

Person-Organisation Correspondence, Job Satisfaction and Career Commitment

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“A research project submitted in partial fulfilment of the requirements for the degree of MA by Coursework and Research in the field of Industrial/Organisational Psychology in the Faculty of Humanities, University of the Witwatersrand, Johannesburg, 31 March 2020.”

Declaration

“I, Koketso Mangena, declare that this research project is my own, unaided work. It has not been submitted before for any other degree or examination at this or any other university.”

A handwritten signature in blue ink, appearing to be 'K. Mangena', written over a horizontal line.

Signed:

Date: 30/03/2020

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I would also like to thank my grandparents for instilling the love and value for education from a young age, my mother and father for their endless love and support. The rest of my family and friends for their love and encouragement.

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Abstract

Iwu, Gwija, Benedict and Tengeh, (2013) argue that the education system in South African is in crisis. Thus, it is imperative that factors that have an impact on teacher's job satisfaction and career commitment are investigated in the South African context. Rhodes and Doering, (1983) argue that there are various organisational factors that impact on job satisfaction which, in turn, impacts upon career commitment. The current study explored the relevance and applicability of such organisational factors that are suggested to have an impact on job satisfaction and as a result career commitment in a sample of high school teacher in Gauteng. Rhodes and Doering's (1983) integrated model was utilised as a theoretical framework to identify person-organisation correspondence variables (person-organisation fit, perceptions of growth opportunities and effort-reward imbalance) that are hypothesised to have an impact on job satisfaction and a result career commitment in a sample of high school teachers in the Gauteng province in South Africa.

Participants in the study were teachers in the Gauteng province (north, south and east). Participants were required to complete a self-administered paper-pencil questionnaire that was distributed at school for teachers who were willing to participate. The questionnaire contained Blau's career commitment scale (CCS) (Blau's, 1988), career growth opportunity measure (Adam, 1999), job satisfaction measure (Yang, Mossholder and Peng, 2009), perceived fit with organisation measure (Cable & DeRue, 2002), and effort-reward imbalance questionnaire (Msaouel et al., 2012). The sample for the study consisted of 110 teachers from five schools who volunteered to take part in the study. Descriptive statistics and mediated regressions were conducted.

The results indicated that in a sample of high school teachers the person-organisation correspondence variables that we explored did not significantly have an impact on job satisfaction however, job satisfaction had a significant impact on career commitment. The indirect effects were also not statistically significant in the sample that was used. The results demonstrated that the mediation relationship between the variables as suggested by Rhodes and Doering's (1983) integrated model was not statistically significant in the current study using a sample of teachers.

To conclude, the findings of the current study did not suggest that the organisational factors suggested by the theoretical framework that was explored in the study as suggested by Rhodes and Doering (1983) in their integrated model are relevant in a sample of high school

teachers. The organisational factors did not significantly have an impact on the job satisfaction of teachers although job satisfaction was associated with career commitment. The relevance of promoting job-satisfaction amongst teachers is further considered

Key Words: Person-Organisation Correspondence; Job Satisfaction; Career Commitment; Teachers; South Africa

Table of Contents

Declaration.....	1
Acknowledgements	2
Abstract.....	3
Key Words	4
Chapter One: Introduction and Literature Review.....	9
Research Aims	9
Introduction.....	9
Literature Review	11
Career Commitment	11
Career Commitment in Teachers	14
Job Satisfaction	19
Person-Organisation Fit	22
Perceptions of Growth Opportunities	24
Effort-Reward Imbalance	27
Rationale	29
Research Questions.....	31
Chapter Two: Research Method	32
Research Design	32
Sampling and Sampling Techniques	32
Procedure.....	34
Instruments.....	35
Blau’s Career commitment Scale (CCS) (Blau’s, 1988)	35
Career Growth Opportunity Measure (Adam, 1999)	35
Job Satisfaction Measure (Yang, Mossholder and Peng, 2009)	36
Perceived fit with organisation Measure (Cable & DeRue, 2002)	36
Effort-Reward Imbalance questionnaire (Msaouel et al., 2012)	37
Data analysis.....	37
Descriptive Statistics	37
Internal consistency Reliability.....	37
Correlations	38
Mediated Multiple Regression	39
Ethical Considerations.....	39
Chapter Three: Results	41

Descriptive Statistics and Normality	41
Correlations	43
Mediated Regressions	46
Chapter Four: Discussion.....	51
Correlations and Mediated Regressions	51
Person-Organisation Correspondence Variables and Job Satisfaction	51
Job satisfaction and Career Commitment	53
Person Organisation Correspondence Variables and Career Commitment	54
Practical Implications	55
Limitations of the Study and Directions for Future Research.....	57
Conclusion	59
References:.....	60
APPENDICES	66
Appendix A: Ethical Clearance Certificate	67
Appendix B: Gauteng Department of Education Research Approval Letter	68
Appendix C: Letter to School Principals Requesting Access to Teachers	70
Appendix D: Participate Information Sheet.....	71
Appendix E: Demographics Questionnaire	73
Appendix F: Blau’s Career commitment Scale (CCS) (Blau’s, 1988)	74
Appendix G: Perceived fit with organisation Measure (Cable & DeRue, 2002)	75
Appendix H: Career Growth Opportunity Measure (Adam, 1999)	76
Appendix I: Job Satisfaction Measure (Yang, Mossholder and Peng, 2009).....	77
Appendix J: Effort-Reward Imbalance questionnaire (Msaouel et al., 2012)	78
Appendix K: Histograms for Variable in the Study	80
Appendix M: Turnitin Report	86

List of Table

Table 1: Descriptive Statistics	33
Table 2: Gender.....	33
Table 3: Race	33
Table 4: Qualification	34
Table 5: Measure of Reliability	38
Table 6: Test for Multicollinearity.....	42
Table 7: Descriptive Statistics for all the variable	42
Table 8 :Pearson Correlation Coefficients for Person-Organisation Fit, Perceptions of Growth Opportunities, Effort-Reward Imbalance, Job Satisfaction, and Career Commitment.....	44
Table 9: Model: First path.....	46
Table 10: Model: Second path	46
Table 11: Indirect effect(s) of X on Y	46
Table 12 Model: First path.....	47
Table 13: Model: Second Path.....	48
Table 14: Indirect effect(s) of X on Y	48
Table 15: Model: First Path	49
Table 16: Model: Second Path.....	49
Table 17: Indirect effect(s) of X on Y	49

List of Figures

Figure 1: An aspect of Rhodes and Doering's (1983) integrated model	18
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Chapter One: Introduction and Literature Review

The aim of this chapter is to discuss the existing literature on the variables that this study investigated namely, career commitment, job satisfaction, person-organisation fit, perceptions of growth opportunities and effort-reward imbalance. In addition, the aims of this study will be presented. The chapter will also provide an overview of how these variables were conceptualised and defined in the current study. Furthermore, this chapter will explain the theoretical framework which was used to identify organisational factors that impact on career commitment. In conclusion this chapter will outline the research questions that this study aimed to answer.

Research Aims

The aims of this study were to investigate the potential mediating role of job satisfaction in the relationship between person-organisation fit and career commitment, perceptions of growth opportunities and career commitment, and effort-reward imbalance and career commitment in a sample of high school teachers. The research also aimed to provide insight into organisational factors that have an influence on job satisfaction and as a result career commitment in a sample of teachers by exploring the applicability of Rhodes and Doering's (1983) model in the sample used.

Introduction

Given the amount of research and reviews on commitment theory available, it is evident that understanding the importance of any form of commitment in the context of work has been a topic researchers have been interested in for a long time (Lee, Carswell & Allen, 2000). Jones, Zanko and Kriflik (2006 p. 80) define commitment as “a state of mind through which an individual becomes bound to their actions and beliefs towards their involvement to an object or activity”. Jones, Zanko and Kriflik (2006) further state that, in order to decrease absences, turnover and training and recruitment costs organisations should attempt to develop employees with strong commitment. It has been found that employees with strong commitment are likely to remain in their career and their organisation (Cohen, 2011). In addition to their identification with the goals and values of the organisation, employees who are committed are also more likely to apply themselves to their job. There are three main categories of commitment in which researchers have been interested (Jones, Zanko & Kriflik, 2006), those are: organisational commitment, job commitment and career commitment. Organisational commitment focuses on employees' attachment or loyalty to the organisation (Wright & Bonett, 2002). This category of commitment involves the psychological link an employee has to the organisation which evokes the obligation to apply additional efforts and

stay in the organisation. Job commitment can be understood as psychological absorption to activities in one's work evoked by intrinsic satisfaction with work (Jones, Zanko & Kriflik, 2006). With job commitment the role of the employee within the organisation is the crucial driver for the commitment, the organisation, and its values and goals, do not play a big role in this type of commitment.

The third category of commitment, which is the main focus of this research, is career commitment. In the past few years career commitment as a topic in research has received a lot of attention. The work of Blau (1985), Hall (1971) and London (1983) has played a crucial role in conceptualising, clarifying and pointing out the importance of understanding career commitment. Organisational policies, procedures and reward systems can play an important role in providing career commitment to employees. Riveros and Tsai (2011) argue that career commitment involves an organisation providing employees with intrinsic and extrinsic materialistic environment to keep hold of the employees. Career commitment is also based on the performance of employees receiving matching rewards for their contributions to the organisation (Poon, 2004). The commitment of employees to their career supports the overall goals of the organisation through its influence on the work behaviour of employees. Thus, it is important that organisations understand the reasons for employee performance through career commitment, motivation and job satisfaction (Day & Allen, 2004). Research indicates that there is a strong relationship between career commitment and employee performance (Iqbal, Raffat, Sarim, & Siddiq, 2014). In order for employees to achieve great commitment, organisations must create career growth opportunities within the organisation for employees (Jones, Zanko & Kriflic, 2006). Organisations that help their employees develop and advance in their career do not only improve employees' performance, but they also improve employees' attachment to the organisation as employees are satisfied.

Over the years measures of career growth have specifically focussed on the career growth of employees within the organisation they are currently in rather than employees' career growth over time across various organisations. In the literature this is defined as organisational career growth (McElory & Weng, 2015; Weng & Xi, 2010). Organisational career growth has been linked with employee behaviour and individual attitudes (Weng & Xi, 2010). Career commitment is an employee's commitment towards career goals that are self-generated. The extent to which employees are provided with opportunities to advance in their career within an organisation has an impact on their job satisfaction. Perception that employees have on whether their organisation provides them with career growth opportunities has been argued to

have an impact on employees' satisfaction with their job (McElory & Weng, 2015). Employees with elevated job satisfaction also demonstrate higher levels of career commitment and are more motivated and productive than those with low level of career commitment. For this reason, the current study aims to explore organisational factors that have an impact on career commitment through job satisfaction.

London (1981 p. 621) does acknowledge that there are factors within the working environment, "such as staffing policies and procedure, leadership style, job design, group cohesiveness and career development programs" that have an impact on career motivation. There are few studies that have specifically focussed on person-organisation fit, effort-reward imbalance and perceptions of growth opportunities. The literature review that follows will show the importance of investigating and understanding career commitment and its consequence. This will be done specifically focussing on the teaching profession in the South African context. The literature review will argue for the importance of identifying organisational factors that determine career commitment. An aspect of Rhode and Doering's (1983) integrated model will be utilised as a theoretical framework for identifying organisational factors that are argued to predict job satisfaction and as a result career commitment. This is done due to the identified lack of sufficient studies that focus on organisational factors as determinants of career commitment, where situational and individual factors have dominated in research into the determinants of career commitment (Poon, 2009; Ballout, 2009).

Literature Review

Career Commitment

For many years the concept of commitment has been the centre of interest in psychology within many contexts. In order to understand the psychological principles of human behaviour in the workplace it is vital to investigate forms of commitment. Commitment has been generally defined as one's willingness and dedication to achieve goals they set to achieve (Srikanth & Israel, 2012). Lee, Carwell, and Allen (2000) state that dedication to one's occupation and profession can be defined as career commitment. Literature on commitment uses the terms professional commitment, occupational commitment and career commitment interchangeably. Career can be defined "as an individual's work-related and other relevant experiences, both inside and outside of organisations that form a unique pattern over the individual's lifespan" (Sullivan & Baruch 2009 p. 43). Arnold and Cohen (2008) add to this by stating that a career consists of a sequence of unfolding work experiences that an

individual hold which includes specific work that must be accomplished over a period of time; while Arthur, Khapova and Wilderom (2005) argue that career commitment can be described subjectively and objectively. Career from an objective perspective emulates the public observable position and status of an individual, and the sequence or order of development within a particular career field. Assessing career from this perspective is associated with looking at criteria such as promotion history, level of remuneration together with one's position in the hierarchy of the organisation (Dries, Pepermans & Carlier, 2008). Career from a subjective perspective focuses on an individual's sense of their own career (Arthur, Khapova & Wilderom, 2005). This is defined by the individual's personal values and interpretations. Arthur, Khapova and Wilderom (2005) argue that dimensions such as contentment with career advancement opportunities and job satisfaction are relevant here.

Career commitment is defined by Blau (1985) as an employee's attitudes toward their profession or vocation. Here a profession or vocation can be understood as a specific and identifiable line of work an individual takes part in at a given point in time to earn a living (Lee et al., 2000). Carson and Bedeian (1994) further add that career commitment can be identified through an employee's motivation and strength to continue working in their chosen profession or vocation and an unwillingness to change their profession. One thing to notice about these definitions of career commitment is that they put emphasis on motivation for one to achieve in a particular field or career (Riveros & Tsai, 2011). An indication of high career commitment then, is when an employee has positive feelings towards their career (Lima et al., 2015), values and identifies with their profession, and invests a great amount of time and effort to acquire additional skills and knowledge necessary in that profession. An employee's career commitment can be related to their commitment to their work thus leading to outcomes that are desirable and favourable related to their career.

Career commitment is also based on an individual's strong desire to stay in their vocation. This is due to that individual's strong emotional attachment to, involvement in and identification with their career (Meyer, Allen & Smith, 1993). Employees with career commitment are less prone to engaging in withdrawal behaviour and are more likely to be willing to accept change. Individuals with career commitment may decide to engage in career advancing behaviours in order to gain more knowledge and be better in the career field. These individuals are most likely to have their values, beliefs and goals match with those of the organisation in which they work. They also tend to enjoy the work they do and are satisfied with their job.

It is important that employees are committed to their career because, for organisations employees are a source of sustaining competitiveness (Cooper-Hakim & Viswesvaran, 2005). Literature also suggests that there is a positive relationship between career commitment and organisational commitment (Cooper-Hakim & Viswesvaran, 2005). Employees that display a higher career commitment would have an increased satisfaction and desire to achieve success in their career compared to those that have a lower career commitment and less satisfaction in their working environment (Srikanth & Israel, 2012). Cooper-Hakim and Viswesvaran (2005) state that this is because characteristics such as a strong sense of identification, active involvement, and development in one's career goals in employees make up career commitment. A study by Ballout (2009) found that career commitment positively relates to learning motivation. This is because, the employee has a strong motivation to work in their career path and feels the need to be involved and contribute to their working environment (Mueller, Wallace & Price, 1992). Research has provided evidence showing that developing the skills that are necessary for consistency in high performance requires employees to engage in activities relevant to their profession on a regular basis. Cooper-Hakim and Viswesvaran, (2005) add by stating that employees that have a strong sense of career commitment and increased expectations in their career are more likely to make investments that are significant to their career. As a result, they are more willing to commit to making extra efforts that are necessary to achieve their career goals. This is done to increase their capability to make career advancements. Cooper-Hakim and Viswesvaran, (2005) further state that even when faced with setbacks and obstacles those individuals with high career commitment continue to set high career goals and put effort into pursuing those career goals. Hence, career commitment may be seen as an important antecedent of work performance (Lee et al., 2000).

