 218).

## ORGANISATIONAL DEVELOPMENT DEFINED

Schmuck (1995) defines organisational development as a planned and sustained effort in process consultation to apply behavioural science concepts and techniques for system improvements using reflexive, self analytical methods. The use of reflexive, self analytical methods refers to involving system members themselves in the assessment, diagnosis, and transformation of their own organisation. Instead of simply accepting the advice of experts, organisational members, with the aid of outside consultants, examine current difficulties. Organisational members actively participate in the reformulation of goals, the development of new group process skills, the redesign of structures and procedures for achieving goals, the alteration of the working climate of the system and the assessment of results (Schmuck, 1995). Organisational development relies strongly on the concepts and techniques from the behavioural sciences, including social psychology, psychology, and sociology. Such concepts are used to diagnose an organisations problems, to provide members of the organisation with a conceptual language for talking about phenomena they are facing, to redesign unsatisfactory

structures and procedures, and to provide a basis for the evaluation of organisational development interventions (Schmuck, 1995).

## THE GOALS AND ASSUMPTIONS OF ORGANISATIONAL DEVELOPMENT

The goals of organisational development involve building on organisational strengths and overcoming organisational weaknesses. It aims at clarifying communication, improving staff meetings, solving problems, decision making, and resolving conflicts. (Schmuck, 1995). Schmuck (1995) states that the most basic value of organisational development consultation is that of joining and working collaboratively with educators, students, and parents to "strive towards the creation of new, more democratic social structures and more humanised interpersonal relationships." (P. 208).

The underlying assumptions of organisational development consultation are that schools are basically organisations, which means, as described earlier, that they consist of particular behavioural and programmatic regularities that do not depend on their existence on particular personalities. Organisational development also assumes that many efforts at educational reform have collapsed or have been absorbed without effect, precisely because of the limited attention given to the organisational context in which the reforms have been attempted. The assumption follows that a change in curriculum or teaching methods implies a change in the schools behavioural and programmatic regularities, in other words, a change in the culture of the school (Schmuck, 1995).

## THE NEED FOR ORGANISATIONAL DEVELOPMENT IN SCHOOLS

Schmuck (1995) found that when working as a facilitator, consultant, or as a trainer in schools and colleges, there were often breakdowns in communication between two people, within and among small groups, and from the bottom to the top of the administrative hierarchy. There were numerous staff meetings with no agendas or agreed upon procedures for solving problems or for making decisions. Schmuck (1995) also states that he has worked in schools in which the roles of individuals and work-groups have been unclear to most staff members.

There are schools in which inter-personal and inter-group conflicts have festered for years. In Gray's et al (1995) study, it was reported that at any one time, only a small proportion of schools in any particular locality will be improving or deteriorating in terms of their effectiveness in ways which are substantively significant. It was found that only one school in the sample was consistently improving over the period of the study. Gray et al (1995) states that changes in effectiveness at any one time, either in the form of improvement or deterioration are likely to appear modest. Gray et al (1995) also states that researchers need to be sensitive to the sizes of changes that appear to be occurring. Consistent improvements in a schools performance over a five year period could, for example, turn a relatively ineffective school into a relatively effective one.

As mentioned earlier, organisational development involves a planned and sustained effort. Available evidence indicates that schools are not easily and quickly transformed. In large schools, two or three years of consultative effort is typical before the completion of serious and self-sustaining organisational change (Schmuck, 1995).

## WHEN IS ORGANISATIONAL DEVELOPMENT CONSULTATION APPROPRIATE?

Schmuck (1995) explains that an education systems inability to improve its own group processes are caused by the high amounts of anxiety and frustration its own members feel about how well they are working together. Schmuck (1995) explains that organisational development would be most effective when members feel a moderate degree of anxiety and frustration about the functioning of their work group. Organisational development procedures should therefore be used when staff members feel moderate degrees of anxiety and frustration about their communication with one another. The effectiveness of their staff meetings, the clarity of the schools goals, group problem solving procedures, and decision making with one another.

There is, however, an exception to the rule of moderate anxiety and frustration among staff. This refers to the confrontation design of organisational development (Schmuck, 1995). This

design is adopted when a serious conflict between individuals or among groups has become public. Conflicting parties agree with the organisational development consultant that conflict is indeed present and it is worth the effort necessary to reduce it (Schmuck, 1995).

Fischer and Ury (1981 cited in Illback and Zins, 1995) explain that organisational change efforts are more likely to succeed in organisations with a history of working together effectively, and in which a high level of trust has been developed. Although conflict and disagreement exists, organisational development aims at resolving these issues satisfactorily so that there are no "winners" or "losers".

The organisational development consultant is usually not a member of the targeted system. Consultants have advanced training in group dynamics, and use concepts and techniques from the applied behavioural sciences in the organisational development process (Schmuck, 1995).

## THE ORGANISATIONAL DEVELOPMENT PROCESS

Hersey and Blanchard (1982) state that the most important stage of any organisational change effort is the diagnostic stage. It is commonly accepted that no planned organisational intervention should be instituted without a diagnosis of the organisation and its environment (Beer, 1980). The reason, according to Beer (1980) for engaging in such activities is to gain an understanding of the overall organisation, including its personnel, technologies, processes, and structures. Organisational diagnosis is more than a single event, it is a process that needs to be continued over time. Beer (1980) suggests that there is a trend toward the use of diagnostic techniques that engage organisational members in diagnosis, problem solving, and goal setting. Beer (1980) argues that with this involvement, one is more likely to develop feelings of ownership and commitment to correcting the problem. Members develop greater awareness of the problem and learn to recognise organisational problems on their own (Beer, 1980). Most organisational interventions begin with diagnostic interventions and then move on to other types of interventions, with the information obtained from the diagnosis being used to guide the selection of other forms of intervention (Illback and Zins, 1995).

There are numerous steps that can be taken in order to attempt to improve the functioning of a school. Selection and in-service training, for example can be modified, the structure of the organisation can be redesigned, or the leadership style modified. It is sometimes necessary to improve the working relationships among people within the school. Strategies designed to assist with such objectives are referred to as process interventions (Illback and Zins, 1995).

Process consultation is probably the most frequently utilized type of process intervention used in schools and other human service organisations (Illback and Zins, 1995). Activities using this approach are designed to "help the client to perceive, understand, and act upon process events which occur in the client's environment" (Schein, 1969 p. 9 cited in Illback and Zins, 1995). Process events are referred to, for example, as communication patterns, group decision making, leadership, and conflict. The purpose is to help members become more aware of how they work together, or the different roles that individual members take when they are interacting in a group. Process consultation seeks to help the group understand how it engages in problem solving and decision making (Illback and Zins 1995). An organisational development project is not complete until new functions, roles, procedures, or policies are built. New staff structures must not just be ideas, they should be formally institutionalised, and receive budgeted support (Schmuck, 1995). Schmuck (1995) states that adaptive, humanistic schools will not persist only on the basis of many of the participants desires and energy to collaborate, they must also have organisational structures to support the humanistic norms.

Illback and Zins (1995) explain that organisations are highly complex and interactive. No specific intervention is "pure". It is unlikely that one intervention, applied in isolation will be sufficient to address complex organisational problems. There is therefore a need to construct, package, and implement solutions or interventions that are in line with the complexity of the presenting problems.

## PROBLEMS ASSOCIATED WITH ORGANISATIONAL DEVELOPMENT IN SCHOOLS

A number of reasons have been suggested for the failure of organisational interventions:

inadequate systematic diagnostic data and poor problem clarification, inattention to organisational readiness for change, simplistic and limited intervention packages, and lack of follow-up procedures (Fullen, Miles, and Taylor, 1980).

Derr (1976 cited in Illback and Zins, 1995) explains that organising and implementing an organisational change programme in an educational setting is an extremely complex endeavour. It requires considerable knowledge of organisational functioning, systematic forethought and co-ordinated efforts on a number of issues. Organisational change is a process that evolves slowly, and efforts to rapidly promote discrete changes in organisations through specific interventions is often met with resistance and results in failure (Derr, 1976 cited in Illback and Zins, 1995). There is no singular, effective method of organisational change. Change efforts therefore should not simplistically focus on the people, technology, processes, or structures of an organisation in relative isolation (Illback and Zins, 1995). Harrison (1994) states that many educational reforms fail because they are unidimensional and do not take into account the interactive elements of organisational structure, process, and behaviour.

Fullan, et al (1980) explain that schools have a number of characteristics that make them resistant to change efforts. These include: goal diffuseness, difficulties in expressing performance outputs, low required interdependence of employees, and low accountability and high autonomy of staff members. It is common to find schools rapidly adopting one change programme after another in response to the pressing social conditions affecting them and the latest attacks from politicians, the media, the public, or the education profession itself (Illback and Zins, 1995). It is for these reasons that it is not surprising that meaningful organisational change and reform take have only occurred in isolation, rather than on a large scale basis (Ibid). Illback and Zins (1995) are, however, of the opinion that schools offer great possibilities of change because of the social criticisms of education and training. Illback and Zins (1995) also state that human resources are underutilised in school organisations, and that well designed organisational interventions can have an impact on the educational process.

Illback and Zins (1995) state that there has been some recent developments in the theoretical

literature on organisational change that are increasingly reflected in practice in the schools. Up until the 1980's, organisational change endeavours predominantly involved traditional organisational development models in which consultants or administrators had the major role in planning and initiating change. Today, however, a different approach, reflecting more collaborative efforts characterises successful planned change models. Schmuck (1995) also states that compared to a generation ago, administrators, psychologists, and teachers now have a much larger collection of tested intervention procedures available to them, particularly with regard to the variety of applications of contemporary process consultation and organisational development available. There is also an increasing recognition of the ecological context in which individual and small group consultative interactions occur (Illback and Zins, 1995).

## THE INFLUENCE OF CONTEXTUAL FACTORS ON SCHOOL IMPROVEMENT

Wimpleberg, Teddle, and Stringfield (1989 cited in Evans and Teddle, 1995) point to the need for sensitivity to contextual factors that may be associated with effectiveness in various settings. Factors such as socioeconomic level, organisational level, grade level, and urbanicity influence school effectiveness and the success of school improvement projects (Ibid).

Evans and Teddle (1995) state that rural and urban schools differ in two ways. Resource allocation and cohesiveness. Rural schools typically have fewer resources than urban schools and therefore are more likely to be cohesive. Blackley and Heath (1992) state that a students social class and the background of other children in the school are important variables in explaining performance. Principals of schools in upper socioeconomic areas operate more indirectly using a collaborative style of decision making. They exercise relatively little control over teacher decision making. These principals were less frequently described by teachers as the key to the school's success (Evans and Teddle, 1995). Principals in lower socioeconomic schools are, according to Evans and Teddle (1995) more visible in classrooms and demanding of teachers.

Evans and Teddle (1995) argue that if there are differences in principals leadership styles in

different socioeconomic schools, then there are certainly implications for the leadership of principals as change facilitators in these different settings. Principals may act differently in different contexts to bring about changes or improvements in their school. The importance of the school context and issues relating to principal behaviour in differing contexts are just beginning to be understood. Other issues relating to principals leadership styles also need examination. For example, when a school changes context, can a principal change leadership style to accommodate that change? (Evans and Teddle, 1995).

Fullan (1991 cited in Zywine et al, 1995) states that in school improvement policy and practice, there is evidence to suggest examples of success, however, these examples of success are short lived. It takes considerable effort to initiate and develop a school improvement project, however, it takes very little for it to disappear. Key people may leave, funding may dry up, or a new project of reform is implemented. For this reason, Zywine et al (1995) believe that school improvements projects should be placed in the perspective of whole school development.

## WHOLE SCHOOL DEVELOPMENT

Zywine et al (1995) explains that schools will not improve by having an understanding of the process of change separate from an understanding of what to change. Schools will also not improve by understanding the characteristics of effective schools separating from a knowledge of how they got that way. Zywine et al (1995) states that teachers, school leaders, and change facilitators need to have a shared and integrated understanding of the above in order to sustain school improvement. School development should be led by the principal and staff, and should foster openness and collaboration within the school. The school should also be open and well connected to the environment because ideas, practices, and resources outside the school are valuable, and because decisions taking place outside the school have an impact on the changes and conditions for future development.

The major emphasis of organisational development is on human relations, and the concepts, values, and techniques from the group dynamics literature. Interventions usually address

issues such as decision making, leadership, and conflict management (Gallessich, 1982). Organisational development also addresses other behavioural characteristics. It is assumed that information sharing can be helpful, working through differences can enhance collaboration, and that participative decision making leads to commitment (Friedlander and Brown 1974, cited in Illback and Zins, 1995). Process interventions in particular are intended to have an impact on organisational behaviour. People are taught to adopt new behaviours and to develop new relationships (Beer, 1980). Human behaviour in organisations is influenced by preconceived decision making and role systems such as institutional policies, administrative procedures, evaluative mechanisms, and reward systems. At the same time, people in organisations shape the structural functioning of the organisation. Changes in organisational structures and decision making procedures can therefore have a critical impact on the satisfaction of employees (Illback and Zins, 1995).

## JOB SATISFACTION

McCormick and Ilgen (1992) define job satisfaction as a specific subset of attitudes held by organisational members. It refers to the attitude they have towards their jobs, or their affective responses to their jobs. Job satisfaction is described by Arnold and Feldman (1986) as being the amount of overall positive feelings that individuals have towards their jobs.

