

**A CASE STUDY OF PRIDE AND COMMITMENT
IN AFRIKAANS SPEAKING SOUTH AFRICAN
HIGH SCHOOL TEACHERS**

BY

MICHELLE NORTJÉ

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SUPERVISOR: DR. S. HUMAN-VOGEL

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UNIVERSITY OF PRETORIA

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Full names of student: Michelle Nortjé

Student number: 21105830

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ABSTRACT

Commitment is the passion that individuals have toward work roles or personal goals (Schreuder & Coetzee 2007). Teachers' experience of identity plays a vital role in the ways in which they conduct their work, as well as their level of commitment (Jepson & Forrest, 2006). As a moral self-relevant self-regulatory emotion, pride can motivate individuals to obtain positive self-evaluations that facilitate the development of a congruent sense of self (Tangney 2003). Self-conscious emotions such as pride are essentially emotions of self-regulation. Thus, pride has the potential to shape an individual's identity and to regulate their behaviour. In this study I argue that pride can enhance the strength of commitment by enhancing the development of a congruent sense of self. Tracy and Robins (2008) refer to two facets of pride namely: Authentic and hubristic pride. Authentic pride is socially desirable, achievement-orientated and related to accomplishment, confidence, productivity and self-worth. On the other hand hubristic pride is narcissistic and coupled with arrogance and conceit (Tracey & Robins 2007; Tracy, Cheng, Robins & Trzesniewski 2009). In the present study I consider the role that pride play in motivating the individual to select behaviours that will tend to lead to an increase in self-coherency and commitments.

CLARIFICATION OF KEY TERMS

Teachers – individuals whose job it is to teach, especially in a school environment

Pride – a universal self-relevant emotion that differs from basic emotions since it is dependent on self-evaluation and has a complex structure

Commitment – a comprehensive and compound construct that describes a relationship where individuals remain in relationships even when forces attempt to drive them apart

Satisfaction – the subjective appraisal of the state of a relationship

Quality of alternatives – aspects that can motivate individuals to abandon current relationships

Investments – physical or indistinguishable resources that would be lost or reduced upon the ending of a relationship

Meaning – a concept that forms relations, since it provides connections between individuals, environments, items and information

Survey research – provides quantitative information used to illustrate aspects of individuals or the social world

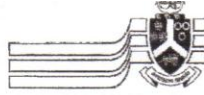
Data analysis – organization and manipulation of data through the use of statistical techniques

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He who has a why to live can bear almost any how. ~ Friedrich Nietzsche

When we are no longer able to change a situation, we are challenged to change ourselves. ~ Victor Frankl



UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EP10/01/01

MEd : Educational Psychology

A case study of pride and commitment in South African high school teachers.

Michelle Nortje

Department of Educational Psychology

30 August 2010

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE Prof L Ebersohn

DATE

30 August 2010

CC

Dr S Human-Vogel
Dr Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

CHAPTER 1

INTRODUCTION, RATIONALE, RESEARCH DESIGN AND CHAPTER PLANNING

1.1 INTRODUCTION

South African teachers experience significant emotional, interpersonal, social and political stressors which can lead to raised levels of tension and constraints (Jepson & Forrest 2006:183-185; Troman 2008:621-624). According to Jepson and Forrest (2006) a strong sense of commitment can help individuals cope more effectively with stress because committed individuals tend to value the teaching profession and their work in general. Thus, commitment can act as a buffer to moderate stress levels (Jepson & Forrest 2006:186-194). Pride on the other hand is a concept that is closely related to self-efficacy and self-esteem. Thus, when individuals feel good about themselves and the work they perform they will experience pride. Pride has been found to be a motivator of behaviour (Tracy & Robins 2007a:149; Williams & DeSteno 2009:286-287). Thus, when individuals experience pride regarding performance it will motivate them to excel in order to experience pride in the future. I argue that in this sense pride might be a construct that can have an influence on individuals' level of commitment.

Commitments reflect an individual's tendency or striving to maintain self-coherency, so that commitments are not really viewed as goal or activity commitments, but rather identity commitments with the purpose of selecting goals or activities to maximize their sense of self-coherence (Human-Vogel 2008:117-118). One can distinguish between substantial commitments that reflect an individual's sense of self, and intention-like commitments which do not have identity-conferring power (Lieberman 1998). For substantial commitment, one's sense of self is understood to provide continuity and coherence to commitments. Based on this statement, I argue that teachers will adjust, maintain or abandon commitments based on the extent to which commitments allow them to maintain a stable sense of self (identity).

Tracy and Robins (2007) note that the experience of pride after task completion promotes improved performance at subsequent tasks. Feelings of pride can also

motivate and reinforce behaviours that maintain a positive self-concept. Pride functions at an intra-psychic level, since it motivates future pride-eliciting behaviours. After success experiences individuals will develop pride, which can promote positive feelings and thoughts about the self (Tracy & Robins 2007a:149). Therefore, I expect that committed teachers will regulate their behaviour, i.e. select activities and make time and energy investments consistent with their understanding of themselves as committed. Such consistent investments in their identities and activities should elicit positive feedback that leads to pride, and pride experiences should further strengthen the original commitments not only in terms of their behaviour (being proud of what they do) but also identity (being proud of who they are).

The following section provides background information on the constructs under study which is important for the operationalisation of pride and commitment. Pride is investigated, with emphasis on the structure of pride. Then commitment is examined in terms of the various contexts in which it transpires, namely: Organisational, relational and academic contexts. The conceptual framework for the study is then introduced after which the rationale, purpose, research question and hypotheses and research design is presented. Next ethical considerations are discussed and subsequently the report outline is presented.

1.2 BACKGROUND

1.2.1 PRIDE

Basic emotions evolved over time in order to support humans in the fundamental functions of survival and reproduction whereas self-relevant emotions developed to support social interactions. Pride is a universal self-relevant emotion that differs from basic emotions since it is dependent on self-evaluation and has a complex structure (Tangney 2003:384; Tracey & Robins 2007a:147-149; Tracy & Robins 2008:522). Pride becomes salient through self-reflection and evaluation, which may be implicit or explicit. Self-relevant emotions are essentially emotions of self-regulation, since they provide critical feedback to the self regarding thoughts, intentions and behaviour (Tracey & Robins 2007a:147-149; Tracy & Robins 2008:522). Thus, self-relevant emotions can be related to commitment. These emotions motivate individuals to reconsider what they

have done and it helps them to plan future behaviour according to desired achievements.

When individuals experience themselves or their behaviour positively or negatively it tends to lead to self-evaluations and self-judgments in relation to moral standards, personal expectations and social rules. Thus, when individuals perform according to their standards they tend to experience pride and an increase in self-esteem. Alternatively, when they fail to meet self- or other-imposed expectations they may experience shame, guilt and embarrassment. This implies that pride functions as an emotional moral indicator that provides individuals with feedback regarding their social and moral acceptability. A self-conscious emotion such as pride can thus be essential in (I) directing behaviour; (II) the development of motivation and (III) the ability to adhere to moral and social standards (Tangney 2003:384-385). In the present study, I argue that pride plays a significant role in commitment processes by regulating behaviours that support and strengthen commitments. In other words, I expect that teachers, who take pride in themselves and their work, will experience more satisfaction, will not feel the need for alternative work environments, will invest more in their jobs and as a result be more committed.

1.2.1.1 Structure of pride

a) Authentic and hubristic pride

Tracy and Robins (2007) refer to two facets of pride namely: Authentic and hubristic pride. Authentic pride is socially desirable and related to accomplishment, confidence, productivity and self-worth. Conversely hubristic pride is narcissistic and coupled with arrogance and conceit (Tracey & Robins 2007a:148-149; Tracy, Cheng, Robins & Trzesniewski 2009:4-9).

Tracy and Robins (2008) found that authentic and hubristic pride could enhance self-worth depending on which one of the two individuals' experience. Authentic pride produces more adaptive outcomes and is positively related to genuine self-esteem. Hubristic pride produces more maladaptive outcomes and is negatively related to self-esteem, and positively related to narcissism. Narcissism can contribute to aggression,

hostility and interpersonal problems (Tracy *et al.* 2009:8; Tracy & Robins 2008:528; Tracy & Robins 2007a:148).

In another study, Tracy *et al.* (2009) found that genuine self-esteem and authentic pride is closely related with successful social relationships and mental health, while narcissism and hubristic pride was related to anti-social behaviours. Genuine self-esteem was strongly related to self-liking while authentic pride was closely aligned to feelings of self-competence (Tracy *et al.* 2009:2-21). Thus, when teachers have a positive self-esteem and experience self-competence they will be able to evaluate the self in a positive way. Tracy and Robins (2007) found that authentic pride is promoted by attributing positive events to internal, unstable, controllable causes, such as effort. While hubristic pride is promoted by attributing the same events to internal, stable, uncontrollable causes, such as ability (Tracy & Robins 2007a:149). Thus, in order for teachers to experience adaptive outcomes and a positive identity they need to develop authentic pride (rather than hubristic) which will most likely have a strengthening effect on their commitment.

b) Alpha and beta pride

Pride is also viewed in terms of two other categories, namely: Alpha pride (pride in the self) and Beta pride (pride in behaviour). It seems these categories are closely related to authentic and hubristic pride. Pride develops through appraisal of the self where individuals make certain assumptions which can lead to adaptive (in the case of authentic pride) or maladaptive (in the case of hubristic pride) thoughts. These experiences infer beta pride where it influences the individual in such a way that adaptive or maladaptive behaviours are adopted (Lieberman 1998:175; Leary & Tangney 2003:395). Thus, alpha and beta pride seems to indicate the ways in which individuals experience their authentic and hubristic pride. This implies that it is important to understand how alpha and beta pride relate to authentic pride in order to understand the effect that pride can have on the strength and maintenance of teacher commitment (Tangney 2003:395; Tracy *et al.* 2009:8; Tracy & Robins 2008:528; Tracy & Robins 2007a:148).

1.2.2 COMMITMENT

Commitment is a construct that in the past has been investigated from different perspectives, most notably in organisational and relational contexts. Firstly, I am going to briefly discuss commitment in an organisational context (Ross & Gray 2006:191-193), then I will pay attention to commitment as investment in a relational context (Rusbult, Maritz & Agnew 1998:380-382), and lastly I shall explore identity-related commitment in an academic context (Human-Vogel 2008:120).

1.2.2.1 Organisational commitment

Organisational commitment refers to an employee's loyalty to the organisation that provides employment (Maslach, Schaufeli & Leiter 2001:399-416). This context is shaped by social, cultural and economic factors. Values implicit in organisations such as processes and structures influence the relationship individuals develop with their work. In recent times employees has been expected to invest more (time, effort, skills, flexibility) while not necessarily receiving more (in terms of career opportunities, lifetime employment and job security) (Maslach *et al.* 2001:409). Thus, it is possible for individuals to be committed to their work even though they might not experience their work environment as ideal. In a study conducted by Jepson and Forrest (2006) results showed that as commitment increased perceived stress decreased, which indicates that commitment may act as a buffer to stress (Jepson & Forrest 2006:186-194). Thus, organisational commitment can have a positive effect on teachers stress levels, but it does not necessarily assume that these commitments are central to the individual's sense of self. In such cases, i.e. when identity-related pursuits are absent from actions and intentions, it may be more correct to refer to "loyalty" rather than "commitment" to the organisation.

Commitment, on the other hand, requires an individual to identify with certain values such as excellence or efficiency. For example, Ross and Gray (2006) conducted a study in order to develop clarity regarding the relationship between commitment, leadership and teacher efficacy. More specifically they aimed to develop a better understanding of the relationship between: (1) Leadership and professional commitment, (2) leadership and teacher efficacy and (3) teacher efficacy and professional commitment (Ross &

Gray 2006:179-180). Their main aim was to assemble a school capacity model by drawing from results obtained by their study. Through their model they expected to demonstrate that leadership contributes to teachers beliefs about their competence while teacher competency beliefs contribute to commitment. Therefore, their model implies an indirect relationship between leadership and commitment, since leadership influence commitment as the result of efficacy (Ross & Gray 2006:179-180). After the completion of their study they realized that leadership significantly influences teacher efficacy, which they believe occurred as the result of positive feedback provided by leaders. Leadership had an impact on teacher efficacy while efficacy predicted commitment to the school. It is important to point out though, that teachers' commitment to the school and teachers' commitment to teaching as it will be explored in the present study, are regarded as distinct. Although, Ross and Gray (2006) concluded that efficacy through the mechanism of leadership only plays a partial role in teachers' commitment (Ross & Gray 2006:192-193). Therefore, efficacy proved not to be the main contributor in teachers' commitment to the school, which implies that other factors might play a role. The current study intends to evaluate the relationship between pride and commitment, in order to examine whether pride can be a significant contributor of elevated levels of commitment.

1.2.2.2 Relational commitment

a) Introduction

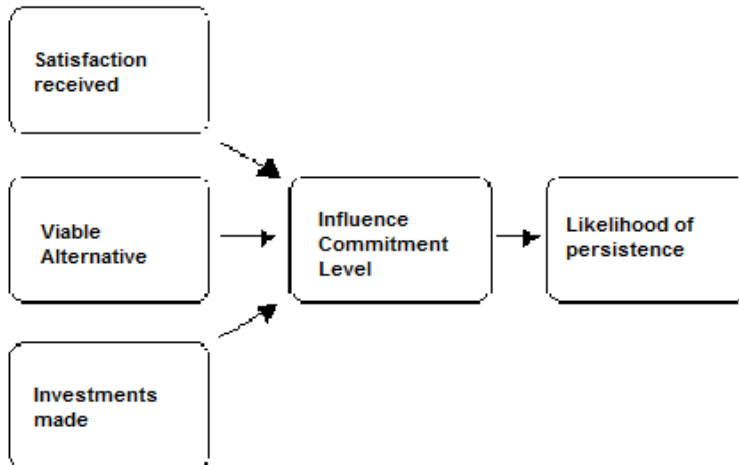
Commitment has been studied extensively from a romantic or relational perspective (Rusbult *et al.* 1998:358), which is not surprising, since it has a strong affective base and draws on knowledge of the self. As a result, long-term relationships form the focus of many studies of commitment because forming and maintaining long-term relationships requires self-knowledge, a mature identity and significant affective investment. Rusbult *et al.* (1998) studied commitment by examining the influence of satisfaction level, available alternatives and investment size in couple relationships in order to understand why certain relationships persist while others don't. Thus, with their model they are interested in explaining the strength of commitments (Rusbult *et al.* 1998:380-382). Through Rusbult's (1998) studies, the Investment Model scale was able to demonstrate its accuracy in predicting commitment and perseverance in various relationships (romantic and non-romantic), therefore Rusbult *et al.* (1998) also documented that the

model could be successful in predicting commitment in organisational contexts (Rusbult *et al.* 1998:358). The current study is interested in studying commitment in an organisational context; the aim however, is to the strength of teachers' personal commitment to teaching in a school context.

b) Rusbult's Investment Model Scale

Rusbult's Investment Model Scale (1998) was developed using interdependence theory. Interdependence theory stresses the importance of commitment in understanding why certain relationships persist while others do not. This scale predicts commitment and persistence in relationships by measuring the strength of commitments.

In studies where the Investment Model Scale was used, findings have indicated that commitment depends significantly on the level of satisfaction gained from the object of one's commitment (satisfaction), the extent to which alternative sources of satisfaction are available (quality of alternatives), as well as the investments one has made in relation to the object of commitment (investment size) (Rusbult *et al.* 1998:360-361). Generally, the findings from these studies suggest that commitment relates positively to satisfaction level and investment size and negatively to quality of alternatives (Rusbult *et al.* 1998:380-382). I expect a similar situation when studying teacher commitment. For example, I expect the level of satisfaction teachers derive from teaching to influence the investments they make positively. Similarly, committed teachers are likely to gain a great deal of satisfaction from teaching, and are likely to make substantial investments to maintain their level of commitment.



Adapted from Rusbult, Maritz & Agnew 1998:358-360

In a meta-analysis of commitment Le and Agnew (2003) examined how the Investment Model of Commitment succeeded in predicting commitment. Results showed that the three basis of dependence (satisfaction, alternatives & investments) predicted commitment with exceptional steadiness. Satisfaction demonstrated stronger predictive ability when compared to alternatives and investment size, while alternatives and investments predicted commitment in more or less the same way. This indicates that internal aspects (such as satisfaction) play a larger role in commitment, while external aspects (such as alternatives and investments) play a less influential role (Le & Agnew 2003:50).

1.2.2.3 Academic commitment

In Human-Vogel's (2008) exploratory study of commitment in an academic context, it is suggested that commitment reflects choices individuals make in relation to their identity, which is understood to provide individuals with a framework of meaning and experience (Human-Vogel 2008:120). Human-Vogel's study revealed that participants experienced their commitment as an engaged process of continual self-reflection, self-development and self-growth. Participants chose their goals in close alignment with their self-understanding (Human-Vogel 2008:122-123). Postgraduate students seem to thrive as a result of their academic commitments being closely aligned with their identities. Furthermore, commitments were made in order to maintain a sense of meaningfulness

in terms of self-knowledge, which indicates that commitment may be closely related to self-knowledge and especially with the description of the self (Human-Vogel 2008:122-123). In the present study, I assume that teachers' commitments develop through self-knowledge of identities, which can include personal goals that reflect the current sense of self and the future self (which is imagined). These finding is affirmed by Human-Vogel and Mahlangu's (2009) study on commitment in academic contexts, where results indicated that evaluative beliefs play an essential role in commitment. Human-Vogel and Mahlangu's (2009) study investigated the influential role that individuals beliefs about the self, the lecturer and the method of instruction can have as well as how these beliefs influence self-regulatory behaviour (Human-Vogel & Mahlangu 2009:309). Therefore, self-regulation and evaluative beliefs related to commitments seem to play an important role in the experience of identity and the maintenance of commitment (Human-Vogel & Mahlangu 2009:309).

1.3 CONCEPTUAL FRAMEWORK: MEANING MAINTENANCE MODEL

The Meaning Maintenance model (Heine, Proulx & Vohs 2006:88) will form the conceptual framework for understanding how identity relates to commitment. According to the model, individuals experience a need for meaning in their lives insofar as meaning indicates a connection between individuals, settings and events. Three domains (the self, the external world and the self in relation to the external world) are central aspects of the model.

The self contains beliefs about the self, during different times and within different roles and contexts. Coherence is experienced when individuals experience meaningful relationships within themselves, the external world and between themselves and the external world. Individuals are constantly striving for meaning by identifying and constructing mental representations of expected relationships (Heine *et al.* 2006:88-90). The Meaning Maintenance model offers a framework for understanding the importance of meaning in teachers' experience of the self, the external world and the self in relation to the external world. Moreover the model implies that teachers may be committed as the result of the experience of pride which provides the self with meaning which in turn helps to enforce existing commitments. Therefore, the process of commitment being strengthened through pride and meaningfulness is essential in the maintenance of a

coherent sense of self because it creates awareness in teachers regarding what they view as meaningful. Thus, one of the primary assumptions in the present study is that if teachers experience pride in terms of the self they will be able to develop meaningful relationships within themselves, the external world and between themselves and the external world by being committed to their work which provides them with successful relations that facilitates coherence.

Individuals observe occurrences through mental representations in order to reaffirm their views so as to maintain meaning (Heine *et al.* 2006:88). This process is known as the fluid compensation process, where individuals reaffirm meaning in threatened areas as well as in other areas for which the threat was not intended. Fluid compensation occurs as the result of psychological threats, especially when threats concern the self (such as threats to self-esteem, feelings of insecurity and negative social interactions). Different individuals react to threats in similar ways, this implies that various psychological drives are expressions of the need to produce and preserve a sense of meaning (Heine *et al.* 2006:88). Meanings held about the self should be visible in the external world in order for the individual to continue perceiving it as meaningful. When taking this model into consideration I hypothesise that teachers' experience pride (which enhances meaning in their lives), which motivates them to take on certain commitments related to their work as teachers. Thus, pride may function as a motivating force in commitment. This indicates that teachers experience commitments as more meaningful if it is also a source of pride. In other words, meaning is conceptualised as the relationship that exist between experiences of pride and the commitments they maintain. Thus, for teachers pride may be associated with meaningfulness in terms of being committed to teaching. Meaningfulness is experienced in the external world in the form of teaching as an occupation and I expect that teachers will aim to maintain meaning through fluid compensation. This model can provide valuable information pertaining to the present study since it can be used to explain the way in which teachers experience meaning in their lives through pride which motivates them to be committed to their work as teachers in the external world. Thus, through pride teachers experience meaning which enforces commitments (in relation to the external world) in order to obtain and maintain coherence of the self through fluid compensation.

1.4 RATIONALE FOR THE STUDY

In the present study I investigate the role of pride in the strength and maintenance of teachers' commitment. More so I hypothesise that commitment not only depend on satisfaction received, investments made and the absence of viable alternatives but rather it predicts that meaningfulness could be another vital component which influences commitment strength. Therefore, I aim to generate findings to expand commitment theory as well as the development of modifications to Rusbult's Investment Model of commitment scale. The model will be adapted through the inclusion of eight items requesting teachers to reflect on the importance of the meaningfulness of their commitments as a motivational force in strengthening their commitment.

Le and Agnew's (2003) meta-analysis on commitment indicated that Rusbult's Investment Model Scale of commitment is successful in predicting commitment in romantic relationships, although they maintain it is necessary to test the relevance of the scale in a variety of settings. These settings include organisational work environments, which comprise the school setting. Le and Agnew (2003) specifically recommend testing the scale in a work context in order to obtain insight into the success thereof in the prediction of inter alia job commitment. Moreover, they believe the model needs to be tested in other fields, since present findings imply the model not only accounts for commitment in terms of interpersonal relationships. They believe the expansion of the scale will increase its usefulness in various contexts which will also improve existing knowledge on interpersonal commitment (Le & Agnew 2003:54). Although Rusbult's model emphasise that commitment is influenced by the three bases of dependence (satisfaction, alternatives and investment size), the present study aims to investigate whether meaningfulness also predicts commitment and whether commitments are strengthened through authentic pride experiences (Heine *et al.* 2006:88-90; Rusbult *et al.* 1998:360-361). Thus, I wish to investigate whether meaning may be an important aspect of distinguishing between loyalty and commitment. Understanding the role of pride in commitment may provide some support for the argument that commitment is about meaning and not just investment as the result of dependence. The present study ought to provide a means of investigating the possibility that strength of commitment may not only be predicted by the experience of satisfaction, investments made and the absence of viable alternatives, but also how meaningful teachers experience their work.

1.5 PURPOSE OF THE STUDY

The purpose of the present study is to examine the hypothesised relationships between pride and commitment. As the study will involve participants from three Afrikaans high schools in the Pretoria-area, the study can be defined as a case study of commitment among teachers. In the present study, pride is understood to be an evaluative emotion that drives individuals' goal directed behaviour (through thoughts) in such a way that it motivates them to obtain achievements through future endeavours (Eisenberg 2000:666; Lewis 2000:623; Tangney & Fisher 1995 as cited in Michie 2009:394; Tracy & Robins 2004b:112; Tracy and Robins 2007a:147; Williams & DeSteno 2008:1008 & 1012-1014). Commitment is understood to be a multifaceted and complex concept which describes the process where objects or individuals are pulled together even when other aspects attempt to drive them apart (Arriaga & Agnew 2001:1191; Fehr 1999, Adams & Jones 1997; Johnson 1991; Levinger 1988; Rusbult 1983; Rusbult & Buunk 1993 as cited in Le and Agnew 2003:37). Satisfaction is defined as, the subjective appraisal of the state of a relationship (Le & Agnew 2003:38-39); alternatives are defined as, aspects that can motivate individuals to abandon current relationships (Le & Agnew 2003:39); and investments are defined as, physical or indistinguishable resources that would be lost or reduced upon the ending of a relationship (Rusbult 1980:174 & 183-184; Le & Agnew 2003:39). Meaning is viewed as a concept that forms relations, since it provides connections between individuals, environments, items and information (Heine *et al.* 2006:89).

This quantitative case study will follow a non-experimental cross-sectional design (Bryman 2004:27) by employing the survey as method of data collection to: (1) identify the relationship between pride and commitment which is dependent on satisfaction, alternatives and investments; with the inclusion of meaningfulness as a newly hypothesised deterrent of commitment; (2) to quantify the relationship; (3) so as to identify teachers' attitudes and opinions.

1.6 RESEARCH QUESTION AND HYPOTHESES

Primary research question:

What is the relationship between pride and commitment in a sample of South African teachers?