There is empirical evidence which supports that there is a relationship career commitment, career success and career satisfaction (Lee et al., 2000). This indicates an alignment between an individual's sense of identity to their career, the value they place on their career and their positive feeling towards their career. Research conducted by Zhou, Long and Wang (2009) looking at the relationship between career commitment, organisational commitment, turnover intentions and job satisfaction in a call centre in China found that career commitment was the most significant predictor of turnover intentions in employees. Cooper-Hakim and Viswesvaran (2005) conducted meta-analytic study across 997 articles on work commitment and concluded that all forms of commitment have a relationship with job satisfaction. A

paper by Iqbal, Raffat, Sarim and Siddiq (2014) on the relationship between career commitment and employee performance argued that, employees' work performance positively correlates with career commitment. Similarly, in their study investigating Jordanian nurses' career commitment and job performance, Mrayyan and Al-Fauri (2008) found that nurses who reported high career commitment also reported high performance at work and increased job involvement. Unlike employees who are not committed to their career, committed employees tend to their career participate in performance-enhancing behaviour (Wright & Bonett, 2002). A lack of career commitment could also have negative implications for the organisation beyond poor performance. A meta-analytic study conducted by Lee et al. (2000) where the relationship between person and work-related variables were examined, concluded that lack of career commitment has a direct linkage to employee turnover and intentions to leave one's profession or vocation. Whether the concern with the consequences of career commitment is with an organisation's need to maintain a low level of employee turnover or the need for society to retain employees in a profession that is important to the growth of society, the relationship between career commitment and turnover has important implications for both the organisation and society (Somers & Birnbaum, 2000)

Understanding factors that determine employees' career commitment is important for organisations seeking to encourage organisational commitment, job involvement and high performance (Wright & Bonett, 2002) whilst discouraging employees' withdrawal, turnover and intentions to leave the profession (Somers & Birnbaum, 2000). This is even more important for the teaching profession in South Africa.

Career Commitment in Teachers

Education systems play a constructive and crucial role in the political, social and economic growth of every society (Macdonald, 1999). To indicate how the education system is an integral part of society, Pitsoe (2015) states that the teaching profession is the largest profession in South Africa. The education system is important, because it serves as a platform where knowledge and skills important to the functions of society are imparted (Pârgaru, Gherghina, & Duca, 2009). The education system is also necessary for the upliftment of societies as it is crucial for elevating the economic and social conditions of sections of society that are marginalised (Türkkahraman, 2012). It is also important due to its contribution in guiding learners to be good citizens through teaching them how to conduct themselves in society. Education sustains societal and individual progress and improvement. Thus, it is

important to understand factors that negatively impact on the teaching profession given the important roles it plays for society.

The attrition of teachers is a global challenge which has negative consequences for global policies (Pitsoe, 2015). There is a growing body of research which indicates that many countries are facing a substantial decrease in their number of teachers due to attrition (Xaba, 2003). This means that schools are failing to retain the number of teachers they need given the number of learners they have. South African schools are no exception. Despite the numerous strategic interventions that the Department of Basic Education has attempted to implement to retain teachers, there is still a high number of teachers leaving their career in the teaching field (Mampane, 2012). The attrition of teachers has a negative impact on the department of education reaching their development goals. The Cape Professional Teacher Association has reported that close to twenty thousand teachers make the decision to leave the profession each year. This has an impact on the ability of schools to reach the number of teachers needed in school to educate learners.

Pitsoe (2013) states that the imbalance between the demand and supply of teachers in South Africa has become a national concern. Thousands of teachers get into the teaching profession each year and leave a few years down the line (Kelchtermans, 2017). Most teachers leaving the education system not long after they have entered are young, talented and skilled teachers (Kelchtermans, 2017; Xaba, 2003). The reason for this is reported to be personal reasons and dissatisfaction with the teaching environment. Pitsoe (2013) reported that the rate of teacher attrition varies between 5% and 30%. A study conducted by Peltzer et al. (2005) found that 55% of teachers reported that they would leave the profession if they could.

On top of the high number of teachers expressing their desire to want to leave the teaching profession, South African schools are also faced with the challenge of hiring new teachers. There are still numerous vacancies available in the education profession that need to be filled (Peltzer et al., 2005), this indicates that more teachers still need to be hired in the education sector. It also points to the challenge of teachers having a heavy workload that will still continue to be unresolved for the foreseeable future as the teachers that are left in the education profession have more work to do. The Department of Education is pursuing the goal of universal education for young people in South Africa by exploiting the labour of educators remaining in the education profession without considering their wellbeing (Matoti, 2010). This also has an impact on the ability of teacher to provide quality education and as a

consequence, this has a negative impact on the goal of South Africa to be globally competitive in the world of with regards to the education it offers (Mampane, 2012).

It is important for schools to retain teachers as high attrition of teachers could lead to problems in the quality, efficiency and equity of education (Pitsoe, 2013). Low levels of teachers in schools due to attrition has a negative impact on, and limits the quality of, the education learners receive. This will have a great influence on the achievement of learners (Geiger & Pivovarov, 2018). Failure to meet the demand for the number of teachers needed in schools also leads to out-of-field teaching whereby teachers are forced to teach subjects they are not qualified to teach (Peltzer et al., 2005; Pitsoe, 2013). This further limits the quality of education learners receive and adds stress and responsibility on the remaining teachers. A shortage of teachers in schools could also significantly contribute to teacher turnover, due to an increase in workload and stress (Xaba, 2003).

Other factors that contribute to the workload and stress of teachers are the expectations to reorganise the curriculum, the responsibility for administrative work such as administering forums of assessment that are appropriate for learners, capturing the marks of learners, filling portfolios of learners, preparing reports for learners, pastoral duties, attending workshops and conferences, compiling data, and keeping comprehensive records for all their work activities (Mampane, 2012). Teachers are also expected to serve on committees such as sports, learner-teacher support and fundraising to name a few (Janik, 2015). All of this is time consuming. This can decrease the amount of time teachers have to monitor the progress of individual learners and expected outcomes, and it also places a burden on their ability to effectively teach to all learners. It also leaves teachers stressed because they are unable to cope with the workload. Leading to teachers resigning from the profession mainly because these demands are not matched with an increase in salary and better benefits. There are reports that a significant number of teachers are absent from work due to fatigue, psychological strain, and physical illnesses that are caused by being overworked (Lumadi, 2014). Based on this, one can argue that teachers' workload and working conditions are the biggest challenges contributing to the attrition of teachers. Turnover of employees occurs when employees leave the profession and must be replaced by other employees in that profession (Mampane, 2012). Mampane (2012) further argues that a high turnover of employees occurs in occupations where there is a high dissatisfaction with the working environment. Levels of stress in South African teachers is extremely high, however it appears that little has been done by the government in the education sector to tackle this problem (Kokkinos, 2007).

Research indicates that the popular factors that seems to be contributing to the attrition of teachers are: availability of alternative high paying jobs, organisational culture, reward systems, leadership, schools' ability to also elicit employees' commitment, and their ability to also develop employees' sense of shared goals with the schools (Mampane, 2012). Mampane (2012) argues that, the level of commitment for teachers is influenced by their acceptance and beliefs in the values and goals of the schools and a strong desire to be a member of the schools. The efforts they are willing to put in the education of learners on behalf of the school is influenced by this commitment. A low commitment in teachers may lead to ineffective functions of the school due to teachers that are not productive in the profession and whom eventually leave the profession.

A high rate of attrition in teachers is also costly to schools and the Department of Basic Education. It requires money and resources to be invested in administrative costs for teachers who are leaving, recruiting, selecting and inducting new employees and productivity costs (Pitsoe, 2013, Xaba, 2003).

The consequences of teachers leaving their profession are far-reaching. This highlights the importance of retaining teachers in the profession (Geiger & Pivovarova, 2018). It is evident that situational and individual factors, and their influence on career commitment have been substantially explored in research. Perhaps understanding organisational factors that influence career commitment could be a further way to ensure that teacher retention is enhanced. The section that follows explains how Rhodes and Doering's (1983) integrated model can be used as a theoretical framework to identify organisational factors that influence job satisfaction and as a result career commitment.

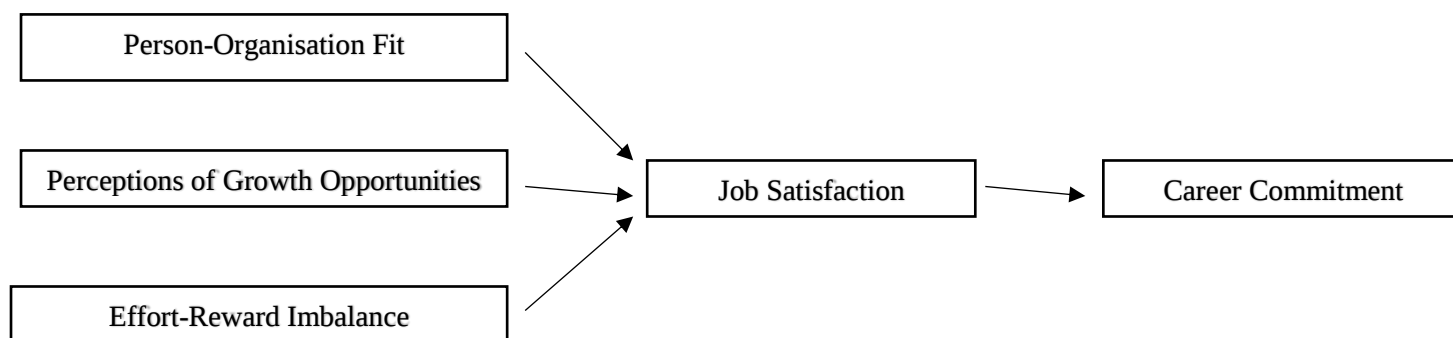


Figure 1: *Adaptation of Rhodes and Doering's (1983) integrated model*

The section that follows will demonstrate how the model above was used in the current study to make frame the research questions and objectives of the study.

Rhodes and Doering's (1983) integrated model

Theories that have been used to understand and explain career commitment generally focus on individual factors rather than factors that influence career commitment stemming from within the organisation. Individual characteristics, however, are not the only factors that can be used to explain employee behaviour and its relationship with career commitment. Factors within the work environment, such as career development programs and opportunities, job design and compensation systems, have been shown to influence career motivation (Goulet & Singh, 2002).

Rhodes and Doering (1983) proposed a broad and comprehensive integrated model which considers environmental, personal and organisational factors that influences an individual's intention to change their career. Rhodes and Doering (1983) derived their integrated model from Mobley, Horner and Hollingsworth's (1978) turnover model. The integrated model starts with antecedents of job satisfaction. In this model one of the hypothesised factors that influences job satisfaction is person-organisation correspondence. Person-organisation correspondence includes: person-organisation fit, perceptions of growth opportunities and effort-reward imbalance. Perceived person-organisation correspondence is defined as an alignment between the needs and desires of an individual and the extent to which that individual perceives that their organisation is able to provide for those needs and desires (Rhode & Doering, 1983). In this model Rhodes and Doering (1983) argue that organisational practices and conditions are important because they influence this

correspondence and, as a result, influence job satisfaction. Although the integrated focus on a range of dimensions that influence career commitment, the current study will only focus on the person-organisation correspondence aspect of the model utilising it for the purpose of identifying organisational factors that are hypothesised to determine job satisfaction. Further the study will explore whether job satisfaction will influence career commitment. Given the available literature it is assumed that person-organisation fit, perception of growth opportunities and effort-reward imbalance will influence career commitment through job satisfaction.

Aryee and Tan (1999) argue that, previous studies conducted on determinants of career commitment have utilised London and Mone's (1987) and London's (1983) theory of career motivation as a theoretical framework of identifying factors that contribute to and outcomes of career commitment. These models have dominated previous research on determinants of career commitment however, they only focus on environmental and personal characteristics as important determinants of commitment (Aryee & Tan, 1999). Rhodes and Doering's (1983) model was chosen as a theoretical framework as it identifies organisational factors that possibly influence career commitment. The relevance of those organisational factors was explored in a sample of high school teachers. Below, the various components of the proposed model are defined and located in previous research.

Job Satisfaction

Over the past years, a substantial amount of empirical research on job satisfaction has been conducted. Rewards play a role in the job satisfaction of employees (Kinman, 2016). Employees' needs in the workplace must be met in order for them to be satisfied with their job. Issues of security and safety can also influence the satisfaction of employees. Working in an environment that does not protect both the physiological and psychological needs of employees is not motivating for employees. Employees want to know that their job provides them with security in order to be satisfied. Recognition is also an important need in the workplace, especially in professions such as teaching (Kinman, 2016). This may be recognition from department of education, parents, learners, or the community at large. This recognition has an influence on the self-esteem and status of employees and as a result their motivation and job satisfaction (Moorosi, 2010).

Studies have identified job satisfaction as both a determinant and an outcome variable of other workplace variables (Rai, 2012). Even with the extensive research available on job satisfaction, it continues to be a subject of interest for researchers due to the evidence of its

influence on organisational outcomes such as; commitment, job involvement, employee turnover and retention, and job performance. McNese-Smith (1996) defines job satisfaction as an employee's feelings about their job in general. Kalleberg (1977 p. 126) further add to this definition by stating that, job satisfaction is an "overall affective orientation on the part of the individual towards work roles which they are presently occupying". Similarly, Egan, Yang and Bartlett (2004) defines job satisfaction as the affective reaction of an employee to their job which is based on a comparison between actual outcomes and desired outcomes. What is important in the definition of job satisfaction is the emphasis on the fact that it is an employee's feelings towards their perceived relationship between everything that they want from their job and what they are receiving (Thakur, 2007). Accordingly, an employee's job satisfaction is a reflection of the level or extent to which expectations of employees are met (Danish & Usman, 2010). Employee place value on various expectations that they wish for their job to provide (for example rewards and promotions). The importance placed on these expectations vary from one employee to the next. However, when there is a high accumulation of expectations that are not met, job satisfaction decreases and withdrawal behaviours increases resulting in a negative impact on the commitment of employees (Egan, Yang & Bartlett, 2004). Job satisfaction is a positive, or pleasurable emotional state that is a result of positive job experience, appraisal one gets from their job and an employee's perceived sense of how the job provides what the employee views as important (Thakur, 2007). Job satisfaction explains the extent to which an employee is content with their job. Employees that are happy with several aspects of their job are more satisfied (Danish & Usman, 2010). This means an employee's positive attitudes towards their job form a large part of their satisfaction.

In the literature job satisfaction is also defined as a construct that is multifaceted as it includes both intrinsic and extrinsic aspects of the job. There are also different facets of job satisfaction (Nagy, 2002). Those facets include satisfaction with opportunities for advancement/promotion on the job, satisfaction with pay, supervisor/supervisory treatment, leave policies, punishments and rewards, favouritism, co-workers; attitudes and treatments of employees towards each other, and work itself; focusing on whether the job is interesting for or perceived as dangerous by the employee, overtime regulations, hours of work and the physical environment in which the job is performed. This study will however utilise the global measure of job satisfaction. This measure focuses on the overall satisfaction of employees with their job.

Thakur (2007) state that, job satisfaction is a determinant of employee behaviour in the workplace. Thakur (2007) further state that job satisfaction also influences the decrease in employees' grievances and improving employees' morale. In their study Goulet and Sign (2002) found that organisational commitment, an employee's attachment to the organisation and job satisfaction all correlate with career commitment positively. In their study examining the relationship between job satisfaction, employees' commitment and career motivation Alnıaçık, Alnıaçık, Akçin and Erat, (2012) found that job satisfaction positively correlates with career motivation and organisational commitment. Employees that are dissatisfied with their job are more likely to leave the job or withdraw from activities involved in the job than those that are satisfied with their job. Job satisfaction has a positive influence on an employee's ability to adapt to work circumstances even when those circumstances are disruptive, challenging and discouraging (Alnıaçık, Alnıaçık, Akçin & Erat, 2012). Similar to employees who are committed to their career, employees who are satisfied with their job spend their time learning more about their job and associating with others who are in the same career field. Job satisfaction has an influence on an employee's attitudes towards their profession, how they perform their job and the extent to which they commit to the tasks involved in their job (Rai, 2012). Negative feelings towards one's job are associated with lack of commitment towards one's career.

Iqbal, Raffat, Sarim and Siddiq (2014) argue that, there is a considerable number of studies that show evidence of a significant positive relationship between job satisfaction and career commitment. Similarly, a study by Freud (2005) reported that job satisfaction directly predicts career commitment. Freud (2005) goes further to argue that both job satisfaction and career commitment significantly influence withdrawal intentions and intentions to leave one's occupation. Individuals who report a high level of job satisfaction also report a high level of career commitment (Day & Allen, 2004), and as a result have a greater likelihood to stay in their current occupation and perform effectively (Mrayyan & Al-Fauri, 2008). Job dissatisfaction can stem from organisational factors and as such, it is important that organisations understand factors that influence career commitment through job satisfaction. Macky, Gardner, Forsyth and Cennamo (2008) argue that person-organisation fit is relevant for job satisfaction, intentions to leave one's job, organisational citizenship and career commitment. Lack of person-organisation fit may lead to a reduction in one's satisfaction with their job (Macky, Gardner, Forsyth, & Cennamo, 2008). When the values and goals of

the organisation match with those of the employees they are more likely to be satisfied with their job.