There are two major classes or factors which have been found to be related to job satisfaction. Firstly, the values and expectations which employees bring to the job and secondly, the situation in which they actually perform the job. Each individual brings to the work situation his own set of expectations, partly determined by personal factors such as age, sex, education, and cultural and social values. The job situation provides factors such as pay, promotional opportunities, supervisory style, and prestige (Van Der Merwe and Miller, 1988). Lawless (1979) states that the status of an occupation, for example, depends on the amount of skill the job calls for, the degree of education and training it requires, and the level of responsibility and autonomy involved in work performance. The responsibility, respect, and recognition that go along with status contribute not only to a sense of satisfaction, but also to a sense of self esteem.

Martin and Bennett (1996) explain that there are three theoretical perspectives with regard to the relationship between job satisfaction and organisational commitment. One view suggests that commitment to an organisation develops from job satisfaction. Job satisfaction is seen as a determinant of organisational commitment based on an exchange of resources between individuals and organisations (Angle and Perry, 1983; Williams and Hazer, 1986, cited in Martin and Bennett 1996). Job satisfaction represents an affective response to specific work-related facets, whereas organisational commitment represents an affective response to an whole organisation. As individuals needs are satisfied, the resulting state becomes associated with the focal organisation. Organisational commitment is viewed as resulting from this association (Martin and Bennett, 1996). The second view holds the direction of influence between job satisfaction and organisational commitment the opposite way around to that of above. This view is explained using a cognitive dissonance approach in which "a cognitive outlook such as commitment is rationalised by subsequent attitudes of job satisfaction" (Bateman and Strasser, 1994 p. 97 cited in Martin and Bennett, 1986). Individuals make sense of their situation by developing a level of satisfaction consistent with their level of commitment (Martin and Bennett, 1996). The third view suggests that job satisfaction and organisational commitment are two distinct constructs and there is no particular causality between the two attitudes. This, however, does not rule out the possibility of reciprocal influences (Martin and Bennett, 1996).

## ORGANISATIONAL COMMITMENT

Organisational commitment is generally defined as the extent to which an individual identifies with and believes in the organisational goals and sets of values. It is the degree to which an individual wishes to maintain membership to that organisation, and to contribute to the process of achieving the organisations goals (Myers and Miller, 1997). Organisational commitment is the psychological bond that ties the individual to the organisation (Meyer, 1997).

Boschoff and Arnolds (1995) explain that employee commitment can have an impact on the effectiveness of organisations. Job performance, intention to leave the organisation, and

absenteeism are examples of variances that are influenced by employee commitment. Myers and Miller (1997) state that in order to understand the benefits associated with organisational commitment, three dimensions need to be considered because each dimension leads to different organisational outcomes. Firstly, affective commitment is a reflection of an employees emotional attachment to an organisation. An employee who is affectively committed is involved in the organisation, enjoys being part of the organisation, and identifies with the organisation. Secondly, continuance commitment describes that kind of commitment an employee experiences when he or she realises the benefits that are associated with remaining in the organisation, and the costs associated with leaving it. Thirdly, normative commitment occurs when an individual remains employed and committed to an organisation because they feel obligated to, and feel that it is the "right thing to do". Myers and Miller (1997) explain that continuance commitment has been shown to relate to a decrease in turnover because people cannot afford to leave their organisations. Affective commitment has been shown to relate to other organisational benefits, including job performance, motivation and effort, decreased absenteeism, and dependability. A workforce high on affective commitment will be more innovative, dynamic, competitive, and motivated. (Myers and Miller, 1997).

Organisational change can have positive and negative impacts on employees work commitment. Shapiro and Kirkman (1998) explains that when changes are made, employees are likely to anticipate injustice or the possibility of receiving unfair outcomes such as undesirable job assignments. Employees often anticipate job loss and possible confrontations with other employees. Feelings of insecurity often emerge and these feelings often lead to resistance like behaviour, including a reduction in work commitment (Ibid). According to Meyer (1997), organisational commitment has an impact on industrial relations. Employees who have a high level of commitment are expected to be reluctant to engage themselves in actions that hinder the achievement of organisational goals.

## PROPENSITY TO ENGAGE IN INDUSTRIAL ACTION

Industrial action occurs in various forms such as picketing, marching, boycotting, and striking.

Industrial conflict does not only find expression in the strike situation, although strikes are the most perceptible expression of conflict (Nel and Van Rooyen, 1993). Industrial action refers to all forms of overt collective labour conflict with management (Frenkel, 1980 cited in Katz, 1997). Kornhauser (1954 p. 13 cited in Nel and Van Rooyen, 1993) defines conflict as "the total range of behaviour and attitudes that express opposition and divergent orientations between individual owners and managers on the one hand and working people and their organisation on the other". Tustin (1994) states that conflict occurs when two or more independent parties have opposing objectives. In organisations, management attempts to maximise earnings by minimising wage costs. Workers, however, attempt to maximise their wage earnings in order to live. These opposing objectives create conflict within organisations.

Bluen (1994) explains that among the individual differences considered as determinants of industrial action or militancy, age and gender appear to be of fundamental importance. Males and younger teachers tend to be more militant than females and older teachers (Black, 1983). Alluto and Belasko's (1974 cited in Katz, 1997) study showed that age was one of the best predictors of attitudanal militancy among teachers and nurses. The study also showed that younger teachers and nurses evaluate strikes and unions more favourably than their older colleagues.

Job dissatisfaction has been extensively researched as a cause of strike action. An autocratic management style may cause job dissatisfaction, which may encourage activity in industrial action (Bluen, 1994). The findings of the job dissatisfaction - strike action relationship are, however, inconsistent. Bluen (1994) states that employees may choose not to strike if they feel the benefits of the strike action are less than the costs. Organisational researchers have historically emphasised the role of work related outcomes as determinants of employee attitudes (such as job satisfaction) and behaviours (such as participation in industrial action). Greenberg (1988) states that although this outcome-orientated perspective explains how employees react to the nature, level, and distribution of organisational rewards, it neglects the procedures or "means" through which "ends" are established.

## ORGANISATIONAL JUSTICE

Although the term justice has no single meaning, it is most frequently used in the context of organisational activity to refer to the distribution of resources and rewards. Justice related dictates such as fairness, rights, deserving, and so forth, are frequently used either to decide or to sanctify the allocation of resources and rewards (Notz and Starke, 1987). Important to the concept of organisational justice are the terms procedural justice, distributive justice, and interpersonal justice. Procedural justice is defined by Lind and Tyler (1988 cited in Bies and Shapiro, 1988) as the perceived fairness of decision making processes. Distributive justice relates to the perceived fairness of the actual outcome of the actual decision that is made (Ball, Trevino, and Simms, 1994).

Greenberg (1988) states that people are more likely to support an unfavourable decision when they perceive the decision making process to be fair. In a study conducted by Martin and Nagao (1989 cited in Martin and Bennett, 1996) it was found that the insensitive and improper use of an interview technique resulted in lower appraisals of an interview's fairness and greater resentment toward interviewers as a whole, regardless of whether or not applicants' perceived chances of obtaining a job were high or low. Procedures seemed to be more important than end results. Greenberg (1987), however, found that under certain conditions, outcomes are more important than the procedure by which the outcomes are achieved. When pay level is poor, fair procedures temper perceptions of unfair pay level. When pay levels are moderate or high, subjects are completely oblivious to procedural improprieties.

Greenberg (1987) states that interpersonal justice refers to the way in which work outcomes are communicated to employees. Greenberg (1990 cited in Katz, 1997) states that two aspects of interpersonal justice has an impact on the perceptions of procedural justice, these being the treatment that an employee receives from decision makers, and the adequate use of explanations and reasons for distributive outcomes. In other words, the manner in which an outcome is communicated to an employee will have an impact on the perceived fairness of the outcome.

Peoples judgements as to how fair an organisation is, play in important role in organisational decisions, behaviour and attitudes ( Greenberg, 1987). People need to have an understanding about the procedures that they are to follow to co-ordinate their efforts and to regulate their mutual relationships (Nel and Van Rooyen, 1993). It is because of the need in a working community to provide orderly, consistent, and known methods for dealing with working relationships that formalised procedures are of such importance to industrial relations (Van Coller, 1977 cited in Nel and Van Rooyen, 1993) with regard to the relationship between organisational justice, job satisfaction and organisational commitment. Martin and Bennetts (1996) study showed that procedural fairness, rather than distributive fairness of job satisfaction, is a direct cause or organisational commitment. Employees will not be committed to an organisation if they do not perceive the organisation to be procedurally fair. Martin and Bennett (1966) also mention that fair procedures may protect levels of organisational commitment from erosion due to dissatisfaction with poor outcomes. Martin and Bennett's (1996) study also showed that both procedural and distributive justice are antecedent to facet-specific job satisfaction. Both forms of justice make a unique contribution to satisfaction with pay, benefits, performance appraisal, and working conditions. Procedural justice, however, has less of an effect on job satisfaction compared to distributive justice (Martin and Bennett, 1996).

One particular organisational development intervention which considers the variables mentioned above as factors critical to its success, has been implemented into a number of schools in the township of Attridgeville. The St Mary's Outreach intervention and its theoretical framework is discussed below.

## THE ST MARY'S OUTREACH INTERVENTION

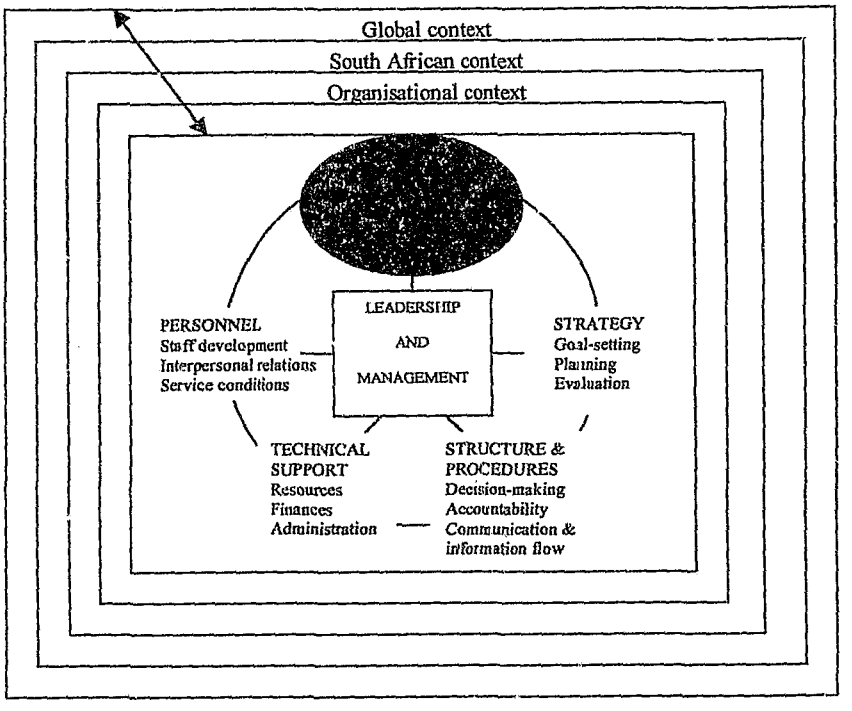
The St Mary's approach to school development is essentially one of holistic organisational development. The school is understood in terms of an organisation, or system, made up of interdependent elements. The intervention takes place with an understanding of the functioning of these parts within the system. The aim is to help the school towards increasing their effectiveness by creating coherence and harmony between the interdependent parts. The intervention understands that it is not possible to dictate, without knowing the individual

school, what the starting point of the intervention will be. There is, however, an understanding of what a capacitated school is. The particular mix of elements at a given time determines the appropriate intervention and the sequence of interventions (which elements should be addressed before others). This implies that there is no blueprint for change. A true developmental process cannot provide a set way of doing things which holds true for all schools at all times. Rather, the intervention provides a rigorous and systematic discipline for building the capacity of schools at particular times. The aim is to build the organisational capacity of the school so that it functions more coherently, and through having a strong organisational base, is able to meet the challenges of change and development in order to provide quality and purposeful education (author unknown).

Davidoff, Kaplan, Lazarus (1995) state that schools are organisations. They are not merely buildings where people disconnected from each other come and go from day to day. In every organisation, there are particular aspects or elements which make up that organisation, and each of these need to be functioning healthily for the whole to be healthy. Any malfunctioning element will have a ripple effect throughout the whole system. Without becoming familiar with, and being able to identify the different elements, it is difficult to understand where the particular strengths and weaknesses lie, and where, for example, one needs to focus for effective change (Davidoff et al, 1995). An organisation needs to be developing all the time. Intentional interventions to facilitate the constructive management of this development is needed. Organisational development is a strategy for managing change. It is aimed at facilitating the development of people and the organisation as a whole for the purposes of optimizing human fulfilment and increasing organisational effectiveness (Ibid).

The intervention is based on a framework developed by Davidoff et al (1995) which is used as a tool for understanding and working with school dynamics for the purposes of building "good" schools and addressing problems in schools within the South African context. Central to this framework is the linking of the classroom with the broader environment of the school as a whole, as well ans the broader South African society (Ibid). This framework is illustrated in Figure One on the following page.

**Figure 1**




**FRAMEWORK FOR UNDERSTANDING ORGANISATIONS (DAVIDOFF, KAPLAN, AND LAZARUS, 1995, p7)**

The personnel element is concerned with issues relating to the members of staff of the school. A schools capacity depends upon the capabilities of its staff members, both in terms of their individual capacity as well as the ways in which they work together. As shown in the above framework, three basic areas belong within this framework.