In the present study sub-groups were formed in order to investigate whether the instruments prove to be valid for different groups, such as for example males and females. Findings generated through sub-groups will provide construct-related evidence for validity. The research question will be investigated through the following hypotheses:

a) **First set of hypotheses: Comparison of subgroups on scale means**

- Null hypothesis : $H_0 : \mu = 0$

Subgroups analysed in the study will not differ significantly in terms of authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

- Alternative hypothesis : $H_1 : \mu \neq 0$

Subgroups analysed in the study will differ significantly from each other in terms of authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

b) **Second set of hypotheses: Comparison of three or more subgroups on scale means**

- Null hypothesis : $\mu_a = \mu_b = \mu_c$

Comparisons of the various subgroups on a biographical variable will not differ significantly in terms of educational experience, school management support, colleague relationships, decisions school management, responsibilities and workload, society perception, stability security, salary, work hours/holiday and stress level.

- Alternative hypothesis : $\mu_a \neq \mu_b, \neq \mu_c$

Comparisons of the various subgroups on a biographical variable will differ significantly in terms of educational experience, school management support, colleague relationships, decisions school management, responsibilities and workload, society perception, stability security, salary, work hours/holiday and stress level.

c) Third set: Correlations (Pearson r)

Hypotheses were formulated to test the linear relationship between variables in the study.

- Null hypothesis : $\rho_{xy} = 0$

There is no relationship between authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

- Alternative hypothesis : $\rho_{xy} \neq 0$

There are statistically significant relationships between authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

1.7 RESEARCH DESIGN

According to Gable (1994) “case studies are not entirely qualitative and can in fact employ an embedded quantitative survey” (Gable 1994:12). Therefore the present study will entail a case study of pride and commitment in teachers which will be conducted within the quantitative paradigm where data is quantified in order to render it appropriate for statistical analysis. The quantitative paradigm is most suitable to the present study since it enables the researcher to test hypotheses and provides the only way for answering the research question. The cross-sectional survey design will be used through method of self-administered questionnaires (Bryman 2004:27; Cohen, Manion & Morrison 2000:181; Lune, Pumar & Koppel 2010:431). The present study is an exploratory pilot study therefore the findings will not be generalizable (Neuman 1997:141).

1.7.1 SURVEY RESEARCH

Survey research entails quantitative data collection in order to draw conclusions about relationships (Babbie 1990 as cited in Creswell 2003:154; Cohen *et al.* 2000:169; Creswell 2003:154); this design provides valuable data over a short period of time which renders it cost effective. Survey research provides researchers with the opportunity to make inferences about large populations from data obtained through small samples (Babbie 1990; Fowler 2003 as cited in Creswell 2003:154). Self-administered questionnaires were chosen as method of data collection, since it provides the present study with the best possible way of investigating the research question and hypotheses. Questionnaires also provide researchers with structured quantitative data that can be analysed statistically to develop relationships and draw conclusions about various research constructs. Questionnaires are relatively simple to analyze, although it does not lend itself towards in-depth interpretations (Babbie 1990; Fowler 2003 as cited in Creswell 2003:154-155; Lune *et al.* 2010:431; Wilson and McLean 1994 as cited in Cohen *et al.* 2000:245).

1.7.2 SAMPLE SELECTION AND RESEARCH SETTING

This case study will include a sample of Afrikaans high school teachers in the Pretoria-area. The three high schools have approximately 160 teachers in total and are all situated in middle to high socio-economic environments. The schools were chosen because the researcher is familiar with two of the three schools and the third school was chosen because it is located in the same geographical location as one of the other schools. All the teachers at the schools will be provided with the opportunity to participate.

1.7.3 DATA COLLECTION

1.7.3.1 Instruments

The data collection instruments that will be used in the present study include adapted versions of the Authentic and Hubristic Pride-Proneness Instrument (Tracy & Robins 2007b:520) as well as Rusbult's Investment Model of commitment Scale (Rusbult, Maritz

& Agnew 1998:388-391). The Pride-Proneness items which will be adapted for the present study were obtained from Tracy and Robins (2007:520). The researcher will adapt the items by either placing “I feel”, “I feel like I am” or “I feel like I have” in front of each of the state or trait pride items. For example: “I feel successful.” Rusbult’s Model will be adapted by changing all the questions which contains romantic content to work related content. For example: “My relationship is close to ideal” will be adapted to “My work as a teacher is close to ideal.”

a) Authentic and Hubristic Pride-Proneness Instrument

The Authentic and Hubristic Pride-Proneness Instrument was originally used by Tracy and Robins (2007) in their study of the psychological structure of pride. They developed the authentic and hubristic scales through a succession of studies. During these studies participants’ were assessed while experiencing pride, this was done in order to obtain insight into the subjective feelings that accompany the state of pride (Tracy & Robins 2007b:506; Tracy, Robins & Tangney 2007:461).

The scales assess state or trait pride. The trait side requires participants to rate the extent to which they frequently experience the items, while the state side requires participants to rate to what extent the items describe present feelings. The authentic facet consists of the following seven items, namely: “Accomplished, like I am achieving, confident, fulfilled, productive, like I have self-worth, and successful” (Tracy *et al.* 2007:461). The hubristic facet also consists of seven items, namely: “Arrogant, conceited, egotistical, pompous, smug, snobbish and stuck-up” (Tracy *et al.* 2007:461). The context in which this instrument was tested is an academic context and students were the participants. All of the participants were undergraduates in psychology.

Alpha (α) coefficients are reported as .88 (trait) and .90 (state) which indicates adequate internal consistency in terms of trait and state pride (Tracy & Robins 2007:519-520).

b) Rusbult’s Investment Model of commitment

The Rusbult Scale measures four constructs which predicts persistence, these include commitment level and the three bases of dependence (satisfaction level, quality of

alternatives and investment size). Three studies (Rusbult *et al.* 1998:362-363) were conducted in order to obtain information regarding the internal reliability, convergent and discriminant validity as well as the predictive validity of the scale. These studies were carried out in order to test the scale in romantic relationships so as to identify the way in which it measures commitment in interpersonal relationships. Participants for the first study consisted of 415 individuals who were in romantic relationships for an average time of 19.69 months. The average age of participants was 19.36 years (Rusbult *et al.* 1998:362-363). Participants consisted of 10% African Americans, 2% Asian Americans, 84% Caucasians and five percent were from other nationalities. The second study consisted of 313 participants who were involved in romantic relationships for an average of 19.09 months. The participants' ages were at an average of 19.55 years and they consisted of 8% African Americans, 3% Asian Americans, 84% Caucasians and 5% from other nationalities. The third study consisted of participants who were involved in romantic relationships for an average time of 15.96 months. The average age of participants were 19.23 years and they consisted of 10% African Americans, 1% Asian Americans, 89% Caucasians and 1% from other nationalities (Rusbult *et al.* 1998:362-363).

The reliability analysis of the scale displayed high-quality reliability in terms of the global items. The Alpha's (α) for the four constructs presented in the following ranges: (1) Commitment level was between .91 - .95; (2) Satisfaction Level occurred within .92 - .95; (3) Quality of Alternatives was between .82 - .88; and (4) Investment Size transpired within .82 - .84. In terms of the facets Alpha's (α) ranged between: .79 -.93 for Satisfaction items, .88 - .93 for Alternatives, and .73 - .84 for Investment items (Rusbult *et al.* 1998:368-369). The scale's internal structure is high since the items reliably measured the constructs that they were designed to measure. The items correlated well with the item total and the Chronbach's alpha's reported was acceptable. In terms of factor analysis partial correlations did not indicate cross-factor loadings; therefore the scale measures four different constructs which indicates satisfactory internal consistency. The scale demonstrated adequate convergent and discriminant validity since the four constructs was somewhat related to other constructs important in successful relationships (Rusbult *et al.* 1998:380-381).

After the conclusion of the studies Rusbult *et al.* (1998) adapted the scale in accordance with results (Rusbult *et al.* 1998:362). All three studies confirmed the reliability and validity of the Investment Model Scale (Rusbult *et al.* 1998:380).

1.7.3.2 Data analysis and interpretation

Data will be analysed with the SPSS Windows software programme to examine the hypothesised relationships. Descriptive statistics will describe the sample and patterns in the data. Measures of central tendency (e.g. mean, median and mode) and variability (range, standard deviations and variance) will be calculated (Lune *et al.* 2010:432; Teddlie & Tashakkori 2009:256-257). Frequency tables will be used to summarise the results (Teddlie & Tashakkori 2009:256-257) and inferential statistics (t-tests, analysis of variance and correlational statistics) will examine the relationships between the constructs under study (Teddlie & Tashakkori 2009:256-260). In order to investigate the distribution of the data, kurtosis and skewness will be calculated (Carver & Nash 2010:45). Cross-tabulations will also be used to identify patterns in the data (Carver & Nash 2010:27).

The data collection instruments make use of a Likert-type scale which employs parametric statistics, since it involves the use of interval scales. The scales measures with order (ordinal) seeing as a measure of 4 will be higher than a measure of 3 which will be higher than a measure of 2. The distance between the numbers will be equivalent, although the psychological distance will vary (Bryman 2004: 226-227). The reliability of the instruments will be evaluated by calculating the internal consistency with Cronbach's Alpha (α) and factorial analysis will be used to examine the unidimensionality of the meaningfulness items (Hinton, Brownlow, McMurray & Cozens 2004:357; Smithson 2000:35).

Inferential statistics will also be used, such as Chi-square, Independent samples t-tests, Analysis of Variance (ANOVA) and correlational analysis. The chi-square will be used to examine significant differences between variables by comparing frequencies (Smithson 2000:301); t-tests will be used to examine whether significant differences emerged between group means (Jackson 2006:197), while ANOVA tables will be used to examine variance in order to identify differences between two or more groups (Warrack

2000:481). Correlational analysis will evaluate whether the constructs under study correlate significantly at the 0.01 or 0.05 level of significance (Bryman 2004:230-233).

Once data analysis has been concluded and the results have been reported the researcher will interpret the findings in the light of literature on the constructs under study in order to explain findings.

1.8 ETHICAL CONSIDERATIONS

Ethics play an important role in science because it describes researchers and participants rights and obligations in research. According to Callahan (1982) ethical codes usually develop as the result of intrinsic tension and extrinsic pressure, and are important since it provides core fundamentals that are essential for the effective regulation of behaviours (Callahan 1982:336-338).

1.8.1 RESPONSIBILITY OF RESEARCHERS

According to the University of Pretoria's Code of Ethics researchers have various responsibilities when conducting research. Firstly, the university emphasize that researchers have a social responsibility since they need to conduct research on serious issues that hinders growth in South Africa. Secondly, it is crucial that researchers treat participants equally, since this will ensure justice. Thirdly, benevolence implies that not only should researchers protect participants from harm, but they also promote participants through research (University of Pretoria 1999:4). Fourthly, researchers should treat participants with the utmost respect. Thus, researchers should be cognisant of the fact that participants are individuals who should be treated with dignity, and should be acknowledged for their independence. Fifthly, researchers who are associated with the University of Pretoria should uphold professional values (integrity, quality and accountability) since they have a professional role that need to be upheld (University of Pretoria 1999:5).

1.8.2 ETHICAL GUIDELINES AND PRINCIPALS UPHELD BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA (HPCSA)

The following ethical guidelines are upheld by the Health Professions Council of South Africa (HPCSA) regarding psychological research. Researchers need to be cognisant of the impact that their research can have on participants and need to make sure that they protect participants at all costs, through adherence to ethical standards. Responsible researchers act in an ethical manner in order to ensure that their contribution is scientifically valid and to ensure that participants are not harmed in any way. Therefore, responsible researchers ensure that their research uphold ethical guidelines which is made up of ethical values, standards and principles. These guidelines are essential since it ensures that research is scientifically, ethically and legally appropriate (Health Professions Council of South Africa 2008:2).

According to the Health Professions Council of South Africa (HPCSA) the following basic ethical principals are import in psychological research. Ethical principals include: (1) Best interest or well-being which emphasise that harm to participants should be minimised as far as possible, therefore advantages of research should overshadow disadvantages; (2) respect for participants should be upheld at all times with emphasis on autonomy (participants should be provided with the information needed to make an informed decision) and confidentiality (participants have the right to privacy and confidentiality which should be upheld at all times); as well as (3) justice which implies that researchers have the obligation to treat all individuals in a right and just manner (Health Professions Council of South Africa 2008:2-3).

1.8.3 INFORMED CONSENT

Informed consent is a process whereby participants give consent to participate in a study based on full disclosure of information. Before making an informed decision it is important that participants must know what the study is about and they must understand what participation will entail (Denzin & Lincoln 2005:99; University of Pretoria 1999:25). The participants of the present study will be fully informed according to the requirements of the Health Professions Council of South Africa and the University of Pretoria (please refer to Appendix A).

1.8.4 ANONYMITY

The core of anonymity indicates that information received from participants will not be discussed in such a way that they become identifiable (Cohen *et al.* 2000:61). No identifiable information will be collected. Participants will return questionnaires by depositing them in a box supplied for this purpose.

1.8.5 PROTECTION FROM HARM

Protection from harm indicates that I will protect my participants from physical, emotional or any other kind of harm (Denzin & Lincoln 2005:715). I do not foresee any harm that may occur. Risks that the current study poses are minimal, i.e. not beyond what participants can expect in daily life. Therefore, by taking part in the present study participants will as far as humanly possible not be exposed to adverse effects.

1.9 REPORT OUTLINE

Chapter 1: Introduction, Rationale, Research design and Chapter planning

The first chapter will contain the research topic, background information, the research question and hypotheses and rationale. This chapter also includes a discussion on the epistemology, research methodology and research design.

Chapter 2: Literature review and Theoretical framework

Chapter two will consist of a literature review on pride and commitment as well as the theoretical framework.

Chapter 3: Methodology

This chapter will be made up of an explanation on the research process which will include information regarding the research design, methodology, research question and hypotheses as well as statistical tests used to analyse the data.

Chapter 4: Results of the study

In chapter 4 results obtained during data analysis will be presented.

Chapter 5: Discussion of results, Contribution, Limitations and Recommendations

Chapter 5 deals with a discussion and interpretation of findings. Results obtained in the study will be linked to the literature review conducted in chapter 2. This chapter will make connections between the findings and the research question and hypotheses. Contributions and limitations will also be discussed as well as recommendations for future research.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In this chapter I discuss the main findings related to the constructs under study. First, I examine pride by emphasising the structure of pride and related empirical research. Second, I review the empirical research on commitment that includes (i) the context of commitment, (ii) the Investment Model Scale of commitment and (iii) commitment in teachers. Third, I present empirical research on the relationship between pride and commitment and then I present the theoretical framework of the study. Therefore the aim of chapter 2 is to identify the various facets of pride and commitment in order to fully understand the constructs under study.

2.2 PRIDE

Pride is a multifaceted self-relevant emotion that plays an indispensable role because it motivates individuals to persevere (Tangney 2003:384; Tracey & Robins 2007a:147-149). Individuals experience pride when they accomplish something important to them. It is an evaluative emotion that drives individuals' goals by directing behaviour (through thoughts) in such a way that it motivates them to obtain achievements through future endeavours (Eisenberg 2000:666; Lewis 2000:623; Stoeber, Harris & Moon 2007:132; Tangney & Fisher 1995 as cited in Michie 2009:394; Tracy & Robins 2004b:112; Tracy & Robins 2007a:147; Williams & DeSteno 2008:1008 & 1012-1014). Tracy and Robins (2004) suggest that pride motivates individuals by enhancing positive feelings associated with pride. Pride highlights performances and extraordinary characteristics; it communicates achievements and provides status. Individuals experience pride when they adhere to certain standards, rules or goals which are acceptable in terms of cultural norms and the broader society. Standards, rules and goals are developed through relationships with parents, teachers and peers. Individuals from different groups find different aspects to be related to pride and pride is experienced differently as time pass (Lewis 2000:623-627; Tracy & Robins 2004c:194). Individuals envision pride

experiences through the performance of specific behaviours, which renders these behaviours attractive since it provides positive feedback to the self (Tangney, Stuewig & Mashek 2007:347).

Pride plays an influential role in the inspiration to adhere to moral standards and the performance of socially valued actions especially since it confirms aspects of individuals' identities (Michie 2009:393; Tangney *et al.* 2007:347; Tracy & Robins 2004b:112). Pride serves as a moral indicator that assists individuals in evaluating their thoughts, feelings and behaviours to point out what is acceptable or unacceptable in terms of societal standards (Tangney 2003:394). Thus, pride provides individuals with feedback regarding the social and moral acceptability of behaviours and increases the likelihood of future pro-social behaviours (Michie 2009:395; Williams & DeSteno 2008:1008). Pride is a socially valued accomplishment, more so it provides individuals with a measure of acceptance or disapproval from society (Leary, Tambor, Terdal, & Downs, 1995 as cited in Tracy & Robins 2008:517). Pride also provides individuals with feedback on their acceptability as individuals because through the mechanism of pride individuals are provided with positive feedback which makes them feel appreciated. This process occurs through beliefs that individuals have about what others will think of the behaviours that they perform and might not involve actual feedback received (Leary 2004:130; Leary 2007:329).

2.2.1 STRUCTURE OF PRIDE

2.2.1.1 Authentic and hubristic pride

Tracy, Cheng, Robins and Trzesniewski (2009) reports that pride consists of two distinct facets namely, authentic and hubristic pride. "Authentic pride is the more socially desirable, achievement-oriented facet, associated with accomplishment and confidence" (Tracy & Robins 2004 & 2007 as cited in Tracy *et al.* 2009:197). Therefore, authentic pride emphasises actual achievements. "Hubristic pride is the more narcissistic facet, associated with arrogance and conceit" (Tracy & Robins 2004 & 2007 as cited in Tracy *et al.* 2009:197), it emphasises global pride. Thus, when individuals experience success and they identify specific behaviours that caused it, authentic pride is enhanced. However, when global aspects are identified as the root of success, hubristic pride is

enhanced. (Lewis 2000:628 & 635; Tracy & Robins 2007a:148; Tracy *et al.* 2009:198). Authentic pride stimulates the will to achieve and is closely related to adaptive traits (extraversion, agreeableness, conscientiousness, and genuine self-esteem), adaptive behaviour and successful outcomes. Conversely, hubristic pride occurs as the result of an excessive need to achieve in order to avoid shame or to attain vengeance (Michie 2009:396; Tracy *et al.* 2009:2; Tracy & Robins 2004b:117; Tracy & Robins 2007a:149; Williams & DeSteno 2008:1008). Authentic pride is experienced after accurate evaluations of specific behaviours. These individuals can separate the self from the pride occurrence. Thus, they feel proud as the result of actions, thoughts or feelings that occurred. Authentic individuals have the ability to replicate behaviours in order to experience pride in future (Lewis 2000:630).

Hubristic pride is closely related to aggression, anti-social behaviour and self-important narcissism (Michie 2009:396; Tracy *et al.* 2009:2; Tracy & Robins 2004b:117; Tracy & Robins 2007:a149). It is experienced globally and only occurs for short periods. Hubristic pride requires the lowering of standards or the revision of successes. In order to continue experiencing hubristic pride individuals need to exert a lot of energy, sometimes it might even necessitate the construction of events. Therefore, it seems that individuals who experience hubristic pride need to put a lot of effort into upholding the facade that they portray to the outside world. These individuals experience difficulties with interpersonal relationships since they offend others through their self-serving ways. Furthermore, hubristic pride is regarded as an addictive and disrespectful emotion that necessitates negative adaptations in thoughts, beliefs and behaviours. Hubristic individuals come over as disrespectful because they are preoccupied with their own needs and do not find it necessary to consider others (Lewis 2000:628 & 630; Williams & DeSteno 2008:1008 & 1015).

2.2.1.2 Alpha and beta pride

As mentioned in Chapter 1 pride can also be distinguished in terms of alpha pride and beta pride. The former indicates pride in the self and is made up of personality characteristics while the latter indicates pride in behaviour (Gilbert 2000:178; Leary & Tangney 2003:395; Lieberman 1998:175; Tangney *et al.* 2007:360; Stoeber *et al.*

2007:132). When both alpha and beta pride is experienced it instils a feeling of superiority in individuals (Gilbert 2000:183).

2.2.2 EMPIRICAL RESEARCH ON PRIDE

Williams and DeSteno (2009) demonstrated that pride is closely related to self-efficacy and self-esteem, since it is an adaptive emotion that motivates behaviour (Williams & DeSteno 2009:287). Proud participants displayed a stronger ability to solve problems and to work successfully in groups and they were perceived as socially attractive (Williams & DeSteno 2009:286-287), which indicates that pride plays an important role when it is experienced as the result of actual performances and seems to be significant in the development of positive interpersonal relationships (Williams & DeSteno 2009:287). Pride inspires individuals to take the lead and it promotes positive evaluations from others, since they treat others with dignity and respect (Michie 2009:400).

Mosavel, Simon, Stade and Buchbinder (2005) reported similar results; in a South African community-based research study proud participants demonstrated a strong personal identity of self-efficacy and self-esteem. After experiencing positive feelings about the self individuals were motivated to improve weak areas and to strengthen positive areas of the work identity. In Mosavel *et al's* (2005) study teachers articulated positive feelings associated with excellent performances in their learners (Mosavel, *et al.* 2005:2583).

Stoeber, Kempe and Keogh (2008) investigated the relationship between perfectionism and the experience of pride, shame and guilt. They came to the conclusion that perfectionism type plays a role in the way in which pride is experienced. Moreover participants who experienced self-oriented perfectionism (self-imposed perfectionistic values which developed from the belief that perfection is essential) experienced higher levels of pride. Participants' with high levels of perfectionistic striving also experienced high levels of pride after successfully completing tasks. Alternatively, participants with high levels of conditional acceptance (belief that you will only be accepted if you are perfect) experienced less pride in spite of successful or unsuccessful achievements. This implies that individuals with conditional acceptance are more likely to experience a

disruption in their ability to experience pride (Stoeber *et al.* 2008:1507 & 1513). Thus, teachers who experience self-oriented perfectionism and high levels of perfectionistic striving will expect a lot from themselves in order to experience pride which can have a positive effect on their commitment to their work.

Lewis (2000) also distinguished between authentic and hubristic pride where authentic pride is perceived to be related to actual success and hubristic pride was found to be related to an excessive belief of being successful (Lewis 2000:629-630; Tangney 2003:395; Tracy & Robins 2007a:149-150). Authentic pride was experienced as the result of viewing accomplishments as internal, unstable and controllable features of the self. Thus, the participants could obtain achievements through hard work. Conversely, hubristic pride was experienced when failures were viewed as internal, stable and uncontrollable features of the self. Therefore the origins of outcomes are especially important in authentic and hubristic pride (Campbell, Foster & Brunell 2004:151; Tracy & Robins 2004b:114-116; Tracy & Robins 2007a:149; Tracy *et al.* 2009:9-10).

Tracy, Cheng, Robins and Trzesniewski (2009) found authentic pride to increase feelings of self-competence and it was closely related to genuine self-esteem (which includes the characteristic of self-liking). Alternatively hubristic pride was closely related to clinical narcissism which includes aggression, low levels of support from others, sensitivity for rejection, the development of poor relationships, lack of attachment, anxiety and social phobia (Tracy, *et al.* 2009:203 & 209). Thus, the experience of hubristic pride seems to be negative since individuals who experience this facet experience difficulties in everyday functioning (Lewis 1992:78; Tracy & Robins 2007a:150).

2.3 COMMITMENT

In an interpersonal context, commitment is a complex construct that refers to the fact that people may remain in relationships even when forces attempt to drive them apart (Arriaga & Agnew 2001:1191; Le & Agnew 2003:37). According to Rusbult and Buunk (1993) commitment signifies a long-term psychological orientation that emphasises dependence on a relationship. Commitment compromise both cognitive and emotional

aspects which enforce attachment and a desire to preserve the relationship (Rusbult & Buunk 1993 as cited in Le & Agnew 2003:1192).