From the literature on job satisfaction it is suggested that perceived job characteristics and work values are key explanations for job satisfaction. Work values have an influence on job satisfaction (Danish & Usman, 2010). From the personal value perspective, it is important to understand job satisfaction because work that gives satisfaction to the individual furthers the dignity of that individual as a human being and increases their personal development. Outside of work, job satisfaction improves an individual's overall quality of life and mental health (Macky, Gardner, Forsyth, & Cennamo, 2008). Understanding job satisfaction is also important for improving the experience of work, positive organisational functioning and productivity. Although the concept of job satisfaction in this study has been measured as a unidimensional concept, it is important to note that the causes and attitudes of job satisfaction are multidimensional (Mrayyan & Al-Fauri, 2008). An individual can be satisfied with some dimensions of their job but dissatisfied with some dimensions. By utilising the global measure of job satisfaction this research assume that an employee can balance the dimensions of work they are satisfied with against those they are not satisfied with to have a composite level of job satisfaction.

Person-Organisation Fit

Numerous theories of organisational behaviour argue that a good fit between the organisation and an employee is of great importance (Farooqui & Nagendra, 2014). The concept of person-organisation fit is related to concepts such as organisational culture and is important for organisational success because it has a strong influence on employees' attitudes and behaviour (Silverthorne, 2004). Person-organisation fit can be defined as the extent to which an employee's needs, beliefs, values and goals are compatible with those of the organisation for which they work (Kristof-Brown, Zimmerman & Johnson, 2005). There is substantial research evidence indicating that compatibility between the values, needs, beliefs and goals of the organisation and those of the employee, leads to desirable outcomes for both the organisation and the employee (Kristof-Brown et al., 2015). Of particular relevance in the current study is the proposed relationship between person-organisation fit and job satisfaction. Person-organisation fit has further been found to contribute to employees' behaviour in aspects such as career commitment, organisational commitment and intentions to leave an organisation (Yaniv, Lavi & Siti, 2010). The fit between an employee and their working environment influences their attitudes and behaviours towards their job and

profession (Khaola & Sebotsa, 2015). Khaola and Sebotsa (2015) further argue that person-organisation fit has a direct relationship with an employee's willingness to engage in extra activities to help perform their job effectively. Boon, Den Hartog, Boselie and Paauwe, (2011) state that a good fit between an employee and the organisation they work for may influence long term effectiveness. Attrition in both profession and organisations can occur due to the fact that people who are not a good fit with the organisation are more likely to leave. Thus, one can argue that an employee's commitment to their career is influenced by their perceived fit and compatibility with their organisation.

Silverthorne (2004) states that a psychological contract, which is both individual and perceptual, forms the foundation for person-organisation fit. The psychological contract is a set of expectation and understanding that are unwritten for both the employee and the organisation (Coyle-Shapiro, 2002). It is an indication of mutual beliefs, values and perceptions that are not formally written down as obligations for the employee and the organisation. The psychological contract of the individual focuses on perceptions rather than reality (Coyle-Shapiro, 2002). The psychological contract is an extension of commitment and loyalty to an organisation and it is unique in a sense that it focuses on both the employee and the organisation. If there is a mismatch between the psychological contract of the employee and the provisions of the organisation, the behaviour of employees, which includes their commitment and job satisfaction, may be impacted negatively. Job satisfaction and employees' commitment, therefore, are a function of person-organisation fit (Silverthorne, 2004). Silverthorne (2004) further states that a better fit between the organisation and the employee will result in a low rate of turnover. In their research where the overall objective was investigating the effect of person-organisation fit on the performance and satisfaction of employees, Farooqui and Nagendra (2014) concluded that there is a positive relationship between person-organisation fit, job performance and job satisfaction. Similarly, Silverthorne (2004) argue that person-organisation fit plays a significant role in influencing job satisfaction.

In their study Chen, Sparrow and Cooper (2016) reported that congruence between an employee and the organisation positively relates to job satisfaction. High person-organisation fit lead to high satisfaction with one's job. A meta-analytic review of 21 studies conducted by Verquer, Beehr and Wagner (2003) on the relationship between person-organisation fit, intentions to leave the organisation and job satisfaction found a small positive correlation ($r = .25$) between person-organisation fit and job satisfaction. This is an indication of the

importance of a match between values and goals of the organisation and those of the employee in order for them to be satisfied with some aspects of their job.

In summary, it is clear that employees play a crucial role in determining how successful the performance of the organisation will be. It is therefore important to ensure that there is a match between the organisation and the employees because this will have positive outcomes for the organisation. Employees also seek to work in organisation that fits with their values, beliefs and goals due to the fact that this provides a pleasant working environment for them. Job satisfaction is higher in employees that have a higher perceived fit with the organisation for which they work. Person-organisation can be ensured through processes such as, socialisation into the organisational culture, communication and hiring (Farooqui & Nagendra, 2014).

Perceptions of Growth Opportunities

Recently measures of career commitment have come to focus on the career growth of employees within the organisation for which they work rather than just focussing on the career outcomes of employees across organisations over their working life. This is called organisational career growth (Weng & McElroy, 2012). Commitment to one's career, according to Lee et al. (2000), can be considered as a form of commitment that an individual has on a career facet. Career commitment involves one identifying and being involved in their personal and career goals and developing those personal and career goals by putting effort in supporting their career and alignment with their values (Blau, 1985). Career growth opportunities is defined as an individual's chance to achieve their goals and aspirations in relation to their career (Baffour & Achemfuor, 2013). Employees aspire to grow their career. Organisational career growth suggests that career growth is both the responsibility of the employee and the organisation. Opportunities for growth can be looked at from four perspectives: career goal progress, professional ability development, promotion speed and remuneration speed (Weng, McElroy, Morrow & Liu, 2010). Career goal progress focuses on the extent to which one's job provides individuals with the opportunity to advance in their career. Professional ability development focuses on the degree to which an employee's current job allows them to acquire knowledge and skills; whilst promotion speed refers to an individual's perception of the speed and probability of getting promoted in the organisation. Finally, remuneration speed is the perception of the employee that their compensation will possibly increase. When organisations do not provide employees with opportunities to meet these aspirations, they tend to be dissatisfied with their job. Moreover, Weng and McElroy

(2012) argue that individual who have a higher level of career commitment are more motivated than those with a low level of career commitment. Employees that are more committed to their career also require and have more expectations from the organisation for which they work.

In their study investigating perceptions of growth opportunities and job satisfaction among teachers in South Africa, Baffour and Achemfuor (2013) argued that, teacher's job satisfaction has a relationship with the extent to which they are motivated, committed and willing to stay in their profession. Lack of career advancements correlates with job dissatisfaction, intentions to leave a profession and underperformance due to its influence on employees' frustration and lack of self-fulfilment (Fanimehin, 2015). In their study, Baffour and Achemfuor (2013) concluded that lack of clear criteria of career growth opportunities in the teaching profession means that the teachers will continue to be dissatisfied with their job. Thus, skilled teachers might leave the profession at a high rate, compromising the education that learners receive.

In every profession, working hard should earn an employee a promotion in their career however, Baffour & Achemfuor (2013) argues that this does not apply for South African teachers. According to Baffour & Achemfuor (2013) The Employment of Educator Act (1988) does recognise that teachers should be promoted but the promotion of teachers does not exist in practice. Majority of teachers that enter the profession remain at their appointment level until they retire due to lack of promotion opportunities in schools. This has the possibility of resulting in frustration, underperformance and intention to leave among teachers due to their lack of job satisfaction (Baffour & Achemfuor, 2013). In a few instances, teachers receive promotions to head of department in the school, deputy principal, or principal however, given the number of positions to which one can be promoted and the number of teachers in schools, the opportunities of career advancements for teachers are low. This means that teachers who are highly qualified do not get the opportunity to get promotions that match their qualifications. In South Africa teachers are faced with a unique situation because even though they play an important role in society, they experience poor working conditions and in addition lack a career path with unclear criterion for advancement opportunities (Baffour & Achemfuor, 2013).

In a mixed methods study conducted by Baffour & Achemfuor (2013 p. 14) on the impact of the lack of career pathing of South African teachers on job satisfaction they found that the

perceptions of teachers were that, “promotion of teachers was a myth” and that “one can never achieve job satisfaction” in the field. The findings of both the qualitative and quantitative results indicated that the teachers are frustrated with the lack of career advancement and equal opportunities. Baffour & Achemfuor (2013) concluded that by stating that teachers in South Africa are not satisfied in their career and without job satisfaction teachers will continue to leave the profession.

In a study exploring the experiences of female principals in South Africa with regards to their career route, Moorosi (2010) found that females were experiencing more obstacle than their male counterparts when attempting to advance their growth within their profession. Moorosi (2010) further reported that the experiences of female in the teaching profession are influenced by organisational, personal and social factors. Internationally a study by Coleman (2005) argue that at the level of appointment and promotion there is a preference for male leadership within schools. In the South African context this preference might be influenced by factors such as culture, race and ethnicity (Moorosi, 2010). This affects the experience of female teachers in general and may influence their job satisfaction due to their perception of low growth opportunities in their career field. At the organisational level, opportunities for teachers to advance to management level is influenced by attending important meetings on managerial functions (Moorosi, 2010). In such cases, the hierarchical structure and culture of schools may also block opportunities for career advancements. For a long time, opportunities for promotion in the teaching profession were based primarily on the successful record of teachers doing their job because, except for the general teaching qualification, there was no formal requirement for promotions. Even though the Advance Certificate Education (ACE) in leadership criteria for promotions in schools was introduced, this has not been successfully implemented.

Career advancement within an organisation improves the morale, productivity, and job satisfaction of employees and allows for new employees to see opportunities for growth. Employees are more likely to improve their skills and strive for success in order to increase their chances of growth in the organisation. Efforts and rewards may also have an impact on the satisfaction of employees with their job.

Effort-Reward Imbalance

Investigating rewards and efforts is important in the working environment due to their influence on employees' health and psychological states. The effort-reward imbalance theoretical framework places an emphasis on the structures of rewards in the workplace (Siegrist et al., 2004). As a theoretical framework Effort-reward imbalance is used to explain how stress in the workplace is a result of high efforts that are rewarded with low occupational rewards. The model also suggests that the effects of low rewards for high efforts in employees that are overcommitted in their work has greater negative impact than in those that are less committed to their work (Van Vegchel, De Jonge, Meijer, & Hamers, 2001). In their study Kluska, Laschinger, and Kerr, (2004) argue that jobs that are unstable, have high achievement expectations and few opportunities for career advancement may negatively influence on the physical and mental health of employees. The effort-reward imbalance model states that lack of reciprocity between efforts (cost) and rewards (gain) can result in a state of emotional distress that may cause poor subjective health (Van Vegchel, De Jonge, Meijer, & Hamers, 2001). This emotional state is characterised by strain reaction and autonomic arousal such as feelings of depression anger and threat. When accompanied by forced occupational change, job instability, downward job mobility and a lack of promotion opportunities, this state of emotional distress is exacerbated (Kluska, Laschinger and Kerr, 2004). Stressful imbalance would include things such as having a job that is demanding and having the ability to achieve at a high level but not being offered career advancement opportunities.

In the effort-reward imbalance model a clear and explicit distinction is made between extrinsic and intrinsic aspects of effort-reward imbalance (Siegrist et al., 2004). It is assumed that a more acute experience of stress is indicated by a combination of both extrinsic and intrinsic sources rather than one of the sources. Physical and psychological demands in the workplace make up the extrinsic or situational aspect of effort-reward imbalance. The term overcommitment which is a personality characteristic is introduced by the intrinsic or personal aspect of effort-reward imbalance. The overcommitment characteristic describes emotions, behaviours and attitudes which indicate a strong and excessive desire to be esteemed and approved (Panatik et al., 2012; Siegrist et al., 2004).

In a study aimed at investigating the relationship between effort-reward imbalance and the wellbeing of employees in a sample of nurses Van Vegchel, De Jonge, Meijer and Hamers, (2001) found that employees who reported high physical, emotional and psychological efforts

and received low rewards displayed job dissatisfaction. Those that reported high efforts that were not reciprocated with high rewards displayed elevated exhaustion. In a study conducted by Bakker, Killmer, Siegrist and Schaufeli, (2000) investigating whether an imbalance of extrinsic rewards obtained (e.g. promotion prospects) is associated with burnout syndrome, they found that employees that experienced an imbalance between efforts and rewards reported a higher levels of two out of the three core aspects of burnout (depersonalisation and emotional exhaustion) than those that who did not experience such imbalance. In addition, Bakker, Killmer, Siegrist and Schaufeli, (2000) found that burnout (reduced personal accomplishment) was particularly high in employees that experienced effort-reward imbalance. Bakker, Killmer, Siegrist and Schaufeli, (2000) conclude their study by suggesting that intervention programmes that are aimed at reducing and preventing job satisfaction and burnout must aim to focus on balancing effort and rewards in the workplace. To achieve this balance an emphasis should be put on lowering demands of the job on the employee. This means that a detailed analysis to gain insight into which specific aspects of an employee's job are demanding is required. This may be helpful in reducing work pressure employees experience.

Effort-reward imbalance refers to an “imbalance between high efforts spent and low rewards received” (Siegrist et al., 2004 p. 1483). This suggests that when one puts effort in their work, they expect adequate rewards in a form of esteem, money, career opportunities or security. In their study on a sample of academics assessing the impact of effort-reward imbalance on turnover and job satisfaction, Panatik et al. (2012) found that there was a significant negative relationship between effort-reward imbalance and job satisfaction and a positive significant relationship between effort-reward imbalance and one's intention to stay in their profession. Similar to the study conducted by Panatik et al. (2012), a study conducted by Calnan, Wainwright and Almond (2000) also found a positive correlation between effort-reward imbalance and job dissatisfaction. Employees who perceive a great imbalance between the efforts they put in their work and the rewards they receive have a low satisfaction with their job (Kinman, 2016). An imbalance in the exchange between effort and reward does not only positively predict job dissatisfaction but also predicts a range of other psychological and behavioural outcomes (Panatik et al., 2012). An employee's commitment to their career is based on receiving rewards that adequately match with their effort (Kinman, 2016). Van Vegchel, De Jonge, Meijer and Hamers, (2001) suggest that regulation and adaptation of job demands together with strengthening opportunities of rewards that are adequate, are actions

that should be taken in order to improve the wellbeing and satisfaction of employees in the workplace.

Based on the literature discussed above, the current study will consider the plausible mediating mechanisms between person-organisation correspondence and career commitment. It is important that the needs of employees correspond with what the organisation is able to provide. This is significant as it influences the satisfaction of employees with their job and their commitment to their career. From the empirical studies discussed above the potential impact of career growth opportunities, person-organisation fit and effort-reward imbalance on employees' job satisfaction should be apparent. The common mechanism underpinning this impact is the mismatch between what the employee desires to receive from their workplace and what they actually receive. Taking into consideration the literature and empirical studies that have been conducted on person-organisation fit, perceptions of growth opportunities, effort-reward imbalance and job satisfaction and the possible effect they may have on career commitment, the rationale behind this study is outlined below.

Rationale

Unlike organisational commitment which focuses on an individual's commitment, loyalty and attachment to their organisation, career commitment puts emphasis on an employee's attitudes towards their career path/profession and their desire to stay in that profession (Ahmed, 2017). As a result of its emphasis on the individual's attitudes towards their profession, studies that have investigated career commitment focus on individual and situational factors as important predictors of career commitment (Poon, 2004; Aryee and Tan 1999; London 1983). Those individual and situational factors include things such as: internal motivation, personality, knowledge of alternative career paths, and the availability of opportunities in the market. This study aims to look beyond the individual and environmental factors that predict career commitment by focussing on the possible contribution made by factors within the organisation using organisational factors suggested by Rhodes and Doering's (1983) model to explore if that model is applicable in a sample of high school teachers. The study will investigate how teachers' perceptions of growth opportunities, person organisation fit and effort reward imbalance within an organisation possibly predicts their career commitment and the mediating role that job satisfaction plays in that relationship.

Studies by Mrayyan and Al-Faouri (2008), Wright and Bonett (2002) and Gardner (1992) have reported that career commitment and employee performance and turnover are strongly related. Therefore, an employee's commitment towards their career has a relationship with

the success or failure of an organisation. Investigating organisational factors and the extent to which they predict teachers' career commitment is important as it will aid schools with an understanding of factors within the schools that have a relationship with career commitment. Understanding these factors will be useful to organisations when attempting to prevent the negative effects that they may face when teachers lack career commitment. When schools understand the various organisational factors that play a role in career commitment, they can develop and put strategies in place to manage and prevent lack of career commitment. Furthermore, investigating these variables will help practitioners understand organisational factors that determine job satisfaction and career commitment and inform their practices in how they can improve teachers' career commitment.