1. **Staff Development**

Without ongoing programmes and processes to encourage and support staff development, teachers will lose the inspiration which is seen as an essential part of meaningful education. In South Africa, little or no emphasis has been placed on the need for ongoing teacher development, to ensure that teachers feel competent, confident, and creative in their task as educators (Davidoff et al, 1995). Staff development programmes need to be developed around the particular needs of the individual staff and school situation and should link with the vision. For example, when developing a democratic school, insights, knowledge, and skills relevant to participation should be facilitated (Davidoff et al, 1995).

2. **Interpersonal Relations**

All schools experience conflict between individuals or groups of individuals. The intervention aims at enabling people to operate at maximum potential by working at the creation and maintenance of competent teams. Conflict and other interpersonal dynamics are understood in relation to other elements in the organisation, and within the greater South African context (Ibid).

3. **Service Conditions**

The intervention facilitates in the development of structures and procedures with respect to the conditions under which staff are employed. This includes issues such as recruitment, induction, job descriptions, scales of remuneration, leave, and other personnel policy issues. Where this is not done and arbitrary decisions take place, increasing tension, conflict, and demotivation results (Ibid). In South African schools, these conditions of employment are of particular concern, since many of the problems that are faced in schools relate to the lack of fairness and equity in such conditions (Ibid).

Schmuck (1995) explains that organisational development has functioned most effectively in cultural contexts that support democratic values. Schmuck (1995) states that a reasonable expectation for the future of educational organisation development is that it will continue to grow as long as the world-wide trend towards democracy continues. Organisational development is expected to be considerably more popular by the start of the 21st Century, especially as more value is placed on participatory site-based management in schools (Schmuck, 1995).

In conclusion, the literature has shown that dramatic change is occurring within South African educational institutions (Illback and Zins, 1995; Davidoff et al, 1995). This is due to a change in South Africa's political dispensation towards a more democratic society, which places value on issues such as collaboration, participation, equity, and fairness.

Illback and Zins (1995) suggest that there is reason to believe that educational reform efforts will continue in the future, and as a result, tremendous opportunities to participate in facilitating change will be available. There is, however, concern over whether planned change will occur, allowing consultants to have control over the changes and how they transpire. The reason for this concern is that there is a risk of a process described as first order change - that is, the more things change, the more they stay the same (Fisch, 1974 cited in Illback and Zins 1995).

Organisational development is intended to have an impact on human relations (Illback and Zins, 1995). In schools for example, organisational development is aimed at developing the working relationships between teachers, teachers and pupils, and teachers and management of the school. Structures and procedures need to be put in place to regulate these relationships (Nel and Van Rooyen, 1993) so that the outcomes of their relationships are seen to be fair or just.

Organisational development interventions are also intended to have an impact on organisational behaviour. Friedlander and Brown (1974, cited in Illback and Zins, 1995) explains that participative decision making can lead to organisational commitment. Davidoff

et al (1995) explains that by changing one element in a system, a ripple effect could occur, having an impact on other elements in the system. Therefore, by altering for example, personnel policies in a school, the likelihood of teachers participating in industrial action could change. Certain changes could also have an impact on a teachers job satisfaction. The literature has shown that there are varying perspectives regarding the casual relationship between job satisfaction, organisational commitment, and organisational justice.

## LIMITATIONS OF THE LITERATURE

According to Illback and Zins (1995), planned organisational change continues to be a neglected area in practice, training, and research in the schools. The focus has been on the provision of remedial assistance to individual clients. Illback and Zins (1995) state that the consideration of the whole picture, which involves system wide intervention is not taking place. Numerous publications related to planned organisational change have appeared, however, Illback and Zins (1995) explain that they are not directed towards relevant school practitioners (for example school psychologists, counsellors, and regular and special education teachers). Furthermore, Illback and Zins (1995) mention that few books or chapters on consultation published in the last few years contain adequate discussions of organisational level consultation, despite the central role that change at this level must play in the educational reform movement.

Organisational development research in schools (for example Illback and Zins, 1995; Schmuck, 1995; Fullan, Miles, and Taylor, 1980) has mainly taken place within the American educational system. The influence of contextual realities on organisational development strategies and successes has been shown in the literature. One needs to bear in mind that the problems facing American schools are in certain instances not the same as the problems facing South African schools due to differing social, political, and economic factors. One therefore needs to be careful when interpreting the American literature. Evans and Teddle (1995) state that most schools effectiveness research has taken place in primary schools exclusively. Few studies have investigated characteristics of schools at secondary level. Evans and Teddle (1995) also state that few studies have examined school effectiveness in rural areas. Although

the literature indicates that organisational development is intended to have an impact on organisational behaviour and human relations, the present researcher is of the opinion that there is a lack of literature indicating the direct effect that organisational development may have on specific issues such as organisational justice, propensity to engage in industrial action, organisational commitment, and job satisfaction.

## AIMS AND RATIONALE FOR THE STUDY

A critical component of the organisational development intervention is implementation evaluation (Illback and Zins 1995). The effects of an intervention need to be known as evaluation and self renewal are part of the routine in healthy organisations. Evaluation data is useful in assessing organisational performances (Ibid). Gray et al (1995) states that there have been many studies of school effectiveness and school improvement over the past decade, however, a number of problems have emerged. The divergence of methodological approaches appears to be one of the most prominent problems facing school improvement research. Years of data is required for identifying changes, and therefore, the reason for the lack of research is that school improvement studies take too long to conduct (Gray et al, 1995). The improvement in schools takes place over extended periods of time. Consequently, longitudinal studies are required if estimates of the extent of change are to be assessed (Gray et al, 1995).

The intention of the present research is to determine the impact or effect that the St Mary's organisational development intervention has had on teachers and clerical workers perceptions, behaviour, and attitudes before and after the intervention. The relationship between these perceptions, attitudes, and behaviours will also be examined in order to determine whether these relationships have changed as a result of the intervention. A further aim is to qualitatively explore the reasons or causes for, as well as the implications of, any quantitative changes that may be found. The present research also determines whether biographical variables have influenced the impact of the development intervention.

## THE GENERAL RESEARCH QUESTION

The general research question for the present study is whether there has been an impact or effect on certain perceptions, behaviour, and attitudes of school staff as a result of the organisational development intervention, and if so, what are the causes for, and implications of these changes. More specifically, the following research questions are asked:

1. Is there a difference in the perceptions of organisational justice before and after the organisational development intervention?

2. Is there a difference in the level of organisational commitment before and after the organisational development intervention?

3. Is there a difference in the propensity to engage in industrial action before and after the organisational development intervention?

4. Is there a difference in the relationship between organisational justice, organisational commitment, and propensity to engage in industrial action before and after the organisational development intervention?

5. Is there a difference in the level of job satisfaction between a sample of teachers who have not been subject to the organisational development intervention compared to a sample of teachers who have been subject to organisational development intervention?

6. What are the causes for, and implications of the quantitative relationships found in the present study?

7. Have certain biographical variables influenced the impact of the organisational development intervention?

## CHAPTER 2 - METHODOLOGY

### DESIGN

The design of the present study is longitudanal and non experimental in nature. The present study makes use of both quantitative and qualitative research methods. Firstly, questionnaires were administered to the subjects, and quantitative analyses were conducted. Secondly, qualitative research methods were used in order to further investigate the causes for, and implications of the quantitative relationships that were found. Millward (1997) states that qualitative research is useful in the interpretation of survey findings in that it explores in greater depth the implications of certain quantitative patterns and relationships.

Quantitative data for organisational justice, propensity to engage in industrial action, and organisational commitment was collected two years ago for a study conducted by Katz (1997). The organisational development intervention had not yet been introduced into the schools in Attridgeville at the time of this data collection. These variables were measured again in the present study. The data for the present study was collected from the same schools that formed the sample for Katz' (1997) study. Repeated measures and the passage of time is introduced into the present study, which indicates a longitudinal research design. Fife-Schaw (1997) states that longitudinal designs are especially useful for tracking developmental changes, and to monitor the impact of certain events on subjects' responses.

Quantitative data for job satisfaction was collected by members of the St Mary's Outreach programme. This data was collected from a sample of teachers who had not been subject to the original development intervention. Job satisfaction data was collected in the present study using the sample of teachers who have been subject to the intervention. Data was collected at more or less the same time, using a different sample of teachers. This particular element of the study indicates a cross sectional research design. An element of correlational research design is also present in the study as the relationships between the dependant variables are also examined.

The qualitative exploration is based on the findings of the quantitative analyses. Both the quantitative and qualitative elements of the present research are non-experimental in nature. There has been no manipulation of the independent variable by the present researcher.

## PROCEDURE

Raw data that was collected by Katz (1997) for a related study conducted two years ago, was obtained by the present researcher. This raw data was collected from a sample of clerical workers and teachers based in nine schools in the Attridgeville area. Permission was obtained from members of the St Mary's Outreach programme, as well as from the principals of the nine schools to re-administer the same questionnaires used by Katz (1997). An overall job satisfaction questionnaire was added to the original questionnaires. A letter requesting participation, and explaining that participation was voluntary (refer to appendix 1) was handed out to the subjects, together with the questionnaires. The administrator also gave an introductory speech, explaining the purpose of the research, and explaining that subjects' responses to the questions asked would remain confidential. Subjects were not required to include their names on the questionnaires. Written instructions were included on the questionaires, and verbal instructions were given by the administrators. The present researcher, and staff members of St Mary's Outreach administered the questionaires. Subjects were given the opportunity to ask questions before and during completion of the questionnaires. The questionnaires were administered at each of the nine schools individually, during school break. The questionnaires took on average approximately forty minutes to complete. Completed questionnaires were handed back to the administrator, and were placed in an envelope and sealed until data entry. As in Katz' (1997) study, the questionnaires were presented in both English and Northern Sotho. At the end of the session, subjects were thanked for their participation in the study. Statistical analyses were then conducted using the two sets of data. Once quantitative relationships were established, the present researcher compiled a set of focus group questions aimed to investigate the quantitative findings (refer to appendix 3). A letter was then sent out requesting subjects participation in a focus group (refer to appendix 4). Permission was obtained from the principals of two of the schools who participated in the initial phase of the research to hold focus groups with the staff after school hours. Two focus groups were held

with ten participants and twelve participants in each group respectively. Each focus group took approximately one hour to complete. The focus group discussions were audio taped for the purposes of transcription. It was explained to the participants that even though the discussion would be taped, the discussion would remain confidential to those participating in the focus group. At the end of the discussion, refreshments were provided and subjects were thanked for their participation.

## SAMPLE

The sample for the present study consisted of black school teachers and administrative clerks employed in nine schools in the township of Attridgeville. The questionnaires and focus groups were administered in the same nine schools that make up the sample for Katz' (1997) study. Principals and Deputy Principals were left out of the study as they were considered to be managerial staff.

According to employees of the St Mary's Outreach Organisation, who have been working closely with these schools over the past two years, there has been very little change in their staff complement. In order to ensure that the same subjects who participated in Katz' (1997) study formed the sample for the present study, subjects were asked how long they had been employed at their schools. Teachers with a length of service of less than two years were left out of the study. Of the 114 questionnaires that were distributed, one was incomplete due to the subject's refusal to participate in the study. Four questionnaires were not included in the data set as they were incomplete. This left a total "after intervention" sample of 109 subjects. The "before intervention" sample consisted of 119 subjects. The sample consisted of both males and females. Full biographical details are illustrated in the tables below.

Table 1a and b - Before Intervention Sample

| BIOGRAPHICAL VARIABLE | N | MINIMUM | MAXIMUM | MEAN | STD DEV. |
|---|---|---|---|---|---|
| Age | 119 | 22 | 64 | 41,042 | 9,467 |

| BIOGRAPHICAL VARIABLE | | N | PERCENT | CUMULATIVE PERCENT |
|---|---|---|---|---|
| Gender | Male | 18 | 15,1 | 15,1 |
| | Female | 101 | 84,9 | 100 |
| Education | Matric | 27 | 22,7 | 23,3 |
| | Certificate | 23 | 19,3 | 43,1 |
| | Diploma | 60 | 50,4 | 94,8 |
| | Degree | 6 | 5,0 | 100 |
| Title | Teacher | 105 | 88,2 | 89,7 |
| | Head of Department | 4 | 3,4 | 93,2 |
| | Administrative Clerk | 8 | 6,7 | 100 |
| Union Membership | | 96 | 80,7 | 82,1 |
| Non Union Membership | | 21 | 17,6 | 100 |
| Union Office Holder | | 10 | 8,4 | 8,5 |
| Non Union Office Holder | | 107 | 89,9 | 100 |

Table 2a and b - After Intervention Sample

| BIOGRAPHICAL VARIABLE | N | MINIMUM | MAXIMUM | MEAN | STD DEV. |
|---|---|---|---|---|---|
| Age | 108 | 25 | 64 | 42,2 | 8,789 |

| BIOGRAPHICAL VARIABLE | | N | PERCENT | CUMULATIVE PERCENT |
|---|---|---|---|---|
| Gender | Male | 20 | 18,3 | 18,5 |
| | Female | 88 | 80,7 | 100 |
| Education | Matric | 18 | 16,5 | 17,5 |
| | Certificate | 20 | 18,3 | 36,9 |
| | Diploma | 51 | 46,8 | 86,4 |
| | Degree | 14 | 12,8 | 100 |
| Title | Teacher | 94 | 86,2 | 86,2 |
| | Head of Department | 9 | 8,3 | 94,5 |
| | Administrative Clerk | 6 | 5,5 | 100 |
| Union Membership | | 98 | 89,9 | 89,9 |
| Non Union Membership | | 11 | 10,1 | 100 |
| Union Office Holder | | 12 | 11,0 | 11,0 |
| Non Union Office Holder | | 97 | 89,0 | 100 |

**INSTRUMENTS**

The instrument used in the present study included four questionnaires, and a focus group. The questionnaires included an organisational justice questionnaire, a propensity to engage in industrial action questionnaire, an organisational commitment questionnaire, and an overall job satisfaction questionnaire. A biographical information blank was also included. Because the study involved repeated measures to investigate changes in the variables over time, it was considered most appropriate to use the same questionnaires that were used to gather the first set of data. Accurate comparisons between the variables at time one and time two could only be made by using the same questionnaires for both measurements.