Le and Agnew (2003) conducted a meta-analysis on commitment. They included 52 published and un-published research studies. Interdependence theory which emphasise the importance of the three basis of dependence (satisfaction, alternatives and investments made) on commitment level demonstrated to be a good predictor of commitment (Kelley & Thibaut 1978; Rusbult, Arriaga & Agnew 2001; Thibaut & Kelley 1959 as cited in Le & Agnew 2003:37; Le & Agnew 2003:45-50). Studies included in the analysis focused on commitment in relational, work, sport, school and community contexts. Le and Agnew (2003) came to the conclusion that satisfaction, alternatives and investment size are robust predictors of commitment. The investment model of commitment (which includes the three bases) proved to be more effective in predicting commitment in relational contexts when compared to work and other environments. Satisfaction proved to be the strongest predictor of commitment, although it did not fully explain the occurrence there of. Alternatives and investments made proved to be of lesser importance especially in terms of relational commitment. Thus, satisfaction proved to be a better predictor of commitment in relationships when compared to alternatives and investments made. Alternatives and investments provided for similar variance. Satisfaction and alternatives demonstrated to be especially important in predicting relational and work commitment when compared to other types of commitment (Le & Agnew 2003:50-52). All three constructs (satisfaction, alternatives and investments) proved to predict commitment in similar ways in women and men, suggesting gender equivalence, although the structure of commitments was different. Men experienced a lot of alternatives, while women experienced elevated levels of satisfaction, investments and commitment. The constructs also predicted commitment in similar ways in individuals from different ethnic backgrounds, suggesting multicultural equivalence. The three bases proved to have similar predictive value of commitment in lesbian and gay participants, although lesbian women experienced more alternatives when compared to hetero-sexual women and hetero-sexual men experienced elevated levels of investments when compared to gay men. When investigating relationships of various lengths the Investment model proved to be weaker in predicting commitment in relationships where individuals are engaged, married or living together. In the early

stages of relationships investments made proved to be a strong predictor of commitment (Le & Agnew 2003:39 & 45-52).

2.3.1 EMPIRICAL RESEARCH ON COMMITMENT

2.3.1.1 Commitment in an organisational context

Mowday, Steers and Porter (1979) identified three features that distinguish organisational commitment, namely: (1) Confidence in and acceptance of organisational values and goals; (2) the motivation to exert a great deal of effort in order to benefit the organisation and (3) participants felt a strong need to continue working at a specific organisation (Mowday *et al.* (1979) as cited in Schroder 2008:82). Schroder's (2008) study of predictors of organisational commitment for faculty and administrators at a university demonstrated that commitment is mostly influenced by the type of work performed, organisational policy and administration requirements (Schroder 2008:91). Supplementary factors that promoted commitment consisted of salary, work environment and achievement striving. In fact when faculty workers experienced satisfaction and meaning through their teaching, research and other professional requirements they were more motivated and wanted to remain at the university (Schroder 2008:91-93). Thus, the more meaningful individuals experience their work, the more they are motivated to remain at organisations. Therefore the relevance of the meaning maintenance model for the present study are identified by Schroder's (2008) study, since the model emphasise the importance of meaning and the ways in which it enforce certain behaviours.

An international study on organisational commitment using a South African sample indicated significant differences in terms of how individuals view their commitments. Results indicated that resources available at work, management's fairness, trust, care and concern for employees and company reputation are important determinants of organisational commitment for South African employees. All of the above mentioned aspects were of lesser importance to South African males when compared to females. South African participants rated the above mentioned commitment determinants as more important when compared to individuals from Canada, Hong Kong and Ireland (Bernardi & Guptill 2008:797 & 804 – 805).

Rusbult and Farrel (1981, 1983) report the important role of commitment in employee retention. Satisfaction was positively influenced by rewards and minimal expenses and was also strengthened through investments that workers made towards their work. Satisfaction depleted when an increase in expenses incurred and as viable alternatives became apparent. Commitment to the organisation increased as the result of rewards, minimal expenses, investments made and poor alternatives. Results showed that at the beginning of participants' careers expenses and investments made were small but as time went by expenses as well as investments increased. The main predictors of poor retention was a decrease in commitment level as the result of an increase in expenses, alternatives, and investments (Rusbult & Farrel 1981:92-94; Rusbult & Farell 1983:436-437). Therefore, organisational commitment is very much dependent on the extent to which individuals' are aware of other feasible options to the current work environment, energy and time applied to work as well as status obtained through work endeavours. Miller, Haskell and Thatcher (2002) established that South Africans contemplating emigration demonstrate decreased levels of organisational commitment. Thus, when individuals are considering emigration they start to detach themselves from their place of work (Miller, Haskell & Thatcher 2002:19).

2.3.1.2 Commitment in a relational context – Interdependence theory

Interdependence theory from which the three bases of dependence were developed suggests that relationships persist when outcomes are advantageous to partners (Le & Agnew 2003:37-38). When partners are able to fulfil each other's needs, they develop a state of dependence on each other and this dependence signifies the reliance on a relationship for the fulfilment of important needs (Rusbult & Van Lange 1996:569 as cited in Le & Agnew 2003:38). Alternatively commitment is the subjective expression of dependence. Dependence signifies the structural make-up of the relationship while commitment is the psychological state thereof (Agnew, Van Lange, Rusbult & Langston 1998:940; Le and Agnew 2003:37-38).

Commitment signifies the need to stay in a relationship as the result of a psychological attachment. Thus, relationship partners are orientated towards lasting relationships. Interdependence theory indicates that commitment is strengthened by the level of satisfaction that partners experience and weakened by an awareness of potential

alternatives (Arriaga & Agnew 2001:1190; Rusbult & Buunk 1993 as cited in Le & Agnew 2003:38; Rusbult, Maritz & Agnew 1998:359). Rewards received as the result of a relationship is considered in relation to expenses in order to determine whether the relationship is advantageous. Advantages are evaluated in relation to expectations. When advantages exceed the expectation level partners feel satisfied, but when advantages fail to meet expectations disappointment sets in. Thus, satisfaction is the subjective appraisal of the current state of a relationship (Le & Agnew 2003:38-39).

The availability of quality alternatives can motivate partners to abandon current relationships. Individuals will most likely choose partners according to benefits that might be generated through the relationship. Thus, if attractive alternatives are absent partners will most likely persist with the current relationship (Le & Agnew 2003:39). Investment size as well as positive outcomes maintains permanence of the relationship. Investments are defined as physical or indistinguishable resources that would be lost or reduced upon the ending of a relationship. Investments are made up of intrinsic- (time, effort, emotions, sharing personal aspects of the self and partner identity) and extrinsic resources (shared friends, status in the community and assets that partners have accumulated together) which can play a vital role in sustaining the relationship (Rusbult 1980:174 & 183-184; Le & Agnew 2003:39; Rusbult, Drigotas & Verette 1994 as cited in Le & Agnew 2003:39). This is supported by Rusbult *et al.* (1998) who note that the amount of investments made can increase commitment level (Rusbult *et al.* 1998:359; Le & Agnew 2003:38).

Rusbult (1983) concluded that rewards increase satisfaction in relationships which inadvertently increase commitment. This occurs in the early stages of relationships and is true for both males and females. Results differ when participants were involved for longer periods from 3 to 7 months onwards. As relationships continued expenses started to negatively effect satisfaction (Rusbult 1983:113). Consequently, results also showed that rewards, expenses and satisfaction increased while alternatives decreased which promoted elevated levels of commitment (Rusbult 1983:113-114). Participants who decided to remain in relationships experienced increased levels of satisfaction and investment size. To them expenses only increased to some extent and alternatives decreased which promoted higher levels of commitment. Participants who decided to end relationships experienced higher levels of expenses and alternatives, rewards

increased to some extent and satisfaction decreased which lead to a decrease in commitment level. Participants who did not end relationships voluntarily but were abandoned by their partners' experienced lower levels of satisfaction in their relationships while it existed when compared to participants who chose to remain in their relationships voluntarily. Participants who chose to stay experienced rewards to some extent and an increase in expenses. They did not experience alternatives which promoted investments that guided the way to modest commitment levels (Rusbult 1983:115).

Thus, satisfaction level, quality of alternatives, and investment size seem to be predictors of commitment in relational contexts. All three need not be present simultaneously for commitment to develop (Le & Agnew 2003:39). Interdependence theory was developed in order to explain relationships. In the current study however, interdependence theory through Rusbult's Investment Model of commitment scale is investigated in a work environment (schools). This will provide information on the relevance thereof for teachers and the relationships that they have with their work. In this sense, teachers might be committed to their work as the result of all the above mentioned factors, a combination thereof or even none of these factors.

2.3.1.3 Commitment in an academic context

Bland, Center, Finstad, Risbey and Staples (2006:113) report that individuals who work in academic contexts are more committed to their work when they are employed on a permanent basis. Permanent employees proved to be more productive in various areas of their work such as research conducted and the education of students. They worked approximately four additional hours each week, which adds up to an extra month of work each year.

Ramsden (1997) note that in academic contexts teaching and assessment strategies influence learners in direct and indirect ways. This implies that when learners are taught by teachers who are committed to their subjects it can influence learner outcomes positively (Ramsden 1997:215). Roeser, Eccles and Sameroff (2000) identified the important role of positive academic climate on learners' motivation and achievement. Learners felt positively towards their schoolwork and demonstrated elevated levels of

motivation when they: (1) Experienced respect and care from teachers and peers; (2) were not compared and judged by teachers and (3) felt they had power over the learning environment (Roeser, Eccles & Sameroff 2000:464). Learners who progressed to higher grades (in high school) experienced less support in the school environment which caused depletions in motivation and achievement levels (Roeser *et al.* 2000:465). Human-Vogel and Mahlangu (2009) came to the conclusion that at tertiary level, students' commitments are dependent on self-regulation as the result of beliefs that they uphold of themselves (their identity) as well as beliefs that they have about aspects of the academic environment. Findings from Human-Vogel and Mahlangu's (2009) study confirm the importance of responsive learning environments in student performance (Human-Vogel & Mahlangu 2009:309). More so Human-Vogel and Mahlangu (2009) maintain that through feedback learning environments could prove valuable in the development of descriptions of the self which informs identities and promotes commitment (Human-Vogel & Mahlangu 2009:326). Roeser *et al.* (2000) also came to the conclusion that teachers should guide against rewarding exceptional learners in their classes since this provokes negativity in average learners and de-motivates them to such an extent that they do not perform to the best of their abilities (Roeser *et al.* 2000:466). Thus, teachers need to be committed to their learners and the school in order to improve learner motivation and commitment.

Green and Bauer (1995) conducted a study on supervisory mentoring between doctoral students and their mentors. They submit that mentors take various aspects into account when identifying students that they feel pleased to work with. They chose to work with students who showed potential as well as characteristics needed to obtain achievements. Students' demeanour also proved to be important since positive attitudes increased mentors' will to provide support. There is some evidence that mentors preferred students who presented with superior verbal abilities and elevated commitment levels and provided these students with psychosocial support (Green & Bauer 1995:555). It is interesting to note that students with elevated levels of quantitative abilities received lower levels of support from mentors. No significant relationship was identified between commitment and verbal aptitude. Students with additional research skills developed positive relationships with mentors since they demonstrated efficiency and had the necessary skills to apply research knowledge (Green & Bauer 1995:556). It seems that committed students take on more work and try to do their work with minimal

support which unfortunately hinders the amount of finished work after extensive time frames (Green & Bauer 1995:557).

2.3.1.4 Commitment in teachers

a) Difficulties experienced by teachers

Teachers experience various difficulties within the teaching profession that may include too many responsibilities, poor payment, learner-misbehaviour, -disrespect, lack of respect from society, psychological and emotional taxing experiences (Darby 2008:1160; Jackson, Rothmann & van de Vijver 2006:272; Sinclair 2008:79). Webb, Vulliamy, Haämaä laäinen, Sarja, Kimonen & Nevalainen (2004) reaffirm these findings and identified work escalation, poor compensation, poor learner discipline and poor societal respect as factors that negatively influence teachers' commitment (Webb, Vulliamy, Haämaä laäinen, Sarja, Kimonen & Nevalainen 2004:169 & 181). Remuneration received for the amount of work performed during and after school hours discouraged teachers which decreased commitment levels. Aspects that mediated teachers' departure from schools consisted of disorderly behaviour (as the result of aspects such as an increase in learner teacher ratio) and government projects (such as inclusion). Webb *et al.*'s (2004) study report that teachers felt government expect too much from them while they are already overwhelmed and under pressure, which de-motivated teachers and promoted negativity. Teachers' was also negatively affected by criticism expressed by society which attacked their competence, and left them feeling that their accomplishments were of lesser value (Webb *et al.* 2004:178-181). Jackson *et al.* (2006) conducted a study in South Africa and report that when teachers experience burnout (exhaustion and mental distancing) poor work-related outcomes were promoted (Jackson *et al.* 2006:271-272). Wotherspoon (2008) identified time barriers such as frequent changes in the curriculum, the need to attend various meetings and feedback requirements as aspects that hinders teachers from performing their work successfully. Some of the teachers in Wotherspoon's (2008) study mentioned that they experience high workloads which are managed by reducing time spent on other vital work activities such as planning (Wotherspoon 2008:406). Findings from Wotherspoon's (2008) study also indicates that teachers have a high regard for colleagues who are exceptionally committed (who displays dedication, caring and flexibility towards students) and resent

colleagues, communities or administrators that do not provide the necessary support (Wotherspoon 2008:411-412).

b) Factors that weaken teacher commitment

A case study on the cognitive–affective processes of school teachers indicate that commitment is a protective factor because it helps teachers to deal with excessive workload and demands and keeps them from experiencing negativity and dissatisfaction in their work (van Veen, Slegers & van de Ven 2005:932). A study on teacher commitment trends by Choi and Tang (2009) note that teachers experience lower commitment levels as the result of part time employment and problematic work environments. Moreover, teachers close to retirement experienced low levels of support and decided to rather leave the teaching profession (Choi & Tang 2009:775). This is supported by Hulpia, Devos and van Keer (2010) who established that work experience in teachers reduces commitment levels (Hulpia, Devos & van Keer 2010:40 & 46-47). Although, a passion for working with learners took precedence over negative external factors and would motivate teachers to stay in the teaching profession. Experienced teachers found it difficult to progress in their careers because their knowledge was not utilized and they felt expectations were unclear. Alternatively, new teachers were under pressure to improve their qualifications in order to remain in the teaching profession (Choi & Tang 2009:775). Day, Elliot and Kington (2005) identified contextual factors (time restrictions, departmental requirements, poor resources, poor autonomy and exclusion from decision-making) and personal factors (negative personal experiences and work overload) as aspects that decrease commitment level (Day, Elliot & Kington 2005:573). Marshall, Baucom and Webb (1998) ascertain that teachers' commitment is dependent on job security. When teachers experienced less security their commitment to their work and learners decreased (Marshall, Baucom & Webb 1998:302).

c) Factors that strengthen teacher commitment

Webb *et al.* (2004) reports that teachers remain committed as a result of various aspects such as: Being in charge of classroom management, having supportive co-workers and a dedication to learners (Webb *et al.* 2004:169). More so Ramsay (2000) emphasised need fulfilment and positive views of the teaching profession as significant in the

strengthening of commitment (Ramsay as cited in Sinclair 2008:80). Park (2005) report that even when teachers were not committed to the schools that they worked for or teaching as a profession they still demonstrated commitment to their learners and learner achievements (Park 2005:480). Webb *et al.* (2004) account that commitment to learners, professional freedom and support from co-workers positively influenced teachers to remain in the teaching profession. In fact, satisfaction received from, as well as commitment to learners played a vital role in teacher retention (Webb *et al.* 2004:169 & 181). Sinclair (2008) maintain that aspirations of working with learners, feeling the need to make a difference, influences from important individuals such as parents, comfortable work hours, school holidays, a passion for being a teacher, the need to pass on knowledge, the specifics of a typical work day as a teacher, previous careers that left individuals unfulfilled, unemployment, the belief that becoming a teacher would be easy and status that accompanied teaching as motivators related to teaching (Sinclair 2008:81). Furthermore Park (2005) maintains that teachers who have permanent posts at their schools display higher levels of commitment and commitment in terms of the teaching profession which had positive influences on learner accomplishments (Park 2005:482). Park (2005) also identified that female and non-white teachers displayed stronger commitment levels when compared to male and white teachers respectively (Park 2005:481).

Rots, Aelterman, Vlerick and Vermeulen (2007) report that teacher education plays an essential role in commitment. Former students displayed higher levels of commitment and experienced efficacy in their work when they received support from mentor teachers and was exposed to longer periods of practice (Rots, Aelterman, Vlerick & Vermeulen 2007:554). Bogler and Somech (2004) came to the conclusion that self-efficacy and status are good predictors of commitment, while professional growth accounted for organisational and professional commitment. Bogler and Somech (2004) indicates that the more self-efficacy is experienced the more involved teachers are with organisational activities. Another important finding of Bogler and Somech (2004) implies that when teachers set high standards for themselves they will take on more responsibilities and feel a need to be committed to the school as well as the teaching profession (Bogler & Somech 2004:284). Teachers who experience status and admiration from colleagues felt more committed to their work and schools which promoted organisational citizenship behaviours such as supporting colleagues and learners. Professional growth also

provided for commitment since teachers who receive opportunities for professional growth will attempt to do their work to the best of their ability. Collaborative decision-making increased teachers' satisfaction in work but did not significantly influence organisational commitment (Bogler & Somech 2004:284). Teachers who experience high levels of professional commitment found it difficult at times to relate professional commitment to organisational commitment. Autonomy did not have a significant influence on organisational commitment (Bogler & Somech 2004:285-287).

Ware and Kitsantas (2007) identified various aspects that positively influence teacher commitment. Results showed that support with administration requirements from principals, collaborative decision making and classroom management are aspects that proved to be most influential. More so Ware and Kitsantas (2007) came to the conclusion that commitment increased when teachers had power over: Subject matter, instruction method, the assessment of learners, discipline strategies and homework (Ware & Kitsantas 2007:309). Karsli and Iskender (2009) report that school administrator support promote motivation and job satisfaction which increased commitment to the school. Interestingly teachers who only teach certain subjects dependent on subject knowledge experienced higher levels of satisfaction in their work which promoted commitment levels. In Karsli and Iskender's (2009) study committed teachers displayed efficiency in their work (Karsli & Iskender 2009:2256 2257). Day *et al.* (2005) report that commitment is sustained as the result of personal, school and professional factors. Personal factors that increased commitment included having a social network that provided support within and outside of the school environment, secure home environments, self-efficacy, leadership and school culture. School factors consisted of supportive colleagues, positive feedback, involvement of learners' parents, shared values and school dynamics. Professional factors included professional development and the implementation of innovating ideas. System factors were made up of work hours and systemic plans (Day *et al.* 2005:572 – 573). Research by Martinez-Pons (1990) indicated that intrinsically motivated teachers are more committed and will remain in the teaching profession, whereas extrinsically motivated teachers would leave the teaching profession as the result of unsatisfactory working environments (Martinez-Pons 1990:1). Sinclair's (2008) study on student teacher motivation and commitment indicated that individuals choose the teaching profession for various reasons such as: Personality characteristics, feeling capable, fulfilment received from working with children and

intellectual stimulation (Sinclair 2008:79). Weiss (1999) note that teachers at the beginning of their careers displayed elevated levels of commitment to their work, but when they did not receive adequate support they became discouraged and would rather decide to leave the teaching profession. Collaboration was identified as influential in new teachers' retention. When teachers feel they are able to take part in collaborative decision-making, commitment levels increased and they felt comfortable with being in the teaching profession. Weiss (1999) emphasise that new teachers can benefit from interactions with supportive colleagues, since more experienced teachers can help newcomers to identify and improve their strengths while minimizing the effect of weaknesses (Weiss 1999:869-870).

d) Important role of principals in teacher commitment

Park (2005) maintains that when principals promote collaborative decision-making in their schools, their teachers experienced elevated levels of commitment towards teaching as a profession. Professional development opportunities provided by principals increased commitment to learners although it decreased commitment level to schools (Park 2005:481). Brown and Wynn (2009) uphold the essential role that principals play in teacher commitment and retention, they report that when principals take on proactive leadership roles by being conscious and supportive of problems that new teachers experience they promote commitment through supportive work environments. Principals in Brown and Wynn's (2009) study displayed commitment towards professional growth and aimed to be outstanding in their own work, while also acknowledging brilliance in their learners and teachers (Brown & Wynn 2009:37). Through leadership styles principals were able to minimize teacher isolation and establish satisfaction, positive morale and commitment (Brown & Wynn 2009:58). November, Alexander and van Wyk (2010) report that principals experience difficulties in terms of promoting democratic schools, although they are aware of the importance of democracy in South African schools they still feel they do not have the capacity to enforce democratic practices (November, Alexander & van Wyk 2010:793). November *et al.* (2010) identified the following three practices that principals need to incorporate in order to bring about democracy, namely: Principals need to be staff developers, they need to provide for collaborative decision-making and endorse citizenship through education (November *et al.* 2010:789 & 792). Jung and Avolio (1999) stressed the important role of principals to

develop trust and commitment in their schools since commitment inspires learners and teachers to work together in order to bring about whole school development (Jung & Avolio 1999:209). Hulpia *et al.* (2010) report that cooperative leadership and leadership support are important in promoting teachers' organisational commitment (Hulpia *et al.* 2010:40 & 46). Commitment levels in teachers increased when they felt they were influential in decisions made by the leadership team. It is interesting to note that supportive leadership proved to have a superior effect on commitment when weighed against collaborative decision-making. Teachers preferred to be supervised by one individual from the leadership team, since this provided them with unambiguous supervision which eliminated conflicting feedback (Hulpia *et al.* 2010:46-47). Commitment plays a vital role in school-enhancement which indicates the need for the leadership team to clarify the vision of the school as well as the roles that need to be filled. Teachers need support from the leadership team and should feel they are important role players in the functioning of the school (Hulpia *et al.* 2010:47-48).

e) Influential aspect in teacher retention

Various aspects influence teacher retention, namely: The first important aspect concerns individual characteristics such as age, gender, personality traits and stress levels; the second relates to learner features such as do teachers feel they are able to work successfully with learners (for example by disciplining them when needed); the third consists of professional features and is made up of aspects such as professional growth; and the fourth focus on the work environment and features of the school such as work load, stability, holidays as well as professional development (Sinclair 2008:83). Hart and Murphy (1990) report that teachers who emphasized achievement would try out various careers and not only view their skills as useful in the teaching profession, therefore teachers were more inclined to leave the teaching profession in order to take on different careers (Hart & Murphy 1990:224 & 244). La Turner (2002) reports that poor payment lowers teachers' commitment and lead to poor retention (La Turner 2002:660). Webb, *et al.* (2004) established that teachers stayed in education when they received pleasure from working with learners and felt a commitment towards the development of the learners in their classes. In fact many teachers in Webb *et al.*'s (2004) study found their work rewarding and felt their needs were being met. Rewards received from teaching stemmed from positive feelings that occurred as the result of experiencing development

and growth in learners. Webb *et al.* (2004) maintains that teachers valued independence received from teaching, specifically in terms of the ways in which they could express their personality characteristics, preferences and strengths (Webb *et al.* 2004:181-183). Choi and Tang (2009) report that commitment in teachers was sustained and increased as the result of internal factors such as feeling the need to work with learners which provided them with satisfaction in their work. The way in which they displayed resilience to difficult circumstances and utilized their assets also proved to sustain commitment (Choi & Tang 2009:775). Choi and Tang's (2009) study identified the need to work with children and a need for a supportive work environment as important factors that increased and maintained commitment. More so leaders at schools that support young teachers in order to succeed in their work made it possible for them to adapt to difficulties (Choi & Tang 2009:775). Webb *et al.* (2004) identified that supportive school environments play a critical role in commitment especially in terms of relationships that are formed between colleagues (Webb *et al.* 2004:181-183).

2.4 PRIDE AND COMMITMENT

Jepson and Forest (2006) note that achievement striving is closely related to commitment. They found that when teachers took pride in their work it stimulated them to be committed in order to obtain similar achievements in future (Jepson & Forest 2006:186). Personal values and beliefs usually play a key role in the basis of pride (Katzenbach 2003:23-28). Higher levels of commitment in teachers promote success in learners. Graham (1996) discuss various factors that seem to play an important role in the effect that highly committed teachers can have on learner success, namely: (a) Teachers experienced higher levels of autonomy and efficacy; (b) they received more participation, feedback and collaboration from colleagues and learners (c) and they provided the best possible learning activities to learners in their classrooms since resources formed the core of their teaching strategies (Graham 1996:45).