Predictors of certain behaviours of employees can be understood by understanding career commitment. The findings of this research will possibly indicate aspects of schools to improve in relation to career management policies and practices. By investigating the extent to which teachers' commitment is influenced by factors within the schools can be a good indication for the significance of the factors within schools as one of the determinants of its own success. Understanding career commitment through organisational factors is also important in a sense that it can help schools appreciate how and what makes employees engage in their work and what schools can improve to achieve good working outcomes for both the teachers and the schools.

From a theoretical perspective this study intends on using Rhodes and Doering's (1983) integrated model. The model outlines various organisational, personal and environmental factors that contribute to job dissatisfaction. This model will provide a framework for identifying perceived person-organisation correspondence factors that determine job satisfaction. Not enough studies have been conducted looking at how person-organisation correspondence factors predict job satisfaction making use of this model (Carless & Bernath, 2007; Carless & Arnup, 2011; Rhodes, & Doering, 1993). Thus, this research will contribute to the understanding of factors that influence job satisfaction and career commitment, while at the same time contributing to research that show the usefulness of this model and how it is relevant to teachers and the context in which they work in.

Research Questions

Main research questions

1. Does job satisfaction mediate the relationship between person-organisation fit and career commitment in a sample of high school teachers?
2. Does job satisfaction mediate the relationship between perceptions of growth opportunities and career commitment in a sample of high school teachers?
3. Does job satisfaction mediate the relationship between effort-reward imbalance and career commitment in a sample of high school teachers?

Sub-research questions

1. Is there a relationship between high school teachers' person-organisation fit and career commitment?
2. Is there a relationship between high school teachers' perceptions of growth opportunities and career commitment?
3. Is there a relationship between high school teachers' effort-reward imbalance and career commitment?
4. Is there a relationship between high school teachers' person-organisation fit and job satisfaction?
5. Is there a relationship between high school teachers' perceptions of growth opportunities and job satisfaction?
6. Is there a relationship between high school teachers' effort-reward imbalance and job satisfaction?
7. Is there a relationship between high school teachers' job satisfaction and career commitment?

Chapter Two: Research Method

This chapter outlines the research design of the study. This is followed by the sampling techniques and description of the sample in the study. The procedure that was followed when collecting the data and ethical considerations are also discussed. This chapter also explain the instruments that were utilised in this study, including their reliability in the sample used in the current study as assessed making use of Cronbach's alpha co-efficient. This is then followed by a discussion of the data analysis procedure and data analysis techniques that were used.

Research Design

This was a quantitative study. A quantitative study assumes that variables/constructs in the study can be quantified and measured (Apuke, 2017). This was done by making use of objective measurements and numerical/statistical analyses (Sukamolson, 2007; Apuke, 2017). The nature of the research questions in the study was relational, the questions focussed on the relationship between the independent variables, the dependent variable and the mediation variable. The independent variables were not manipulated, the study did not have a control group and no random assignment of participants took place, therefore this was a non-experimental research design (Apuke, 2017). The research was a cross-sectional design because, the data will be collected from the sample at one point in time.

Sampling and Sampling Techniques

The sample was drawn from a population of school teachers employed in Gauteng. The study consisted of a sample of 110 teachers. Of the 110 participants 73.6% of the were female and 25.5% were male; a highly unbalanced sample with regards to gender although possibly representative of the broader population from which it was drawn. The mean age of the participants was 42 years, the minimum was 22 year and the maximum age was 65 years. The mean of the number of years in the teaching career was 13 years, the minimum was 6 mouths and 42 years was the maximum. With regards to race, the sample was also highly imbalanced. The majority of the sample was Black (67.3%), followed by White (14.5%), Indian (9.1%) and lastly Coloureds (4.5%). The teachers in the sample report to have a variety or a combination of various degrees. Majority of the participants report to have obtained a Bachelor of education (30.9%), followed by Bachelor of Education Honours (11.8), Postgraduate Certificate in Education (PGCE) (10%), Diploma in Education (9.1%), Bachelor of Art (5.5%) and various other qualifications (*see table 4*).

Non-probability, convenience, volunteer sampling techniques was utilised to obtain the sample used in this study; not all teachers in all schools in South Africa had an equal

opportunity of being included in the sample. Participants were part of the sample because they were conveniently available and willing to take part in the study. The study also had an element of purposive sampling, since participants had to have certain characteristics; which is being a teacher and employed at a school in the Gauteng province. Only teachers that had been working as teachers for at least six months were included in the study.

Table 1

Descriptive Statistics

	Minimum	Mean	Maximum
Age	22	42	65
Length of Teaching Experience	6 mouths	13.93	42

Table 2

Sample Demographic Characteristic: Gender

Gender	Frequency	Percentage
Male	28	25.5%
Female	81	73.6%
Missing	1	0.9%

Table 3

Sample Demographic Characteristic: Race

Race	Frequency	Percentage
Black	74	67.3%
White	16	14.5%
Coloured	5	4.5%
Indian	10	9.1%
Other	1	0.9%
Missing	5	4.5%

Table 4*Sample Demographic Characteristic: Qualification*

Qualification	Frequency	Percentage
Advanced Certificate in Education (ACE)	5	4.5%
Bachelor of Arts	6	5.5%
Bachelor of Arts and PGCE	5	4.5%
Bachelor of Arts Honours	1	0.9%
Bachelor of Arts Honours and PGCE	3	2.7%
Bachelor of Commerce	2	1.8%
Bachelor of Education	34	30.9
Bachelor of Education Honours	13	11.8%
Bachelor of Science and PGCE	4	3.6%
Diploma in Education	10	9.1%
Diploma in Education and ACE	5	4.5%
Higher Diploma in Education and ACE	1	0.9%
Hospitality Management	1	0.9%
Junior Primary Teachers' Diploma	1	0.9%
Junior Secondary Teachers' Certificate	1	0.9%
Masters in Education	1	0.9%
National Diploma in Art and Graphic Design	1	0.9%
PGCE	11	10%
Primary Teachers' Diploma	2	1.8%
Missing	3	2.7%

Procedure

Ethical approval from the Human Research Ethics Committee (Non-medical) was obtained under protocol number MORG/19/009 IH. Once both the ethical approval from the Human Research Ethics Committee (Non-medical), University of the Witwatersrand Johannesburg and approval from Gauteng Department of Education were obtained, schools principals were contacted through emails and phone calls to seek for permission to access the teachers for data collection. The emails sent and phone calls made to the school principals explained the

purpose of the study and asked the principals to allow willing participants to take part in the study. Of the 11 school principals that were contacted 5 of them responded and allowed access to the teachers at the schools. Working together with the schools that were willing to allow their teachers to volunteer to participate in the study, data collection took place over a period of 7 weeks. To collect the quantitative data, a self-administered, paper and pencil questionnaire was made available to the schools. Each questionnaire was accompanied by a cover letter containing the names and the contact details of the researcher and the purpose of the study. The questionnaires were dropped off at the schools in a box together with the participation information sheet. Those willing to participate were instructed to take one questionnaire to complete and return the questionnaire in a sealed separate box for completed questionnaires which was placed in the staff room. It was made clear to the participants that each participant was allowed to complete one questionnaire and return it to the box placed in the staff room. The completed questionnaires were collected from the schools. To give informed consent for participating in the study, participants were provided with a participant information sheet and completing and submitting the questionnaire was regarded as informed consent. Ethical issues regarding anonymity and confidentiality of the data collected was made clear to participants. The data was then entered onto an excel spreadsheet and cleaned for obvious errors before it was analysed using SPSS.

Instruments

Blau's Career commitment Scale (CCS) (Blau's, 1988)

To measure career commitment Blau's career commitment scale was utilised. Blau (1985) defines career commitment as an individual's attitude towards their profession or vocation. This version of the scale was adapted from Blau's (1985a) eight item career commitment measure. The scale consists of 7 items measured on a 5-point likert scale. The scores on the scale range from 1 (strongly disagree) to 5 (strongly agree) on items such as, "If I could do it all over, I would not choose this vocation". Respondents were required to score an item according to the extent to which they agreed with the statement and a high score indicated high career commitment. Item 1, item 3 and item 7 on the scale are reserved scored. The internal consistency reliability alpha of the scale from previous studies has been reported to be between .76 and .84 and the test-retest reliability has been reported to be .67. In this sample the internal consistency reliability alpha was found to be .977.

Career Growth Opportunity Measure (Adam, 1999)

To measure perceptions of growth opportunities the career growth opportunity measure was utilised. Developed by Adam (1999) this measure measures one's perceptions of the extent to

which they feel their job within an organisation provides them with the means of growing and achieving their career goals. The measure contains a total of 4 items. Two items in this scale; “My present job is relevant to the growth and development of my career” and “I feel my present job will help me reach my career goals” are adapted from the expected utility of present job measure by Bedian, Kemery and Pizzolatto (1991). The items in this scale are measured on a 7-point rating scale that ranges from 1 (disagree strongly) to 7 (agree strongly). Respondents were required to signify the extent to which they agreed with items such as, “working for this organisation will help my career”. A high score indicated a high perception of growth opportunities. When developing this scale, the internal consistency reliability of the scale was tested using Crobach’s alpha coefficient and was found to be .89. The internal consistency reliability of the measure was assessed making use of Cronbach’s alpha coefficient and was found to be .980

Job Satisfaction Measure (Yang, Mossholder and Peng, 2009)

The job satisfaction measure was developed by Yang, Mossholder and Peng (2009) to assess an individual’s overall satisfaction with their job. The measure consists of 3 items and the responses to this measure were made on a 5-point response format ranging from 1 (strongly disagree) to 5 (strongly agree). A higher score signifies higher job satisfaction. “All things considered, I am satisfied with my job” is an example of one item on the scale. When administered to employees from six organisations the scale produced a Cronbach’s alpha coefficient of .83 while in this study the Cronbach’s alpha was found to be .86

Perceived fit with organisation Measure (Cable & DeRue, 2002)

Developed to measure person-organisation fit, the perceived fit with the organisation measure was developed by Cable and DeRue (2002). The scale initially consisted of 4 items, however using the results of factor analysis one item was removed from the measurement because it had a poor factor loading and item correlation with the other items on the measure. The items on the measure are scored on a 7-point likert scale that ranges from 1 (strongly disagree) to 7 (strongly agree) with items such as, “my personal values match with the organisation’s values and culture”. Respondents were required to indicate the extent to which they agreed or disagreed with the items. A higher score indicated a higher person-organisation fit, while a low score indicated low person-organisation fit. The internal reliability of the scale was previously assessed to be .91 and in the sample of the current study it was .967

Effort-Reward Imbalance questionnaire (Msaouel et al., 2012)

To measure effort-reward imbalance the translated version of the effort-reward imbalance questionnaire (Siergrist et al., 2004) was utilised. Similarly, to the original questionnaire the scale consists of 23 items evaluating 3 concepts which are associated with the core theory of ERI construct. The 3 concepts on the questionnaire are: extrinsic effort, which is measured by 6 items, extrinsic reward measured by 11 items and overcommitment which is measured by 6 items. For this study the overcommitment subscale was not used. According to the predefined algorithm a ratio between the reward and effort subscale was computed to produce a single effort-reward imbalance score. The internal consistency reliability of the 2 dimensions are .79 for the effort subscale, in this study it was found to be .76 and .72 for the reward subscale and in this study, it was found to be .94. Items 11 and 12 on the questionnaire are reversed scored. For the effort subscale 6-24 is the theoretical range and a high score indicated high effort. The theoretical range for the reward subscale is 11-44 and a high score indicated high reward. All items were measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data analysis

Descriptive Statistics

The purpose of descriptive statistics is to meaningfully summarise and describe the data as whole (Howell, 2011). Descriptive statistics were conducted to describe the characteristics of the data, namely measures of central tendency, the spread of the data and frequencies. For measures of central tendency means, minimum, maximum, median and mode values were calculated and assessed. To measure spread, quartiles, range, variance and standard deviations were calculated. To assess the totals of the scales, summary statistics were utilised. Skewness coefficients and kurtosis were calculated and utilised to assess if the data is normally distributed.

Internal consistency Reliability

The reliability of an instrument measures how stable and dependable when measuring a construct it claims to measure (Hock, 2004). The internal consistency reliability for all the scales were assessed utilising Cronbach's alpha reliability co-efficient. Cronbach's alpha was used to assess the covariance level between all the items on the scale. Thus, a low variation in the sum of items was an indication that the items on the scale measure the construct consistently (Souza, Alexandre, & Guirardello, 2017). A Cronbach's alpha coefficient of 0.7 or more indicates that the internal consistency of the scale is good (Souza, Alexandre, &

Guirardello, 2017). If the scale has a Cronbach's alpha coefficient below 0.6 its construct validity will be questioned, see table 5 below.

Table 5

Measure of Reliability

Cronbach's Alpha	Internal Consistency
0.9+	Excellent
0.8-0.9	Good
0.7-0.8	Acceptable
0.6-0.7	Questionable
0.5-0.6	Poor
>0.5	Unacceptable

Correlations

Correlations are used in order to determine a relationship between two variables (Howell, 2011). To assess and confirm the pattern of the relationship between the variables, correlations were conducted and analysed. In the current study, Pearson's product-moment correlation coefficient was used (r) to establish the strength, direction, association and significance of the bivariate linear relationship between variables (Hock, 2004). The analysis does not suggest causality between the variables, but, determines if there is a linear relationship between the variable. When determining the linear relationship, -1.00 and +1.00 is the coefficient range. Coefficient values that are 0.00 are an indicator that there is no relationship between the two variables. Coefficient values of ± 1.00 are an indication of a perfect negative/positive relationship. Coefficient values that are close to ± 1.00 are an indication that there is a strong positive or negative relationship between the two variables. A direct linear relationship between the two variables is indicated by a positive coefficient value, where it suggests that an increase in one variable will be associated with an increase in the other (Hock, 2004). An inverse linear relationship is suggested by a negative coefficient, where it is suggested that an increase in one variable will be associated with a decrease in the other. Correlations were used in this study to assess the relationship between

the person-organisation correspondence variable (person-organisation fit, perceptions of growth opportunities and effort-reward imbalance) and job satisfaction.

Mediated Multiple Regression

Mediation analysis are used to assess a hypothesised causal chain between variables where variable X affects variable M and variable M in turn, affects variable Y (Preacher & Hayes, 2004). Variable M in this causal chain is the intervening variable and is called the mediator due to the fact that it mediates the relationship between variable X (the predictor/independent variable) and variable Y (the outcome/dependent variable) (Preacher & Hayes, 2004). To test for the mediation relationship regression analysis were utilised using SPSS. This was done in conjunction with an SPSS macro PROCESS that was developed by Andrew Hayes (2017). This analysis firstly assessed the direct regression coefficients for each of the variables in the study. It was conducted to assess the significance coefficient for each path (i.e. whether the IVs predicts the DV, the IVs predicts the mediator and the mediator predicts the DV). In this study this was done to assess if person-organisation fit predicts job satisfaction, if career growth opportunities predicts job satisfaction and if effort-reward imbalance predicts job satisfaction. It was also done to assess if the indirect relationship was significant; specifically, whether or not-organisation fit predicts career commitment, whether career growth opportunities predicts career commitment and whether effort-reward imbalance predicts career commitment. Finally, the analysis assessed if job satisfaction predicts career commitment. The analysis essentially assessed whether job satisfaction mediates the effect of person-organisation fit on career commitment, the effect on career growth opportunities on career commitment and the effect of effort-reward imbalance on career commitment. It assesses if the addition of the mediating variable to the model significantly reduces the total effect of the predictor variable on the outcome variable (Preacher & Hayes, 2004; Montoya & Hayes, 2017).

Ethical Considerations

Before collecting data in the study, ethical approval was granted by the Human Research Ethics Committee (Non-medical), University of the Witwatersrand Johannesburg under protocol number MORG/19/009 IH (see appendix A). Whilst seeking to obtain ethics approval from the ethics committee, approval from the Gauteng Department of Basic Education to access schools in the Gauteng province (east, south and north district Johannesburg) was requested. Approval was granted by the department of education to collect data in the schools from 19 June 2019 to 30 September 2019 (see appendix B).