1. **Organisational Justice Questionnaire**

The organisational justice questionnaire consisted of three sub-scales, measuring three types of organisational justice: procedural justice, interpersonal justice, and distributive justice.

The procedural justice scale was devised by Nunns (1995) and adapted by Katz (1997). Katz (1997) adapted the scale by reducing the number of items from thirty to twelve items because of time constraints when administering the questionnaire. Questions were changed to statements so that an option for neither agree nor disagree could be included. The words "worker" and "company" were changed by Katz (1997) to "teacher" and "school" respectively. The final scale consisted of twelve items. A minimum score of twelve indicates a high perception of procedural justice. A maximum score of thirty six indicates a low perception of procedural justice. Items four and twelve were reverse scored. For the present study, an internal consistency (Cronback Alpha) of ,79 was obtained for the scale. This level of reliability was considered to be acceptable in order to measure the perceptions of procedural justice.

The interpersonal justice scale was also devised by Nunns (1995) and adapted by Katz (1997). Katz (1997) reduced the number of items from seven to four, and changed the wording of the items from questions to statements. The words "worker" and "company" were again changed to that of "teacher" and "school" respectively. Once again, Katz (1997) reduced the number of items because of time constraints when administering. The final scale consisted of four items. A minimum score of four indicates a high perception of interpersonal justice, while a maximum score of twelve indicates a low perception of interpersonal justice. For the present study, an internal consistency (Cronbach Alpha) of ,86 was obtained for the scale. This level of reliability was considered to be acceptable in order to measure the perceptions of interpersonal justice.

The distributive justice scale was devised by Nunns (1995) and again adapted by Katz (1997). Katz (1997) combined an item relating to training and education with that of experience. One item was dropped as Katz (1997) considered the item to be represented in the remaining items. Katz (1997) included an item relating to the rewards received in comparison to other people doing similar type of work (Adams equity theory, Adams 1963 cited in Katz, 1997). Items were reworded as statements, and the words "worker" and "company" were changed to "teacher" and "school" respectively. The final scale consisted of five items. A minimum score of five indicates a high perception of distributive justice. A minimum score of fifteen indicates a low perception of distributive justice. An internal consistency (Cronbach Alpha) of ,86 was obtained for the scale. This reliability was considered to be acceptable in order to measure the perceptions of distributive justice for the present study.

2. **Propensity to Engage in Industrial Action Questionnaire**

The propensity to engage in industrial action questionnaire was adapted and developed by Miller (1990) from the occupational militancy questionnaire (Fox and Wince, 1974 cited in Katz, 1997). The occupational militancy questionnaire was originally developed for use on a sample of American school teachers. Miller (1990) adapted the scale in order to make it more applicable to the South African context (Katz, 1997). The only adaptation that Katz (1997) made to the questionnaire was to change the words "worker" and "organisation" to "teacher" and "school" respectively. The final scale consisted of twelve items. A minimum score of twelve indicates a high propensity to engage in industrial action. A maximum score of thirty six indicates a low propensity to engage in industrial action. An internal consistency (Cronbach Alpha) of ,82 was obtained for the scale. This level of reliability was considered to be acceptable in order to measure the propensity to engage in industrial action for the present study.

3. **Organisational Commitment Questionnaire**

The organisational commitment questionnaire was developed by Monday, Steers, and Porter (1979) and adapted by Katz (1997). The original scale consisted of a seven point likert scale, however Katz (1997) stated that in order to maintain uniformity with the other questionnaires in the study, and to avoid confusion, the questionnaire needed to be changed to a three point likert scale. Katz (1997) changed the words organisation and worker to school and teacher respectively. The final scale consisted of 15 items. A minimum score of 15 indicates a high level of organisational commitment while a maximum score of 45 indicates a low level of organisational commitment. Items three, six, nine, eleven, twelve, and fifteen were reverse scored. An internal consistency (Cronbach Alpha) of ,70 was obtained for the scale. This level of reliability was considered to be acceptable in order to measure the level of organisational commitment.

4. **Job Satisfaction Questionnaire**

The overall job satisfaction questionnaire was developed by Warr, Cook and Wall (1979). The scale consisted of 15 items where respondents indicate on a seven point dimension their satisfaction or dissatisfaction with each of the 15 features of their job. The total score ranges from 15 to 105, with a higher score representing a higher level of job satisfaction. When developing the scale, Warr et al (1979) reported a co-efficient alpha of ,85 for the scale. For the present study, a Cronbach Alpha of ,88 was obtained. This level of reliability was considered to be acceptable in order to measure the levels of job satisfaction.

5. **Focus Group Discussions**

A focus group is a discussion-based interview that is able to provide a particular type of qualitative data. The focus group involves the simultaneous use of multiple respondents in order to generate data (Millward, 1992). Used alone, or in the case of the present study, in combination with other methods, the focus group's aim is to get

> closer to subjects' understandings of and perspectives on certain issues. Millward (1997 p. 176) states that "focus groups afford rich insight into the realities defined in a group context, and in particular the dynamic effects of interaction on expressed beliefs, attitudes, opinions, and feelings".

The present study involved the administration of two focus groups at two schools with teachers who volunteered to participate. The present researcher lead the focus group discussions with a set of semi-structured and open-ended discussion questions. These discussion questions were developed by the present researcher, and were based on the findings from the quantitative analyses that were constructed. The focus group discussions were audio taped and transcribed for the purposes of content analysis.

Millward (1992) explains that although surveys and focus groups originate from different research paradigms, there is nothing inherent in their methods that should prevent them from being integrated into one research design. As mentioned, focus groups are able to aid in the interpretation of survey findings.

## DATA ANALYSIS

### Reliability of Measuring Instruments

Rosenthal and Rosnow (1997) explain that all measurements, including measurements of behaviour, are subject to fluctuations (also called error) that can affect reliability and validity. The term reliability refers to consistency or stability, while validity refers to the appropriateness or meaningfulness of the measuring instrument. Kerlinger (1986) explains that it is not possible to remove all error of measurement, however, it is important to determine the level of reliability (Cronbach Alpha) to ensure that the amount of measurement error is at an acceptable level. Rosenthal and Rosnow (1991) explain that an acceptable level of reliability depends on the situation and nature of the variables being measured. For clinical testing, reliability co-efficients of approximately ,85 may be considered as satisfactory, however, for experimental research, instruments with much lower reliability co-efficients may

be accepted as satisfactory. For the purposes of this study, a co-efficient alpha of ,70 was considered as the minimal acceptable level of reliability.

## Quantitative Analyses

### 1. Independent Samples t-Tests

The present study involved an investigation into the changes in certain perceptions, attitudes, and behaviours of school staff before and after an organisational development intervention. A comparison of the means before and after the intervention was therefore required. Rosenthal and Rosnow (1991) state that the most common method of "comparing two means" is to employ the t-Test of the hypothesis that there is no difference between the two means for the sample used in the study. The t-Test is a test of significance and as such is made up of two components; the size of the effect and the size of the study. A t-Test can therefore be explained as follows:

**Significance test = size of effect x size of study**

For the purposes of the present study, the t-Test of significance was used to test the following hypotheses.

1. Ho: There is no significant difference in the perceptions of the organisational justice before and after the organisation development intervention.
2. Ho: There is no significant difference in the propensity to engage in industrial action before and after the organisational development intervention.
3. Ho: There is no significant difference in the level of organisational commitment before and after the organisational development intervention.
5. Ho: There is no significant difference in the levels of job satisfaction between those that have been subject to the organisational development intervention compared to those that have not been subject to the intervention.

Two types of t-Tests exist, namely the independent samples t-Test and the non-independent samples t-Test. A non-independent samples t-Test (or matches samples t-Test) is used when the same subject is observed on more than one occasion (Howell, 1989). Although it was stated that the same sample of teachers were observed before and after the organisational development intervention, a matched samples t-Test was not used in the present study as it was not possible to match each individual teacher's before and after scores. An independent samples t-Test was therefore used. This is noted as a limitation to the present study as repeated measures of the same subject at different points in time is characteristic of a longitudinal research design.

Several assumptions are made in the use of t-Tests, and the extent to which these assumptions are not met refer to the possibility of making incorrect inferences from t-Test results (Rosenthal and Rosnow, 1991). Three assumptions about the distribution of observations within conditions (errors) must be met:

1. Errors must be independent (Independence)
2. Errors must be identically distributed (Homogeneim of Variance)
3. Errors must be normally distributed (Normality)

(Rosenthal and Rosnow, 1991)

## 2. Correlation

When dealing with the relationship between two variables, one is concerned with correlation. The measure of the degree of strength of the relationship is represented by a correlation co-efficient (Howell, 1989). The Pearson product moment correlation co-efficient (r) can take on values between - 1,00 and + 1,00. A value of ,00 indicates that there is no linear relationship between the two variables that are being measured (a linear relationship is one in which a fixed change in one variable will always be associated with a fixed change in the other variable). An r value of +1,00 indicates that there is a perfectly positive linear relationship between the variables

while a value of - 1,00 indicates a perfectly negative relationship between the two variables (Rosenthal and Rosnow, 1991).

For the purposes of this study, the question of whether there has been a change in the relationship between variables as a result of the organisational development intervention was investigated. A correlation matrix including the variables; organisational justice, propensity to engage in industrial action, and organisational commitment was calculated both before and after the organisation development interventions. Furthermore, the three types of justice (procedural justice, interpersonal justice, and distributive justice) were included individually in the correlation matrix. A Fisher Z transformation was then used in order to interpret the differences between the two correlation matrixes. The Fisher Z is able to identify significant differences between values (Rosenthal and Rosnow, 1991).

3. **Two Way Analysis of Variance (Anova)**

In order to determine whether certain biographical variables have had an influence on the effectiveness of the organisational development intervention, two way analysis of variance was conducted. The sample was divided into two groups: Group one was labelled as the "before intervention" group, while group two was labelled as the "after intervention" group. The two way Anova was used in order to investigate the interaction between "group" and the biographical variable (independent variables) and to determine whether this interaction has had an impact on each dependent variable (organisational justice, propensity to engage in industrial action, and organisational commitment).

Using Anova effectively requires attention to the assumptions underlying the approach. In addition to requiring internal date, Anova assumes that:

1. The sample in each cell is random and independent from samples in the other cells (random independent sampling).

2. The dependent variable is normally distributed in each of the populations (normality).
3. The dependent variable's variance is the same in each population (homogeneity of variance).

(Tull and Hawkins, 1993)

## Qualitative Analysis

### 1. Content Analysis

This basic procedure of content analysis consists of making inferences from textual material by counting symbols, words, sentences, ideas, or whatever category of information that is of interest (Rosenthal and Rosnow, 1991). Although there are limitations to the procedure of transcription and later, content analysis, the procedure is advantageous in that it forces researchers to scrutinise the material that they are evaluating and classifying (Ibid). Content analysis also has the ability to reveal the ideas of participants and to identify any inconsistencies or contradictions within and across discussions with subjects (Toren, 1996).

For the purposes of this study, a qualitative content analysis was conducted in order to identify the causes for, and implications of, certain quantitative relationships that were found. This type of content analysis tends to be more subjective and less explicit about the processes by which interpretation of the target material occurs. The emphasis is on meaning rather than on quantification. The aim of this type of content analysis is to find quotations to illustrate particular themes or strands of meaning within the transcript. The aim is not normally to assign numbers and codes to the data (Millward, 1997). This form of content analysis was considered desirable as only two focus groups were conducted, and it would be inappropriate to assign codes and numbers to such a limited set of raw data.

