

Career commitment, work identity, job demands and job resources among secondary school teachers in Soweto

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DECLARATION

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

Signature: 

Date: 03 June 2013

ABSTRACT

The research is located in the South African Soweto and Model C Secondary schools. This research report seeks to explore the relationships between Career Commitment, Work Identity, Job Demands and Job Resources. In this regard, the study's primary objective is to examine the effect of Career Commitment on Work Identity and Job Demands and Job Resources among teachers in secondary schools. The study is quantitative and cross-sectional in nature. It involves a sample of 100 male and female teachers from Soweto Secondary schools and 100 male and female teachers from Model C Secondary schools. The Career Commitment, Work-Based Identity and Job Characteristics Scales were administered to a random sample of teachers in the schools. Data was processed using the IBM SPSS Statistics 21 statistical analysis program. This study contributes towards the existing literature on the topics of Career Commitment, Work Identity and Job Demands and Job Resources. Findings suggested that Career Commitment moderated the relationship between Advancement and Work Identity among Soweto Secondary school teachers. Amongst Model C Secondary school teachers, Career Commitment was a moderator of the Overload-Work identity relationship and the Job Insecurity-Work Identity relationship. Both groups of teachers tended to lean towards a classical work identity. Career Commitment and Work Identity were positively related for both groups of teachers and significant correlations were found between job characteristics and work identity. The study suggests that the Gauteng Department of Education should acknowledge and incentivise teachers who show career commitment; in this regard, developmental trajectories for such teachers should be drafted as a means of recognising their value to the organisation. It recommends that longitudinal studies should be conducted to assess whether the moderation effects identified in this study would still prevail in the long-term. Causal relationships between the variables of the study should be investigated as well. The Gauteng Department of Education should introduce employee wellness centres that would help teachers to develop, strengthen and maintain their career commitment.

Keywords: Career Commitment, Work Identity, Job Demands, Job Resources.

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