Before collecting data at the schools, approval was also granted by the principals of the schools. When collecting the data, participants were informed about the purpose and procedures of the study. It was also made clear to them that they had the right to choose to participate or not to participate in the study. Participants were told that they did not have to answer questions that they were not comfortable with answering and that they could withdraw from participating in the study at any point up but not after they had submitted their questionnaire. They were also provided with a participant information sheet. Completing and submitting the questionnaire was regarded as informed consent. Participants were not exposed to any risks and harm by participating in the study and they did not receive any benefits for participating in the study. When completing the questionnaire participants were not required to fill in any of their identifying information, such as their names, ID number and employee number, thus anonymity of the participants was guaranteed. Confidentiality of the participants was also be guaranteed by not reporting the questionnaires individually, but as a collective. The names of the schools were also kept confidential. After analysing and reporting the results, the data was stored electronically and protected with a password. Only the researcher and the supervisor of the research had access to the data. The results were reported in a form of a research report.

Chapter Three: Results

This chapter presents the results of the data analysed. This includes the descriptive statistics, correlations and results of the mediated regressions which were conducted using SPSS PROCESS macro developed by Hayes (2017). The macro PROCESS is a program that is used as an extension in SPSS. It was developed by Hayes (2017) to produce outputs needed when assessing mediation analysis using the criteria of Baron and Kenny (1986). These were conducted to determine the mediation relationship suggested in the aims and questions of the current study as outlined in chapter 1.

Descriptive Statistics and Normality

The means, minimum and maximum values, standard deviations, kurtosis and skewness coefficients were calculated to the variables; person-organisation fit, perception of growth opportunities, effort-reward imbalance, job satisfaction and career commitment. Those results were as follow: the mean for person-organisation fit mean was 4.46 (SD = 1.89) with a minimum 1.00 and maximum 7.00; the perceptions of growth opportunities mean was 4.68 (SD = 2.12; min = 1.00; max = 7.00), the effort-reward imbalance mean was 2.63 (SD = .99; min = 1.17; max = 4.50), the job satisfaction mean was 2.38 (SD = 1.17, min = 1.00; max = 5.00), and the career commitment mean was 3.17 (SD = 1.34; min = 1.00; max = 5.00). (see table 7)

The following assumptions for the mediated regressions were tested: random sampling, independent sampling, normal distribution of the data, the absence of outliers and multicollinearity, and a linear relationship between the variables. Random and independent sampling was assumed. For normal distribution of the data, histograms, skewness and kurtosis were assessed. Person-organisation fit skewness was -.442 and its kurtosis -1.11, career growth opportunities skewness was -.66 and kurtosis -1.19, effort-reward imbalance skewness .45 and kurtosis -1.39, job satisfaction skewness was .88 and kurtosis -.27 and lastly career commitment skewness was equal to -.36 and kurtosis -1.49 (see table 7). Skewness that fall within -1 and +1 and Kurtosis that fall within -3 and +3 are an indication of normal distribution of the data (Huck, 2012; DeCarlo, 1997). All of the variables were all normally distributed (see table 6 below and appendix K for histograms). There were also no observed outliers as assessed utilising the boxplot (see appendix L).

To assess multicollinearity tolerance and variance inflation factors (VIF) were used. All tolerance values were greater than 0.1 and VIF value were less than 10 thus multicollinearity is not suspected (Hair, Anderson, Tatham & Black, 1995). For person organisation fit

tolerance was .853 and VIF was 1.172; for perceptions of growth opportunities tolerance was .853 and VIF was 1.172 and for effort-reward imbalance tolerance was (.934) and VIF was 1.071 (see table 6).

Table 6

Test for Multicollinearity

Collinearity Statistics		
	Tolerance	VIF
Person-Organisation Fit	.853	1.172
Perception of Growth Opportunities	.853	1.172
Effort-Reward Imbalance	.934	1.071

Table 7

Descriptive Statistics for all the variable

Variable	N	Mean	Standard Deviation	Skewness Coefficient	Kurtosis Coefficient
Person-Organisation Fit	110	4.46	1.90	-.442	-1.11
Perceptions of Growth Opportunities	110	4.68	2.12	-.66	-1.19
Effort-Reward Imbalance	110	2.63	.99	.45	-1.39
Job Satisfaction	110	2.38	1.17	.88	-.27
Career Commitment	110	3.17	1.34	-.36	-1.59

Correlations

To assess multicollinearity and explore the strength, direction and association of the variables in the current study Pearson's correlations were conducted, results are presented in tables 8 on the page that follows. The correlation coefficient values were calculated to determine the relationship/association between these variables:

1. Person-organisation fit and job satisfaction
2. Perceptions of growth opportunities and job satisfaction
3. Effort-reward imbalance and job satisfaction
4. Job satisfaction and career commitment
5. Person-organisation fit and career commitment
6. Perceptions of growth opportunities and career commitment
7. Effort-reward imbalance and career commitment

Table 8

Pearson Correlation Coefficients for Person-Organisation Fit, Perceptions of Growth Opportunities, Effort-Reward Imbalance, Job Satisfaction, and Career Commitment

Variables		1	2	3	4	5
1. Person-Organisation Fit	Pearson Correlation	1	.292**	-.102	-.167	-.004
	Sig (2-tailed)		.002	.288	.082	.967
	N	110	110	110	110	110
2. Perceptions of Growth Opportunities	Pearson Correlation	–	1	.186	.061	-.229
	Sig (2-tailed)	–	–	.052	.529	.116
	N	110	110	110	110	110
3. Effort-Reward Imbalance	Pearson Correlation	–	–	–	-.024	-.137
	Sig (2-tailed)	–	–	–	.805	.152
	N	110	110	110	110	110
4. Job Satisfaction	Pearson Correlation	–	–	–	–	.330**
	Sig (2-tailed)	–	–	–	–	.000
	N	110	110	110	110	110
5. Career commitment	Pearson Correlation	–	–	–	–	1
	Sig (2-tailed)	–	–	–	–	–
	N	110	110	110	110	110

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

*Correlation is significant at the 0.05 level (2-tailed)

The table above is a presentation of the correlation coefficient matrix for the associated between all the variables in the current study. The results indicate that person-organisation fit was not significantly associated with job satisfaction ($r = -.167, p = .082$). The results indicate that perception of growth opportunities was not significantly associated with job satisfaction ($r = -.061, p = .529$). The association between effort-reward imbalance and job satisfaction was also not statistically significant ($r = -.204, p = .805$).

The result of the association between job satisfaction and career commitment indicate that the association between the two variables was statistically significant. Specifically, these results indicate that job satisfaction was significantly and positively associated with career commitment ($r = .330, p = .000$). This means that an increase in job satisfaction is associated with an increase in career commitment. The results indicate that this is a moderate positive linear association between the two variables.

As indicated in the results on table 8 above the association between person-organisation fit and career commitment was not significant ($r = -.004, p = .967$). The results also indicate that perceptions of growth opportunities was significantly associated with career commitment. Specifically, the results indicate that perceptions of growth opportunities was significantly and positively associated with career commitment ($r = .229, p = .016$). This means that an increase in perceptions of growth opportunities is associated with an increase in career commitment. The results also suggest that this is a weak positive linear association between the perception of growth opportunities and career commitment. Finally, the associated between effort-reward imbalance and career commitment was not statistically significant ($r = -.137, p = .152$). As indicated by the correlations above the assumption of linearity between the variables was not met thus, it was highly unlikely that the suggested mediated relationship between the variable would be statistically significant. This was further supported by the mediated regressions that are presented in the section that follows.

Mediated Regressions

Table 9

Model: First path

Independent Variable	Dependent Variable is Job Satisfaction			
	Beta	SE	t	Sig
Constant	2.8443	.2841	10.0128	.0000
Person-Organisation Fit	-.1035	.0589	-1.7565	.0818

Outcome Variable: Job Satisfaction

Table 10

Model: Second path

Independent Variable	Dependent Variable is Career Commitment			
	Beta	SE	t	Sig
Constant	2.0902	.4340	4.8155	.0000
Person-Organisation Fit	.0374	.0658	.5685	.5709
Job Satisfaction	.3884	.1059	3.6685	.0004

Outcome Variable: Career Commitment

Table 11

Indirect effect(s) of X on Y

	Effect	BootSE	BootLLCI	BootULCI
Job Satisfaction	-.0402	.0270	-.0993	.0059

Mediated regression analyses were utilised to investigate whether job satisfaction mediates the effect of Person-Organisation fit on Career Commitment. The results indicated that Person-Organisation fit did not significantly predict job satisfaction, $B = -.1035$, $SE = .0589$, $P = .0818$, and that job satisfaction significantly predicated Career Commitment, $B = .3884$, $SE = .1059$, $P = .0004$. These results do not support the mediation between the variables as suggested by this study. This is not consistent with full mediation because person-organisation fit was not a significant predictor of job satisfaction in the first step of the

mediated regression analysis. Utilising percentile bootstrap estimation approach, the indirect effects were tested. The results also indicated that the indirect coefficient was not significant $B = -.0402$, $SE = .0270$, 95% $CI = -.0993, .0059$. Perceived Person-Organisation fit did not have a relationship with career commitment thus, job satisfaction was not a mediator between these variables. The lower and upper level of the confidence interval/estimated range include 0 thus it can be assumed that the indirect effect is not statistically significant (Preacher & Hayes, 2004).

Table 12

Model: First path

Independent Variable	Dependent Variable is Job Satisfaction			
	Beta	SE	t	Sig
Constant	2.2283	.2722	8.1863	.0000
Career Growth Opportunities	.0336	.0532	.6311	.5293

Outcome Variable: Job Satisfaction

Table 13*Model: Second Path*

Independent Variable	Dependent Variable is Career Commitment			
	Beta	SE	t	Sig
Constant	2.9774	.3638	8.1835	.0000
Career Growth Opportunities	-.1585	.0560	-2.8315	.0055
Job Satisfaction	.3957	.1010	3.9169	.0002

*Outcome Variable: Career Commitment***Table 14***Indirect effect(s) of X on Y*

	Effect	BootSE	BootLLCI	BootULCI
Job Satisfaction	.0133	.0235	-.0323	.0612

Mediated regression analyses were also used to test whether job satisfaction mediates the relationship between career growth opportunities and career commitment. The results indicated that the relationship between career growth opportunities and job satisfaction was not statistically significant, $B = .0336$, $SE = .0532$, $P = .5293$, and job satisfaction significantly predicted career commitment, $B = .3957$, $SE = .1010$, $P = .0002$. The results do not support the mediation between the variables as suggested by the current study. Career growth opportunities became a significant predictor of career commitment after controlling for the job satisfaction, $B = -.1585$, $SE = .0560$, $P = .0055$, but did not have a statistically significant relationship with job satisfaction in the first path $B = .0336$, $SE = .0532$, $P = .5293$. This was not consistent with full mediation. Making use of percentile bootstrap estimation approach, the indirect effect was tested. The results indicated that the indirect coefficient was not statistically significant $B = .0133$, $SE = .0235$, 95% CI $-.0323$, $.0612$. The lower and upper level of the confidence interval/estimated range include 0 thus it can be assumed that the indirect effect is not statistically significant (Preacher & Hayes, 2004).

Table 15*Model: First Path*

Independent Variable	Dependent Variable is Job Satisfaction			
	Beta	SE	t	Sig
Constant	2.4583	.3176	7.7390	.0000
Effort-Reward Imbalance	-.0711	.2878	-.2472	.8052

*Outcome Variable: Job Satisfaction***Table 16***Model: Second Path*

Independent Variable	Dependent variable is Career Commitment			
	Beta	SE	t	Sig
Constant	2.7473	.4264	6.4431	.0000
Effort-Reward Imbalance	-.4445	.3100	-1.4340	.1545
Job Satisfaction	.3749	.1036	3.6185	.0005

*Outcome Variable: Career Commitment***Table 17***Indirect effect(s) of X on Y*

	Effect	BootSE	BootLLCI	BootULCI
Job Satisfaction	-.0267	.1207	-.2499	.2329

Finally, mediated regression analyses were also used to test whether job satisfaction mediates the relationship between effort-reward imbalance and career commitment. The results indicated that the relationship between effort-reward imbalance and job satisfaction was not statistically significant, $B = .0711$, $SE = .2878$, $P = .8052$, and job satisfaction significantly predicted career commitment, $B = .3749$, $SE = .1036$, $P = .0005$. The results do not support

the mediation between the variables as suggested by the current study because, this was not consistent with full mediation. Making use of percentile bootstrap estimation approach, the indirect effect was tested. The results indicated that the indirect coefficient was not statistically significant $B = -.0267$, $SE = .1207$, 95% CI $-.2499, .2329$. The lower and upper level of the confidence interval/estimated range include 0 thus it can be assumed that the indirect effect is not statistically significant (Preacher & Hayes, 2004). Effort-reward imbalance did not have a statistically significant relationship with career commitment.

In conclusion this chapter has presented the results found in the current study based on the correlations and mediated regressions that were conducted. The chapter that follows discusses the results that have been presented in this chapter in relation to other available studies that have been conducted, discusses the practical implications of the current study and its limitations as well as suggestions for future research.

Chapter Four: Discussion

The aim of the current study was to determine whether job satisfaction mediates the relationship between person-organisation correspondence variables (person-organisation fit, perceptions of growth opportunity and effort-reward imbalance) and career commitment. The following chapter discusses the overall findings of the study and compares them to those of the existing literature. Furthermore, the chapter discusses the practical implications of the current study together with its strengths and limitations. This chapter concludes by suggesting direction for future research.

Correlations and Mediated Regressions

Person-Organisation Correspondence Variables and Job Satisfaction

The results of the Pearson's Correlations indicated that there was no association between all person-organisation correspondence variables person-organisation fit ($r = -.167, p = .082$), perceptions of growth opportunities ($r = -.061, p = .529$), and effort-reward imbalance ($r = -.204, p = .805$) and job satisfaction. Accordingly, the results of the mediated regression indicated that the relationship between all the person-organisation correspondence variables and job satisfaction were not statistically significant; where for person-organisation fit, $B = -.1035, SE = .0589, P = .0818$; for perceptions of growth opportunities, $B = .0336, SE = .0532, P = .5293$ and for effort-reward imbalance, $B = .0711, SE = .2878, P = .8052$. These results address the first paths analyses of the mediated multiple regressions conducted (*see table 15*). The results for the sample used in the current study suggest that organisational factors such as person-organisation fit, perceptions of growth opportunities within the organisation and effort-reward imbalance are not significantly associated with one's satisfaction with their job. These results contradict the existing literature that suggests that person-organisation fit, perceptions of growth opportunities and effort-reward imbalance have an association with job satisfaction. The findings of the current study do not support the existing literature, and this can be attributed to methodological concerns and theoretical considerations that may be associated with the current study; the former is predominantly addressed in the limitations section below.

On the theoretical side, the insignificant results between person-organisation correspondence and job-satisfaction perhaps suggests that teachers derive job satisfaction from alternative sources and various intrinsic motivators relevant to the job that they do. Gould and Lee (2000), for example, suggest that teachers get satisfaction from their jobs due to the internal reward or natural satisfaction that they get from doing the job. Although there is no general

definition that is agreed upon of what constitutes the satisfaction of teachers in their career, there are trends that suggest that teachers may be receiving their satisfaction from things that are intrinsic to their career such as: being able to help learners, the achievements of their learners, their ability to guide learners, the positive relationships that they have with learners, and the belief that they are playing a role in growing and equipping the next generation that will make a difference in the world (Papanastasiou & Michalinos, 2004). Spear, Gould and Lee (2000) suggest that the levels of job satisfaction in teachers is associated with intrinsic empowerment such as motivation. Spear, Gould and Lee (2000) found that the intellectual challenges that come with the teaching career and the independence and creativity in how teachers deliver the teaching materials to learners, form as part of the factors that contributes to teachers' satisfaction. Researchers such as Little (1996) argue that the discipline of learners, appreciation and support from co-worker and support from the parents of the learners are also associated with teachers' job satisfaction. The motivation of teachers is an important consideration that is associated with many other important variables in education such as the motivation of students, student and teacher well-being, and teachers' psychological fulfilment. Thus, teachers that are motivated are more likely to report that they are satisfied with their job (Han & Yin, 2016).

There are also extrinsic motivators that have been associated with the satisfaction of teachers in their career. In their study Papanastasiou and Michalinos (2004) found that motives such as holidays and shorter working hours associated with the teaching career influences teachers' level of satisfaction with their job. In this study Papanastasiou and Michalinos (2004) also argued that their findings indicated that teachers who go into the teaching career with realistic views were found to be satisfied with their job. Moreover, teachers who have always wanted to follow the teaching career were more likely to have a higher job satisfaction. For the current study such variables were not assessed and may therefore be analysed in future studies. What is interesting about the findings of the current study is that they talk to the possibility that teachers' job satisfaction, unlike that of employees in other career fields, is not directly influenced by person-organisation correspondence variables. Although person-organisation correspondence may be important in the context of other employee behaviours, the current results emphasises that interventions aimed at increasing teacher's job satisfaction need to be tailored such that they consider factors specific to teachers.