In a study on well-being in South Africa, Clark (2003) found that participants value their work when it provides them with (i) basic resources such as housing, food and clothes in order to support their family, and (ii) self-confidence, autonomy, self-efficacy and adequate finance which they felt increased status, pride and respect from the community. Work related activities were important to participants because they enjoyed

developing their skills (Clark 2003:7-8). Arnett, Laverie and McLane (2002) report that satisfaction (which seems to be a mediator of commitment) and pride in a work context promotes work related outcomes. Aspects found to be essential in work satisfaction was clarity of the role that needs to be filled, work environment and managers' perceptions of and interactions with employees. Staff members demonstrated a need for clarity in terms of expectations related to work responsibilities and behaviours. Clarity provided them with the necessary information to conduct their work successfully which promoted achievement and satisfaction. Interestingly enough reward systems did not prove to increase satisfaction; rather employees reacted more positively to encouraging work environments. Another aspect that proved to be important was employees' perceptions of managers. When employees felt positive regarding the way in which matters were dealt with by managers they experienced higher levels of satisfaction. In fact, this was the most influential aspect that predicted satisfaction and was followed by role clarity and work environment. Satisfaction proved to be an important construct to study since it predicted a relationship with pride. Results showed that when individuals experienced pride it endorsed positive work outcomes. When individuals experienced satisfaction in their work they were inclined to also experience pride in the organisation which influenced their behaviour in positive ways (Arnett, Laverie & McLane 2002:95). Positive interactions with managers demonstrated to be essential in developing pride in the organisation. This indicates that individuals in leadership roles should be aware of the influential role that they play in the satisfaction and pride of workers. Leadership proved to be important since it resulted in positive outcomes for organisations; when employees felt organisations were successful it increased their level of satisfaction which instilled a feeling of pride (Arnett *et al.* 2002:96). Chow, Lo, Sha and Hong (2006) provides support for the notion that it is important to develop pride in teachers, since it can supply the school with workers who are satisfied and who aims toward fulfilling their roles through behaviours that benefit the school. Chow *et al.* (2006) report the valuable influence of pride and aspects related to commitment. Chow *et al.*'s (2006) study implies that professional development, collaborative decision-making and rewards are aspects that promote work related outcomes. Pride was found to be a component that improves staff members' performance and it also fulfilled their needs of feeling important in the organisation. Chow *et al.* (2006) identified the indispensable role of recognition, support and positive feedback from managers which stimulates feelings of pride (Chow, Lo, Sha & Hong 2006:491).

2.5 THEORETICAL FRAMEWORK

From the literature review conducted it becomes apparent that pride is made up of two facets namely: Authentic and hubristic pride. Authentic pride is socially desirable and related to adaptive outcomes while hubristic pride is narcissistic and related to maladaptive outcomes. Authentic pride encompasses positive views of the self and adequate self-esteem. Alternatively, hubristic pride promotes poor interpersonal relationships and self-esteem (Lewis 2000:628 & 635; Tracy & Robins 2007a:148-149; Tracy & Robins 2008:528; Tracy, Cheng, Robins & Trzesniewski 2009:4 & 8-9 & 20-21). The Investment Model identified three mediators of commitment, namely: Satisfaction level, alternatives available and investments made. Satisfaction influences commitment level through positive or negative evaluation. Quality of alternatives indicates that commitment decrease when attractive alternatives are present and increase when attractive alternatives are absent. Investments made consist of intrinsic or extrinsic resources which contribute to commitment level (Le & Agnew 2003:38-39).

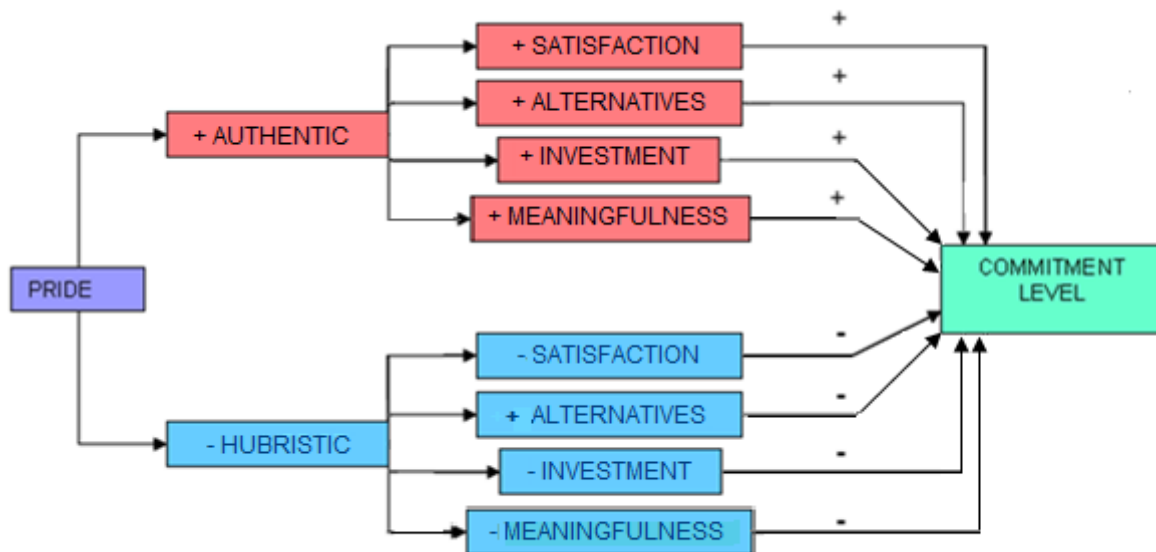


Figure 1: Theoretical Framework

Figure 1 clarifies the theoretical framework for the present study which was developed from literature on pride and commitment. It encompasses predictions regarding relationships for which clarity will be obtained during data analysis. The theoretical framework indicates various hypotheses (presented in chapter 3) of relationships

between the above mentioned constructs. The framework implies that: (1) Teachers who experience authentic pride will be satisfied with themselves and their work environments which increase their commitment to their work. (2) Teachers with authentic pride who is confronted with valued alternatives will remain committed or experience an increase in their commitment levels. Authentic individuals seem to be content with themselves, therefore they might not feel the need to broaden their horizons. (3) Teachers who experience authentic pride will make a lot of investments into their work which has a strengthening effect on their commitment level. (4) Authentic individuals experience their work as meaningful, which strengthens their level of commitment. (5) Alternatively, teachers who experience hubristic pride will probably experience lower levels of satisfaction in their work as the result of discontent which leads to lower levels of commitment. (6) Teachers with hubristic pride might be more aware of available alternatives as the result of narcissism which negatively influences their level of commitment. (7) Teachers who experience hubristic pride make fewer investments in their work, since hubristic pride is not made up of actual achievements which promote lower levels of commitment as the result of a lack in effort. (8) Hubristic individuals do not experience their work as meaningful, which weakens their level of commitment.

2.6 CONCLUSION

This chapter provided an in depth investigation into the literature on pride and commitment in order to identify deficiencies in the literature. Commitment in teachers has been investigated through previous studies but there seems to be a need for studies on pride in teachers. Therefore the current study will aim to address this need.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION AND AIM OF THE STUDY

From the literature review conducted it seems that research on pride in relation to commitment in South African teachers are lacking. Generally, commitment has been investigated extensively (Bogler & Somech 2004; Brown & Wynn 2009; Choi & Tang 2009; Day, Elliot & Kington 2005; Hulpia, Devos & van Keer 2010; Karsli & Iskender 2009; Marshall, Baucom & Webb 1998; Martinez-Pons, 1990; Nevalainen 2004; Park, 2005; van Veen, Slegers, van de Ven 2005; Ware & Kitsantas 2007; Webb, Vulliamy, Ha"ma" la"inen, Sarja, Kimonen & Nevalainen 2004; Weiss 1999), but the role of pride in sustaining commitment has to the best of my knowledge, not been studied.

The present study aims to investigate the relationship between authentic and hubristic pride and commitment. Previous research has focused on investigating Rusbult's Investment Model of commitment in relational contexts and results showed that the model could also be successful in predicting commitment in other contexts. Therefore the current study aims to investigate the applicability of the model in predicting teachers' commitment to their work while simultaneously investigating the role that pride might play in this relationship.

3.2 RESEARCH DESIGN

3.2.1 RESEARCH PARADIGM

Quantitative research generally adheres to a positivistic paradigm. Positivism is an objectivist approach to social research and is based on the principle that research is conducted through objective measurement. It emphasizes the analysis of relationships between entities through the investigation of numeric data (Cohen, Manion & Morrison 2000:7; (Lune, Pumar & Koppel 2010:430).

3.2.2 THE SURVEY

Research designs play an essential role in the planning phase of research. It provides a map with steps to be followed which guide researchers (Punch 2005:62-63). Mouton (2001) note that designs are drafts that specifies methods through which research is conducted (Mouton 2001:55 as cited in de Vos & Fouché 2005:132). Designs provide the means for identifying relationships between variables in order to understand behaviour and meanings assigned to experiences (Bryman 2004:27).

The present study entails a case study of pride and commitment in Afrikaans high school teachers which was explored through the cross-sectional survey design; the method of investigation was self-administered attitudinal questionnaires (Creswell 2009:145-146). A survey design was chosen since it provides the best means for answering the research question and hypotheses. Data gathered through surveys provide researchers with a means for drawing conclusions about large populations through the inclusion of small samples (Babbie 1990; Fowler 2002 as cited in Creswell 2009:146; Bryman 2004:41-42). Questionnaires are a convenient means of data collection and provide for anonymity (de Vos & Fouché 2005:135; Fowler 2002 as cited in Creswell 2009:146; Neuman 1997:251-252).

3.3 METHOD

3.3.1 PARTICIPANTS

The population from which the sample of the present study was drawn are South African high school teachers. A convenience sample of three Afrikaans high schools in the Pretoria area was selected. The researcher worked in two of the participating schools as an intern-psychologist, but was unknown to teachers from the other school. The data sources and response rates for the present study are presented in Table 1.

Table 1: Data sources and response rates

<i>Data Source</i>	<i>Questionnaires distributed (n)</i>	<i>Questionnaires received (n)</i>	<i>Response Rate (%)</i>
School 1	60	13	21.6%
School 2	60	28	46.6%
School 3	40	30	75%
Total	160	71	44.4%

According to the available literature, response rates below 50% are poor. Although for mailed questionnaires response rates usually range from 10 to 50%. Therefore since the researcher did not personally meet with participants to provide them with the questionnaires, the response rate of the present study can be viewed as adequate (Neuman 1997:246-247). The researcher previously worked at schools 1 and 3 and still has some limited involvement at school 3. One of the reasons identified for a moderate-response was the fact that teachers were hesitant to participate, since the study investigates their attitudes of the school and their efficacy as teachers. On the other hand, a moderate-response rate also implies that participants understood that they voluntarily choose to participate and many chose not to participate.

3.3.2 DATA COLLECTION INSTRUMENT

3.3.2.1 Demographic sheet

The demographic questionnaire (Appendix B) included variables related to the constructs being studied. The questionnaire obtained information on aspects such as gender, age, marital status, highest qualification, educational experience, school experience, position filled, school management support as well as aspects that provide satisfaction at work and factors that affect commitment level. Questions were in nominal, ratio and ordinal format. One open-ended question “In terms of your profession as teacher, what makes you particularly proud?” was included. Some of the advantages of open-ended questions are that participants can address issues which the researcher might not have anticipated in the closed questions. Disadvantages include the fact that open-ended questions take time to answer and answers need to be coded, which can

prove to be time consuming (Bryman 2004:145-146 & 226; Kruger, de Vos, Fouché & Venter 2005:219-220).

3.3.2.2 Authentic and Hubristic Pride-Proneness Instrument

The Authentic and Hubristic Pride-Proneness Instrument (Appendix C) was selected to investigate pride experiences in the present study (Tracy & Robins 2007b:520). This instrument evaluates the authentic and hubristic facets which make up the structure of pride (Tracy & Robins 2007b:506; Tracy, Robins & Tangney 2007:461). The Pride-Proneness instrument consists of 14 items on a Likert-type scale from 1 to 5 with 5 indicating a high score. The authentic facet consists of the following seven constructs, namely: “Accomplished, like I am achieving, confident, fulfilled, productive, like I have self-worth, and successful”. The hubristic facet also consists of seven items, namely: “Arrogant, conceited, egotistical, pompous, smug, snobbish and stuck-up”. Hubristic items were reverse coded before the scores on the items were summated (Tracy *et al.* 2007:461).

Reliability reported for the Authentic and Hubristic Pride-Proneness Instrument vary between $r = .88$ for *Authentic* and $r = .90$ for *Hubristic* pride (Tracy & Robins 2007b:519-520). The sample did not permit analysis of cross-cultural validity, although Tracy and Robins (2007) maintain that pride is a cross-culturally recognized emotion. In their research, they demonstrated that individuals from isolated cultures who previously had no or minimal interaction with outside communities could identify pride-expressions accurately. Therefore, they concluded that pride is a biologically based emotion experienced universally (Tracy & Robins 2007a:147-148). Earlier, Tracy and Robins (2004) also conducted other studies on the cross-cultural applicability of pride and found that ethnicity did not have an influence on the extent to which individuals are able to identify pride (Tracy & Robins 2004c:195).

3.3.2.3 Rusbult’s Investment Model of commitment Scale

Rusbult’s Investment Model of commitment Scale (Appendix D) was selected in order to test the applicability of the scale in a work environment. The full scale evaluates five global *satisfaction* items, five global *quality of alternative* items, five global *investment*

size items, and seven *commitment level* items. For the purpose of studying the meaningfulness of commitments as an additional correlate of commitment, eight new items were written to assess the extent to which participants felt that teaching was meaningful to them (Appendix D). Rusbult's (1998) scale makes use of ordinal answers from 0 to 8; with 8 indicating a high score (Rusbult, Maritz & Agnew 1998:388-391).

Reliability reported for the global scales of the Investment Model of commitment full scale vary between $r = .92 - .95$ for *Satisfaction*; $r = .82 - .88$ for *Quality of Alternatives*; $r = .82 - .84$ for *Investment Size* and $r = .91 - .95$ for *Commitment level* (Rusbult *et al.* 1998:368-369). Le and Agnew (2003:46 – 49) note that the model predicts commitment equally well for white and non-white individuals. In terms of cross-cultural appropriateness the average correlation with commitment was as follows: *Satisfaction* (Whites .77 and Non-whites .75), *Quality of Alternatives* (Whites -.62 and Non-whites -.55) and *Investment size* (Whites .55 and Non-whites .51).

3.3.3 PROCEDURE

Before data collection began the researcher obtained written permission from the University of Pretoria Ethics Committee (Appendix E) and the Gauteng Department of Education (Appendix F) to conduct the research. After permission was granted she went to all three schools and discussed the details of her study as well as what would be expected with the principals. She provided them with a letter of informed consent (Appendix G), the data collection instrument and permission letters from the Ethics Committee and relevant Department of Education. All three principals gave permission for the research and signed the informed consent letter. Once permission to access the participants was granted, the data collection instrument was placed in the pigeon holes of all the teachers at the schools. The teachers received the letter of informed consent and the data collection instrument, which they were requested to complete if they wished to participate. After completion they were required to place the document in an envelope in a box in the school safe. After two weeks had passed the researcher went back to the schools and collected the boxes with data.

3.4 RESEARCH QUESTION AND HYPOTHESES

3.4.1 PRIMARY RESEARCH QUESTION

What is the relationship between pride and commitment in a sample of South African teachers?

3.4.2 HYPOTHESES

To investigate the research question, the following hypotheses were formed about expected relationships in the data:

a) **First set of hypotheses: Comparison of subgroups on scale means**

- Null hypothesis : $H_0 : \mu = 0$

Subgroups analysed in the study will not differ significantly in terms of authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

- Alternative hypothesis : $H_1 : \mu \neq 0$

Subgroups analysed in the study will differ significantly from each other in terms of authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

b) **Second set of hypotheses: Comparison of three or more subgroups on scale means**

- Null hypothesis : $\mu_a = \mu_b = \mu_c$

Comparisons of the various subgroups on a biographical variable will not differ significantly in terms of educational experience, school management support, colleague relationships, decisions school management, responsibilities and workload, society perception, stability security, salary, work hours/holiday and stress level.

- Alternative hypothesis : $\mu_a \neq \mu_b, \neq \mu_c$

Comparisons of the various subgroups on a biographical variable will differ significantly in terms of educational experience, school management support, colleague relationships, decisions school management, responsibilities and workload, society perception, stability security, salary, work hours/holiday and stress level.

c) Third set: Correlations (Pearson r)

Hypotheses were formulated to test the linear relationship between variables in the study.

- Null hypothesis : $\rho_{xy} = 0$

There is no relationship between authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

- Alternative hypothesis : $\rho_{xy} \neq 0$

There are statistically significant relationships between authentic pride, hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaningfulness.

The significance level for all two-tailed hypotheses is set at 5% ($p < 0.05$).

3.5 DATA ANALYSIS

The SPSS Windows software program will be used to explore and analyse patterns in the data (Bryman 2004:219), and to test hypotheses about relationships (Kerlinger 1986:125-126 as cited in Kruger *et al.* 2005:218).

3.5.1 DESCRIPTIVE STATISTICS

Descriptive statistics will be used to describe various attributes of the sample (Lune, *et al.* 2010:426-427). This is accomplished with univariate analysis, which entails the analysis of each variable independently. During univariate analysis, frequency tables are used to visually display data (Bryman 2004:227-228; Kruger *et al.* 2005:222). Frequency

tables will be investigated for sex, age, marital status, highest qualification obtained, current position, educational and school experience.

The data will be described using measures of central tendency (mean, median and mode) (Creswell 2009:152; Kruger *et al.* 2005:231-233), and measures of variability (range, standard deviations, variance) (Lune *et al.* 2010:432). To investigate the normality of the data, kurtosis and skewness will be calculated. Kurtosis measures the shape of the distribution (Carver & Nash 2010:45) and can be described as a platykurtic ($\beta_2 - 3 < 0$) negative kurtosis which is flat, or a leptokurtic ($\beta_2 - 3 > 0$) positive kurtosis which is peaked (DeCarlo 1997:292). Skewness measures the symmetry of the distribution. When the distribution is symmetrical the skewness will be at 0, although this does not ensure the symmetry of the distribution. When the distribution is skewed to the right it indicates a positive distribution and when it is skewed to the left the distribution is negative (Carver & Nash 2010:45). Cross-tabulations will also be used to identify patterns between combinations of variables (Carver & Nash 2010:27).

3.5.2 RELIABILITY OF SCALES: ITEM ANALYSIS

The reliability of the pride instrument and commitment scale will be examined by calculating the internal consistency with Cronbach's Alpha (α) and factorial analysis will be used to examine the homogeneity (unidimensionality) of the items. Statisticians ascertain that a Cronbach's Alpha of 0.7 or higher is adequate for correlational studies, although an Alpha of 0.75 is most reliable (Hinton, Brownlow, McMurray & Cozens 2004:357). The Cronbach's Alpha of the pride instrument and commitment scale will be evaluated as well as the reliability of all the subscale items (*authentic and hubristic pride, satisfaction, quality of alternatives, investment size, commitment level and meaning*) independently. The factor structure of the scale (meaningfulness items) will be analyzed in order to confirm construct validity (Smithson 2000:35).

3.5.3 INFERENCE STATISTICS

3.5.3.1 Means comparisons

a) Independent samples T-test

The first and second set of hypotheses will be investigated through the use of independent samples t-tests. The independent t-test examines whether there is a significant difference in the means of groups (Jackson 2006:197). The formula for the independent samples t-test is (Smithson 2000:194):

$$t = \frac{\bar{X} - \mu}{S\bar{X}}$$

The two-tailed, non-directional t-test will be used to compare the means between two subgroups (between schools and within school). The following assumptions underlie the independent-samples t Test:

- Assumption 1: The variable is normally spread in populations.
- Assumption 2: For all populations the variances are equal.
- Assumption 3: A random sample was drawn from the population and the scores are self-determined.

(Green & Salkind 2008:176)

In SPSS, Levene's test (F-test) is used to investigate significant differences ($p = .05$) in the variance of unequally sized groups being compared, and makes a correction to the t-value if significant differences indicate unequal variance (Dancey & Reidy 2002:206-208).

b) Analysis of variance (ANOVA)

The second set of hypotheses will be investigated through the analysis of variance. The researcher will investigate variance by means of one way ANOVA tables in order to identify whether differences are present between two or more groups (Warrack 2000:481). The formula for the F-ratio is (Smithson 2000:237-238):

$$F = S^2_b / S^2_w$$

The following assumptions underlie the one way ANOVA:

- Assumption 1: Diverse levels are obtained and the dependent variable is normally spread.
- Assumption 2: Variances of the dependent variable are equal for all populations.
- Assumption 3: The scores are self-determined and a random sample is obtained from the populations.

(Green & Salkind 2008:184)

The F-statistic compares the variance between groups against variances within groups (Kruger *et al.* 2005:218-219; Punch 2005:109-110; Smithson 2000:235). The higher the average deviation the higher the variance will be (Kruger *et al.* 2005:234-235). The mean square between groups will be divided by the mean square within groups; therefore the F-ratio is used. When the difference is bigger than 1 it indicates noteworthy variance. If the significance level, $p < 0.05$ it indicates minimal likelihood that findings occurred by chance. A significant difference indicates that the null hypothesis can be rejected.

Post-hoc multiple comparisons will be done using the Scheffé test to compare between and within group differences (Green & Salkind 2008:184-191).

c) Chi-Square

The chi-square goodness-of-fit test will be used to investigate significance between two variables by comparing frequencies. The formula for the chi-square is (Smithson 2000:301):

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

The following assumptions underlie chi-square factor analysis:

- Assumption 1: Variables are linearly associated to the factor in addition to errors.

- Assumption 2: The chi-square test presumes that the variables are multivariately normally spread.
(Green & Salkind 2008:315)

Chi-square will be used in the present study to evaluate observed proportions against expected proportions. The smaller the difference between the observed and expected proportions, the more likely results occurred as the result of chance (Green & Salkind 2008:366-374; Smithson 2000:299-307). The Yates' correction is used to enhance validity by adjusting the significance level when $df = 1$ (Weinberg & Abramowitz 2008:492).

3.5.3.2 Correlational analysis

The third set, correlations will be investigated by means of correlational analysis. The formula for the Pearson's r is (Weinberg & Abramowitz 2008:127):

$$r = \frac{\sum ZxZy}{N - 1}$$

The formula for the squared correlation coefficient is (Smithson 2000:263):

$$R^2 = \frac{SSr - SS_e}{SSr}$$

The following assumptions underlie the Pearson r correlation coefficient:

- Assumption 1: Variables under study are bivariately normally spread.
- Assumption 2: A random sample was drawn from the population to form cases and scores on variables for different cases are self-determined.
- Assumption 3: A random sample was drawn from the population to form cases and scores are self-determined.

(Green & Salkind 2008: 258)

Bivariate analysis implies the analysis of two variables together in order to identify whether they are related and to what extent. Therefore, it is concerned with the way in which differences in one variable corresponds with differences in another (Bryman

2004:230-233). The Pearson product-moment correlation coefficient (r) will first be investigated in order to test for significance which will be followed by the evaluation of r^2 which provides information on the accuracy of predictions (Smithson 2000:273-289). Pearson r evaluates the extent to which variables are linearly related. The strength of the relationships is indicated by r being close to 1 or -1 and r^2 being close to 1.0. The coefficient also indicates whether relationships are positive or negative. A positive relationship indicates that as one variable increase the other will also increase while a negative relationship implies that as one variable increase the other will decrease (Brace, Kemp & Snelgar 2003:86).

3.6 STANDARDS OF RIGOUR

3.6.1 RELIABILITY

Reliability signifies the consistency of measurement. The focus is on whether the questions of the instrument employed measures consistently that what it proclaims to measure. Thus, when data collection instruments claim to measure pride and commitment an investigation into the reliability of the instruments can affirm or disconfirm these claims. The reliability of both instruments used in this study has been investigated as discussed under 3.3.2.2 and 3.3.2.3 (Bryman 2004:28).

3.6.2 VALIDITY

The researcher will investigate validity in order to evaluate the integrity of instruments used for data collection. Validity analysis entails measuring whether the items on the instrument measures the constructs that it is claims to measure. The face validity of both instruments seems acceptable since both seemingly measure pride and commitment sufficiently (Cohen *et al.* 2000:132). Content validity is upheld since the items investigate a wide range of relevant information on pride and commitment (Cohen *et al.* 2000:109). External validity was measured to a certain extent by questions asked to participants regarding their work environments (Cohen *et al.* 2000:109; Bryman 2004:28-29 & 43). The validity of both instruments has been tested through previous studies and a discussion of the findings is presented under 3.3.2.2 and 3.3.2.3.

3.6.3 REPLICATION

Replication of the present study especially in terms of cross-cultural applicability can prove to be meaningful. Therefore the researcher states all procedures followed in great detail in order to make replication through future research endeavours possible (Bryman 2004:28).