## CHAPTER 3 - RESULTS

## RESULTS - QUANTITATIVE ANALYSES

### TABLE 3 - RELIABILITY OF MEASURING INSTRUMENTS

| MEASURING INSTRUMENTS | NO OF CASES | NO OF ITEMS | CRONBACH ALPHA |
|---|---|---|---|
| Procedural Justice | 184 | 12 | ,7949 |
| Interpersonal Justice | 225 | 4 | ,8609 |
| Distributive Justice | 221 | 5 | ,8657 |
| Industrial Action | 207 | 12 | ,8274 |
| Organisational Commitment | 197 | 15 | ,7024 |
| Job Satisfaction | 191 | 15 | ,8834 |

All the scales showed to be acceptable in terms of their reliability co-efficients (Cronbach Alpha)

### TABLE 4 - DESCRIPTIVE STATISTICS - BEFORE INTERVENTION GROUP

| VARIABLE | N | MINIMUM | MAXIMUM | MEAN | STANDARD DEV. |
|---|---|---|---|---|---|
| Procedural Justice | 119 | 12 | 32 | 21,604 | 5,135 |
| Interpersonal Justice | 119 | 4 | 12 | 6,401 | 2,736 |
| Distributive Justice | 119 | 5 | 15 | 11,811 | 3,118 |
| Justice Total | 119 | 23 | 59 | 39,815 | 8,971 |
| Industrial Action | 119 | 10 | 36 | 21,252 | 5,888 |
| Organisational Commitment | 119 | 17 | 37 | 23,444 | 4,529 |

**TABLE 5 - DESCRIPTIVE STATISTICS - AFTER INTERVENTION GROUP**

| VARIABLE | N | MINIMUM | MAXIMUM | MEAN | STANDARD DEV. |
|---|---|---|---|---|---|
| Procedural Justice | 109 | 12 | 36 | 21,031 | 5,935 |
| Interpersonal Justice | 109 | 4 | 12 | 6,229 | 2,570 |
| Distributive Justice | 109 | 5 | 15 | 10,862 | 3,385 |
| Justice Total | 109 | 21 | 62 | 38,123 | 9,756 |
| Industrial Action | 109 | 12 | 33 | 20,055 | 5,090 |
| Organisational Commitment | 109 | 15 | 39 | 23,012 | 5,129 |

**TABLE 6 - DESCRIPTIVE STATISTICS - JOB SATISFACTION**

| VARIABLE | N | MINIMUM | MAXIMUM | MEAN | STANDARD DEV |
|---|---|---|---|---|---|
| Job Satisfaction before intervention | 86 | 37 | 102 | 67,616 | 16,513 |
| Job Satisfaction after intervention | 105 | 26 | 94 | 64,905 | 15,625 |

**INTERPRETATION OF DESCRIPTIVE STATISTICS**

The difference in the mean scores between the before and after group for procedural justice is small (0,573). A higher score for procedural justice indicates a low perception of procedural justice, therefore, the small negative change in the means indicates a higher perception of procedural justice for the after intervention group. The difference in the mean scores for interpersonal justice is also relatively small (0,172) and is also a negative change which indicates a higher perception of interpersonal justice for the after intervention group. There is a larger change in the mean scores for distributive justice (0,949). This change is also negative, which indicates a higher perception of distributive justice for the after intervention group. The small changes in means for procedural justice, interpersonal justice, and

distributive justice are confirmed by a relatively small change in the justice total variable (1,692). This indicates an overall higher perception of organisational justice for the after intervention group.

In terms of the propensity to engage in industrial action, there is also a small negative difference in the mean scores between the before and after group (1,197). A lower score on the propensity to engage in industrial action scale indicates a higher likelihood of engaging in industrial action. Therefore, it appears that the after intervention group are more likely to participate in industrial action compared to the before intervention group.

The difference in the mean score for organisational commitment is also negative, although extremely small (0,432). This negative change in the mean scores indicates a higher level of organisational commitment for the after intervention group.

In terms of job satisfaction, there is a negative change in the mean scores of 2,711. A higher score on the job satisfaction scale indicates a higher level of job satisfaction. This negative change in the means therefore indicates a higher level of job satisfaction for the sample that have not been subject to the organisational development intervention.

The following T-Test results indicate whether or not the changes in the mean scores mentioned above are significantly different.

**TABLE 7 - T-TEST RESULTS FOR ALL VARIABLES**

| VARIABLE | t | df | SIGNIFICANCE | LEVENE'S TEST FOR EQUALITY OF VARIABLE | |
|---|---|---|---|---|---|
| | | | | f | SIGNIFICANCE |
| Procedural Justice | ,781 | 226 | ,436 | 2,410 | ,122 |
| Interpersonal Justice | ,486 | 226 | ,628 | ,645 | ,423 |

| VARIABLE | t | df | SIGNIFICANCE | LEVENE'S TEST FOR EQUALITY OF VARIABLE | |
|---|---|---|---|---|---|
| | | | | f | SIGNIFICANCE |
| Distributive Justice | 2,203 | 226 | ,029* | ,657 | ,418 |
| Justice Total | 1,365 | 226 | ,174 | 1553 | ,458 |
| Industrial Action | 1,635 | 226 | ,103 | 4,483 | ,035 |
| Organisational Commitment | ,674 | 226 | ,501 | ,525 | ,469 |
| Job Satisfaction | 1,163 | 189 | ,246 | 1,117 | ,292 |

* Significant at the 0,05 level.

**INTERPRETATION OF THE T-TEST RESULTS**

**Hyphothesis 1**

Ho: There is no significant difference in the perception of organisational justice before and after the organisational development intervention.

For the procedural justice dimension, P = 0,436 (P > 0,01) and is therefore not significant at the 0,01 level [illegible]rms of the interpersonal justice dimension, P = 0,628 (P > 0,01) and is also therefore [illegible]ficant at the 0,01 level. The P = 0,029 ( P > 0,01) for distributive justice indicat[illegible] is not significant at the 0,01 level (P < 0,05). In terms of the overall justice total P = [illegible],553 (P > 0,01) and is therefore not significant at the 0,01 level nor at the 0,05 level. The current researcher therefore fails to reject the null hypothesis stated above. There has been no significant difference in the perception of organisational justice before and after the organisational development intervention.

**Hypothesis 2**

Ho: There is no significant difference in the propensity to engage in industrial action before and after the organisational development intervention.

The T-Test for a difference in means for the propensity to engage in industrial action shows that P = 0,103 (P > 0,01). This result is not significant at the 0,01 level. The current researcher therefore fails to reject the null hypothesis stated above. There has be[illegible] significant change in the propensity to engage in industrial action before and after organisational development intervention.

**Hypothesis 3**

Ho: There is no significant difference in the level of organisational commitment before and after the organisational development intervention.

For the variable organisational commitment, the T-Test showed that P = 0,525 (P > 0,01). This result is therefore not significant at the 0,01 level. The current researcher fails to reject the null hypothesis stated above. There is no significant difference in the level of organisational commitment before and after the organisational development intervention.

**Hypothesis 4**

Ho: There is no significant difference in the level of job satisfaction between those who have been subject to the intervention and those who have not been subject to the intervention.

The T-Test shows that for job satisfaction, P = 0,246 (P = > 0,01). This result is therefore not significant at the 0,01 level. The current researcher fails to reject the null hypothesis stated above. There is no significant difference in the level of job satisfaction between those who have been subject to the organisational development intervention compared to those who have been subject to the intervention.

The Levene's test for homogeneity of variance shows that the values for all variables are not significant (P values are greater than 0,01). Homogeneity of variance can therefore be assumed, and this assumption is therefore fulfilled.

**TABLE 8 - CORRELATION MATRIX FOR BEFORE INTERVENTION GROUP**

| | Procedural Justice | Interpersonal Justice | Distributive Justice | Justice Total | Industrial Action | Organisational Commitment |
|---|---|---|---|---|---|---|
| Procedural Justice | 1,000 | ,661* | ,351* | ,896* | -,067 | ,387* |
| Interpersonal Justice | ,661* | 1,000 | ,415* | ,828* | -,057 | ,516* |
| Distributive Justice | ,351* | ,415* | 1,000 | ,675* | -,214 | ,185* |
| Justice Total | ,896* | ,828* | ,675* | 1,000 | -,130 | ,443* |
| Industrial Action | -,067 | -,057 | -,214 | -,130 | 1,000 | -,153 |
| Organisational Commitment | ,387* | ,516* | ,185 | ,443* | -,153 | 1,000 |

* Correlation is significant at the 0,01 level

**INTERPRETATION OF CORRELATION MATRIX (BEFORE INTERVENTION)**

The results show that in relation to the Pearson product moment correlation co-efficient, there is a significant positive relationship between organisational justice and organisational commitment. Although this relationship is significant, it is relatively weak (,443).

In terms of the relations between organisational justice and the propensity to engage in industrial action, the results show a very weak negative relationship (-,130). This result is not significant. The results show a weak, negative relationship between organisational commitment and the propensity to engage in industrial action (-,153).

In terms of the relationships within the three justice dimensions, the results show a weak positive relationship between procedural justice and distributive justice (,351), a moderately strong positive relationship between procedural justice and interpersonal justice (,661), and a moderately weak positive relationship between distributive justice and interpersonal justice (,415). All are significant at the 0,01 level.

**TABLE 9 - CORRELATION MATRIX FOR AFTER INTERVENTION GROUP**

| | Procedural Justice | Interpersonal Justice | Distributive Justice | Justice Total | Industrial Action | Organisational Commitment |
|---|---|---|---|---|---|---|
| Procedural Justice | 1,000 | ,719* | ,324* | ,910* | ,036 | ,498* |
| Interpersonal Justice | ,719* | 1,000 | ,398* | ,839* | ,011 | ,576* |
| Distributive Justice | ,324* | ,398* | 1,000 | ,649* | -,229 | ,273* |
| Justice Total | ,910* | ,839* | ,649* | 1,000 | -,055 | ,549* |
| Industrial Action | ,036 | ,011 | -,229 | -,055 | 1,000 | -,004 |
| Organisational Commitment | ,498* | ,576* | ,273* | ,549* | -,004 | 1,000 |

* Correlation is significant at the 0,01 level.

**INTERPRETATION OF CORRELATION MATRIX (AFTER INTERVENTION)**

The results show that in relation to the Pearson product moment correlation co-efficient, there is a significant positive relationship between organisational justice and organisational commitment. This relationship is moderately strong in nature (,549). In terms of the relationship between organisational justice and the propensity to engage in industrial action, the results show an extremely weak negative relationship (-,055). This result is not significant. The results show an extremely weak negative relationship between organisational commitment and the propensity to engage in industrial action (-,004).

In terms of the relationships within the three justice dimensions, the results show a weak positive relationship between procedural justice and distributive justice (,324), a moderately strong positive relationship between procedural justice and interpersonal justice (,719), and a

moderately weak positive relationship between distributive justice and interpersonal justice (,398). All are significant at the 0,01 level.

The Fisher Z transformation is used to transform the Pearsons r in order to identify significant differences between relationships (Rosenthall and Rosnow, 1991). The Fisher Z transformation was used in order to determine whether there has been a change in the relationships discussed above, before and after the organisational development intervention.

**THE DIFFERENCE IN THE RELATIONSHIP BETWEEN ORGANISATIONAL JUSTICE, PROPENSITY TO ENGAGE IN INDUSTRIAL ACTION, AND ORGANISATIONAL COMMITMENT BEFORE AND AFTER THE ORGANISATIONAL DEVELOPMENT INTERVENTION (FISHER Z TRANSFORMATION)**

Fisher Z is defined as ½ln [(1+r) / (1 - r)] for each r value.

$$\frac{z1 - z2}{\sqrt{\frac{1}{N1 - 3} + \frac{1}{N2 - 3}}} = Z$$

1. Ho: There is no significant difference in the relationship between organisational justice and organisational commitment before and after the intervention.

   Calculated Z = 1,08

   p = ,1401 (p > 0,01)

   Therefore fail to reject the null hypothesis. There is no significant difference in the relationship between organisational justice and organisational commitment before and after the intervention.

2. Ho: There is no significant difference in the relationship between organisational justice and the propensity to engage in industrial action before and after the intervention.

Calculated $Z = 1,34$

$p = ,0901$ $(p > 0,01)$

Therefore fail to reject the null hypothesis. There is no significant difference in the relationship between organisational justice and the propensity to engage in industrial action before and after the intervention.

3. Ho: There is no significant difference in the relationship between organisational commitment and the propensity to engage in industrial action before and after the intervention.

Calculated $Z = 1,12$

$p = ,1314$ $(p > 0,01)$

Therefore fail to reject the null hypothesis. There is no significant difference in the relationship between organisational commitment and the propensity to engage in industrial action before and after the intervention.

**TABLE 10 - ANOVA RESULTS FOR THE IMPACT OF THE BIOGRAPHICAL VARIABLES ON THE ORGANISATIONAL DEVELOPMENT INTERVENTION**

| DEPENDENT VARIABLE | INTERACTION | df | F | SIGNIFICANCE |
|---|---|---|---|---|
| Procedural Justice | Group x Gender | 1 | 4,845 | 0,029 |
| Interpersonal Justice | Group x Gender | 1 | ,889 | ,347 |
| Distributive Justice | Group x Gender | 1 | ,393 | ,532 |
| Justice Total | Group x Gender | 1 | 1,794 | ,182 |
| Industrial Action | Group x Gender | 1 | ,136 | ,712 |
| Organisational Commitment | Group x Gender | 1 | ,525 | ,469 |
| Procedural Justice | Group x Education Level | 3 | ,481 | ,696 |
| Interpersonal Justice | Group x Education Level | 3 | ,013 | ,998 |
| Distributive Justice | Group x Education Level | 3 | 1,157 | ,327 |
| Justice Total | Group x Education Level | 3 | ,184 | ,907 |
| Industrial Action | Group x Education Level | 3 | ,031 | ,993 |
| Organisational Commitment | Group x Education Level | 3 | ,649 | ,584 |

| DEPENDENT VARIABLE | INTERACTION | df | F | SIGNIFICANCE |
|---|---|---|---|---|
| Procedural Justice | Group x Title | 2 | ,861 | ,424 |
| Interpersonal Justice | Group x Title | 2 | ,095 | ,910 |
| Distributive Justice | Group x Title | 2 | ,819 | ,442 |
| Justice Total | Group x Title | 2 | ,063 | ,125 |
| Industrial Action | Group x Title | 2 | 1,908 | ,151 |
| Organisational Commitment | Group x Title | 2 | ,360 | ,698 |
| Procedural Justice | Group x Union Membership | 1 | 2,535 | ,113 |
| Interpersonal Justice | Group x Union Membership | 1 | 1,819 | ,179 |
| Distributive Justice | Group x Union Membership | 1 | 1,967 | ,162 |
| Justice Total | Group x Union Membership | 1 | 3,327 | 0,069 |
| Industrial Action | Group x Union Membership | 1 | 3,795 | 0,053 |
| Organisational Commitment | Group x Union Membership | 1 | ,175 | ,676 |
| Procedural Justice | Group x Union Office | 1 | 2,236 | ,136 |

| DEPENDENT VARIABLE | INTERACTION | df | F | SIGNIFICANCE |
|---|---|---|---|---|
| Interpersonal Justice | Group x Union Office | 1 | ,003 | ,959 |
| Distributive Justice | Group x Union Office | 1 | ,067 | ,796 |
| Justice Total | Group x Union Office | 1 | ,915 | ,340 |
| Industrial Action | Group x Union Office | 1 | ,053 | ,818 |
| Organisational Commitment | Group x Union Office | 1 | ,693 | ,406 |
| Procedural Justice | Group x Age | 4 | 2,043 | ,089 |
| Interpersonal Justice | Group x Age | 4 | 1,690 | ,153 |
| Distributive Justice | Group x Age | 4 | ,326 | ,860 |
| Justice Total | Group x Age | 4 | 1,655 | ,162 |
| Industrial Action | Group x Age | 4 | ,312 | ,869 |
| Organisational Commitment | Group x Age | 4 | ,828 | ,508 |