Job satisfaction and Career Commitment

The results of the Pearson's correlation also indicated that the association between job satisfaction and career commitment was statistically significant ($r = .330$, $p = .000$). The results of the Pearson's correlation indicate that this association between job satisfaction and career commitment is moderately positive. In the current study this means that high levels of job satisfaction in teachers is associated with elevated career commitment. Although the relationship between the person-organisation correspondence variables; person-organisation fit, perceptions of growth opportunities and effort-reward imbalance and career commitment were not statistically significant, in all the mediation analyses, the relationship between job satisfaction and career commitment was statistically significant ($B = .3884$, $SE = .1059$, $P = .0004$) refer to table 10. These results are consistent with those of existing studies which were mentioned in the literature review that argue that one's job satisfaction has an impact on career commitment.

This is an indication that similar to the available literature, this study also suggests that the extent to which an individual is satisfied with their job is related to their commitment to their career. A study conducted by Goulet and Singh (2002) found that job satisfaction and career commitment were positively associated. Teachers that are satisfied with their job are more likely to be engaged and committed to their career. Pearson & Ananthram (2008) argue that career commitment has a relationship with job satisfaction amongst other things such as work ethics. The increase in career commitment has positive outcomes for teachers at work.

Myrtle, Chen, Liu and Fahey (2011) state that career commitment is expected when employees are content/satisfied with their job. A lower level in career commitment results in teachers that are less likely to seek additional skills or materials that will help in enhancing their teaching and as a result the learning outcomes of the learners. Teachers that are committed to their career are less likely to leave the education system thus, the Department of Basic Education will be able to retain teachers that are skilled and have experience in the field. When employees have a strong involvement and identification with their vocation, they also have a desire to contribute in the field. Employees that have low job satisfaction and career commitment are more likely to leave their career to seek for better opportunities (Goulet & Singh, 2002). In the education context this may result in the attrition of teachers in the profession, and as a consequence a lack of skilled and highly experienced teachers.

Due to the fact that the person-organisation correspondence variables do not have a relationship with job satisfaction, the results of this study cannot explain what factors

influence job satisfaction. However, previous studies that have been conducted suggest that factors such as intrinsic motivation and other factors that are specific to the career such as holidays and working hours are related to job satisfaction. It is also important to consider what other factors aside job satisfaction influence career commitment as the relationship between the person-organisation correspondence variables was found to be non-significant in the current study.

Person Organisation Correspondence Variables and Career Commitment

The results of the correlations suggest that person-organisation fit ($r = -.004$, $p = .967$) and effort-reward imbalance ($r = -.137$, $p = .152$) were not significantly associated with career commitment but perceptions of growth opportunities ($r = .229$, $p = .016$) was significant associated with career commitment. On the other hand the results of the mediated multiple regressions indicated that all the indirect effects (association between person organisation correspondence variables and career commitment) were not statistically significant; where for person-organisation fit $B = -.0402$, $SE = .0270$, 95% CI = $-.0993$, $.0059$, for perceptions of growth opportunities $B = .0133$, $SE = .0235$, 95% CI $-.0323$, $.0612$, and for effort reward imbalance $B = -.0267$, $SE = .1207$, 95% CI $-.2499$, $.2329$. These results indicate that there is limited evidence to support that the person-organisation correspondence variables that were assessed in this study have an impact on career commitment. Thus, it is important for future research to consider other factors that have been found to have an impact on career commitment.

Studies have reported a range of variables that have been found to be associated with career commitment (Ballout, 2009; Goulet and Singh, 2002). A study by Ballout, (2009) suggest that intrinsic factors such as need to achieve, career self-efficacy and work ethic have an impact on career commitment. Also, researchers such a Goulet and Singh, (2002) suggest that personal factors such as the number of an employee's dependent and their involvement in their family and job involvement has an impact on their career commitment. Fear of job loss has also been suggested as one of the factors contributing to career commitment. Given this it is important that future studies consider personal, situational and organisational factors that influence career commitment in the South African context.

It is important to note that although the person-organisation correspondence variables in the current study were not found to significantly have an impact on job satisfaction, these factors should not be completely ignored by school principals as they might have an impact on individuals' work experiences. The results found in the current study are also important as

they highlight the importance of investigating other variables that might have an impact on job satisfaction. In their study on the job satisfaction of teachers conducted in Nigeria, Dabo and Augustine (2016) argue that the job satisfaction of teachers is important as can be used as a strategy to transform school education. Teachers' job satisfaction is associated with their productivity and efficiency. Thus, the satisfaction of teachers is argued to bring transformation in school education. Dabo and Augustine (2016) further argue that interventions aimed at improving organisational and administrative structures, conditions of service, instructional materials and teaching aids can help improve teachers' job satisfaction. Perhaps these are some of the factors that future research conducted in the South African context can investigate and interventions can be implemented accordingly.

Practical Implications

As discussed in the literature review the teaching profession faces a high rate of teacher attrition and as a result it is important to investigate factors that influence teachers' job satisfaction and career commitment as an attempt to reduce attrition in the career. With the findings of the current study, researchers and the Department of Basic Education will be able to consider and further investigate more factors that may be found to influence teacher's job satisfaction and career commitment. This can also include investigating if there are other work-related conditions aside from person-organisation fit, perceptions of growth opportunities and effort-reward imbalance that are associated with job satisfaction and as a result career commitment. As an attempt to reduce attrition through understanding factors that influence job satisfaction and career commitment, this can help the Department of Basic Education to improve the education system by retaining good teachers and help the department to reach their development goals.

The dissatisfaction of teachers is associated with a decrease in productivity, decreased ability to meet the needs of learners, absenteeism, psychological disorders, and it has also been argued to be the main factor contributing to teachers leaving the career (Papanastasiou & Michalinos, 2004). When a high number of teachers are leaving the education system, teachers that remain are faced with a high workload that may result in an increase in stress levels for the teacher (Lumadi, 2014). The attrition of teacher is also associated with costs that are related to resource that are utilised when hiring new teachers (Xaba, 2003). Thus, it is important that variables contributing to job satisfaction and career commitment of teachers in South Africa are understood, not only to retain teachers in the profession but also to ensure that teachers that stay in the profession are productive and effectively contribute to the

learning outcomes. Being able to retain good teachers does not just help to improve the quality of education that learners receive but, it also helps with allowing the country to compete at a global level by producing well educated learners that will contribute to the economic growth of the country. Job satisfaction and career commitment are two factors that have been associated with an increase in productivity. Thus, it is important to understand factors that influence job satisfactions to improve the education system.

Research suggests that employees with an increased job satisfaction are more likely than those with low levels of job satisfaction to be committed to their career (Goulet & Singh, 2002). Job satisfaction has an impact on career commitment because job satisfaction means that the expectations of employees are met. Employees, therefore, are content and derive fulfilment and enjoyment from their job and as a result are willing to commit to their career. Although the results of the current study pertaining to organisational factors that were suggested to be associated with job satisfaction were not significant, it is still important for school principals to understand and further investigate practices, policies and conditions within schools that may influence the job satisfaction of teachers. Due to the fact that job satisfaction has a positive significant relationship with career commitment, it is important to understand factors that influence job satisfaction. Perhaps another way through which this can be done is by utilising both qualitative and quantitative methods. This would help schools in understanding what areas or aspects in the schools more focus should be placed upon in order to improve job satisfaction of teachers and as result their career commitment. Moreover, this would help the Department of Basic Education understand what interventions can be put in place to improve the satisfaction of teachers with their jobs.

In concluding this chapter, the mediation results of the current study suggested that person-organisation fit, perception of growth opportunities and effort-reward imbalance are not significantly associated with job satisfaction. The results also suggested that an increased in job satisfaction is associated with increased commitment to one's career. These findings highlight the importance of further investigating and understanding factors that influence teachers' job satisfaction and as a result career commitment. The results also highlight the important role that job satisfaction plays in influencing the commitment teachers have to their profession and as a result contribute to preventing the attrition of teachers. It is also important to acknowledge the limitations of the current study and make recommendations for future studies with regards to what can be improved. The limitations of the current study are discussed in the section that follow.

Limitations of the Study and Directions for Future Research

Methodological issues that might account for the findings in the study is firstly the sample size. The current study consisted of a small sample size ($N = 110$). A sample size of 110 participants may be argued to be too small to allow one to generalise the results of the current study to the population of teachers in South Africa. Additionally, the sample of teachers used in this study came from the Gauteng province and only teachers from four schools were obtained. Considering the fact that there are 2207 public schools in the Gauteng province, this to a great extent limits the generalisability of the study not only to South Africa but also to the Gauteng province. The results of the current study are limited to the four schools used in this study. For future research it would be helpful to obtain a more representative sample in order to increase the generalisability of the results to the South African context. Another limitation to the current study is the fact that the sample used was teachers from government schools whereas the studies that have investigated these variables have used a sample in private businesses and in industries that are different from teaching. It is also recommended that for more understanding of variables that are related to teachers' job satisfaction, both intrinsic and extrinsic motivation/variables must be investigated and those should also be compared across public and private schools.

Another contributing factor or the reason for the statistically insignificant results in this study could be the sample size with regards to how small it is. A small sample size threatens the reliability of the results as it leads to higher variability and bias, due to the fact that there is only a small number of subjects that had an opportunity to respond to the questionnaire (Hau & Marsh, 2004).

The current study made use of a self-reported questionnaire to measure and obtain information about the variables that were investigated in the study. Using self-reported methods to measure constructs in a study increases the chances of methods bias and as a result may influence the results of the study (Dalal, 2012).

The sampling strategy that was used in the current study also places a limitation to the study. The study used a non-probability, convenient sampling and this sampling strategy is argued to encourage volunteer bias. This is due to the fact that only teachers that were willing to participate in the study were used, meaning that particular teachers with certain characteristics were used in the study (Rosnow & Rosenthal, 2005). As a result, it will be useful for future studies to make use of random sampling strategy if possible, this would allow the researchers to draw a sample of different schools across different provinces to allow for greater

generalisability of the results to the South African context. On the other hand, it is also important to acknowledge that random sampling strategy is time consuming and more often than not it is not practical to utilise especially in situations where time is limited.

The schools that were used in this research were high schools only and this serves as a limitation to the study. For future studies it would be beneficial to include primary schools in order to get sight on difference across primary schools and high schools. This could also be important in getting insight on how the variables in this study influence each other. Also with regards to enhancing the richness of the data collected, open-ended questions on the questionnaires, interviews, focus groups could be utilised to further gain an understanding of the variables being studied and get a richer understanding of the quantitative results through making use of the qualitative data.

It has been reported that both organisational factors and personal predispositions are associated with career commitment (Pearson & Ananthram, 2008), thus it is useful for future studies to further investigate personal predispositions and other organisational factors that have an influence on teachers' commitment to their career. Papanastasiou and Michalinos (2004) argue that most study that have been conducted focusing on satisfaction of teachers have been conducted in developing countries thus, the current study recommends that more studies need to be conducted in developing countries such as South Africa.

Lastly, a reason that might be contributing to the contradicting/different results found in this study to those of the published studies might be due to the systematic bias in published research (Pannucci & Wilkins, 2010). Systematic bias is caused by tendencies to only publish research papers that have found significant results. Perhaps there are studies that have found non-significant results for these variable but were not published, and as a result those studies were not reviewed in the literature review of the current study.

Conclusion

The current study aimed to investigate person-organisation correspondence whether or not person-organisation correspondence variables have an impact on the job satisfaction of South African teachers and as a result, their career commitment. Mediation analyses were done making use of Rhodes and Doering's (1983) integrated model as a theoretical framework for the study. Several of studies that have used Rhodes and Doering's (1983) integrated model have used it to look at situational and individual factors that have an impact on job satisfaction and as a result career commitment. However, the current study sort to investigate organisational factors in a sample of teachers. Rhodes and Doering's (1983) integrated model is not a widely used model and as a reason the current study adds to the studies the have used the model to identify organisational factors that have an influence on job satisfaction.

The current study found that the organisational factors that were suggested to influence job satisfaction were not statistically significant. The results were not expected as previously research as outlined in the literature review suggest that those organisational factors have an impact on job satisfaction. Similarly, the results also indicated that the indirect relationship between the organisational factors and career commitment was not statistically significant. A significant relationship was found between job satisfaction and career commitment. The results of the current study suggest that the person-organisation correspondence variables (person-organisation fit, perceptions of growth opportunities and effort-reward imbalance) do not have an impact on job satisfaction, and also that they do not have an indirect relationship with career commitment. As a result, their impact on career commitment is not mediated through job satisfaction.

The results of the current study with a sample of high school teachers contradicts the predictors that were explored as proposed by Rhodes and Doering's (1983) model which suggest that various antecedents of career commitment such as person-organisation fit, perceptions of growth opportunities, and effort-reward imbalance are mediated by job satisfaction. Due to the fact that the predictors that were suggested to predict job satisfaction were tested in a sample of high school teachers and were found not to be statistically significant in predicting their job satisfaction in the current study, it is important to further investigate teachers' expectations of the field. When expectations of one's career are fulfilled, it is argued that satisfaction with their career will follow. Thus, investigating those expectation would help in understanding factors the influence teachers' job satisfaction.

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APPENDICES

Appendix A: Ethical Clearance Certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

HUMAN RESEARCH ETHICS COMMITTEE (SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT)

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: MORG/19/009 IH

PROJECT TITLE:

Person-Organisation correspondence, job satisfaction and career commitment

INVESTIGATORS

Mangena Koketso

DEPARTMENT

Psychology

DATE CONSIDERED

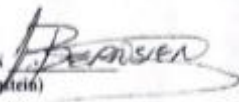
01/07/19

DECISION OF COMMITTEE*

Approved

This ethical clearance is valid for 2 years and may be renewed upon application

DATE: 01 July 2019

CHAIRPERSON 
(Dr Colleen Bergstein)

cc Supervisor:

Mr Jan Siemers
Psychology

DECLARATION OF INVESTIGATOR (S)

To be completed in duplicate and **one copy** returned to the Secretary, Room 100015, 10th floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure, as approved, I/we undertake to submit a revised protocol to the Committee.

This ethical clearance will expire on 31 December 2021

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

Appendix B: Gauteng Department of Education Research Approval Letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	19 June 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2019/84
Name of Researcher:	Mangena K
Address of Researcher:	Braamfontein Centre Residence 23 Jorissen Street Johannesburg, 2000
Telephone Number:	060 963 0553
Email address:	1097633@students.wits.ac.za
Research Topic:	Person-Organisation Correspondence, Job Satisfaction and Career Commitment.
Type of qualification	Masters of Arts
Number and type of schools:	Five Primary Schools, Four Secondary Schools and One LSEN School.
District/s/HO	Johannesburg East, Johannesburg North and Johannesburg South.

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting Director: Education Research and Knowledge Management

DATE: 19/06/2019

Appendix C: Letter to School Principals Requesting Access to Teachers



Psychology

School of Human & Community
Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

Tel: 011 717 4503 Fax: 086 553 4913



Dear Sir/Madam

My name is Koketso Mangena, I am conducting a research as a requirement for obtaining a Masters degree in Organisational Psychology at the University of the Witwatersrand. My research is interested in teachers' commitment to their career and factors that influence it. These factors include their job satisfaction, their perceptions of growth opportunities in their work environment, their perceptions of whether or not efforts are rewarded with adequate rewards and their perceptions of the degree to which their values and goals match with those of the schools. I would like to ask for permission to conduct my study at your school.

Participation in this research will require your teachers to complete a self-administered online/pencil and paper questionnaire (depending on what works best for the school). Completion of the questionnaire will take approximately 10-15 minutes of their time. Participation in this study is voluntary; teachers will not be disadvantaged or advantaged in any form for making a choice to partake or not to partake in the research.

Anonymity is guaranteed, as I will not require teachers to fill in any information, such as their names, ID numbers, employee numbers etc. that will make them identifiable from the questionnaire. Further, I will not be reporting on individual questionnaires, but the entire questionnaires in relation to each other to ensure confidentiality. The questionnaires that will be completed will only be seen by me and my supervisor. The name of the school will be kept confidential. Completing the online questionnaire and clicking on the submit button or handing in the paper pencil questionnaire will be regarded as consent to participate in the research. Once questionnaires are submitted teachers will no longer be able to withdraw from the study because questionnaires will be anonymous. Feedback on the findings of the study will be provided to the school and the GDE if requested.