3.7 CONCLUSION

This chapter provided a detailed investigation into the methodology of the current study. It offers information on procedures followed as well as an understanding of how the data will be analyzed. The population is identified and the sampling procedure is discussed in detail. Quality criteria provide important guidelines for data collection instruments and inform the reader of the applicability of the instruments used in the study.

CHAPTER 4

RESULTS

4.1 INTRODUCTION

Descriptive statistics and cross tabulations were used to provide information on attributes of the sample, while item analysis was used to evaluate the scales of both instruments. Inferential statistics consisted of means comparison statistics (Independent samples t-tests and Analysis of variance – ANOVA). Correlational analysis was used to provide information on the relationships between variables.

4.2 PARTICIPANTS

4.2.1 DESCRIPTION OF THE TOTAL GROUP

Table 2: Sex (V1) – frequencies (*f*) and percentages (%)

		<i>f</i>	%	<i>Cumulative Percent</i>
Valid	Males	14	19.7	19.7
	Females	57	80.3	100.0
	Total	71	100.0	100.0

The sample consisted of 71 South African high school teachers which comprised 14 males and 57 females. All the participants are white South Africans. Therefore the cross-cultural applicability of the instruments could not be investigated, although results from previous studies suggest that the constructs under study are experienced similarly by individuals from various ethnic groups.

Table 3: Age (V2)

	<i>Sample</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Standard Error</i>
Age	67	45.21	12.326	1.5

The sample consisted of 67 participants. The mean ages of participants were 45 years with a standard deviation of 12.3. The minimum range is at 21 and the maximum at 68 years.

Table 4: Educational Experience (V5)

	<i>Sample</i>	<i>Mean</i>	<i>Standard Deviation</i>	Standard Error
Educational Experience	69	18.50	11.489	1.38

The mean years of educational experience were 18.5 years with a standard deviation of 11.4 and variance of 132. The minimum range is at 1 and the maximum range at 38 years.

Table 5: School Experience (V6)

	<i>Sample</i>	<i>Mean</i>	<i>Standard Deviation</i>	Standard Error
School Experience	68	8.62	7.953	0.96

The mean for school experience are 8.6 years with a standard deviation of 8. The minimum range is at 0 and the maximum range at 27 years.

Table 6: Marital Status (V3) – frequencies (f) and percentages (%)

		<i>f</i>	<i>%</i>	Cumulative Percent
Valid	Never married	10	14.1	14.1
	Married	51	71.8	85.9
	Divorced	7	9.9	95.8
	Remarried	2	2.8	98.6
	Live with partner	1	1.4	100.0
	Total	71	100.0	

Most of the participants were in committed relationships, i.e. either married, remarried or living with a partner.

Table 7: Highest Qualification (V4) – frequencies (f) and percentages (%)

		<i>f</i>	<i>%</i>	Cumulative Percent
Valid	Diploma	9	12.7	12.9
	Degree	36	50.7	64.3
	Honours	18	25.4	90.0
	Masters	7	9.9	100.0
	Valid Total	70	98.6	
	Missing System	1	1.4	
	Total	71	100.0	

Most of the participants have at least an undergraduate degree and a portion of the participants (about 35%) also have postgraduate qualifications.

Table 8: Current Position (V7) – frequencies (*f*) and percentages (%)

		<i>f</i>	%	Cumulative Percent
Valid	Headmaster	1	1.4	1.4
	Deputy	6	8.5	10.0
	Head of dep.	13	18.3	28.6
	Subject head	7	9.9	38.6
	Grade head	5	7.0	45.7
	Teacher	38	53.5	100.0
	Total	70	98.6	
Missing System	1	1.4		
Total	71	100.0		

Most of the participants were teachers, without being in charge of other managerial aspects of the school.

Table 9: Support received from school management (V8) – frequencies (*f*) and percentages (%)

		<i>f</i>	%	Cumulative Percent
Valid	Poor	2	2.8	2.8
	Below average	5	7.0	9.9
	Average	13	18.3	28.2
	Good	24	33.8	62.0
	Very good	27	38.0	100.0
Total	71	100.0		

The majority of the participants experienced the support they received from school management to be either good or very good.

Participants were asked to rank various aspects of their work in terms of satisfaction (Table 10), such as teaching, lesson planning, meetings, extracurricular activities, administrative aspects and learner behaviour (most satisfying – 1; least satisfying – 6).

Table 10: Rank Level of Satisfaction (V9 – 14) – frequencies (*f*) and percentages (%)

Valid		Most Satisfying	Reasonably Satisfying	Average Satisfaction	Limited Satisfaction	Minimal Satisfaction	Least Satisfying
Teaching	<i>f</i>	50	14	.	1	.	2
	%	70.4	19.7	.	1.4	.	2.8
	Total: 67 Missing: 4						
Lesson planning	<i>f</i>	3	16	22	16	9	1
	%	4.2	22.5	31.0	22.5	12.7	1.4
	Total: 67 Missing: 4						
Meetings	<i>f</i>	1	.	1	6	20	39
	%	1.4	.	1.4	8.5	28.2	54.9
	Total: 67 Missing: 4						
Extracurricular activities	<i>f</i>	2	16	9	25	7	8
	%	2.8	22.5	12.7	35.2	9.9	11.3
	Total: 67 Missing: 4						
Administrative aspects	<i>f</i>	1	1	11	12	26	16
	%	1.4	1.4	15.5	16.9	36.6	22.5
	Total: 67 Missing: 4						
Learners behaviour	<i>f</i>	10	21	24	7	4	1
	%	14.1	29.6	33.8	9.9	5.6	1.4
	Total: 67 Missing: 4						

Findings from the above table indicate that most of the participants (90.1%) felt that teaching is the most satisfying aspect of their work. In terms of meetings, most of the participants (83.1%) rated it as the least satisfying aspect of their work. Most of the participants (59.1%) identified administrative aspects as an aspect of their work that provides them with little satisfaction and learners' behaviour was identified as an aspect that provided participants (63.4%) with an average to reasonable amount of satisfaction.

Next, participants were asked to indicate the extent to which they felt various factors (related to their teaching careers) contribute to the weakening or strengthening of commitment to their careers (Table 11).

Table 11: Strengthens and weakens commitment level (V15 – 25) – frequencies (*f*) and percentages (%)

		Weakens Level of Commitment to a large degree	Weakens Level of Commitment	No Effect on Commitment	Strengthens Commitment	Strengthens Commitment to a large degree
Colleague	<i>f</i>	.	3	8	28	32
Relationships	%	.	4.2	11.3	39.4	45.1
School	<i>f</i>	3	8	22	26	12
Management decisions	%	4.2	11.3	31.0	36.6	16.9
Responsibilities and workload	<i>f</i>	2	15	16	28	10
	%	2.8	21.1	22.5	39.4	14.1
Professional growth and development	<i>f</i>	1	3	20	33	14
	%	1.4	4.2	28.2	46.5	19.7
Society perception	<i>f</i>	7	16	26	14	8
	%	9.9	22.5	36.6	19.7	11.3
Stability	<i>f</i>	2	4	17	31	17
Security	%	2.8	5.6	23.9	43.7	23.9
Salary	<i>f</i>	8	13	20	23	7
	%	11.3	18.3	28.2	32.4	9.9
Freedom, work hours and holidays	<i>f</i>	3	4	16	34	14
	%	4.2	5.6	22.5	47.9	19.7
Learners behaviour	<i>f</i>	1	19	19	22	10
	%	1.4	26.8	26.8	31.0	14.1
Needs fulfilment	<i>f</i>	1	7	21	30	12
	%	1.4	9.9	29.6	42.3	16.9
Stress levels	<i>f</i>	9	24	22	13	3
	%	12.7	33.8	31.0	18.3	4.2

Most participants indicated that relationships with colleagues (84.5%), professional growth and development (66.2%) as well as stability and security (67.6%) strengthen their level of commitment. Some indicated that school management decisions (53.5%), responsibilities and workload (53.5%) as well as need fulfilment (59.2%) strengthen their level of commitment. Very few aspects were indicated as specifically weakening participants' commitment.

Participants were also asked the following open-ended question: "In terms of your profession as teacher, what makes you particularly proud?" (V26). Participants reported that their source of pride related either to their (i) influence on learners (e.g. making a

positive difference in the lives of learners, inspiring learners to perform to the best of their abilities, developing well balanced learners, development of future leaders, success achieved by learners after leaving school), or (ii) personal benefits (enthusiasm – enjoyable lessons and classroom environments, opportunity to be role models, successes and learner involvement in extracurricular activities, positive human relations, subject knowledge and excellent results as well as personal development and growth).

4.2.2 CROSS TABULATIONS

Cross-tabulations were run for (i) schools x age, (ii) schools x highest qualification, (iii) schools x educational experience and (iv) schools x school experience to examine patterns in the data of the three participating schools.

Table 12: Participants' age in years (frequencies – f)

	<i>Participants' age (years)</i>				Total
	<i>21 - 32</i>	<i>34 - 47</i>	<i>48 - 53</i>	<i>54 - 68</i>	
School 1	3	2	5	2	12
School 2	7	9	7	4	27
School 3	5	6	6	11	28
Total	15	17	18	17	67

All age categories were approximately equally distributed among the three participating schools.

Table 13: Highest Qualification (frequencies – f)

		<i>Highest Qualification</i>				Total
		<i>Diploma</i>	<i>Degree</i>	<i>Honours Degree</i>	<i>Masters Degree</i>	
PartID	School 1	1	7	4	1	13
	School 2	1	17	6	4	28
	School 3	7	12	8	2	29
	Total					70

All the highest qualification categories were approximately equally distributed among the three participating schools.

Table 14: Educational Experience (frequencies – f)

		<i>Educational Experience (years)</i>				Total
		<i>1 - 6</i>	<i>7 - 20</i>	<i>21 - 28</i>	<i>29 - 37</i>	
PartID	School 1	3	3	4	3	13
	School 2	7	8	7	5	27
	School 3	8	6	6	9	29
	Total	18	17	17	17	69

Educational experience was approximately equally distributed among the three participating schools.

Table 15: School Experience (frequencies – f)

		<i>Groups</i>				Total
		<i>0 - 2</i>	<i>3 - 4</i>	<i>5 - 14</i>	<i>16 - 27</i>	
PartID	School 1	4	3	5	1	13
	School 2	3	6	8	9	26
	School 3	9	4	8	8	29
	Total	16	13	21	18	68

In terms of school experience the three schools were unequally distributed.

4.3 AUTHENTIC AND HUBRISTIC PRIDE PRONENESS INSTRUMENT

4.3.1 RELIABILITY OF THE SCALE

The reliability for the Authentic and Hubristic Pride Proneness instrument in the present study was acceptable (full scale $\alpha = .787$ ($n = 71$); Authentic Pride (PA) subscale $\alpha = .892$ ($n = 70$); Hubristic Pride (PH) subscale $\alpha = .874$ ($n = 71$)).

The distribution of scores on the Pride Proneness instrument for the total sample is presented in Table 16:

Table 16: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
							Statistic	Std. Error	Statistic	Std. Error
PA	70	1.86	5.00	3.9592	.62301	.388	-1.145	.287	2.113	.566
PH	71	1.00	4.71	1.7203	.68912	.475	1.806	.285	4.520	.563
Valid N	70									

The distribution is as follows: PA (mean 3.9592, std. deviation .62301, negative skewness -1.145 and a peaked positive leptokurtic ($\beta_2 - 3 > 0$) kurtosis 2.113); PH (mean 1.7203, std. deviation .68912, positive skewness 1.806 and a peaked positive leptokurtic ($\beta_2 - 3 > 0$) kurtosis 4.520).

4.4 RUSBULT'S INVESTMENT MODEL OF COMMITMENT SCALE

4.4.1 RELIABILITY OF THE SCALE

The reliability for the Investment Model of Commitment scale in the present study was acceptable (full scale $\alpha = .931$ ($n = 71$); Satisfaction (CS) subscale $\alpha = .870$ ($n = 71$); Investment (CI) subscale $\alpha = .818$ ($n = 71$); Alternatives (CA) subscale $\alpha = .902$ ($n = 71$); Commitment level (CL) subscale $\alpha = .863$ ($n = 71$); the newly constructed Meaningfulness (CM) subscale $\alpha = .903$ ($n = 71$)).

The distribution of scores on the Investment Model of Commitment scale for the total sample is presented in Table 17:

Table 17: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
							Statistic	Std. Error	Statistic	Std. Error
CS	71	2.60	8.00	5.5944	1.42867	2.041	-.505	.285	-.833	.563
CI	71	1.20	8.00	4.8704	1.55328	2.413	-.394	.285	-.507	.563
CA	71	1.00	8.00	3.9606	1.57139	2.469	.193	.285	-.314	.563
CL	71	1.86	7.86	5.6177	1.70982	2.923	-.520	.285	-.816	.563
CM	71	3.75	8.00	6.1109	1.28114	1.641	-.183	.285	-1.113	.563
Valid N	71									

The distribution is as follows: CS (mean 5.5944, std. deviation 1.42867, negative skewness -.505 and a flat negative platykurtic ($\beta_2 - 3 < 0$) kurtosis -.833); CI (mean 4.8704, std. deviation 1.55328, negative skewness -.394 and a flat negative platykurtic ($\beta_2 - 3 < 0$) kurtosis -.507), CA (mean 3.9606, std. deviation 1.57139, positive skewness .193 and a flat negative platykurtic ($\beta_2 - 3 < 0$) kurtosis -.314); CL (mean 5.6177, std. deviation 1.70982, negative skewness -.520 and a flat negative platykurtic ($\beta_2 - 3 < 0$) kurtosis -.816); CM (mean 6.1109, std. deviation 1.28114, negative skewness -.183 and a flat negative platykurtic ($\beta_2 - 3 < 0$) kurtosis -1.113).

Since the meaningfulness scale was constructed specifically for the present study, I examined the factor structure of the scale (8 items) to explore the dimensionality of the meaningfulness construct.

A principal components analysis was done with a Varimax rotation. Eigenvalues over 1 was the criterion used to extract factors. Two factors emerged which explained 75.918% of the variance (Appendix H Table 18).

The rotated component matrix appears in Table 19.

Table 19: Rotated Component Matrix^a

	Component	
	1	2
Teaching is very meaningful to me	.890	.094
Teaching allows me to express myself completely	.920	.186
My teaching career reflects who I am as a person	.776	.388
Teaching has contributed to shaping who I am today	.115	.853
I am a born teacher	.247	.823
To face a class of children adds meaning to my life	.653	.489
I cannot imagine being anything else but a teacher	.457	.661
Teaching lends meaning to my life	.817	.424

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 3 iterations.

It appears that the meaningfulness scale may be two-dimensional. Factor 1 appears to measure items related to meaningfulness in terms of career, whereas Factor 2 appears to measure meaningfulness in terms of self-expression. Seeing that the two factors separately consisted of only 5 and 3 items respectively, and because the full scale had

good reliability, it was decided to use the full scale of 8 items for analysis for further analysis.

4.5 SUBGROUP ANALYSIS OF DEPENDENT VARIABLES

4.5.1 INDEPENDENT SAMPLES T-TEST

Independent samples t-tests were used to examine differences in scale means between groups for a) sex, b) marital status, c) highest qualifications and d) factors which influence the commitment level of participants in the study.

a) Sex

All differences on scale means were non-significant (Appendix H Table 20), except for *level of commitment* (CL: $t = 2.621$, $p = .001$ Levene's test) with males reporting a higher mean than females.

b) Marital status

Because of the small size of individual categories, the marital status variable was recoded to form two categories for better statistical comparison. The two categories that were formed are **1 Uncommitted** (Never married (1) and divorced (3)) and **2 Committed** (married (2), remarried (4) and living with life partner (5)).

The distribution of the recoded variables consisted of 17 un-committed and 54 committed individuals. No significant differences emerged (Appendix H Table 21) on the scale means for committed and uncommitted individuals.

c) Highest qualifications

Because of the small size of individual categories, the highest qualifications variable was recoded to form two categories for better statistical comparison. The two categories that were formed are **1 Undergraduate** (Diploma (1) and Degree (2)) and **2 Graduate** (Honours degree (3), Masters degree (4) and Doctoral degree (5)). No significant

differences emerged (Appendix H Table 22) on the scale means between the two groups.

d) **Factors that affect the commitment of participants**

The scale means of participants were compared on aspects of their work environment that they indicated influence their commitment in terms of strengthening or weakening it. The following aspects were considered: Colleague relationships (V15), school management decision making (V16), responsibilities and workload (V17), professional development and growth (V18), perception of society (V19), stability and security (V20), salary received (V21), freedom, work hours and holidays (V22), learners behaviour (V23), needs fulfilment (V24) and stress levels (V25).

Two groups were formed by recoding the values of the Likert scale from 1 – 3 → 1 (Negative effect on commitment – Group 1) and Likert-scale values of 4 and 5) → 2 (Positive effect on commitment – Group 2).

In terms of **colleague relationships**, significant differences (Appendix H Table 23) were found between the two groups on *quality of alternatives* (CA: $t = 2.184, p .035$). Thus, participants who felt that their colleagues had a negative effect on their commitment (Group1), tended to view the *quality of alternatives* to teaching more favourable.

Regarding **school management decision making**, significant differences (Appendix H Table 24) were found between the two groups on *satisfaction* ($t = -2.010, p = .048$); *quality of alternatives* ($t = 2.126, p = .037$); *level of commitment* ($t = -2.622, p = .011$); *meaningfulness* ($t = -2.329, p .023$); and *authentic pride* ($t = -2.114, p = .038$). Thus, participants who felt that this particular aspect had a negative effect on their commitment, reported lower means for *satisfaction*, *level of commitment*, *meaningfulness*, and *authentic pride*, while reporting a higher mean for *quality of alternatives*.

For **responsibilities and workload**, significant differences (Appendix H Table 25) were found between the two groups on *authentic pride* ($t = -2.731, p .008$); *investment* ($t = -2.672, p .009$); *commitment level* ($t = -2.994, p .004$); and *meaningfulness* ($t = -2.485, p$

.015). Thus, participants who reported that this aspect had a positive effect on their commitment (group 2) reported higher means on *authentic pride*, *investment size*, *commitment level* and *meaningfulness*.

In terms of **professional development and growth**, significant differences (Appendix H Table 26) were found between the two groups on *authentic pride* ($t = -2.461, p .016$) and *quality of alternatives* ($t = 2.329, p .023$). Therefore, the positive effect on commitment group (2) reported higher means on *authentic pride* when compared to the negative effect on commitment group (1), while the negative effect on commitment group (1) reported higher means than the positive effect on commitment group (2) for *quality of alternatives*.

Regarding **society perception**, no significant differences (Appendix H Table 27) emerged between the two groups.

For **stability security**, no significant differences (Appendix H Table 28) emerged between the two groups.

In terms of **salary**, significant differences (Appendix H Table 29) were found between the two groups on *authentic pride* ($t = -2.758, p .007$); *satisfaction* ($t = -2.582, p .012$); *investment size* ($t = -2.139, p .036$); *commitment level* ($t = -2.898, p .005$) and *meaningfulness* ($t = -3.117, p .003$). Thus, participants who reported that this aspect had a positive effect on their commitment (group 2) reported higher means on *authentic pride*, *satisfaction*, *investment size*, *commitment level* and *meaningfulness*.

Regarding **freedom, work hours and holidays**, no significant differences (Appendix H Table 30) emerged between the two groups.

For **learner behaviour**, no significant differences (Appendix H Table 31) emerged between the two groups.

In terms of **needs fulfilment**, significant differences (Appendix H Table 32) were found between the two groups on *authentic pride* ($t = -2.912, p .005$ Levene's test) and *satisfaction* ($t = -2.305, p .024$ Levene's test). Therefore, the positive effect on

commitment group (2) reported higher means on *authentic pride* and *satisfaction* when compared to the negative effect on commitment group (1).

Regarding **stress levels**, no significant differences (Appendix H Table 33) emerged between the two groups.

4.6 MULTIPLE COMPARISONS

4.6.1 ANALYSIS OF VARIANCE

An analysis of variance was conducted to examine differences in scale totals for multiple subgroups. The Scheffé test was used as a post hoc measure to indicate which groups differed. Analyses were run for the entire sample on a) school, b) participants' total educational experience, c) participants' experience at the school where they teach presently, and d) support received from school management.

a) School

The scale means of participants from the three schools in the study were compared and significant differences (Appendix H Table 34 & 35) emerged between school 1 and 3 only on *investment* ($F_{3.741}, p = .029$) with school 3 reporting a higher mean than school 1.

b) Participants' total educational experience

Because of the small size of individual categories, the Educational experience variable was recoded (using the 25th, 50th and 75th percentile of scores) to form four categories for better statistical comparison, namely:

- 1** (1 – 6 years)
- 2** (7 – 20 years)
- 3** (21 – 28 years)
- 4** (29 – 37 years).

The scale means of participants from the four groups were compared and significant differences (Appendix H Table 36 & 37) emerged between groups 2 and 4 on *investment* ($F_{3.666}$, $p = .017$) with group 4 (29 – 34 years' experience) reporting a higher mean than group 2 (7 – 20 years' experience). The scale means of participants from the four groups were compared and group 4 (29 – 34 years experience) differed significantly from groups 1 and 2 on *level of commitment* ($F_{5.200}$, $p = .003$) with group 4 (29 – 37 years' experience) reporting a higher mean than group 1 and 2.

The scale means of participants from the four groups were further compared on *meaningfulness* and significant differences emerged between groups 1 and 4 as well as groups 2 and 4 on *meaningfulness* ($F_{5.293}$, $p = .003$) with group 4 reporting a higher mean than groups 1 and 2.

c) Participants experience at the school where they teach presently (school experience)

Because of low frequencies in observations for each category, new categories were created for the school experience variable using the 25th, 50th and 75th percentile in the distribution of scores. The categories that were formed for analysis were:

- 1 (0 – 2 years)
- 2 (3 – 4 years)
- 3 (5 – 14 years)
- 4 (16 – 27 years).

The scale means of participants from the four groups were compared and significant differences (Appendix H Table 38 & 39) emerged between groups 2 and 3 only on *authentic pride* ($F_{2.998}$, $p = .037$) with group 3 reporting a higher mean than group 2. Significant between group differences were indicated in the multiple comparisons but the Scheffé test failed to indicate significant differences between any two specific groups.

d) Support received from school management

The Support received from school management variable was coded as follows: **1** = Poor; **2** = Below average; **3** = Average; **4** = Good and **5** = Very good.

The scale means of participants from the five groups were compared and significant differences (Appendix H Table 40 & 41) emerged between groups 1 and 5 as well as groups 2 and 5 on *level of commitment* ($F_{2.757}, p = .035$) with those who felt that they received good support from management (group 5) reporting a higher mean than groups 1 and 2. The scale means of participants from the five groups were compared and significant differences emerged between groups 1 and 4 as well as between groups 1 and 5 on *meaningfulness* ($F_{2.949}, p = .026$) with groups 4 and 5 reporting a higher mean than group 1. Significant between group differences were indicated in the multiple comparisons but the Scheffé test failed to indicate significant differences between any two specific groups.

4.7 CORRELATIONAL ANALYSIS

4.7.1 RELATIONSHIPS BETWEEN SCALES IN THE STUDY

The following section provides evidence of the construct validity of the instruments used in the present pilot study. A correlational analysis was conducted using Pearson's r in order to examine statistical relationships in the scales of the instruments. The results are indicated in Table 42.

Table 42: Pearson Correlations for all scales in the study

	CS	CI	CA	CL	CM	PA	PH
CS	1	.541**	-.445**	.736**	.747**	.570**	.106
CI	.541**	1	-.264*	.590**	.682**	.269*	.224
CA	-.445**	-.264*	1	-.635**	-.454**	-.257*	-.018
CL	.736**	.590**	-.635**	1	.792**	.351**	.199
CM	.747**	.682**	-.454**	.792**	1	.450**	.250*
PA	.570**	.269*	-.257*	.351**	.450**	1	-.098
PH	.106	.224	-.018	.199	.250*	-.098	1

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

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

All the scales (PA, CS, CI, CA, CL and CM) correlated significantly either at the 0.01 or 0.05 level of significance, except for PH (*hubristic pride*) which only correlated significantly with CM (*meaningfulness*) at the 0.05 level of significance. The significant correlations between *meaningfulness* and the other correlates of commitment, including *satisfaction*, raised the question whether the newly constructed *meaningfulness* scale may simply be another way of measuring *satisfaction*, especially because *meaningfulness* may be a source of *satisfaction* for many (Webb *et al.* 2004:181-183).