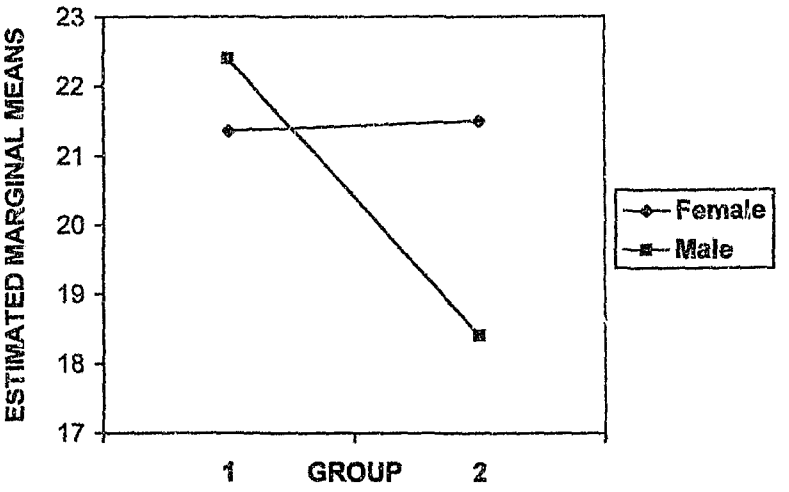
## INTERPRETATION OF ANOVA RESULTS

The results show that the biographical variables of gender, educational level, title, Union membership, Union office, and age have not had a significant impact on the effectiveness of

the organisational development intervention in terms of the dependent variables at the 0,01 level of significance. All P values are greater than 0,01. It was found, however, that gender has had a significant impact on the perceptions of procedural justice (at the 0,05 significance level, P = 0,029, P < 0,05). The profile plot below shows that the males in the before intervention group (Group 1), have a lower perception of procedural justice compared to the males in the after intervention group (Group 2). As stated in chapter two, a lower score indicates a high perception of procedural justice.

**ESTIMATED MARGINAL MEANS FOR PROCEDURAL JUSTICE**

**Figure 2**




**RESULTS - QUALITATIVE ANALYSIS**

Participants indicated that there has been a number of changes that have occurred in their schools, which are a result of the St Mary's Outreach intervention. These changes include a greater sense of teamwork or team spirit amongst teachers, improved communication between individual teachers and between teachers and management of the school, and continuous development of the teacher, and the school as a whole by means of goal setting. Participants explained that a greater sense of teamwork enables teachers to work together in a highly motivated manner in order to achieve stated goals. Participants stated that improved communication between parties has resulted in the staff being able to relate to one another

with greater sensitivity and understanding. Teachers are now able to give and accept criticism in a more constructive manner. The participants also indicated that the St Mary's Outreach intervention has equipped them with the ability to accept and adapt or respond to changes occurring within and outside the school. These general changes that have been identified by the participants appear to have an impact on more specific issues such as organisational justice, organisational commitment, propensity to engage in industrial action and job satisfaction. Content analysis has revealed some of the causes for, and implications of changes (or lack or changes) in these variables.

1. **Procedural Justice**

When participants were asked whether they felt that the manner in which decisions are made in their schools have changed, there appeared to be consensus that teachers are now given greater opportunity to voice their opinions or concerns. Participants stated that certain structures, such as committees and forums, are now in place so that they are able to discuss their concerns amongst each other. One respondent stated that "workplace forums have been developed with the help of St Mary's Outreach". Respondents indicated that although they felt that there has been an improvement in communication within the school, there is still a lack of consultation in decision making. The majority of participants explained that certain decisions are made by the Gauteng Education Department without prior consultation with school personnel.

Respondents explained that the opportunity to voice opinions and concerns has empowered them as a group of teachers. They feel that this empowerment facilitates them as educators as they are now able to discuss problems that may arise, and identify possible solutions to these problems together.

2. **Interpersonal Justice**

Respondents explained that for management to be fair, all employees should be treated in the same way. Certain respondents expressed concern that not all teachers are

being treated fairly. Certain respondents explained that the personal relationship between a manager and an individual teacher often determines how fairly they are treated, and there appears to be a lack of consistency with regard to the treatment teachers receive from management of the school. Certain respondents, however, explained that St Mary's Outreach has facilitated with training in conflict management skills, and this has resulted in more fair treatment as standardised procedures are followed when conflict between school personnel arises. One respondent explained that "there will always be conflict between teachers, it is just that now we have the procedures in place to deal with it".

Respondents indicated that the consistent treatment of teachers by management builds a more coherent group of teachers, as each teacher is seen to be equal in the group. Respondents feel that they are also more willing to accept criticism and feedback from management regarding their performance.

3. **Distributive Justice**

Respondents indicated that although financial rewards are considered to be important, money should not be the sole reward received for teaching. Respondents suggested that encouragement and praise from management is a reward in itself and this needs to be more formalised in the form of performance appraisals, incentives, or some form of certification. Respondents explained that this form of reward has the potential to increase their motivation to work. Monetary rewards are, however, still considered to be the most important factor in the evaluation of distributive justice. Respondents indicated that in comparison to other professions, teachers are not fairly rewarded for their work. Respondents feel that they are not fairly rewarded, taking their qualifications and experience into account.

Respondents indicated that they become "frustrated" and "angry" that they are not being fairly rewarded for their work. One respondent stated that "I become demotivated when I receive my pay slip".

When respondents were asked whether they felt that their school was, in general, more fair now compared to two years ago, respondents explained that there has been some improvement with regards to procedures and interpersonal relations, however, the issue of unfair distributive rewards is still of great concern to them. One respondent stated that "sometimes things do not go your way, but you must accept them because it is fair to all teachers".

4. **Propensity to Engage in Industrial Action**

Respondents explained that one of the main reasons for participating in some form of industrial action is because of their belief that, in most cases, negotiating in order to reach an agreement is not effective. Participants explained that there is a need to act in order to achieve demands. One respondent stated that "negotiations never solve problems, we need to act to get what we want, we must fight for what is needed". Participants agree that they should not "take a back seat". There is a "need to take control in the development of ourselves and others". Participants explained that participation in industrial action is effective because it is a collective action. "We are more powerful as a group of teachers". Participants indicated that they are forced to strike for economic reasons.

Respondents expressed that they obtained a certain amount of satisfaction as a result of their participation in industrial action. One respondent stated that "we become satisfied because we are able to show the education department that we have demands and we are powerful". Respondents also, however, explained that they become frustrated that they are forced to engage in industrial action. Respondents explained that they prefer being in their classrooms and acknowledged that although participation in industrial action may have positive outcomes for themselves, it has negative consequences for the children's education.

5. **Organisational Commitment**

Respondents indicated that there are a number of reasons as to why they may feel a greater sense of commitment. A number of respondents explained that St Mary's Outreach "works hard at developing us as individual teachers, and therefore, I am committed to working hard as a teacher in this school". Secondly, the respondents felt that they have been empowered as individual teachers as well as a group of teachers, and this created greater team co-operation and commitment. Lastly, respondents explained that they are committed to improving the chances for a child to succeed at higher education levels.

Respondents explained that a committed teacher is able to provide a "better education for the child". Respondents also acknowledged that the degree to which a school will improve is dependent on how committed the teachers are to the process.

6. **Job Satisfaction**

When respondents were asked to discuss any specific issues relating to their job that were of concern to them, a large majority expressed concern about their job security. They were concerned about the redeployment of teachers to different schools without prior consultation. Respondents explained that this insecurity results in a lack of commitment because they are unsure of whether they will be redeployed or not. Respondents did, however, discuss certain recent developments within their schools which has increased the effectiveness of their work. For example, the introduction of a feeding scheme has helped children's concentration in class, and increased parental participation in the child's education has facilitated learning.

Lastly, respondents were asked whether they felt that there were problems out of the control of the St Mary's intervention. Respondents stated that a number of policy changes or decisions are made by the Education Department which hinder the success of the St Mary's intervention. Respondents suggested that St Mary's Outreach be in closer contact with the Education Department as well as the trade unions.

## CHAPTER 4 - DISCUSSION

The present research combined both quantitative and qualitative research methods in order to assess the impact that an organisational development intervention has had on staff perceptions, behaviour, and attitudes. The qualitative research method was used in order to further explore the quantitative findings. Although the quantitative analyses show that the organisational development intervention has had little impact in terms of changing perceptions, behaviour, and attitudes, the qualitative analysis revealed an overall positive response to the programme from those that hve been subject to the intervention. These results are mentioned below, and possible explanations for the results, based on the literature and previous research in the area, are discussed.

The results show that subjects, as a result of the intervention, are able to communicate with each other more effectively, they are able to overcome or manage conflict more constructively, and experience a greater sense of teamwork or teamspirit. Subjects also indicated that they now have the opportunity to voice their opinions or concerns regarding decisions. These general findings appear to be in line with the actual goals of organisational development which Schmuck (1995) explains as being the clarification of communication, the development of more democratic social structures and decision making, and the joining or collaboration of organisational members.

The intervention therefore appears to have achieved a degree of success in accomplishing the objectives of organisational development. These results are not, however, quantified in the present study.

The descriptive statistics show that there are relatively small changes in the mean scores of the variables before and after the organisational development intervention. The results show that there is a slightly higher perception of procedural justice interpersonal justice, and distributive justice after the organisational development intervention This has resulted in a slightly higher perception of organisational justice. The results also indicate a slightly higher degree of organisational commitment after the organisational development intervention. These results

are, however not significant. Although these changes are small, and not significant, they are desireable in terms of the development of a healthy organisation. Gray et al (1995) explains that researchers need to be sensitive to the sizes of changes that appear to be occuring in schools. Schmuck (1995) has explained that organisational development is a planned and sustained effort, and that schools are not easily and quickly transformed. Schmuck (1995) also explains that two or three years of consulting effort is needed before one can identify serious and self-sustaining organisational change. The time frame used to identify changes in the present study was two years. It is possible therefore, that greater changes would be identifiable should the present study be conducted one year later.

Results showed that the subjects are more likely to engage in industrial action now, compared to two years ago, at the outset of the development process. One would not expect this result considering the improvement in perceptions of organisational justice. Bluen (1994) explains that an autocratic management style may encourage activity in industrial action. Results, however, indicate that the schools have become more democratic in nature as staff are able to voice opinions and concerns through structured committees and forums. Greenberg (1988) explains the role of work related outcomes as determinants of employee attitudes and behaviours (such as participation in industrial action). Although the results show a slight improvement in the perceptions of distributive justice, qualitative analyses revealed that school teachers are still extremely dissatisfied with their monetary rewards, and explained that this was their primary reason for engaging in industrial action. One could therefore accept Greenberg's (1988) outcome-orientated perspective as an explanation for participation in industrial action. It would appear that the organisational development intervention has, to a certain extent, been successful in reducing certain causes for participation in industrial activity (for example the change from an autocratic to a more democratic, shared decision making environment). The issue of monetary rewards as a reason for participation in industrial action is, to a large extent, out of the control of the intervention, as teachers salaries are negotiated between unions and Government.

The results show a slightly higher degree of organisational commitment after the organisational development intervention. This result is, however, not significant. Shapiro

and Kirkman (1998) explain that organisational change can have positive and negative impacts on work commitment. Possible negative outcomes include a perception of injustice or the possibility of receiving unfair outcomes as a result of organisational change programmes. Results in the present study have shown that this has not occured within the schools. It would appear that a number of teachers are more affectively committed to their schools, as they have become more committed to the achievement of the schools goals. A number of teachers strongly believe that there is no better school to work for other than their own. Teachers also appear to possess a degree of continuance commitment as they explained that they are committed to the school because the organisational development intervention is committed to developing them as individual teachers. Myers and Miller (1997) describe continuance commitment as that kind of commitment an employee experiences when he or she realises the benefits that are associated by staying with the organisation. Teachers are continiuously being developed and supported in their work and are therefore more committed to their schools. Boschoff and Arnolds (1995) explain that an employee's intention to leave the organisation is influenced by his or her commitment to the organisation. During the focus group discussions, teachers generally indicated that they do not intend leaving their schools in the near future. Employees of St Mary's Outreach also state that the staff turnover within their contracting schools is very low. This is possibly a further indication of high levels of organisational commitment.