I would greatly appreciate it if you could please grant me approval to conduct my research in your school. For further questions on the research you can contact me or my supervisor.

Kind Regards

Koketso Mangena

Supervisor: Mr Ian Siemers

Email: mangenakoketso@gmail.com

Email: Ian.Siemers@wits.ac.za

Phone: 0609630553

Phone: (011) 717 999

Appendix D: Participate Information Sheet



Psychology

School of Human & Community
Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

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Good Day

My name is Koketso Mangena and I am conducting a research as a requirement for obtaining a Masters degree in Organisational Psychology at the University of the Witwatersrand. My research is interested in teachers' commitment to their career and factors that influence it. These factors include their job satisfaction, their perceptions of growth opportunities in their work environment, their perceptions of whether or not efforts are rewarded with adequate rewards and their perceptions of the degree to which their values and goals match with those of the schools. I would like to invite you to participate in my research if you are willing to participate.

Should you decide to volunteer to participate, participation in this research will require you to complete a self-administered online/paper pencil questionnaire, which will be sent to you through the school. Completing this questionnaire will take approximately 10-15 minutes of your time. You will not be exposed to risks or receive benefits or be disadvantage for participating or not participating in the study.

Anonymity is guaranteed, as I will not require you to fill in any information, such as your names, ID number, employee number etc. that will make you identifiable. Further, I will not be reporting on individual questionnaires, but the entire questionnaires in relation to each other to ensure confidentiality. The questionnaires that will be completed will only be seen by me and my supervisor.

Completing the online questionnaire and clicking on the submit button or handing in the paper pencil questionnaire will be regarded as consent to participating in the research. Once questionnaires are submitted you will no longer be able to withdraw from the study because questionnaires will be anonymous. Feedback on the findings of the study will be provided to the school in a form of summary if requested.

I would greatly appreciate if you could please participate in my research. For further questions on the research please contact me or my supervisor.

Kind Regards

Koketso Mangena

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Email: Ian.Siemers@wits.ac.za

Phone: 0609630553

Phone: (011) 717 999

For any queries with regards to ethical appropriateness of this study please contact Shaun Schoeman from the Haman Research Ethics Committee (Non-medical), University of the Witwatersrand Johannesburg

Email: shaun.schoeman@wits.ac.za

Phone: (011) 717 1408

Appendix E: Demographics Questionnaire

Length of teaching experience

Qualification(s)

Age

Sex

- ☐ Male
- ☐ Female

Race

- ☐ Black
- ☐ White
- ☐ Coloured
- ☐ Indian
- ☐ Other

Appendix F: Blau's Career commitment Scale (CCS) (Blau's, 1988)

Please indicate the extent to which you agree/disagree with the following statements

	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strong Agree
1	I would take a different job that paid the same	1	2	3	4	5
2	I want a career in teaching	1	2	3	4	5
3	If I could do it over, I would choose the teaching profession	1	2	3	4	5
4	If I had all the money I needed, I would still want to be in the teaching profession	1	2	3	4	5
5	I enjoy teaching too much to give it up	1	2	3	4	5
6	This is my ideal vocation for my life work	1	2	3	4	5
7	I've been very disappointed ever since I entered the teaching profession	1	2	3	4	5

Appendix G: Perceived fit with organisation Measure (Cable & DeRue, 2002)

Please indicate the extent to which you agree/disagree with the following statements

	Questions	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neural	Slightly Agree	Moderately Agree	Agree
1	The things that I value in life are similar to the things that my school value	1	2	3	4	5	6	7
2	My personal values match my school's values and culture	1	2	3	4	5	6	7
3	My school's values and culture provide a good fit with the things that I value in life	1	2	3	4	5	6	7

Appendix H: Career Growth Opportunity Measure (Adam, 1999)

Please indicate the extent to which you agree/disagree with the following statements

	Questions	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neural	Slightly Agree	Moderately Agree	Agree
1	I can achieve my career goals in this school.	1	2	3	4	5	6	7
2	Working for this school will help my career.	1	2	3	4	5	6	7
3	My present job is relevant to the growth and development of my career.	1	2	3	4	5	6	7
4	I feel my present job will help me reach my career goals.	1	2	3	4	5	6	7

Appendix I: Job Satisfaction Measure (Yang, Mossholder and Peng, 2009)

Please indicate the extent to which you agree/disagree with the following statements

	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strong Agree
1	All things considered, I am satisfied with my job.	1	2	3	4	5
2	I like my job.	1	2	3	4	5
3	I am generally satisfied with the work I do in this job.	1	2	3	4	5

Appendix J: Effort-Reward Imbalance questionnaire (Msaouel et al., 2012)

Please indicate the extent to which you agree/disagree with the following statements

	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<u>Effort</u>					
1	I have constant time pressure due to a heavy work load	1	2	3	4	5
2	I have many interruptions and disturbances while performing my job	1	2	3	4	5
3	I have a lot of responsibility in my job	1	2	3	4	5
4	I am often pressured to work overtime	1	2	3	4	5
5	My job is physically demanding	1	2	3	4	5
6	Over the past few years, my job has become more and more demanding	1	2	3	4	5
	<u>Reward</u>	1	2	3	4	5
7	I receive the respect I deserve from my superiors	1	2	3	4	5
8	I receive the respect I deserve from my colleagues	1	2	3	4	5
9	I experience adequate support in difficult situations	1	2	3	4	5
10	I am treated fairly at work	1	2	3	4	5
11	My job promotion prospects are poor	1	2	3	4	5
12	I have experienced or expect to experience an undesirable change in my work situation	1	2	3	4	5
13	My employment security is poor	1	2	3	4	5
14	My current occupational position adequately reflects my education and training	1	2	3	4	5

15	Considering all my efforts and achievements, I receive the respect and prestige I deserve at work	1	2	3	4	5
16	Considering all my efforts and achievements, my job promotion prospects are adequate	1	2	3	4	5
17	Considering all my efforts and achievements, my salary/income is adequate	1	2	3	4	5