Thus, to assess the relative influence of *satisfaction* (CS) on the correlations of *meaningfulness* with other commitment correlates, partial correlations (third variable) were run for all variables in which the effect of CS was controlled for. The results are presented in Table 43.

Table 43: Partial Correlations

Control		CI	CM	PA	PH	CA	CL
Variables							
CS	CI	1.000	.484**	-.061	.198	-.003	.312**
	CM	.484**	1.000	.040	.258*	-.174	.521**
	PA	-.061	.040	1.000	-.195	-.005	-.139
	PH	.198	.258*	-.195	1.000	.040	.179
	CA	-.003	-.174	-.005	.040	1.000	-.477**
	CL	.312**	.521**	-.139	.179	-.477**	1.000

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

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

From Table 43 it appears that *satisfaction* (CS) moderates the relationship between *meaningfulness* (CM) and *investment* (CI) as well as *level of commitment* (CL), and it mediates the relationship between *meaningfulness* and *quality of alternatives* (CA). Thus, *meaningfulness* remains significantly correlated to *investment* and *level of commitment* apart from the effect of *satisfaction*. However, correlations with *quality of alternatives* do not remain significant, indicating that *satisfaction* contributes significantly to this correlation.

Partial correlations (third variable) were run again, this time controlling for the effect of *meaningfulness* on the other commitment correlates with the surprising result that *satisfaction* no longer showed any significant correlations with *investment* or *quality of alternatives*. What is more, *investment* no longer showed any significant correlations with *satisfaction*, *quality of alternatives* or *level of commitment*. In fact, the only significant correlations that remain when the effect of *meaningfulness* is controlled for, is for *level of commitment* and *satisfaction* ($r = .357$, $p = .002$), and *level of commitment* and *quality of alternatives* ($r = -.506$, $p = .000$). These results suggest that, other than the existing predictors for *level of commitment*, *meaningfulness* may play an additional significant role in predicting level of commitment to teaching.

4.8 SUMMARY OF THE CHAPTER

This chapter provided an analysis of the results of the present study. Firstly, participants were identified and described by means of descriptive statistics and cross-tabulations. This was followed by a discussion on the two data collection instruments; both instruments' reliabilities were discussed. Afterwards a discussion of the subgroup analysis of dependent variables was provided which included, independent samples t-tests. Multiple comparisons were also provided which was made up of analysis of variance. Finally, the correlational analysis and partial correlations was discussed which provided information on the relationships between variables.

CHAPTER 5

DISCUSSION OF RESULTS, CONTRIBUTION, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the present study I investigate the relationship between authentic and hubristic pride and commitment with the question: *What is the relationship between pride and commitment in a sample of South African teachers?*

I approached the study from a quantitative perspective by formulating three sets of hypotheses aimed at investigating the differences between subgroups on the scale means in the study, and by examining the statistical relationships between the main constructs in the study. The case study involved a group of white, Afrikaans-speaking South African teachers at three relatively advantaged high schools in the Pretoria (Gauteng) area. All three participating schools emphasise values that are consistent with commitment.

Data was collected with the Authentic and Hubristic Pride-Proneness Instrument (Tracy & Robins 2007b:520), Rusbult's Investment Model of commitment Scale (Rusbult, Maritz & Agnew 1998:388-391) and statistically analysed and the results which was presented in Chapter 4. In the section below, the main findings will be presented in terms of the hypotheses that were formulated in the study. Thereafter, the findings will be interpreted in light of the theoretical framework adopted in the study (Chapter 2), and finally, the limitations, contributions of the study and recommendations for further research will be discussed.

In the present study I investigate the relationship between authentic and hubristic pride and commitment to contribute to understanding motivational processes in commitment. This study is important because it challenges and extends the pragmatic nature of the Investment Model of Commitment by arguing that identity-related processes (emphasising the meaningfulness of commitments) contribute unique variance in addition to the existing model, to the strength of individuals' commitment. Thus, it raises

questions about the role that dependence versus meaning plays when people form commitments. The literature review shed light on pride as a motivational factor in the maintenance of commitment processes. The study has the potential to contribute to greater understanding of the importance for teachers to have a sense of pride in being a teacher to maintain their commitment to teaching. The implications of these findings for policy frameworks in South Africa are significant.

5.2 DISCUSSION OF MAIN FINDINGS

5.2.1 COMPARISON OF SUBGROUPS ON SCALE MEANS

Two sets of hypotheses (see Chapter 3, Section 3.4.2, page 49) were formulated to investigate sub-group differences in the sample on the scale means (pride and commitment) and another set of hypotheses were formulated (see Chapter 3, Section 3.4.2, page 50) to investigate the relationships between the main constructs in the study.

5.2.1.1 Group differences

a) Sex

In the present study, males reported higher overall *level of commitment* when compared to females, while all other differences were insignificant. Park (2005) suggested that female teachers display stronger commitment levels when compared to males (Park 2005:481), but this was not the case in the present study.

b) Between school differences

School 1 and 3 differed significantly in terms of *investment*, with participants from school 3 generally reporting a higher mean. Although there were no significant differences between the three schools in terms of age, qualifications and educational experience, there were significant differences when the entire sample was compared in terms of educational experience. Participants with 29 – 37 years total educational experience scored significantly higher in terms of *investment* size than participants with a total of 7 – 20 years experience. Participants with more educational experience (29 – 37 years) also

reported significantly higher general *level of commitment* and *meaningfulness* than their counterparts with less educational experience. Similarly, in terms of years of experience at a particular school, participants with more experience at the school where they work also tended to report higher means on *authentic pride*. Rosenholtz and Simpson (1990) report that for new teachers' commitment levels decreased after a period of time, while an increase was experienced in teachers who are at later stages of their careers. Less experienced teachers' commitment was negatively influenced by school management and the limits placed on freedom with task-management, learners' normative standards and disruptive behaviour, interruptions to their work, difficult parents and expectations to take on responsibilities which might not form part of their teacher duties (Rosenholtz & Simpson 1990:252-254). Weiss (1999) note that teachers at the beginning of their careers displayed elevated levels of commitment, but when they did not receive adequate support they decided to leave the teaching profession (Weiss 1999:869-870). Hulpia, Devos and van Keer (2010) established that work experience in teachers reduce commitment levels (Hulpia, Devos & van Keer 2010:40 & 46-47). Rosenholtz and Simpson (1990) indicate that more experienced teachers' commitment was strengthened by feeling competent and managerial aspects that were experienced positively (Rosenholtz & Simpson 1990:252-254). Choi and Tang (2009) note that teachers close to retirement experienced low levels of support, found it difficult to progress in their careers and decided to rather leave the teaching profession (Choi & Tang 2009:775). Thus, I conclude that the more experienced teachers from the present study could have felt competent in their work and experienced managerial aspects positively. More so experienced teachers probably had adequate levels of support at the beginning of their careers which supported them in such a way that they could evolve into teachers that experience *authentic pride* in relation to their teaching, who are willing to *invest* a lot, experience high levels of *commitment* and experience their work as *meaningful*.

c) Support received from school management

Participants who felt that their schools' management supported them reported significantly higher on *meaningfulness* and *level of commitment*. Arnett, Laverie and McLane (2002) report that employees react more positively to encouraging work environments and positive interactions with managers demonstrated to be essential in developing pride in the organisation (Arnett, Laverie & McLane 2002:96). Chow, Lo, Sha

and Hong (2006) also acknowledge the indispensable role of recognition, support and positive feedback, since it stimulates feelings of pride (Chow, Lo, Sha & Hong 2006:491). Brown and Wynn (2009) uphold the essential role that principals play in teacher commitment and retention by providing a supportive work environment (Brown & Wynn 2009:37). Jung and Avolio (1999) stress that principals should develop trust and commitment in their schools (Jung & Avolio 1999:209), while Hulpia *et al.* (2010) maintain that cooperative leadership support play a significant role in teachers' organisational commitment (Hulpia *et al.* 2010:40 & 46). Teachers need support from the leadership team and should feel they are important role players in the functioning of the school (Hulpia *et al.* 2010:47-48). Webb, Vulliamy, Ha"ma" la"inen, Sarja, Kimonen and Nevalainen (2004) identified that supportive school environments play a critical role in commitment especially in terms of relationships that are formed between colleagues (Webb *et al.* 2004:181-183). Ware and Kitsantas (2007) report that support with administration requirements are one of the aspects that proved to be most influential in commitment strength (Ware & Kitsantas 2007:309). Karsli and Iskender (2009) also identified that school administrator support promotes motivation and job satisfaction which increases commitment to the school (Karsli & Iskender 2009:2256 2257). Therefore, I come to the conclusion that school management support plays an essential role in the strengthening of teachers' *commitment* as well as how *meaningful* teachers experience their work.

d) Aspects of school environment

There were significant differences on scale means between participants who felt that aspects of the school environment either had a positive or a negative effect on their commitment. This contributes to the external validity of the instruments, since the scores on the instruments are consistent with how participants experienced their work environment and how they evaluated it. For example, participants who reported that *collegial relationships* had a negative effect on their commitment, reported higher means on *quality of alternatives*, meaning that poor relationships at work made individuals consider alternatives to teaching more. Day, Elliot and Kington (2005) report that supportive colleague relationships, positive feedback and shared values are some of the aspects that strengthens teachers' commitment (Day, Elliot & Kington 2005:572 – 573). Bogler and Somech (2004) note that teachers who experience status and admiration

from colleagues felt more committed to their work and schools (Bogler & Somech 2004:284). Weis (1999) emphasise that young teachers can benefit from interactions with supportive colleagues, since more experienced teachers can help newcomers to identify and improve their strengths while minimizing the effect of weaknesses (Weiss 1999:869-870).

When participants felt that the *decisions made by school management* negatively influenced their commitment, they tended to also report lower scores on *authentic pride, satisfaction, meaningfulness* and *level of commitment* and higher scores on *quality of alternatives*. These results indicate the significant impact that management structures at schools can have on the wellbeing of teachers. Day *et al.* (2005) found that exclusion from decision-making decreased teachers' commitment levels (Day *et al.* 2005:573). Hulpia *et al.* (2010); Bogler and Somech (2004) as well as Ware and Kitsantas (2007) established that commitment levels in teachers increased when they felt they were influential in decisions made by the leadership team, through collaborative decision making (Bogler & Somech 2004:284; Hulpia *et al.* 2010:46-47; Ware & Kitsantas 2007:309). Brown and Wynn (2009) emphasise that through their leadership styles principals can minimize teacher isolation and establish satisfaction, positive morale and commitment (Brown & Wynn 2009:58). Furthermore Park (2005) as well as Hulpia *et al.* (2010) maintains that when principals promote collaborative decision-making in their schools their teachers experienced elevated levels of commitment towards the school and teaching as a profession (Hulpia *et al.* 2010:40 & 46; Park 2005:481).

Regarding *responsibilities and workload* participants who indicated this aspect had a positive effect on their *level of commitment* also experienced higher levels of *authentic pride, investment size, commitment level* and *meaningfulness*. This indicates that *authentic* individuals experience their responsibilities and workload as a positive component of their work which strengthens their level of *commitment* and they choose to *invest* a lot into their work since it provides them with *meaning*. Authentic pride is experienced as the result of viewing accomplishments as internal, unstable and controllable features of the self, while hubristic pride is experienced when failures are viewed as internal, stable and uncontrollable features of the self (Campbell, Foster & Brunell 2004:151; Tracy & Robins 2004b:114-116; Tracy & Robins 2007a:149; Tracy, Cheng, Robins & Trzesniewski 2009:9-10). Martinez-Pons (1990) maintain that

intrinsically motivated teachers (authentic pride individuals) are more committed and will remain in the teaching profession, whereas extrinsically motivated teachers (hubristic pride individuals) would leave the teaching profession as the result of unsatisfactory work environments (Martinez-Pons 1990:1). Therefore participants who experienced responsibilities and workload to have a strengthening effect on their commitment are probably intrinsically motivated as the result of *authentic pride* experiences which promotes their level of commitment. Day *et al.* (2005) maintain that work overload weakens commitment levels (Day *et al.* 2005:573). Therefore, participants who noted that this aspect strengthened their level of commitment could have experienced their workload as reasonable while the group for which it had a negative effect on commitment could have experienced work overload which negatively influenced their commitment level.

In terms of *professional development and growth* the participants who indicated that this aspect had a positive effect on their level of commitment also experienced higher levels of *authentic pride*. Alternatively the group for which *professional development and growth* had a negative effect on their commitment indicated that they were more aware of *alternatives*. Therefore, individuals with lower levels of *authentic pride* will probably investigate viable *alternatives*. Bogler and Somech (2004) report that professional growth accounted for increased levels of commitment in teachers, since teachers who are provided with opportunities for professional growth will attempt to do their work to the best of their ability (Bogler & Somech 2004:284). Chow *et al.* (2006) point out that professional development, are one of the aspects that promote work related outcomes (Chow *et al.* 2006:491). Therefore, the participants who noted that professional development and growth had a positive effect on their commitment could have experienced professional development and growth opportunities positively since it empowered them. Furthermore Park (2005) maintains that professional development opportunities provided by principals increased commitment to learners although it decreased commitment levels to schools (Park 2005:481). Thus, the participants who indicated that *professional development and growth* had a negative effect on their commitment could have experienced lower levels of *commitment* since their professional growth made them aware of opportunities that are available outside their current work environment.

For *salary* the group who indicated that it had a positive effect on their commitment experienced higher levels of *authentic pride, satisfaction, investment size, commitment level* and *meaning*. La Turner (2002) ascertains that poor payment lowers teachers' commitment and leads to poor retention (La Turner 2002:660). Therefore, the participants for whom *salary* had a positive effect on *commitment* probably views their *salary* as adequate, although their commitments are most likely reliant on the experience of *authentic pride, satisfaction, investments made* and the evaluation of their work as *meaningful*. Clark's (2003) findings indicate that individuals value their work, since it provides them with basic resources and maintains that it increases status, pride and respect from the community (Clark 2003:7-8). Therefore, in the present study participants could have experienced their *salary* as a necessity for survival as well as a source of *pride*, which increased the *satisfaction, investments made, commitment level* and *meaning*. Alternatively, participants who indicated that this aspect had a negative effect on their commitment could be dissatisfied with their *salary* since they feel that they are underpaid which hindered their experience of *authentic pride, satisfaction, investment size, commitment level* and *meaning*.

Needs fulfilment proved to be an important aspect in the experience of *authentic pride* and *satisfaction* in participants who indicated this aspect strengthened their level of commitment. Ramsay (2000) emphasise need fulfilment and positive views of the teaching profession as significant in commitment (Ramsay as cited in Sinclair 2008:80). Therefore, in the present study participants' most likely experienced *authentic pride* and *satisfaction* in their work as the result of need fulfilment which strengthened their level of commitment

Authentic pride and *satisfaction* was experienced to a larger degree in participants who reported that *learner behaviour* had a positive effect on commitment. Therefore, these participants most likely derive experiences of *authentic pride* and *satisfaction* from working with learners which promotes their level of *commitment*. Sinclair (2008) maintains that teacher retention is reliant on whether teachers feel they are able to work successfully with learners) (Sinclair 2008:83). Webb *et al.* (2004) established that teachers stayed in education when they received pleasure from working with learners and felt a commitment towards the development of the learners in their classes (Webb *et al.* 2004:181-183). Choi and Tang (2009) obtained similar results, in their study

commitment in teachers was increased and sustained as the result of internal factors such as feeling the need to work with learners which provided them with satisfaction in their work (Choi & Tang 2009:775).

5.2.1.2 Correlations

There are statistically significant relationships between *authentic pride*, *hubristic pride*, *satisfaction*, *quality of alternatives*, *investment size*, *commitment level* and *meaningfulness*. Therefore the results support the hypothesis that *pride* is correlated with *commitment*. Arnett *et al.* (2002) provides support for the notion that it is important to develop pride in teachers since this can supply the school with workers who are satisfied and who aims towards fulfilling their roles through behaviours that benefit the school (Arnett *et al.* 2002:96). Jepson and Forest (2006) notes that achievement striving is closely related to commitment. When teachers take pride in their work it stimulated them to be committed in order to obtain similar achievements in future (Jepson & Forest 2006:186). Therefore, I conclude that *pride* do play an essential role in the strengthening of teachers' *commitments*.

Arnett *et al.* (2002) maintain that when employees felt organizations were successful it increased their level of satisfaction which instilled a feeling of pride (Arnett *et al.* 2002:96). Pride was found to be a component that improves staff members' performance and it also fulfilled their needs of feeling important in the organisation (Chow, Lo, Sha & Hong 2006:491). Therefore, Arnett *et al.* (2002) and Chow *et al.* (2006) confirm the findings of the present study since they identified that when individuals take pride in what they do they will feel *satisfied*, *invest more* into their work and be more *committed* to the organisations that they work for. Conversely, Hart and Murphy (1990) report that teachers who emphasized achievement would try out various careers and not only view their skills as useful in the teaching profession (Hart & Murphy 1990:224 & 244). Therefore, Hart and Murphy (1990) confirm the findings of the present study since authentic pride correlated negatively with alternatives. The present study's findings indicate that when teachers experience *authentic pride* they will be *satisfied*, *invest a lot* into their work and experience higher *levels of commitment* although they will also be open to *alternatives* to their current work environment. *Hubristic pride* correlated with *meaningfulness*, which could have occurred since participants that scored higher on

hubristic pride experience an inflated sense of self-importance. Although, the results obtained on *hubristic pride* and *meaning* are puzzling and begs further research.

Meaningfulness correlated significantly with all the commitment subscales, namely: *Satisfaction*, *quality of alternatives*, *investment size* and *level of commitment*. Webb *et al.* (2004) report that teachers felt fulfilled by their work when they had the opportunity to express their personality characteristics, preferences and strengths (Webb *et al.* 2004:181-183), which affirms how *meaningfulness* was operationalised in the present study. To eliminate the possibility that the *meaningfulness* scale may only be a different way of measuring *satisfaction*, partial correlations controlling for *satisfaction* still resulted in a statistically significant correlation between *meaningfulness* and *level of commitment*. Therefore, the present study adds a predictor (*meaningfulness*) that can partially explain *satisfaction*, while still being unique in its own right. The Meaning Maintenance model was used to bring certain aspects related to the study into focus, since it highlights the importance of *meaning* for individuals and the necessity of maintaining it, as well as the fact that it suggests different perspectives on the findings. Individuals (teachers) are *meaning* makers who in the case of the present study experience *authentic pride* as the result of *commitments*. Meaning in life is important to individuals and motivates them to make use of fluid compensation in order to maintain *meaningful* frameworks (Heine, Proulx & Vohs 2006:92). Thus, in the same way teachers are dependent on relational structures and they have the ability to adapt structures through behaviours that they perform. Therefore, teachers are able to adapt beliefs when needed to make space for discrepancies or they modify new aspects in order to minimize differences so that it can fit into existing frameworks. In the event that teachers become aware of negative beliefs that others might have about them, they have the power to display alternative behaviours in order to minimize negative effects. Positive work-related experiences could provide teachers with feelings of *pride* which can influence behaviours to the extent where they maintain *commitments* in order to ensure these experiences reoccur.

Therefore the Meaning Maintenance model proves to be important in understanding the relationship between *pride*, *commitment* and *meaning* in teachers. Teachers might choose to perform certain work related actions as the result of previous *pride* experiences which provides them with *meaning* and promote behaviours that make the future experience of *pride* possible. Consequently, teachers might be *committed* to their

work as teachers when they feel their work adds *meaning* to their lives through the mechanism of *pride*. Therefore, the present study concludes that *pride* is an important aspect to consider in *commitment* strength and it also provides evidence of *meaning* being an important correlate of *commitment* that deserves further study.

5.2.2 PRIDE AND COMMITMENT

An adapted version of the Investment Model of commitment was used to examine the three determinants of commitment, namely: the extent to which teachers derive satisfaction from teaching (satisfaction level), the extent to which they perceive better alternatives to teaching available to them (quality of alternatives) and the extent to which they feel they have invested in their teaching career (investment size) (Le & Agnew 2003:38-39). To extend the theoretical model of commitment, my supervisor and I included a fourth determinant which we hypothesised to be important in forming commitments, namely meaningfulness. The theoretical model containing the hypotheses is presented below.

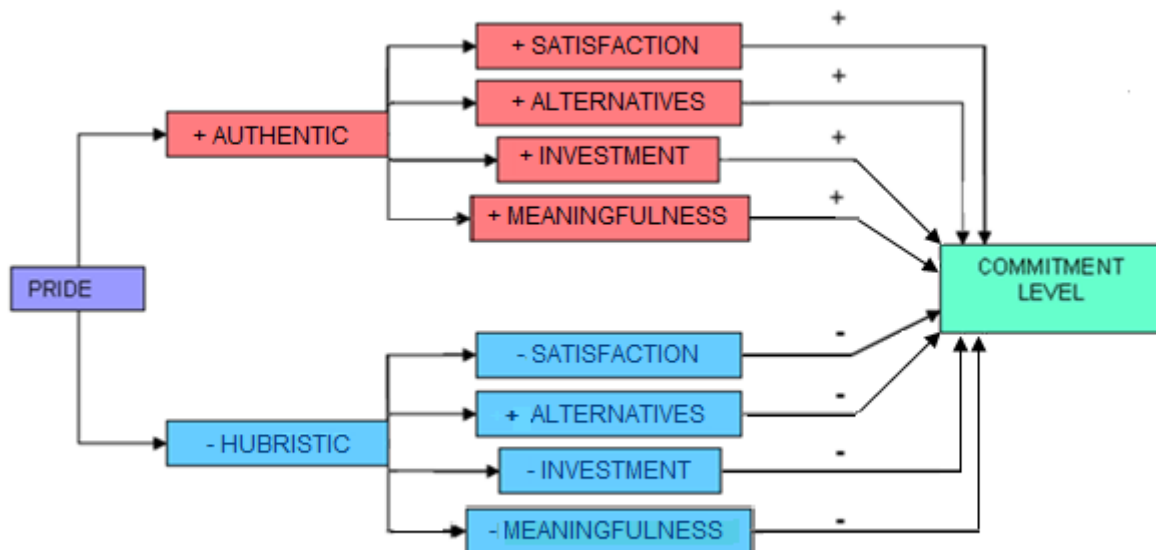


Figure 1: Theoretical Framework

The results support the hypothesis that pride is correlated with commitment. Tangney (2003) and Tracy and Robins (2007) established that pride motivates behaviour and promotes perseverance (Tangney 2003:384; Tracy & Robins 2007a:147-149). Pride is

an evaluative emotion that drives individuals' in such a way that it motivates them to obtain achievements (Eisenberg 2000:666; Lewis 2000:623; Stoeber, Harris & Moon 2007:132; Tangney & Fisher 1995 as cited in Michie 2009:394; Tracy & Robins 2004b:112; Tracy & Robins 2007:147; Williams & DeSteno 2008:1008 & 1012-1014). Therefore, the present study confirms findings from previous studies and supports the theoretical framework, since pride has demonstrated to be correlated to commitment.

Tracy *et al.* (2009) found authentic pride to increase feelings of self-competence and it was closely related to genuine self-esteem (Tracy *et al.* 2009:203 & 209). Thus, as expected *authentic pride* correlated with *satisfaction, investment size, commitment level and meaningfulness*, since it is experienced by individuals who are satisfied with themselves, who feel it is important to invest a lot into their work which in-turn necessitates them to be committed to their work which they find meaningful. What is unexpected is hubristic pride's correlation with meaningfulness. Hubristic pride occurs as the result of an excessive need to achieve in order to avoid shame or to attain vengeance (Michie 2009:396; Tracy *et al.* 2009:2; Tracy & Robins 2004b:117; Tracy & Robins 2007:149; Williams & DeSteno 2008:1008). Thus, hubristic individuals likely experience their work as meaningful since they need to achieve in order to avoid shame (Lewis 2000:628 & 630; Williams & DeSteno 2008:1008 & 1015), and their work might provide them with a sense of importance.

Le and Agnew's (2003) meta-analysis on commitment indicated the important role of satisfaction, alternatives and investment size in commitment strength (Le & Agnew 2003:50-52). The present study concludes that another aspect seems to be important in predicting commitment. The relative importance of meaningfulness in the prediction of work commitment was investigated and results showed that meaningfulness do in fact play an essential role in commitment strength. Therefore, the present study modifies Interdependence theory and the Investment Model of commitment for work contexts.