The research design used to identify changes in the levels of job satisfaction as a result of the organisational development intervention, was slightly different to that used for the other variables in the study. Possible changes in the levels of job satisfaction were measured using a cross sectional research design. Comparisons were made between personnel that have not been subject to the intervention and personnel that have been subject to the intervention. An unexpected result was obtained which shows that, in terms of the mean scores, those that have been subject to the intervention have lower levels of job satisfaction. This result is, however, very small and not significant. Job satisfaction refers to the overall attitude individuals have towards their jobs. (McCormick and Ilgen, 1992). It encompasses a number of factors including the values and expectations which employees bring to the job as well as factors within the work situation (Van Der Merwe and Miller, 1988). Qualitative analysis revealed

two factors within the work situation which appear to be of concern to the teachers and may have an impact on their levels of job satisfaction. There appears to be a threat to their job security due to the redeployment of teachers services and secondly, as mentioned earlier, teachers are extremely dissatisfied with the monetary rewards they receive for their work. Once again, these issues are, to a large extent, out of the control of the organisational development intervention.

The relationship between the perceptions of organisational justice, the propensity to engage in industrial action, and organisational commitment were examined both before the organisational development intervention and after the intervention. This examination was done in order to answer the question of whether the relationship between the variables have changed over time, and after the implementation of the intervention. Katz' (1997) study, which formed the before intervention group for the present study, found a significant positive relationship between the perceptions of organisational justice and organisational commitment. Katz (1997) also found a significant negative relationship between the perceptions of organisational commitment and the propensity to engage in industrial action. The results of the present study are in support of Katz' (1997) findings. The correlation matrix for the after intervention group also show a positive relationship between the perceptions of organisational justice and organisational commitment, and a negative relationship between perceptions of organisational justice and the propensity to engage in industrial action. The question of whether these relationships have become significantly stronger or weaker over the two year period was calculated using the Fisher Z transformation. The results show that the correlations between the variables have not become significantly stronger or weaker. This result indicates that the relationship between these variables appear to have remained constant over time.

The influence of contextual factors on school improvement has been pointed out by Evans and Teddle (1995), who argue that one needs to be sensitive to factors such as urbanicity and socio-economic level when evaluating the effectiveness of school improvement projects. The schools making up the sample for the present study are situated in the township of Attridgeville. These schools rely heavily on donations and financial support in order to improve their resources. The rural nature of these schools, and the lower socioeconomic

situation make rapid improvement difficult. It is possible that these contextual factors have had an influence on the relatively small changes that have been identified by the results of the present study. A further contextual factor that could possibly have had an influence on the results of the present study relates to the industrial relations climate at the time of administration of a number of the questionnaires. Wage negotiations between the teachers union and Government were taking place. A deadlock in negotiations resulted in national strike action. Perceptions of fairness, commitment, and job satisfaction may well have been influenced by such instability. The situation may also have influenced the answering of the propensity to engage in industrial action questionnaire.

## IMPLICATIONS OF THE FINDINGS

Illback and Zins (1995) explain that a critical component of any organisational change intervention is to evaluate or determine the effects of the intervention. Determining the effects of an intervention should form part of the routine in healthy organisations (Ibid). The findings of the present research provides valuable information regarding the effectiveness of the organisational development intervention that has been implemented in the schools. The findings should provide information to the designers and managers of the organisational devleopment intervention regarding the strengths and weaknesses of their programme. The information could also assist management in the continiuous review of the programmes long term goals and objectives.

It is also important that the contracting schools receive feedback regarding their progress in the change intervention. The findings of the present study could be presented to the schools so that the schools are able to focus on areas that they feel require further improvement.

Longitudinal studies are required in order to gain insight into changes that occur over time. The longitudinal nature of the present study has identified certain changes that have occured over a two year period, and it has been shown that these changes are in general, very small. This finding should further sensitize those involved in the field of organisational development, and more specifically, those involved in the development of schools regarding the rate at which large scale change takes place.

## SUGGESTIONS FOR FUTURE RESEARCH

It has been mentioned that the time frame used in the present study to identify changes in the schools is approximately two years from the implementation of the organisational development intervention. The present researcher is of the opinion that similar research conducted one year later would be of value as this would determine whether or not the intervention has achieved more significant changes to those that have been identified in the present research. This further research would also determine whether or not changes have been sustained as a result of the intervention.

The present researcher has evaluated the impact of the intervention in terms of changes in the perceptions, attitudes, and behaviours of the school's personnel. Although this has been identified as an essential part of any organisational development intervention, the ultimate aim of the intervention is to build the organisational capacity of the school so that it functions more coherently and is therefore able to provide quality and purposeful education. Future research that is designed to assess the actual performance of the school in terms of providing better education is therefore needed in order to determine the full impact of the organisational development intervention

Finally, it was mentioned that contextual factors, specifically the industrial relations climate, may have an impact on the effectiveness of organisational development interventions. The present research was conducted during a time of instability and it was mentioned that this may have had an influence on perceptions of organisational justice, organisational commitment, and job satisfaction. Future research into the effects of participation in industrial action on perceptions of justice, commitment, and work satisfaction would be of value.

## LIMITATIONS OF THE PRESENT RESEARCH

There are a number of methodological problems that may have affected the findings of the present study.

Due to the nature of the raw data obtained from Katz' (1997) study. It was not possible to match the subjects' before and after scores. For a longitudinal design, it would have been ideal if this were possible as the paired samples T-Test, instead of the independent samples T-Test could then have been used. This presents a significant limitation to the present study.

Longitudinal designs involve drawing a single sample and measuring their responses on more than one occasion (Fife-Shaw, 1997). Repeated measurement and the passage of time are features of the design. Repeated measurement poses a potential problem in that subjects come to know the types of questions that they will be asked. They are no longer "naive" respondents, and their responses may be biased in the some way (Ibid). For instance, subjects could have responded in such a way as to appear to be in favour of the organisational development intervention in fear of some negative consequences for themselves, even though confidentiality was guaranteed. Rosenthal and Rosnow (1991) refer to this as the "good subject effect". The passage of time presents a potential problem due to history effects. A number of events may have occurred within the two year period which were not related to the objectives of the organisational development intervention. Finally, longitudinal designs tend to suffer from sample attrition (Fife-Shaw, 1997). In the present study, the number of respondents was reduced by ten as a result of sample attrition. This represents a significant limitation as the after intervention sample size was small ($n = 109$).

The subjective nature of the interpretation and analysis of the qualitative data must be taken into consideration. Two focus groups took place, and a form of qualitative content analysis was conducted. This kind of interpretation and analysis, although controlled for in as many ways as possible, is often open to an element of bias on behalf of the researcher.

Although it has been argued that contextual factors need to be taken into consideration when evaluating school improvement interventions (Evans and Teddle, 1995), the current researcher is of the opinion that the industrial relations climate at the time of administration of the questionnaire poses a limitation to the results of the present study. The respondent's attitudes towards industrial action, and the consequences of having participated in the strike may have resulted in biased responses.

## SUMMARY AND CONCLUSION

A major challenge faced by the education authorities in South Africa is the provision of quality education to all young South Africans. This challenge can be accomplished through the use of well designed, effective organisational development interventions. These interventions, which need to view the school as an organisation with particular goals (Davidoff et al, 1997), are able to assist in the improvement of the overall functioning of the school, thereby making it more able to achieve its ultimate goal of providing meaningful education.

The aim of the present research was to determine the impact that one particular organisational development intervention has had on school personnel's perceptions of organisational justice, propensity to engage in industrial action, organisational commitment, and job satisfaction. Measurements of these variables were taken approximately two years ago, before the implementation of the intervention into the nine schools situated in the township of Attridgeville. The present study undertook the repeated measurement of the variables mentioned above, and comparisons were made using both quantitative and qualitative research methods.

It was found that there have been no significant changes in the perceptions of organisational justice, propensity to engage in industrial action, and organisational commitment. There was also no significant difference in the levels of job satisfaction between school personnel that have been subject to the intervention compared to those that have not been subject to the intervention. No significant change was identified in the relationship between organisational justice, propensity to engage in industrial action, and organisational commitment before and after the intervention. In terms of the effect of biographical variables on the impact of the intervention, it was found that males believe their schools to be more procedurally fair as a result of the intervention. Causes for, and implications of these findings have been discussed.

Although the quantitative results indicate small but insignificant changes, a qualitative exploration revealed a number of positive responses to the intervention, and these have been discussed. Continued research is needed in order to assist in the futher development of the schools.

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**Appendix 1.**

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July, 1999

Dear Sir/Madam

I am presently completing a dissertation as a requirement for a Masters Degree in Industrial Psychology at the University of the Witwatersrand. The study is designed to investigate whether certain changes or developments have occurred in the school that you work for during the past two years.

It would be greatly appreciated if you, as a teacher, assistant, or clerk in the school could complete the following questionnaires. The questionnaires should take approximately 30 minutes to complete. It is important that you answer each question as accurately as you can.

The research study is an independent study which will be conducted under the supervision of the Industrial Psychology Department at the University of the Witwatersrand, therefore, the confidentiality of your responses is guaranteed.

If you would like any further information on the study, please feel free to contact me at (011) 679-3696.

Yours faithfully

MR DARREN GRAHAM
Masters Student
Department of Psychology
University of the Witwatersrand

MR LARRY MAYERS
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University of the Witwatersrand

**Appendix 2.**

**BIOGRAPHICAL INFORMATION**
**DINTLHA MALEBANA LE BOPHELO BJA GAGO**

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**STRICTLY CONFIDENTIAL**
**KE SEPHIRI SE SEGOLO**

1. Age / Mengwaga ya bogolo: _____

2. Sex / Bong: Male / Monna _____
   Female / Mosadi _____

3. Education (highest level passed)
   Thuto (boemo bja godimo bjo o fihlilego go bona) _____

4. What is your present job title?
   O Soma moSoma ofe? (LebitSo)? _____

5. Are you a member of a union or teachers association?
   Naa o leloko la setlamo sa baSomi? _____

6. If yes, of which union or association?
   Ge go le bjalo, la setlamo sefe sa baSomi? _____

7. How long have you been a union/association member?
   O SetSe o na le nako e kaakang o le leloko la setlamo?

   Years / Mengwaga _____
   Months / Dikgwedi _____

8. Do you hold a union or association office?
   Naa o moetapele setlamong (mohlala: shop steward?

   Yes / Eng _____
   No / Aowa _____

9. What union office do you hold? (please specify)
   O na le setulo sefe setlamong? (hlalosa) _____

The following questions concern the procedures that are used in the school that you work for. As you know, schools use procedures to do various things such as handle worker grievances by means of a grievance Procedure or select teachers by means of a Selection Procedure. Please note that these questions concern your overall impressions of all school procedures and not any one procedure in particular. Please indicate whether you agree, disagree or neither agree nor disagree with the following statements in your present school. It is important that you give your own opinion and not what you think the answer should be. Please indicate your answer by marking a large dark cross in the appropriate box. / DiposSiso tSe di latelago di mabapi le ditshepediSo tSe di SomiSwago sekolcng seo o Somago go sona. Bjalo ka ge o tseba, dikolo di SomiSa ditshepediSo go dira dilo tSe di fapanego go swana le go rarolla dingongorego tSa ba Somi ka mokgwa we TshepediSo ya Ngongorego, goba go kgetha barutiSi ka mokgwa wa TshepediSo ya Kgetho. Hlokomela gore dipotSiSo tSe di mabapi le maikutlo a gago ka kakaretSo a ditshepediSo ka moka tSa sekolo, e sego tshepediSo e itSeng fela. O kgopelwa go bontSha gore o a dumellana, ga o dumellane, goba go o tSee lehlakore le dintlha tSe di latelago sekolong sa gago sa bjale. Go bohlokwa gore o fe maikutlo a gago, e se go se o naganago gore e ka ba karabo. O kgopelwa go bontSha karabo ya gago ka go tshwaya ka gare ga lebokisi le o le swanetSego.

| | **AGREE**<br>O a dumellana | **DISAGREE**<br>Ga o dumellane | **NEITHER AGREE NOR DISAGREE**<br>Ga o tSee lehlakore |
|---|---|---|---|
| 1. Your school's procedures are designed to allow appeals against management's decisions<br>DitshepediSo tSa sekolo sa gago di hlophiSitSwe go dumella go dira boipiletSo kgahlanong le diphetho tSa balaodi. | | | |
| 2. All forms of discrimination have been eliminated from your school's procedures<br>Mehuta ka moka ya kgethollo e fediSitSwe ditshepediSong tSa sekolo sa gago. | | | |
| 3. All teachers' opinions count when decisions are made at work using the school's procedures.<br>Maikutlo a barutiSi a elwa hloko ge diphetho di tSwea moSomong go SomiSa ditshepediSo tSa sekolo. | | | |
| 4. The school's procedures are designed to favour management.<br>DitshepediSo tSa sekolo di hlophiSitSwe go sekamela ka lehlakoreng la balaodi. | | | |
| 5. When procedures are applied management bases its decisions on accurate information.<br>Ge ditshepediSo di diriSwa balaodi ba tSea diphetho godimo ga tshedimoSo ya maleba. | | | |

| | AGREE<br>O a dumellana | DISAGREE<br>Ga o dumellane | NEITHER AGREE NOR DISAGREE<br>Go o tSee lehlakore |
|---|---|---|---|
| 6. Management takes appeals against their decisions seriously.<br>Balaodi ba tSea boipiletSo kgahlanong le diphetho tSa bona ka Sedi e kgolo. | | | |
| 7. Management always follows the same standards when making decisions.<br>Balaodi ba dula ba latela tsela ya go swana ge ba tSea diphetho. | | | |
| 8. The school's procedures are applicable to all employees.<br>DitshepediSo tSa sekolo di diriSwa go baSomi ka moka. | | | |
| 9. Company procedures are designed to make sure that all sides of an issue are heard before decisions are made.<br>DitshepediSo tSa Khamphani di hlophiSitSwe go netefatSa gore mahlakore ka moka a taba a theeletSwa pele diphetho di tSewa. | | | |
| 10. Managers ensure that teacher's interests are effectively represented when decisions are made.<br>Balaodi ba netefatSa gore dikgahlego tSa barutiSi di elwa hloko ka botlalo ge diphetho di tSewa. | | | |
| 11. The school's procedures are fair and just.<br>DitshepediSo tSa sekolo di lokile ebile ga di na bosodi. | | | |
| 12. Managers do not stick to the school's procedures when it suits them<br>Balaodi ga ba latele ditshepediSo Tsa sekolo ge seemo se ba dumella. | | | |