Appendix K: Histograms for Variable in the Study

Figure 2: Histogram for Person-Organisation Fit

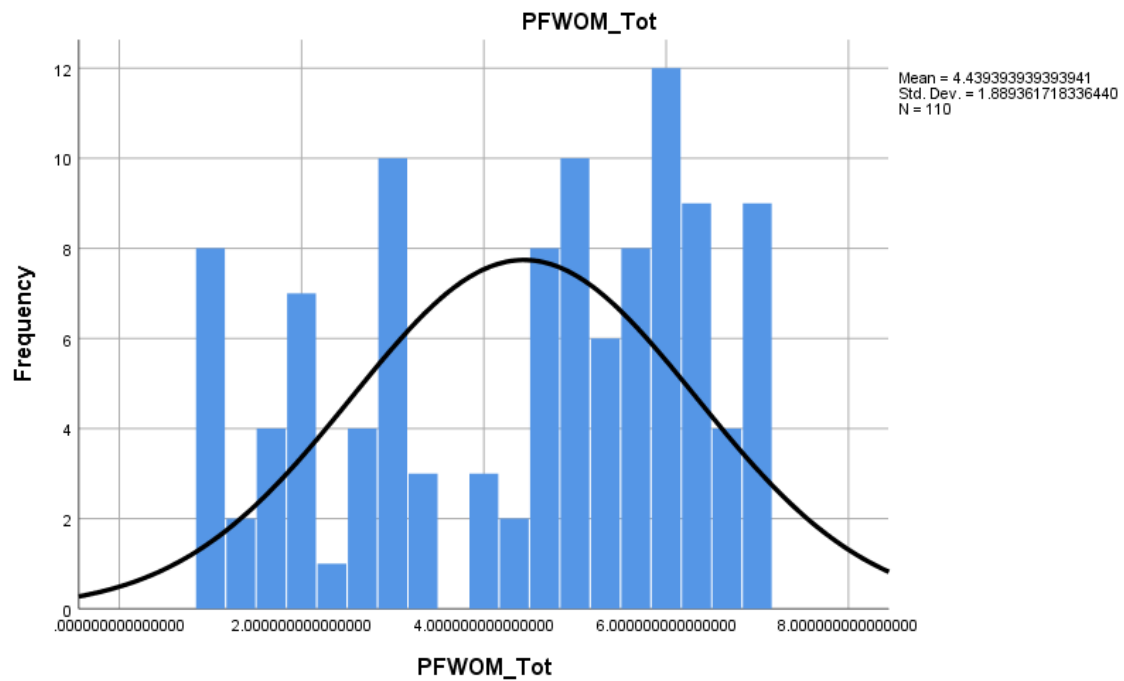


Figure 3: Histogram for Career Growth Opportunities

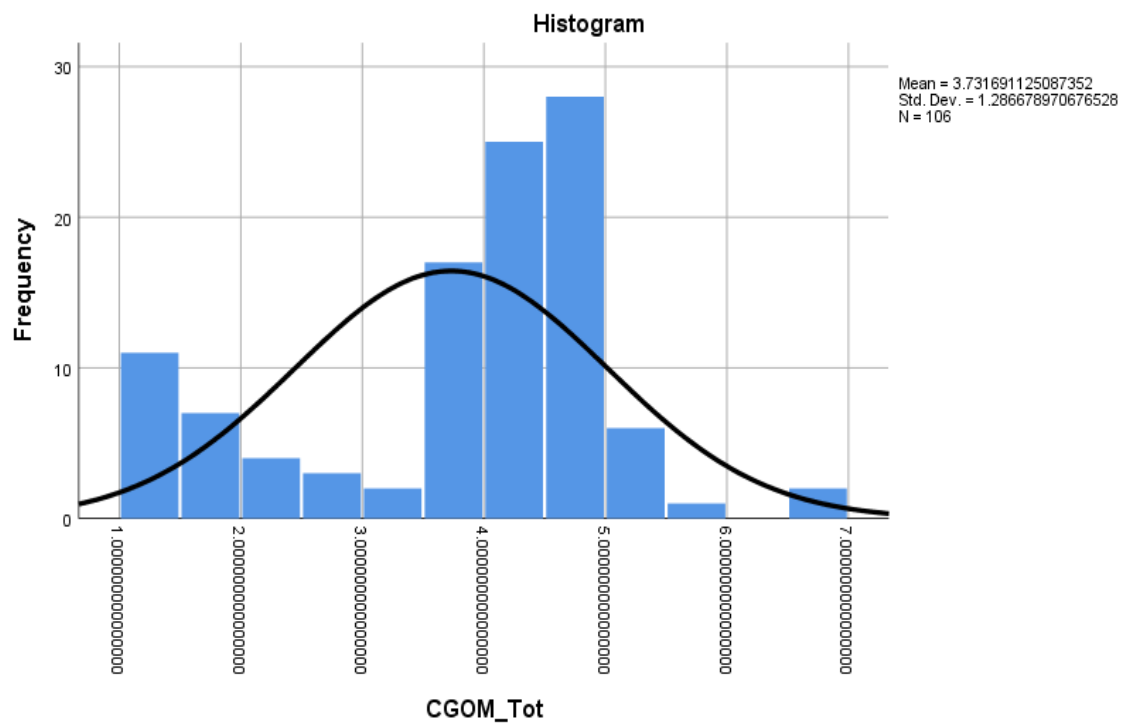


Figure 4: Histogram for Effort-Reward Imbalance

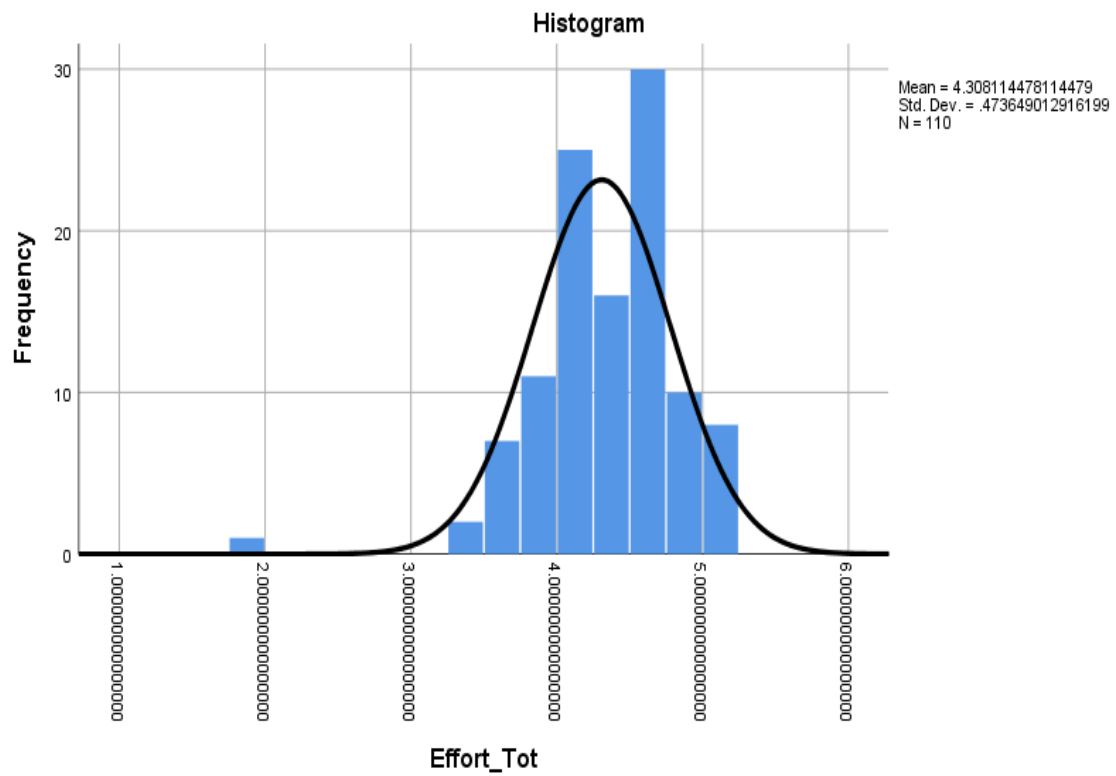


Figure 5: Histogram for Job Satisfaction

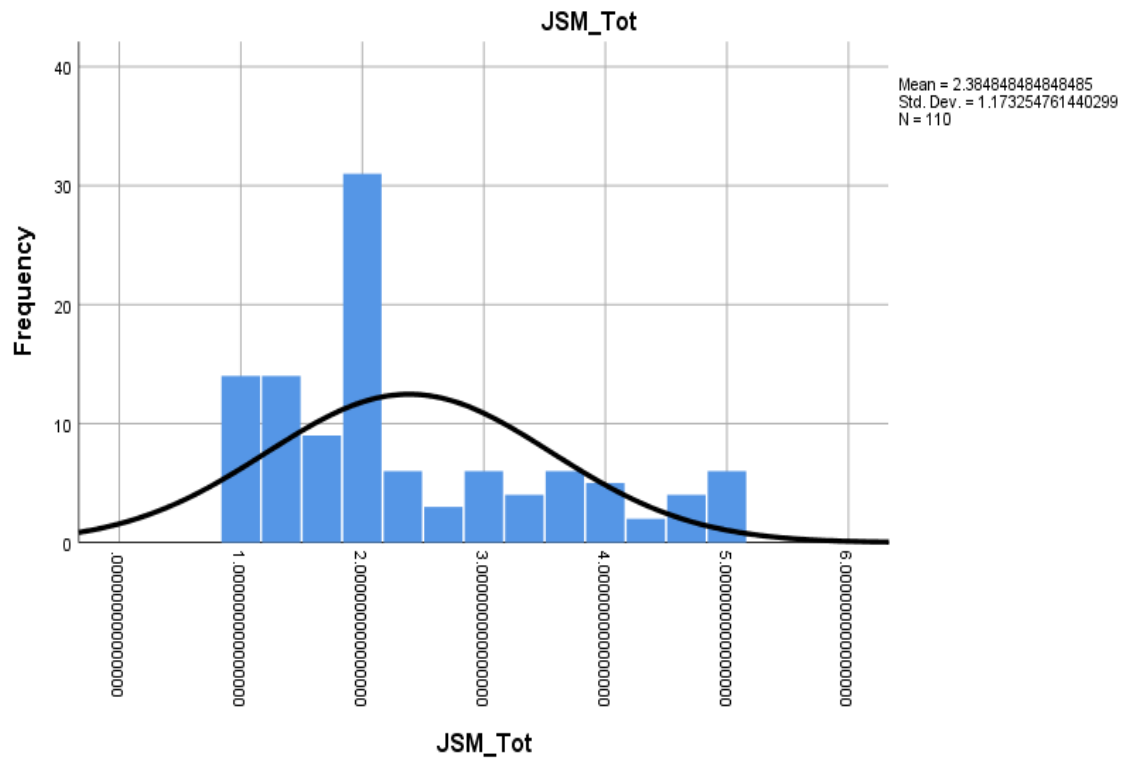
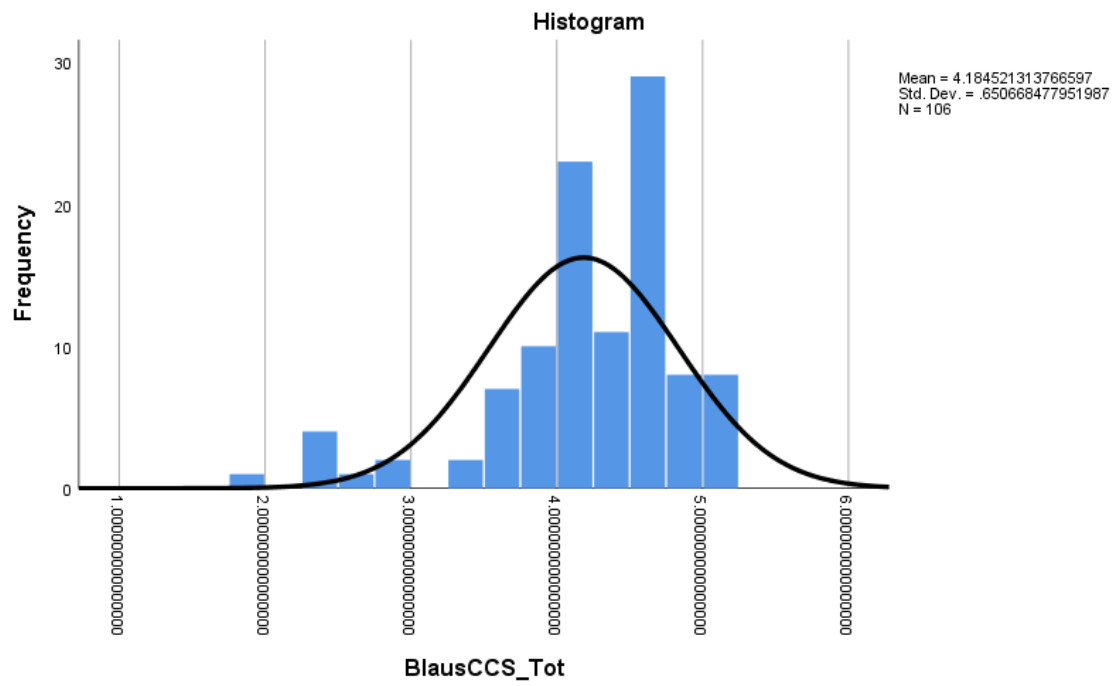


Figure 6: Histogram for Career Commitment



Appendix L: Bloxplots

Figure 7: Boxplot is Person-Organisation Fit

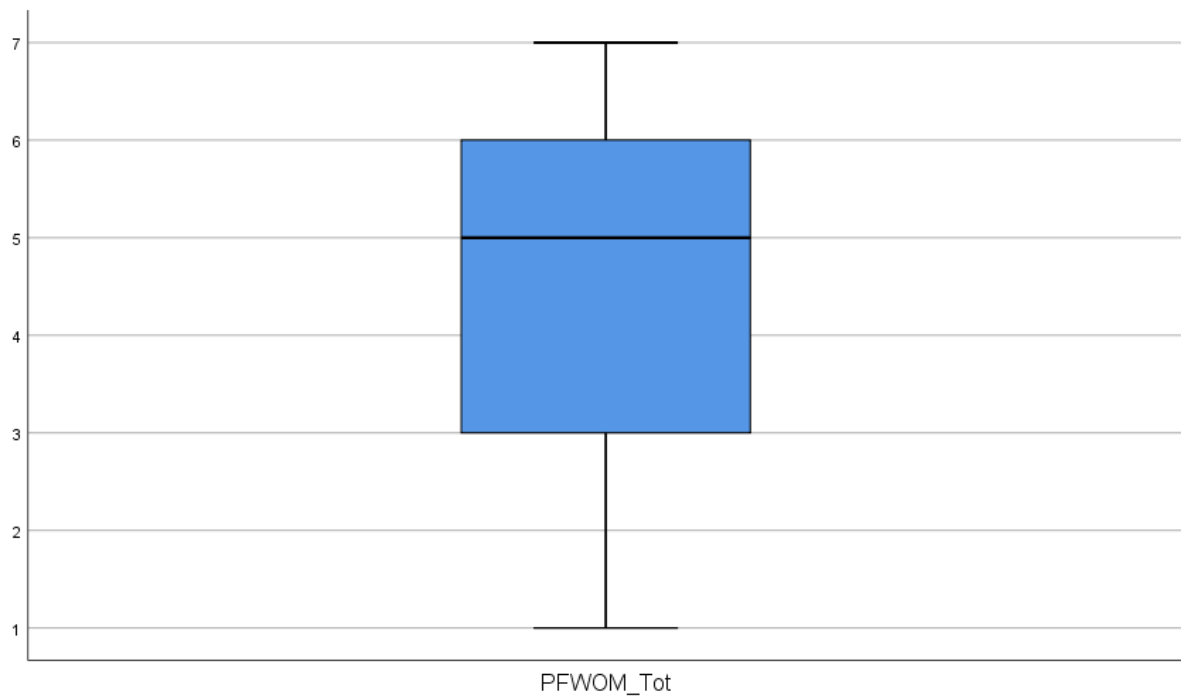


Figure 8: Career Growth Opportunities

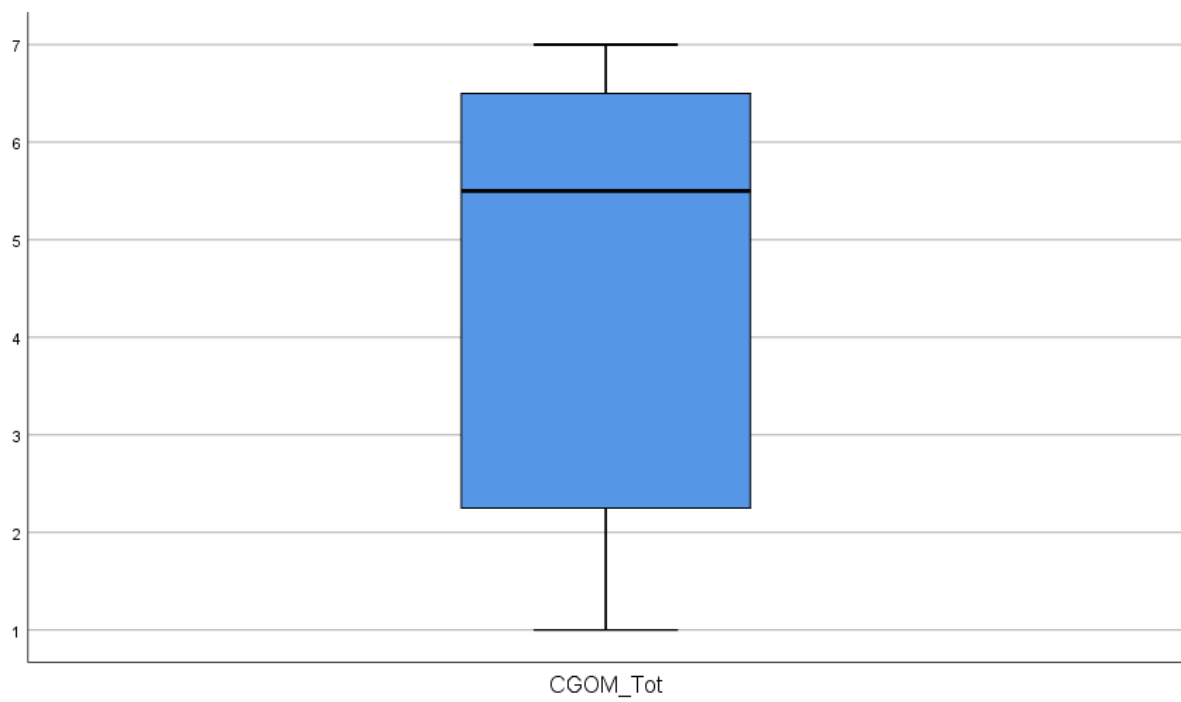


Figure 9: Boxplot for Effort-Reward Imbalance

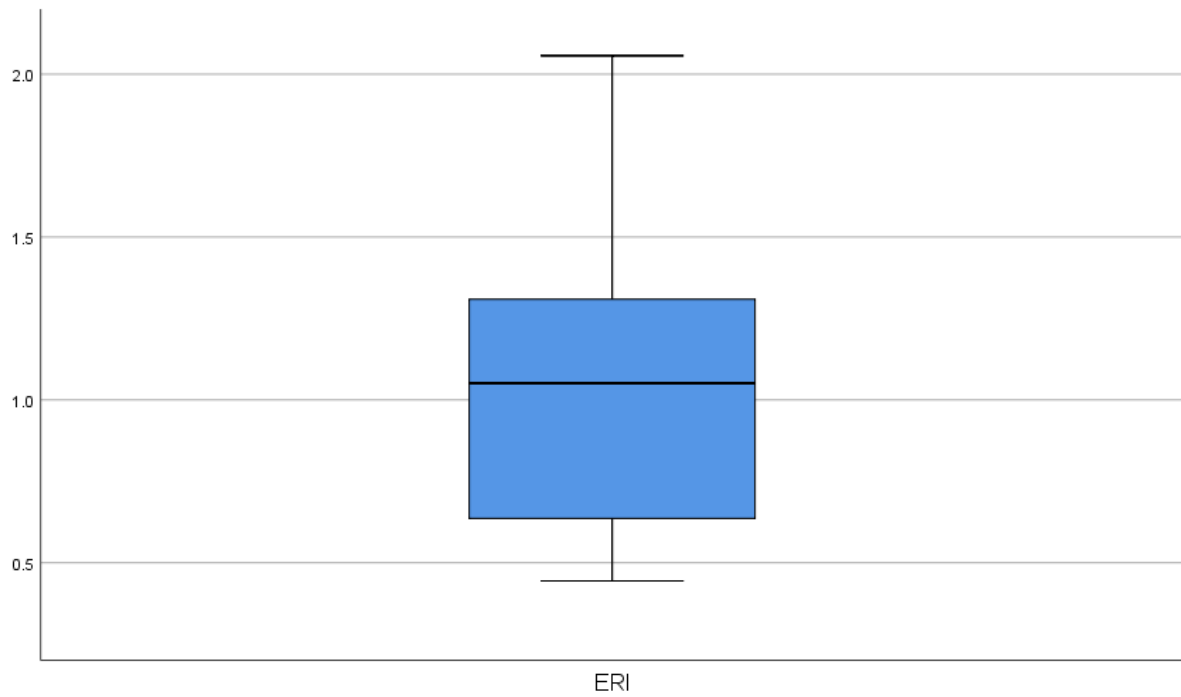


Figure 10: Boxplot for Job Satisfaction

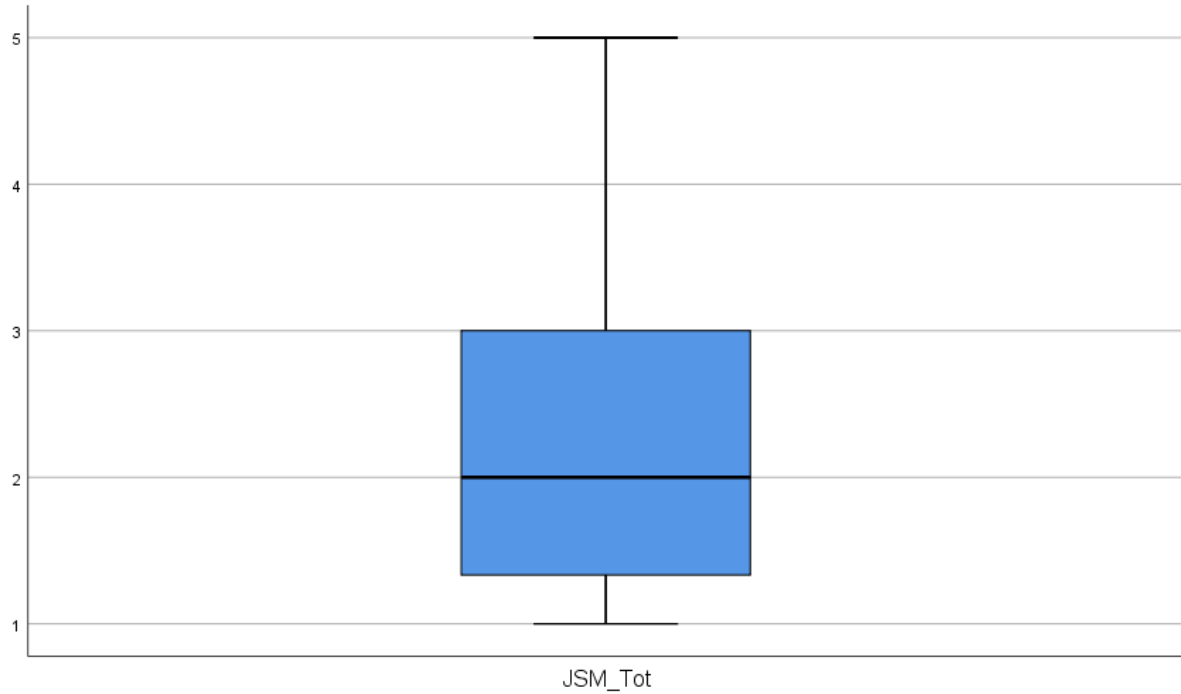
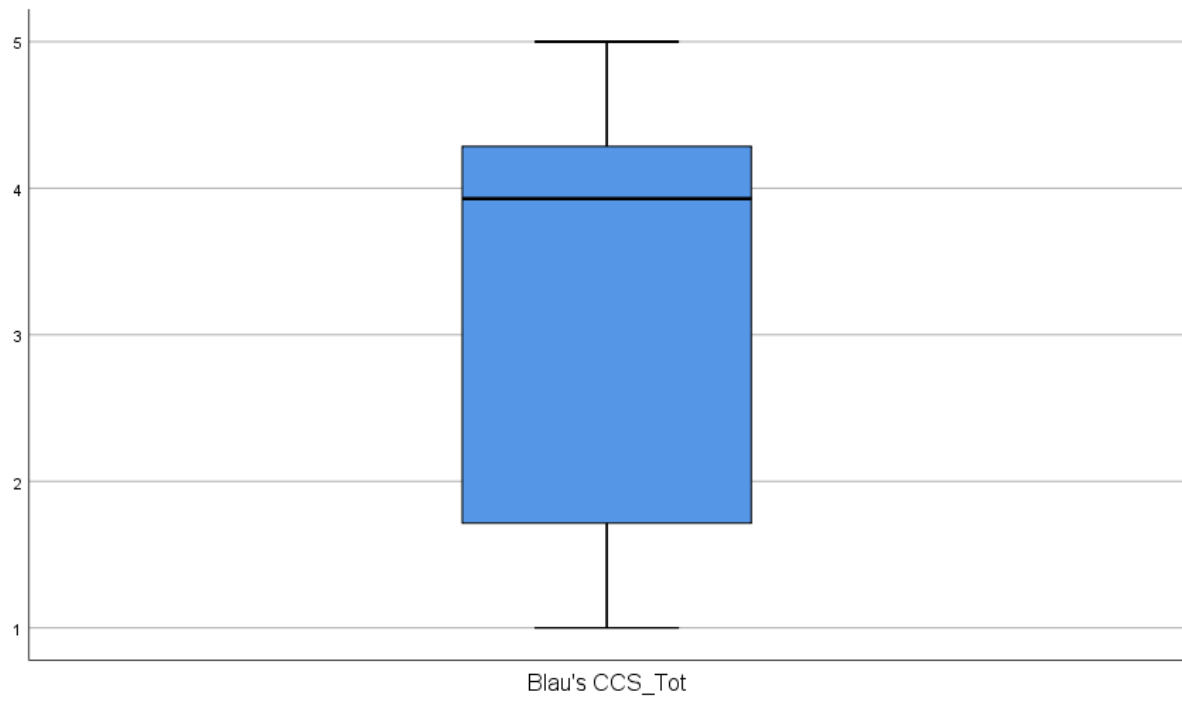


Figure 11: Boxplot for Career Commitment



Appendix M: Turnitin Report

1097633:Research_Paper3.docx

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