5.3 CONTRIBUTION OF STUDY

5.3.1 THEORETICAL CONTRIBUTION

The first significant contribution that the present study makes is to indicate that the experience of authentic pride is highly related to the strength of one's commitments. Thus, teachers in this study who experienced pride in themselves were more likely to form strong commitments to teaching, to derive satisfaction from teaching, and to experience teaching as meaningful. These findings are supported by literature on pride, since pride has been found to be a motivator of behaviour and it is closely related to self-efficacy. The present study, demonstrated that pride has motivational value in terms of commitment processes, since when individuals feel good about work they performed they experience pride, (Tracy & Robins 2007a:149; Williams & DeSteno 2009:286-287), which promotes improved performance at subsequent tasks. Therefore, pride motivates and reinforces behaviours not only to maintain a positive self-concept (Tracy & Robins 2007a:149), but also to maintain commitment.

The findings of the present study have the potential to make a significant theoretical contribution to the development of a theory of commitment and can inform international developments in the study of commitment. Firstly, the study provides the first evidence to suggest that the Investment Model of commitment can be extended beyond romantic contexts to reliably study commitment in non-romantic contexts. Secondly, the study extends the Investment Model by adding meaningfulness as a fourth unique factor associated with level of commitment. This implies that an identity model of commitment containing meaningfulness as a determinant may be very appropriate to studying commitment in non-romantic contexts. Indeed, the meaning of commitments may be more important in determining level of commitment rather than satisfaction. This means that individuals may very well maintain commitments if they are meaningful, even though they may not offer a lot of satisfaction at times. Human-Vogel (2008) conducted a study on self-regulation and found that committed students persevered with their studies, regardless of unpleasant experiences and stress, since they relied on positive emotions to regulate their behaviour (Human-Vogel 2008:119). Perhaps the reason for this occurrence could be the experience of meaningfulness in relation to commitments. Thus, the present study suggests that meaningfulness can be reliably studied, and that

meaningfulness can add significant and unique predictive value to the study of teachers' commitment. Finally, the study further supports the hypothesis that individuals form and maintain commitments not only because they derive satisfaction from the object of their commitment, or because it is meaningful to them, but because they take pride in themselves.

5.3.2 PRACTICAL CONTRIBUTION

The present study aimed to investigate the relationship between authentic and hubristic pride and commitment to contribute to understanding motivational processes in commitment. The findings are important because it challenges and extends the pragmatic nature of the Investment Model of commitment and sheds light on pride as a motivational factor in the maintenance of commitment processes and as such represents an important contribution to the literature on commitment. More specifically the present study established the importance of meaningfulness and the part it plays in the maintenance of commitment levels, which provides for an adaptation to the way in which commitment has been investigated. Rather, with this knowledge meaningfulness identified as a predictor of commitment provides for a significant methodological contribution since commitment does not only rely on dependence.

On a practical level this study can inform policy so as to incorporate into school leadership training programs important constructs such as skills that promote the development of positive work climates as well as skills for the development of committed teachers. Riehl and Sipple (1996) established that school climate play an important role in teacher commitment, more specifically support with administrative duties, minimal disturbances when teaching, resources, independence with regard to classroom management and active participation in decisions made regarding school policy as important factors in teacher commitment (Riehl & Sipple 1996:873 & 889-893). The present study provides valuable information on aspects that strengthen and weaken teachers' commitment for example; the relative importance of colleague relationships, school management decision making, responsibilities and workload, professional growth and development, salary, learner behaviour and needs fulfilment on teachers' experience of authentic pride, satisfaction and commitment was established. Meaningfulness has also been identified as a construct that can positively influence

teacher commitment which in turn can positively influence school contexts. The present study provides leaders with information in order to support teachers in experiencing their work as meaningful, for example by providing them with tasks that they find meaningful and to which they are highly committed. The present study also contributes to an understanding of the importance for teachers to have a sense of pride in being teachers to maintain their commitments to teaching. The implications of these findings for policy frameworks in South Africa are significant.

5.4 LIMITATIONS AND RECOMMENDATIONS

The present study was a case study involving white, Afrikaans speaking teachers at three high schools in the Pretoria-area with limited generalisability to other language groups. All the participants that took part in the study come from high socio-economic environments, where they have an abundance of resources to support them with their work. Most of them have degrees while a large amount also have post-graduate degrees. Although the correlations between the instruments in this pilot study was very strong, the study should nonetheless be replicated with a more diverse group of participants so that the cross-cultural applicability of the instruments can be investigated. Previous studies indicate that commitment does not vary with regards to gender or culture, although it could be wise to investigate these determinants in future research (Le & Agnew 2003:39). The present study asked on open ended question on “What makes teachers particularly proud?” Therefore, the recommendation is made that the present study be deepened qualitatively with the inclusion of questions, such as: “What are the kinds of things that are meaningful to you as a teacher?” With regards to factor analysis the recommendation is made that the external validity and factor structure of the meaningfulness items should be investigated through future research endeavours. This can be done through a qualitative study as mentioned previously or another quantitative study where more meaningfulness items can be included that investigates meaning from a different stance.

5.5 SUMMARY

In this chapter a discussion and interpretation was presented of the findings of the present study and how it relates to the literature on pride and commitment. The

important contributions of the present study were discussed in terms of theoretical and practical contributions that the study has made to the field of educational research. Finally limitations experienced during the study as well as recommendations for future research was presented.

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APPENDIXES

APPENDIX A



INVITATION TO PARTICIPATE IN RESEARCH

**TROTS EN VERBINTENIS IN 'N STEEKPROEF VAN
SUID-AFRIKAANSE ONDERWYSERS
PRIDE AND COMMITMENT IN A SAMPLE OF
SOUTH-AFRICAN TEACHERS**

Daar word van studente wat 'n Meestersgraad in Opvoedkundige Sielkunde by die Universiteit van Pretoria van Suid-Afrika voltooi, verwag om onafhanklike navorsing in 'n veld van belang te doen. Hierdie brief bevat informasie rakende so 'n poging en beoog om potensiële deelnemers mee te deel waarvoor bogenoemde studie handel sodat hulle 'n keuse gebied kan word om aan die navorsing deel te neem. Die doel van hierdie brief is dus om ingeligte toestemming vanaf deelnemers te bekom. Die navorser wat hierdie studie onderneem, is onder streng toesig van 'n senior dosent by die Universiteit, en het etiese klaring vanaf die Fakulteit van Opvoedkundige Etiese Komitee (Klaringsnommer: EP10/01/01) van die Universiteit van Pretoria ontvang. Die Etiese Komitee bepaal perke op die handelswyse van navorsers wat gebaseer is op etiek en eerlikheid. Die student het ook reeds vanaf die Gauteng Onderwys Departement toestemming ontvang om die studie te onderneem.

Students who are completing a Masters Degree in Educational Psychology at the University of Pretoria in South Africa are required to conduct independent research in a field of interest. This letter contains information regarding such an attempt and aims to inform potential participants about the contents of the above mentioned study and provide them with a choice to participate in the research. Thus, the goal of this letter is to obtain informed consent from participants. The researcher conducting this study is under strict supervision from a senior lecturer at the University, and has already received ethical clearance from the University of Pretoria's Faculty of Education Ethics Committee (Clearance number: EP10/01/01). The Ethical Committee determines boundaries on the conduct of researchers which is grounded in ethics and honesty.

The student has also received permission from the Gauteng Education Department to undertake the study.

Waaroor handel die studie?

Die doel van hierdie navorsing is om die trots en verbintenis ervarings in hoërskoolonderwysers te ondersoek. Voorafgaande navorsing het aangedui dat trotservaringe individue se aanpassing in die samelewing op positiewe of negatiewe maniere beïnvloed. Dit wil voorkom asof trots-belewenisse ook 'n effek op individue se vlak van verbintenis tot gevolg kan hê. Verwante navorsing toon 'n sterk verhouding tussen verbintenisvlak in onderwysers, leerderprestasie en skoolbevordering. Studies oor verbintenisvlak het aangedui dat satisfaksie, alternatiewe en beleggings wat gemaak word verbintenisvlak in romantiese verhoudings beïnvloed en dui daarop dat hierdie drie konstruksies ook 'n belangrike rol in onderwysers se verbintenisvlakke kan hê. Hierdie studie sal dus poog om inligting in te win rakende die bemiddelingsrol van satisfaksie, alternatiewe en beleggings op die verhouding tussen trots en verbintenis. Informasie wat deur hierdie studie genereer word, sal moontlik insig bied rakende die invloed van trotservaringe op onderwysers se verbintenis tot hul werk, wat duidelikheid kan bied rakende maniere waarop verbintenisvlakke verhoog en onderhou kan word. Die doel van hierdie studie is om teoretiese helderheid van bogenoemde konstruksies te bekom ten voordeel van toekomstige navorsingspogings.

What is the study about?

The goal of this research is to investigate pride and commitment experiences in high school teachers. Previous research has indicated that pride experiences can influence individuals adjustment in society in positive or negative ways. It seems that pride experiences can also have an effect on individuals level of commitment. Related research shows a strong relationship between commitment level in teachers, learner performance and school-promotion. Studies on commitment level has indicated that satisfaction, alternatives and investments made influence commitment level in romantic relationships and indicates that these three constructs can also play an important role in teachers level of commitment. Thus, this study will attempt to obtain information on the mediating role that satisfaction, alternatives and investments made can play in the relationship between pride and commitment. Information generated through this study could provide insight regarding the influence of pride experiences on teachers' commitment to their work, which provides clarity regarding the way in which commitment levels can be strengthen and maintained. The goal of this study is to obtain theoretical clarification of abovementioned constructs in favour of future research endeavours.

Wat word van u verwag?

As deelnemer word u gevra om drie vraelyste {Demografiese veranderlike verwant aan die fenomeen (± 5 minute), “Authentic” en “Hubristic” Trots-Geneigdheid Instrument (± 20 minute) en Rusbult se Belegging Model van Verbintenis Skaal (± 30 minute)} te voltooi. Die vraelyste gaan die navorser help om bewus te word van trotservaringe waaroor u beskik, asook inligting rakende die vlak van verbintenis wat u tans ervaar. Die doel van die vraelyste is om verhoudinge tussen die konstrukte te identifiseer sodat die oorsprong, asook instandhouding daarvan bekend kan word. Deelname aan bogenoemde studie is geheel en al vrywillig. Deelnemers word glad nie gedwing of gemanipuleer om deel te neem nie. Individue kan enige tyd besluit om van die studie te onttrek (vanaf die tyd wat hulle die vraelyste ontvang totdat die boks met voltooide vraelyste by die skool afgehaal word) en hul wense sal gerespekteer word sonder enige nagevolge. Deelnemers word aangemoedig om vrae te vra om sodoende duidelikheid te kry rakende enige aspekte van die navorsingsproses wat nog onduidelik mag wees.

What is expected of you?

As participant you are asked to complete three questionnaires {Demographic variables related to the constructs under study (± 5 minutes), “Authentic” and “Hubristic” Pride-Proneness Instrument (± 20 minutes) and Rusbult’s Investment Model of commitment Scale (± 30 minutes)}. The questionnaires will help the researcher to become aware of your pride experiences and it will provide information regarding the level of commitment that u experience at the moment. The aim of the questionnaires is to become aware of relationships between the constructs in order to identify the origin and maintenance thereof. Participation in abovementioned study is completely voluntary. Participants are not forced or manipulated to take part in any way. Individuals can at any time decide to withdraw from the study (from the time that they receive the questionnaires up to the time that the box with the completed questionnaires are picked up from the school) and their wishes will be respected without any consequences. Participants are encouraged to ask questions in order to obtain clarity regarding any aspects of the research process that might still be unclear.

Privaatheid, vertroulikheid & anonimiteit:

Alle informasie wat aan die navorser verskaf word, sal streng vertroulik hanteer word en sal slegs vir die doel van navorsing gebruik word. Die navorser sal geen identifiserende inligting aan enige derde party (bv. skool of Onderwys Departement) beskikbaar maak nie. Daar word glad nie van deelnemers verwag om hul name op enige stadium aan die navorser bekend te maak nie.

Privacy, confidentiality & anonymity:

All information provided to the researcher will be kept in the strictest confidence and will only be used for the goal of research. The researcher will not make identifying information available to

any third party (eg school or Education Department). Participants will not be expected at any stage to make their names available to the researcher.

Aanbieding van resultate:

Die resultate van hierdie studie sal in die vorm van 'n Meestersverhandeling aan die einde van 2010 aangebied word. Indien hierdie studie geldige en merkwaardige resultate bied, is die moontlikheid daar dat dit in 'n portuur-resensie-joernaal gepubliseer kan word. Data wat deur hierdie navorsing ingesamel word, word die eiendom van die Universiteit van Pretoria en mag in toekomstige navorsing gebruik word. Dankie vir u vriendelike oorweging en belangstelling in die deelname van hierdie navorsing. Indien u enige verdere navrae het, is u welkom om my, Michelle Nortje (0722104858) of my dosent, dr. Salome Human-Vogel (012 420 3751) te kontak. Indien u belangstel om aan die begenoemde navorsing deel te neem, moet u asb. die onderstaande ingeligte toestemmingsbrief en vraelyste voltooi. Sodra u die brief en vraelyste ingevul het, kan u die volledige dokument in die koevert wat aan u verskaf is plaas en dit toelak. Daarna moet die koevert in 'n boks in die skool se kluis gesit word (**die keerdatum vir hierdie studie is 26 Mei 2010 en alle voltooide vraelyste moet asb. voor hierdie datum in die karton houer geplaas word**). Die boks sal duidelik gemerk wees met die opskrif: Trots- en verbintenisnavorsing.

Presentation of results:

*The results of this study will be presented in the form of a Masters Dissertation at the end of 2010. If this study provides valid and noteworthy results, there is the possibility that the findings will be published in a peer reviewed journal. Data gathered through this research becomes the property of the University of Pretoria and may be used in future research. Thank you for your kind consideration and interest in the participation of this research. If you have any additional enquiries, you are welcome to contact me Michelle Nortjé (0722104858) or my lecturer Dr. Salome Human-Vogel (012 420 3751). If you are interested in taking part in this study you need to complete the following informed consent letter and questionnaires. Once you have completed the letter and questionnaires you can put the completed document in the envelope provided. After sealing the envelope it should be placed in a box in the schools safe (**the return date for this study is 26 May 2010 and all completed questionnaires must please be in the box before this date**). The box will be clearly marked with the heading: Pride and commitment research.*

BRIEF VAN INGELIGTE TOESTEMMING

Met hierdie brief gee ek toestemming om aan bogenoemde navorsing oor trots en verbintenis deel te neem. Ek is bewus daarvan dat ek die reg het om op enige stadium (voordat die vraelyste by die skool afgehaal word) van die studie te onttrek, indien ek ongemaklik of mislei voel. Ek het hierdie brief gelees en verstaan wat van my verwag word. Ek kies vrywillig om aan die studie deel

te neem. Hiermee bevestig ek dat ek self besluit het om deel te neem en onder geen omstandighede forseer, manipuleer, mislei of gedwing is om deel te neem nie.

Deelnemer (onderwyser/es)

Datum

Michelle Nortjé (navorsers)

Datum

LETTER OF INFORMED CONSENT

With this letter I provide consent to take part in the above mentioned research on pride and commitment. I am aware of the fact that I have the right to withdraw from the study (at any time before the questionnaires are picked up from the school) if I feel uncomfortable or misled. I have read this letter and understand what will be expected of me. I choose voluntarily to participate in the study. With this I confirm that I have decided on my own to take part, under no circumstances was I forced, manipulated, misled or compelled to take part.

Participant (teacher)

Date

Michelle Nortjé (researcher)

Date

APPENDIX B

DEMOGRAFIESE VRAELYS DEMOGRAPHICAL QUESTIONNAIRE

(Alle inligting word streng vertroulik hanteer en anonimiteit word verseker)
(All information will remain confidential and anonymity is insured)

Voltooi asb. die onderstaande vrae deur 'n kruis binne die gepaste blok te trek:
Please complete the following questions by drawing a cross in the suitable block:

1. Dui u geslag aan: / Indicate your gender:

V1/___

Manlik / Male		Vroulik / Female	
------------------	--	---------------------	--

2. Wat is u ouderdom? / Wat is your age? _____

V2/___

3. Wat is u huwelikstatus? / What is your marital status?

V3/___

Nooit getroud / Never married	
Getroud / Married	
Geskei / Divorced	
Weer getroud / Remarried	
Woon saam met lewens-maat / Live with your life partner	

V4/___

4. U hoogste kwalifikasie: / Your highest qualification:	Jaar voltooi. / Year completed.	Naam van kwalifikasie: / Name of qualification:
Diploma / Sertifikaat / Diploma / Certificate		
Graad / Degree		
Honeurs graad / Honours degree		
Meesters graad / Masters degree		
Doktors graad / Doctoral degree		

5. Hoeveel jare is u al in die onderwys? / *For how many years have you worked in education?*

_____ V5/___

6. Hoeveel jare is u al 'n onderwyser/es by die skool waar u tans skool hou? / *For how many years have you been a teacher at the school where you currently teach?* _____

V6/___

7. Pos wat u tans beklee: / *Position that you fill at the moment:*

V7/___

Hoof / <i>Principal</i>	
Adjunkhoof / <i>Deputy principal</i>	
Departementshoof / <i>Head of Department</i>	
Vakhoof / <i>Subject head</i>	
Graadhoof / <i>Grade head</i>	
Onderwyser / <i>Teacher</i>	

*Questions 8 and 9 were not analyzed during data analysis, since there was a large amount of missing data.

8. Grade waarvoor u tans skool gee: / *Grades that you teach at the moment:*

V/___

Graad 8 leerlinge / <i>Grade 8 learners</i>	
Graad 9 leerlinge / <i>Grade 9 learners</i>	
Graad 10 leerlinge / <i>Grade 10 learners</i>	
Graad 11 leerlinge / <i>Grade 11 learners</i>	
Graad 12 leerlinge / <i>Grade 12 learners</i>	

V/___

9. Buitemuurse aktiwiteite waarby u betrokke is: / <i>Extracurricular activities that you are involved in:</i>	Spesifiseer aktiwiteit en dui aan hoeveel ure per kwartaal aan elke aktiwiteit spandeer word? / <i>Specify the activity and indicate how many hours per term you spend on each activity?</i>
Sport aktiwiteite / <i>Sport activities</i>	
Kultuur aktiwiteite / <i>Culture activities</i>	
Bestuur aspekte van die skool / <i>Management aspects of the school</i>	
Vergaderings / <i>Meetings</i>	
Funksies vir leeders (bv: Matriekafskeid) / <i>Functions for</i>	



<i>learners (eg. Matric farewell)</i>	
Ekstra klasse na skool ure / <i>Extra classes after school hours</i>	
Ander, spesifiseer asb: / <i>Others, please specify:</i>	

V8/ __

10. Hoe sou u die ondersteuning wat u vanaf die bestuur van die skool ontvang klassifiseer? (merk toepaslike blok met 'n kruis) / <i>How would you classify the support that you receive from the school's management? (mark appropriate block with a cross)</i>	
Baie goed / <i>Very good</i>	
Goed / <i>Good</i>	
Gemiddeld / <i>Average</i>	
Onder-gemiddeld / <i>Below average</i>	
Swak / <i>Poor</i>	

11. Plaas die volgende aspekte van u werk in rang orde: {Vanaf mees bevredigend (1) na minste bevredigend (6)} *Place the following aspects of your work in rank order: {From most satisfying (1) to least satisfying (6)}*

Om klas te gee / <i>To teach</i>	V9/ __
Beplanning van lesse, toetse en eksamens / <i>Planning of lessons, tests and exams</i>	V10/ __
Vergaderings / <i>Meetings</i>	V11/ __
Buitemuurse aktiwiteite / <i>Extracurricular activities</i>	V12/ __
Administratiewe aspekte / <i>Administrative aspects</i>	V13/ __
Leerder gedrag & interaksie met leerders / <i>Learners behaviour & interaction with learners</i>	V14/ __

12. Watter effek het die onderstaande faktore op u verbintenis tot u beroep? (omkring gepaste getal) <i>What effect do the following factors have on your level of commitment to your career? (circle appropriate number)</i>				
Verswak vlak van verbintenis tot 'n groot mate / <i>Weakens level of commitment to</i>	Verswak vlak van verbintenis / <i>Weakens commitment level</i>	Geen effek op vlak van verbintenis / <i>No effect on commitment</i>	Versterk vlak van verbintenis / <i>Strengthens commitment level</i>	Versterk vlak van verbintenis tot 'n groot mate / <i>Strengthens commitment level</i>

<i>a large degree</i> (1)	(2)	<i>level</i> (3)	(4)	<i>to a large degree</i> (5)
<i>Verhouding met kollegas / Relationships with colleagues</i>				V15/___
(1)	(2)	(3)	(4)	(5)
<i>Besluitneming deur bestuur van skool / Decisions made by school management</i>				V16/___
(1)	(2)	(3)	(4)	(5)
<i>Verantwoordelik-hede & werk lading / Responsibilities & work load</i>				V17/___
(1)	(2)	(3)	(4)	(5)
<i>Professionele groei & ontwikkeling / Professional growth & development</i>				V18/___
(1)	(2)	(3)	(4)	(5)
<i>Persepsie van samelewing oor onderwysers en die onderwys as beroep / Perceptions of society about teachers and education as an occupation</i>				V19/___
(1)	(2)	(3)	(4)	(5)
<i>Stabiliteit & sekuriteit wat u tans in u werk opset ervaar / Stability & security that you experience in you work set-up at the moment</i>				V20/___
(1)	(2)	(3)	(4)	(5)
<i>Salaris wat u tans ontvang / Salary that you receive at the moment</i>				V21/___
(1)	(2)	(3)	(4)	(5)
<i>Vryheid, werk ure & vakansies / Freedom, work hours & holidays</i>				V22/___
(1)	(2)	(3)	(4)	(5)
<i>Leerder gedrag / Learners behaviour</i>				V23/___
(1)	(2)	(3)	(4)	(5)
<i>Behoeftte vervulling / Needs fulfillment</i>				V24/___
(1)	(2)	(3)	(4)	(5)
<i>Stres vlakke / Stress levels</i>				V25/___
(1)	(2)	(3)	(4)	(5)

13. In terme van u profesie as onderwyser, waarop is u besonder trots? / In terms of your profession as teacher, what makes you particularly proud? V26/___

APPENDIX C

STRUKTUUR VAN TROTS

*Evalueer jouself ten opsigte van die volgende kwaliteite; omkring die getal wat jou die beste beskryf.

STRUCTURE OF PRIDE

*Rate yourself in terms of the following qualities; please circle the number that describes you best.

1. Ek voel bekwaam / I feel accomplished

V27/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

2. Ek voel asof ek presteer / I feel like I have achieved

V28/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

3. Ek voel arrogant / I feel arrogant

V29/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

4. Ek voel verwaand / I feel conceited

V30/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

5. Ek voel selfversekerd / I feel confident

V31/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

6. Ek voel asof ek egoïsties is / I feel like I am egotistical

V32/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

7. Ek voel vervuld / I feel fulfilled

V33/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

8. Ek voel hoogdrawend / I feel pompous

V34/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

9. Ek voel produktief / I feel productive

V35/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)

10. Ek voel ek het eie-waarde / I feel like I have self-worth

V36/___

1	2	3	4	5
---	---	---	---	---

(glad nie / not at all)

(uitermatig / extremely)



11. Ek voel selfingenome / *I feel smug*

V37/___

1	2	3	4	5
---	---	---	---	---

(glad nie / *not at all*) (uitermatig / *extremely*)

12. Ek voel ek is snobisties / *I feel like I am snobbish*

V38/___

1	2	3	4	5
---	---	---	---	---

(glad nie / *not at all*) (uitermatig / *extremely*)

13. Ek voel asof ek beter as ander is / *I feel like I am stuck-up*

V39/___

1	2	3	4	5
---	---	---	---	---

(glad nie / *not at all*) (uitermatig / *extremely*)

14. Ek voel suksesvol / *I feel successful*

V40/___

1	2	3	4	5
---	---	---	---	---

(glad nie / *not at all*) (uitermatig / *extremely*)

APPENDIX D

VERBINTENIS SKAAL *Omkring 'n getal. / **COMMITMENT SCALE** *Circle a number.