The following questions are about the way in which managers treat you personally. Please indicate whether you agree, disagree or neither agree nor disagree with the following statements by placing a large, dark cross in the appropriate box./ DipotSiSo tSe di latelago di mabapi le tsela yeo balaodi ba go swarago ka gona. O kgopelwa go bontSha gore naa o a dumellana, go o dumellane goba ga o tSee lehlakore le dintlha tSe di latelago ka go tshwaya ka gare ga lebokisi leo le swanetSego.

| | **AGREE** O a dumellana | **DISAGREE** Ga o dumellane | **NEITHER AGREE NOR DISAGREE** Ga o tSee lehlakore |
|---|---|---|---|
| 1. Managers in your school treat you fairly Balaodi sekolong sa gago ba go swara gabotse. | | | |
| 2. Managers in your school act openly and honestly. Balaodi sekolong sa gago ba dira dilo nyanyeng le ka botshepegi. | | | |
| 3. Managers at your school treat you with respect and courtesy. Balaodi sekolong sa gago ba go swara ka tlhompho le ka tlhokomelo. | | | |
| 4. Managers in your school adequately consider your viewpoint. Balaodi sekolong sa gago ba ela hloko maikutlo a gago ka tshwanelo. | | | |

The following items concern the rewards that you receive for your job. Please indicate whether you agree, disagree or neither agree nor disagree with the following statements by placing a large, dark cross in the appropriate box. / Dintlha tSe di latelago di mabapi le dipoelo tSe o di humanago moSomong wa gago. O kgopelwa go bontSha gore naa o a dumellana, ga o dumellane goba ga o tSee lehiakore le dintlha tSe di latelago ka go tshwaya ka gare ga lebokisi leo le swanetSego.

| | **AGREE** O a dumellana | **DISAGREE** Ga o dumellane | **NEITHER AGREE NOR DISAGREE** Ga o tSee lehlakore |
|---|---|---|---|
| 1. You are fairly rewarded considering the responsibilities that you have. O lefiwa ka tshwanelo ge go elwa hloko maikarabelo ao o nago le ona. | | | |
| 2. You are fairly rewarded taking into account the amount of education, training and experience you have had. O lefiwa ka tshwanelo ge go elwa hloko bogolo bja thuto, thepelo le boitemogolo bjo o nago le bona. | | | |
| 3. You are fairly rewarded for the amount of effort that you put into your work. O lefiwa ka tshwanelo ge go elwa hloko maitapiSo moSomong wa gago. | | | |
| 4. You are fairly rewarded for work that you have done well. O lefelwa moSomo woo o dirilego gabotse ka tshwanelo. | | | |
| 5. You are fairly rewarded compared to other people doing the same type of work as you. O lefiwa ka tshwanelo ge o bapetSwa le batho ba bangwe bao ba dirago moSomo wa go swana le wa gago. | | | |

The following items are designed to see which activities you would be willing to take part in and which you should not be willing to take part in. Please indicate how you feel by ticking whether you are likely; unsure; or not likely to take part in the following activities.
Dintlha tSe di latelago di hlophiSitSwe go bona ditiragalo tSeo o ka ratago go tSea karolo go tSona le tSeo o ka se ratego go tSea karolo go tSona. O kgopelwa go bontSha maikutlo a gago ka go ' ' waya, mme o bontShe gore o ka tSea karolo; ga o tsebe gabotse; goba o ka se tSee karolo ..iragalong tSe di latelago.

| | **LIKELY** *Go ka diragala* | **UNSURE** *Ga ke tsebe gabotse* | **NOT LIKELY** *Go ka seke gwa diragala* |
|---|---|---|---|
| 1. Picketing this or any other school<br>Go gwabela sekolo se goba sekolo se sengwe le se sengwe. | | | |
| 2. Marching with other teachers.<br>Go matSha le barutiSi ba bangwe. | | | |
| 3. Strikes of more than a week.<br>Go straeka lebaka la go feta beke. | | | |
| 4. Strikes of less than a week.<br>Go straeka lebaka la ka fase ga beke. | | | |
| 5. Asking for signatures on petitions relating to the problems of teachers.<br>Go kgopela batho ba bangwe gore ba saene phethiSene ka mathata a amanago le barutiSi. | | | |
| 6. Signing petitions related to the problems of teachers.<br>Go saena phethiSene ka mathata a amanago le barutiSi. | | | |
| 7. Attending community meetings relating to the problems of teachers.<br>Go ya dikopanong tSa setShaba tSe di amanago le mathata a barutiSi. | | | |
| 8. Passing out pamphlets that explain the problems of teachers to the broader community.<br>Go fa setShaba ka bophara dipampitShana tSe di hlalosago mathata a barutiSi. | | | |

| | *LIKELY*<br>Go ka diragala | *UNSURE*<br>Ga ke tsebe gabotse | *NOT LIKELY*<br>Go ka seke gwa diragala |
|---|---|---|---|
| 9. Working for the election of particular union leaders.<br>Go thuSa dikgethong tSa baetapele ba itSeng ba setlamosa ba Somi. | | | |
| 10. Supporting a boycott if asked to by union or community leaders.<br>Go ema mmogo le ditiragalo tSa go gana go Soma ge setlamo sa baSomi goba baetapele ba setShaba ba go kgopetSe. | | | |
| 11. Supporting a stay away.<br>Go ema mmogo le go se ye moSomong bjalo ka tsela ya go ipelaetSa. | | | |
| 12. Joining a sympathy strike to support other schools who are on strike.<br>Go tsena straekeng sa go kwelana bohloko le go ema mmogo le baSomi ba mekgatlo e mengwe ye e lego straekeng. | | | |

| | **AGREE**<br>O a dumellana | **DISAGREE**<br>Ga o dumellane | **NEITHER AGREE NOR DISAGREE**<br>Ga o tSee lehlakore |
|---|---|---|---|
| 1. I am willing to put in a great deal of effort beyond that normally expected in order to help this school be successful.<br>Ke *ikemiSeditSe go oketSa maitapiSo aka go* fetiSa ka moo gantSi go lebeletSwego ka gona, gore ke thuSe sekolo se go tSwelela. | | | |
| 2. I talk about this school to my friends as a great one to work for.<br>Ke bolela ka sekolo se go bagwera baka gore go a thabiSa go se Somela. | | | |
| 3. I feel very little loyalty to this school.<br>Ke na le potego e nnyane fela go sekolo se. | | | |
| 4. I would accept almost any type of job in order to keep working for this school.<br>Ke ikemiSeditSe go amogela mohuta o mongwe le o mongwe wa moSomo gore ke dule ke Soma mo sekolong se. | | | |

| | **AGREE** O a dumellana | **DISAGREE** Ga o dumellane | **NEITHER AGREE NOR DISAGREE** Ga o tSee lehlakore |
|---|---|---|---|
| 5. I am proud to tell others that I am part of this school.<br>Ke a itumela go botSa batho ba bangwe gore ke karolo ya sekolo se. | | | |
| 6. I could just as well be working for a different school as long as the type of work was similar.<br>Nka Soma sekolong se sengwe ka ntle le se, ge fela mohuta wa moSomo o swana. | | | |
| 7. This school really inspires the very best in me in the way of job performance.<br>Sekolo se, se nkgotsofatSa e le ka nnete mabapi le ka moo ke Somago ka gona. | | | |
| 8. I find that my values and the school's values are very similar.<br>Ke humana e le gore bohlokwa bjaka le bja sekolo bo a nyalelana. | | | |
| 9. It would take very little change in my present circumstances to cause me to leave this school.<br>Go tla tSea phetogo e nnyane mo go seemo saka go ka nhlohleletSa gore ke tlogele sekolo se. | | | |
| 10. I am extremely glad that I chose this school to work for rather than others I was considering at the time I joined.<br>Ke thabile ka kudu gore ke kgethile go Soma sekolong se, godimo ga tSe dingwe tSeo ke gego ke gopola ka tSona ka nako eo ke thoma go Soma mo. | | | |
| 11. There's not too much to be gained by sticking with this school indefinitely.<br>Ga go seo motho a ka thuSegago ka sona ka go dula mo sekolong se go ya go ile. | | | |
| 12. Often I find it difficult to agree with this school's policies on important matters relating to its employees.<br>Ka nako e nngwe ke humana go le boima go ka dumellana le melao ya sekolo se, ge go etla mo ditabeng tSa bohlokwa mabapi le baSomi ba sona. | | | |

| | **AGREE**<br>O a dumellana | **DISAGREE**<br>Ga o dumellane | **NEITHER AGREE NOR DISAGREE**<br>Ga o tSee lehlakore |
|---|---|---|---|
| 13. I really care about the fate of this school.<br>Ke tshwenyega kudu ka bokamoso ba sekolo se. | | | |
| 14. For me this is the best of all possible schools for which to work.<br>Go ya ka nna sekolo se se tSwa pele go dilolo tSeo, go ka kgonagalago gore nka di Somela. | | | |
| 15. My decision to work for this school was a definite mistake.<br>Sephetho saka sa go Somela sekolo se ebile phoSo e kgolo. | | | |

The following questions are about how you feel about your overall job. Please tick your response to the following items according to the scale below.

1. I'm extremely dissatisfied
2. I'm very dissatisfied
3. I'm moderately dissatisfied
4. I'm not sure
5. I'm moderately satisfied
6. I'm very satisfied
7. I'm extremely satisfied

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1. The physical work conditions | | | | | | | |
| 2. The freedom to choose your own work methods | | | | | | | |
| 3. Your fellow staff members | | | | | | | |
| 4. The recognition you get for good work | | | | | | | |
| 5. Your principal | | | | | | | |
| 6. The amount of responsibility you are given | | | | | | | |
| 7. Your rate of pay | | | | | | | |
| 8. Your opportunity to use your abilities | | | | | | | |
| 9. Relations between management and workers in your school | | | | | | | |
| 10. Your chance of promotion | | | | | | | |
| 11. The way your school is managed | | | | | | | |
| 12. The attention paid to suggestions you make | | | | | | | |
| 13. Your hours of work | | | | | | | |
| 14. The amount of variety in your work | | | | | | | |
| 15. Your job security | | | | | | | |

**Appendix 3.**

# FOCUS GROUP DISCUSSION QUESTIONS

## General

Compared to two years ago, what is different in your school now? - discuss.

In what way has St Mary's Outreach helped you as an individual teacher? - discuss.

In what way has St Mary's Outreach helped you as a group of teachers? - discuss.

What do you think the St Mary's Outreach program is trying to achieve in the schools?

Do you think that there are certain issues that the St Mary's team is unable to help you with? - discuss.

## Organisational Justice

The study has shown that you believe that the manner in which decisions are made in the school are more fair now compared to two years ago. Can you explain why you think this is so and how could procedures in your school be made even more fair?

The study has also shown that you believe that the managers in your school treat you more fairly now. In what way do they treat you more fairly? Do you think that they could treat you even better? If so, in what way?

My results show that you believe that you are now more fairly rewarded for the work that you do. What has caused you to believe this? How does this affect you in your job.

In general, do you think that your school is more fair / just now compared to two years ago? If yes, why do you think this is so? If no, how could your school be made more fair / just? How does fairness in the school affect you in your work as a teacher?

**Propensity to engage in industrial action**

The study has shown that you are more likely to participate in industrial action now compared to two years ago. Why is this so? What would you say is the greatest factor contributing to participation in industrial action? How does participation in industrial action make you feel?

**Organisational Commitment**

The study has shown that you are more commited to your school now compared to two years ago. Can you give the reasons for this greater sense of commitment to your school. What would make you feel even more committed to your school?

**Job Satisfaction**

Have certain changes in your school affected your overall attitude towards your job? - discuss.

At the moment, what issues related to your job are of concern to you?

Lastly, what changes in your school would you like to see within the next two years?

# Appendix 4.

*Department of Psychology*

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Dear Sir/Madam

Thank you very much for taking the time to fill in the questionnaires designed to investigate any changes that may have occurred in your school over the past two years. Your co-operation is much appreciated. The questionnaires have been analysed and there are some interesting findings.

I would like to discuss these findings with you in an informal discussion together with some of your colleagues. This discussion would provide valuable information for the continuous development of your school. The discussion will take place at your school and would take approximately one hour. Refreshments will be provided.

Please indicate whether you would be willing to participate in the discussion.

Yours faithfully

**DARREN GRAHAM**
Masters Student
University of the Witwatersrand

**Please indicate with an X**

I am willing to participate in the discussion _____

I am not able to participate in the discussion _____

**Author** Graham, Darren.
**Name of thesis** The impact of an organisational development intervention in an educational setting. 2000

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