BEVREDIGING: Globale items / *SATISFACTION: Global items*

1. Ek voel tevrede met onderwys as my beroep. (Omkring asb. 'n getal). / *I feel satisfied with my teaching career. (Please circle a number).* V41/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

2. Ek dink my werk as 'n onderwyser/es is baie beter as ander tipes werk. / *I think my work as a teacher is much better than other types of work.* V42/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

3. My werk as 'n onderwyser/es is byna ideaal. / *My work as a teacher is close to ideal.* V43/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

4. My werk maak my werklik gelukkig. / *My work makes me very happy.* V44/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

5. Onderwys help baie om my behoeftes aan intellektuele stimulasie, mense, interaksie, ens te vervul. / *Teaching does a good job of fulfilling my needs for intellectual stimulation, people, interaction etc.*

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

KWALITEIT VAN ALTERNATIEWE: Globale items / *QUALITY OF ALTERNATIVES: Global items*

1. Ander beroepe buiten die onderwys (waarby ek moontlik betrokke kan raak) is werklik aanloklik. (Omkring asb. 'n getal). / *Occupations other than teaching (with which I might become involved) are very appealing. (Please circle a number).* V46/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

2. Daar is alternatiewe tot onderwys wat vir my ideaal lyk (om in 'n ander veld te werk, om tyd aan ander dinge eerder as die onderwys te spandeer, ens.) / *There are alternatives to teaching that I find close to ideal (working in a different field, spending time doing things other than teaching, etc.)* V47/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

3. Indien ek nie onderwys gegee het nie, sou dit goed wees – Ek sou 'n ander aanloklike beroep vind. / *If I weren't a teacher, I would do fine - I would find another appealing occupation.* V48/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

4. Daar is alternatiewe tot onderwys wat vir my baie aantreklik is (om in 'n ander veld te werk, iets anders te doen). / *There are alternatives to being a teacher that are attractive to me (working in a different field, doing something else).* V49/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

5. My werk-verwante behoeftes (om met kinders te werk, skool omgewing, werk ure, ens.) sou maklik deur alternatiewe werk vervul kan word. / *My work-related needs (working with children, school environment, work hours, etc.) could easily be fulfilled through alternative employment.* V50/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

BELEGGING GROOTTE / OMVANG: Globale items / INVESTMENT SIZE: Global scores

1. Ek het baie in my onderwysloopbaan ingesit en ek sal dit alles verloor indien dit op 'n einde kom. (Omkring asb. 'n getal). / *I have put a great deal into my teaching career that I would lose if it were to end.* (Please circle a number). V51/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

2. Baie aspekte van my lewe het met my beroep in die onderwys verstrengel geraak (bv. vriendskappe wat ek met kollegas opgebou het, ens.) en ek sal dit alles verloor indien ek die onderwys verlaat. / *Many aspects of my life have become linked to my teaching career (e.g. friendships that I have built up with colleagues etc.) and I would lose all of this if I were to quit teaching.* V52/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

3. Ek voel baie betrokke by my werk –ek het aansienlik daarin belê. / *I feel very involved in my work - like I have put a great deal into it.* V53/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

4. My lewe sou leeg voel indien ek nie meer onderwys gee nie (bv. Ek sou nie weet hoe om myself besig te hou nie, sal my kollegas mis, ens.) / *My life would become empty if I were to quit my teaching job (e.g. Wouldn't know how to keep myself busy, would miss colleagues, etc.).* V54/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

5. Vergeleke met ander mense wat ek ken, het ek aansienlik in my onderwysloopbaan belê. / *Compared to other people I know, I have invested a great deal in my work as a teacher.* V55/___

0	1	2	3	4	5	6	7	8
Stem glad nie saam nie / <i>Do not agree at all</i>			Stem redelik saam / <i>Agree somewhat</i>			Stem heeltemal saam / <i>Agree completely</i>		

VERBINTENIS VLAK ITEMS / COMMITMENT LEVEL ITEMS

1. Ek wil 'n onderwyser/es wees tot en met my aftrede. (Omkring asb. 'n getal). / *I want to be a teacher until its time for me to retire. (Please circle a number).* V56/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

2. Ek is verbind daartoe om die beste onderwyser/es te wees wat ek kan wees. / *I am committed to being the best teacher I can be.* V57/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

3. Ek sou nie baie ontsteld wees indien my beroep in die onderwys in die nabye toekoms tot 'n einde sou kom nie. / *I would not feel very upset if my career as a teacher were to end in the near future.* V58/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

4. Dit is waarskynlik dat ek in die volgende jaar of twee 'n ander loopbaan sal beoefen. / *It is likely that I will have a different job in the next year.* V59/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

5. Ek voel baie geheg aan my werk – baie sterk verbind tot my beroep as onderwyser/es. / *I feel very attached to my job - very strongly linked to my teaching.* V60/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

6. Ek wil my beroep in die onderwys volhou tot my aftrede. / *I want my teaching career to continue until retirement.* V61/___

0 1 2 3 4 5 6 7 8



Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

7. In terme van my onderwysberoep, is ek ingestel op 'n langtermyn toekoms (bv. Ek kan my indink dat ek onderwys sal gee baie jare van nou af). / *In terms of my teaching career, I am oriented toward the long-term future (e.g. I imagine being a teacher several years from now).* V62/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

BETEKENISVOLHEID / MEANINGFULNESS

1. Onderwys is vir my baie betekenisvol. (Omkring asb. 'n getal). / *Teaching is very meaningful to me. (Please circle a number).* V63/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

2. My beroep as onderwyser/es laat my toe om myself ten volle uit te leef. / *Teaching allows me to express myself completely.* V64/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

3. My beroep as onderwyser/es weerspieël die persoon wat ek is. / *My teaching career reflects who I am as a person.* V65/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

4. Onderwys het bygedra tot my vorming as mens. / *Teaching has contributed to shaping who I am today.* V66/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /
Do not agree at all

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely



5. Ek is 'n gebore onderwyser. / *I am a born teacher.*

V67/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

Do not agree at all

6. Om voor 'n klas vol kinders te staan voeg betekenis by my lewe. / *To face a class of children adds meaning to my life.*

V68/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

Do not agree at all

7. Ek kan my nie indink om enige iets anders te wees as 'n onderwyser nie. / *I cannot imagine being anything else but a teacher.*

V69/___

0 1 2 3 4 5 6 7 8

Stem glad nie saam
nie /

Stem redelik saam /
Agree somewhat

Stem heeltemal saam /
Agree completely

Do not agree at all

8. Onderwys verleen sin aan my lewe. / *Teaching lends meaning to my life.*

V70/___

0 1 2 3 4 5 6 7 8

***Dankie vir u tyd**

***Thank You for your time**

APPENDIX E



Faculty of Education
Ethics Committee
12 February 2010

Dear Ms Nortje

REFERENCE: EP10/01/01

Your application was carefully considered and discussed during a Faculty of Education Ethics Committee meeting on 11 February 2010 and the final decision of the Ethics Committee is:

Your application is approved on the following conditions:

1. Translate letters requesting permission and protocols into Afrikaans, in order to address an exclusively Afrikaans- speaking target audience

This letter serves as notification that you may continue with your research. You do not have to re-submit an application. The above-mentioned issues can be addressed in consultation with your supervisor who will take final responsibility.

Please note that this is **not a clearance certificate**. Upon completion of your research you need to submit the following documentation to the Ethics Committee:

- 1) Investigator(s) Declaration that you adhered to conditions stipulated in this letter (D08/01).
- 2) Investigator(s) Declaration for the storage of research data and/or documents (Form D08/02).
- 3) Supervisor's Declaration for the storage of research data and/or documents (Form D08/03).

On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number EP10/01/01 in any communication with the Ethics Committee.

Best wishes,

Prof Liesel Ebersohn

Chair: Ethics Committee

Faculty of Education



APPENDIX F



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	12 March 2010
Name of Researcher:	Michelle Nortjie
Address of Researcher:	Botterklaper Street
	Nature Ridge Kompleks
	No.39 Wilgers
Telephone Number:	072 210 4858
Fax Number:	N/A
Research Topic:	Pride and Commitment in a sample of south African Teachers
Number and type of schools:	3 Secondary School
District/s/HO	Tshwane 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.

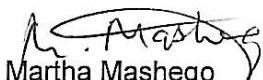
Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

- 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 outlines 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.***
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 must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.***
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



Martha Mashego

ACTING DIRECTOR: KNOWLEDGE MANAGEMENT & RESEARCH

Office of the Chief Director: Information and Knowledge Management

Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0809 Fax: (011) 355-0734

APPENDIX G



**TROTS EN VERBINTENIS IN 'N STEEKPROEF VAN
SUID-AFRIKAANSE ONDERWYSERS
PRIDE AND COMMITMENT IN A SAMPLE OF
SOUTH-AFRICAN TEACHERS**

Daar word van studente wat 'n Meestersgraad in Opvoedkundige Sielkunde by die Universiteit van Pretoria van Suid-Afrika voltooi, verwag om onafhanklike navorsing in 'n veld van belang te doen. Hierdie brief bevat informasie rakende so 'n poging en beoog om potensiële deelnemers mee te deel waaroor bogenoemde studie handel sodat hulle 'n keuse gebied kan word om aan die navorsing deel te neem. Die doel van hierdie brief is dus om ingeligte toestemming vanaf deelnemers te bekom. Die navorser wat hierdie studie onderneem, is onder streng toesig van 'n senior dosent by die Universiteit, en het etiese klaring vanaf die Fakulteit van Opvoedkundige Etiese Komitee (Klaringsnommer: EP10/01/01) van die Universiteit van Pretoria ontvang. Die Etiese Komitee bepaal perke op die handelswyse van navorsers wat gebaseer is op etiek en eerlikheid. Die student het ook reeds vanaf die Gauteng Onderwys Departement toestemming ontvang om die studie te onderneem.

Students who are completing a Masters Degree in Educational Psychology at the University of Pretoria in South Africa are required to conduct independent research in a field of interest. This letter contains information regarding such an attempt and aims to inform potential participants about the contents of the above mentioned study and provide them with a choice to participate in the research. Thus, the goal of this letter is to obtain informed consent from participants. The researcher conducting this study is under strict supervision from a senior lecturer at the University, and has already received ethical clearance from the University of Pretoria's Faculty of Education Ethics Committee (Clearance number: EP10/01/01). The Ethical Committee determines boundaries on the conduct of researchers which is grounded in ethics and honesty. The student has also received permission from the Gauteng Education Department to undertake the study.

Waaroor handel die studie?

Die doel van hierdie navorsing is om die trots en verbintenis ervarings in hoërskoolonderwysers te ondersoek. Voorafgaande navorsing het aangedui dat trotservaringe individue se aanpassing in die samelewing op positiewe of negatiewe maniere beïnvloed. Dit wil voorkom asof trots-belewenisse ook 'n effek op individue se vlak van verbintenis tot gevolg kan hê. Verwante navorsing toon 'n sterk verhouding tussen verbintenisvlak in onderwysers, leerderprestasie en skoolbevordering. Studies oor verbintenisvlak het aangedui dat satisfaksie, alternatiewe en beleggings wat gemaak word verbintenisvlak in romantiese verhoudings beïnvloed en dui daarop dat hierdie drie konstrakte ook 'n belangrike rol in onderwysers se verbintenisvlakke kan hê. Hierdie studie sal dus poog om inligting in te win rakende die bemiddelingsrol van satisfaksie, alternatiewe en beleggings op die verhouding tussen trots en verbintenis. Informasie wat deur hierdie studie genereer word, sal moontlik insig bied rakende die invloed van trotservaringe op onderwysers se verbintenis tot hul werk, wat duidelikheid kan bied rakende maniere waarop verbintenisvlakke verhoog en onderhou kan word. Die doel van hierdie studie is om teoretiese helderheid van bogenoemde konstrakte te bekom ten voordeel van toekomstige navorsingspogings.

What is the study about?

The goal of this research is to investigate pride and commitment experiences in high school teachers. Previous research has indicated that pride experiences can influence individuals adjustment in society in positive or negative ways. It seems that pride experiences can also have an effect on individuals level of commitment. Related research shows a strong relationship between commitment level in teachers, learner performance and school-promotion. Studies on commitment level has indicated that satisfaction, alternatives and investments made influence commitment level in romantic relationships and indicates that these three constructs can also play an important role in teachers level of commitment. Thus, this study will attempt to obtain information on the mediating role that satisfaction, alternatives and investments made can play in the relationship between pride and commitment. Information generated through this study could provide insight regarding the influence of pride experiences on teachers' commitment to their work, which provides clarity regarding the way in which commitment levels can be strengthen and maintained. The goal of this study is to obtain theoretical clarification of abovementioned constructs in favour of future research endeavours.

Wat word van u verwag?

As deelnemer word u gevra om drie vraelyste {Demografiese veranderlike verwant aan die fenomeen (± 5 minute), "Authentic" en "Hubristic" Trots-Geneigdheid Instrument (± 20 minute) en Rusbult se Belegging Model van Verbintenis Skaal (± 30 minute)} te voltooi. Die vraelyste gaan die navorsers help om bewus te word van trots ervarings waaroor u beskik asook inligting rakende

die vlak van verbintenis wat u tans ervaar. Die doel van die vraelyste is om verhoudinge tussen die konstrukte te identifiseer sodat die oorsprong asook instandhouding daarvan bekend kan word. Deelname aan bogenoemde studie is geheel en al vrywillig. Deelnemers word glad nie gedwing of gemanipuleer om deel te neem nie. Individue kan enige tyd besluit om van die studie te onttrek (vanaf die tyd wat hulle die vraelyste ontvang totdat die boks met voltooide vraelyste by die skool afgehaal word) en hul wense sal gerespekteer word sonder enige nagevolge. Deelnemers word aangemoedig om vrae te vra om sodoende duidelikheid te kry rakende enige aspekte van die navorsingsproses wat nog onduidelik mag wees.

What is expected of you?

As participant you are asked to complete three questionnaires {Demographic variables related to the constructs under study (\pm 5 minutes), “Authentic” and “Hubristic” Pride-Proneness Instrument (\pm 20 minutes) and Rusbult’s Investment Model of commitment Scale (\pm 30 minutes). The questionnaires will help the researcher to become aware of your pride experiences and it will provide information regarding the level of commitment that u experience at the moment. The aim of the questionnaires is to become aware of relationships between the constructs in order to identify the origin and maintenance thereof. Participation in abovementioned study is completely voluntary. Participants are not forced or manipulated to take part in any way. Individuals can at any time decide to withdraw from the study (from the time that they receive the questionnaires up to the time that the box with the completed questionnaires are picked up from the school) and their wishes will be respected without any consequences. Participants are encouraged to ask questions in order to obtain clarity regarding any aspects of the research process that might still be unclear.

Privaatheid, vertroulikheid & anonimiteit:

Alle informasie wat aan die navorser verskaf word sal streng vertroulik hanteer word en sal slegs vir die doel van navorsing gebruik word. Die navorser sal geen identifiserende inligting aan enige derde party (bv. skool of Onderwys Departement) beskikbaar maak nie. Daar word glad nie van deelnemers verwag om hul name op enige stadium aan die navorser bekend te maak nie.

Privacy, confidentiality & anonymity:

All information provided to the researcher will be kept in the strictest confidence and will only be used for the goal of research. The researcher will not make identifying information available to any third party (eg. school or Education Department). Participants will not be expected at any stage to make their names available to the researcher.

Aanbieding van resultate:

Die resultate van hierdie studie sal in die vorm van ‘n Meesters Verhandeling aan die einde van 2010 aangebied word. Indien hierdie studie geldige en merkwaardige resultate bied, is die

moontlikheid daar dat dit in 'n portuur-resensie joernaal gepubliseer kan word. Data wat deur hierdie navorsing ingesamel word, word die eiendom van die Universiteit van Pretoria en mag in toekomstige navorsing gebruik word. Dankie vir u vriendelike oorweging en belangstelling in die deelname van hierdie navorsing. Indien u enige verdere navrae het, is u welkom om my Michelle Nortje (0722104858) of my dosent Dr. Salome Human-Vogel (012 420 3751) te kontak. Indien u belangstel om aan die begenoemde navorsing deel te neem, moet u asb. die onderstaande ingeligte toestemmingsbrief en vraelyste voltooi. Sodra u die brief en vraelyste ingevul het kan u die volledige dokument in die koevert wat aan u verskaf is plaas en dit toe plak. Daarna moet die koevert in 'n boks in die skool se kluis gesit word (**die keer datum vir hierdie studie is 21 Mei 2010 en alle voltooide vraelyste moet asb. voor hierdie datum in die boks geplaas word**). Die boks sal duidelik gemerk wees met die opskrif: Trots en verbintenis navorsing.

Presentation of results:

*The results of this study will be presented in the form of a Masters Dissertation at the end of 2010. If this study provides valid and noteworthy results, there is the possibility that the findings will be published in a peer reviewed journal. Data gathered through this research becomes the property of the University of Pretoria and may be used in future research. Thank you for your kind consideration and interest in the participation of this research. If you have any additional enquiries, you are welcome to contact me Michelle Nortjé (0722104858) or my lecturer Dr. Salome Human-Vogel (012 420 3751). If you are interested in taking part in this study you need to complete the following informed consent letter and questionnaires. Once you have completed the letter and questionnaires you can put the completed document in the envelope provided. After sealing the envelope it should be placed in a box in the schools safe (**the return date for this study is 21 May 2010 and all completed questionnaires must please be in the box before this date**). The box will be clearly marked with the heading: Pride and commitment research.*

BRIEF VAN INGELIGTE TOESTEMMING

Met hierdie brief gee ek die hoof toestemming dat my skool aan bogenoemde navorsing oor trots en verbintenis deel neem. Ek is bewus daarvan dat die skool die reg het om op enige stadium van die studie te onttrek indien ek ongemaklik of mislei voel. Ek het hierdie brief gelees en verstaan wat van die skool verwag gaan word. Ek kies vrywillig om aan die studie deel te neem. Hiermee bevestig ek dat ek self besluit het om deel te neem en onder geen omstandighede forseer, manipuleer, mislei of gedwing is om deel te neem nie.

Hoof

Datum

Michelle Nortjé (navorsers)

Datum



LETTER OF INFORMED CONSENT

With this letter I the principal provide consent for my school to take part in the above mentioned research on pride and commitment. I am aware of the fact that the school has the right to withdraw from the study if I feel uncomfortable or misled. I have read this letter and understand what will be expected of the school. I choose voluntarily to participate in the study. With this I confirm that I have decided on my own to take part, under no circumstances was I forced, manipulated, misled or compelled to take part.

Principal

Date

Michelle Nortjé (researcher)

Date

APPENDIX H

Table 18: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Teaching is very meaningful to me	4.952	61.903	61.903	4.952	61.903	61.903
Teaching allows me to express myself completely	1.121	14.015	75.918	1.121	14.015	75.918
My teaching career reflects who I am as a person	.601	7.512	83.430			
Teaching has contributed to shaping who I am today	.494	6.173	89.603			
I am a born teacher	.356	4.454	94.057			
To face a class of children adds meaning to my life	.247	3.086	97.143			
I cannot imagine being anything else but a teacher	.143	1.781	98.924			
Teaching lends meaning to my life	.086	1.076	100.000			

Table 20: Sex (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	3.253	.076	1.189	69	.238	.50526	.42489
	Equal variances not assumed			1.331	23.200	.196	.50526	.37970
CA	Equal variances assumed	.445	.507	.334	69	.739	.16140	.48257
	Equal variances not assumed			.368	22.629	.716	.16140	.43831
CI	Equal variances assumed	2.656	.108	.232	69	.818	.10802	.46648
	Equal variances not assumed			.200	17.184	.843	.10802	.53893
CM	Equal variances assumed	.004	.951	.509	69	.612	.19549	.38418
	Equal variances not assumed			.510	19.947	.616	.19549	.38329
CL	Equal variances assumed	11.000	.001	1.836	69	.071	.92105	.50158
	Equal variances not assumed			2.621	38.601	.012	.92105	.35137
PA	Equal variances assumed	.232	.632	.000	68	1.000	.00000	.18752
	Equal variances not assumed			.000	17.629	1.000	.00000	.21132
PH	Equal variances assumed	.002	.962	.890	69	.377	.18314	.20586
	Equal variances not assumed			.954	21.789	.350	.18314	.19191

Table 21: Marital status (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	2.328	.132	.096	69	.924	.03834	.40016
	Equal variances not assumed			.084	22.559	.933	.03834	.45401
CA	Equal variances assumed	16.104	.000	.104	69	.918	.04662	.45025
	Equal variances not assumed			.081	19.847	.937	.04662	.57808
CI	Equal variances assumed	.234	.630	-.284	69	.777	-.12353	.43484
	Equal variances not assumed			-.277	25.824	.784	-.12353	.44600
CM	Equal variances assumed	.024	.876	.810	69	.421	.28922	.35717
	Equal variances not assumed			.826	27.754	.416	.28922	.35003
CL	Equal variances assumed	2.550	.115	.242	69	.809	.11594	.47874
	Equal variances not assumed			.205	21.536	.840	.11594	.56582
PA	Equal variances assumed	.633	.429	1.691	68	.095	.29592	.17499
	Equal variances not assumed			2.009	33.604	.053	.29592	.14735
PH	Equal variances assumed	1.712	.195	-1.080	69	.284	-.20682	.19142
	Equal variances not assumed			-1.247	35.135	.221	-.20682	.16586

Table 22: Highest Qualification (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	8.577	.005	1.319	43	.194	.67222	.50947
	Equal variances not assumed			1.836	22.579	.080	.67222	.36617
CA	Equal variances assumed	2.056	.159	.834	43	.409	.46667	.55939
	Equal variances not assumed			1.031	17.219	.317	.46667	.45244
CI	Equal variances assumed	.273	.604	1.758	43	.086	.95000	.54026
	Equal variances not assumed			1.940	14.092	.073	.95000	.48970
CM	Equal variances assumed	.802	.376	.925	43	.360	.40972	.44294
	Equal variances not assumed			1.013	13.931	.328	.40972	.40454
CL	Equal variances assumed	.080	.779	.945	43	.350	.60317	.63828
	Equal variances not assumed			.940	12.245	.365	.60317	.64170
PA	Equal variances assumed	1.737	.195	-.068	43	.946	-.01587	.23196
	Equal variances not assumed			-.051	9.495	.961	-.01587	.31252
PH	Equal variances assumed	.233	.632	1.176	43	.246	.27778	.23613
	Equal variances not assumed			1.079	11.207	.303	.27778	.25753

Table 23: Colleague relationships (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.003	.955	-.580	69	.564	-.27303	.47082
	Equal variances not assumed			-.582	13.957	.570	-.27303	.46950
CA	Equal variances assumed	.002	.965	2.148	69	.035	1.07939	.50259
	Equal variances not assumed			1.988	13.110	.068	1.07939	.54287
CI	Equal variances assumed	2.290	.135	-.710	69	.480	-.36303	.51127
	Equal variances not assumed			-.906	18.439	.377	-.36303	.40086
CM	Equal variances assumed	.038	.846	-.919	69	.361	-.38674	.42066
	Equal variances not assumed			-.922	13.954	.372	-.38674	.41958
CL	Equal variances assumed	.046	.830	-1.973	69	.052	-1.08442	.54956
	Equal variances not assumed			-2.106	14.782	.053	-1.08442	.51498
PA	Equal variances assumed	4.936	.030	-1.121	68	.266	-.22892	.20423
	Equal variances not assumed			-.765	11.199	.460	-.22892	.29944
PH	Equal variances assumed	.384	.537	1.266	69	.210	.28485	.22506
	Equal variances not assumed			1.193	13.281	.254	.28485	.23880

Table 24: School management decision making (Independent Samples t-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.356	.553	-2.010	69	.048	-.66890	.33280
	Equal variances not assumed			-2.003	66.526	.049	-.66890	.33399
CA	Equal variances assumed	.889	.349	2.126	69	.037	.77576	.36485
	Equal variances not assumed			2.167	67.947	.034	.77576	.35805
CI	Equal variances assumed	.005	.943	-1.439	69	.155	-.52791	.36680
	Equal variances not assumed			-1.442	68.019	.154	-.52791	.36620
CM	Equal variances assumed	.000	.991	-2.329	69	.023	-.68850	.29565
	Equal variances not assumed			-2.327	67.415	.023	-.68850	.29586
CL	Equal variances assumed	.031	.861	-2.622	69	.011	-1.02472	.39077
	Equal variances not assumed			-2.618	67.123	.011	-1.02472	.39145
PA	Equal variances assumed	1.860	.177	-2.114	68	.038	-.30771	.14556
	Equal variances not assumed			-2.071	56.090	.043	-.30771	.14856
PH	Equal variances assumed	3.801	.055	1.472	69	.145	.23946	.16262
	Equal variances not assumed			1.424	51.098	.160	.23946	.16811

Table 25: Responsibilities and workload (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.119	.731	-1.308	69	.195	-.44242	.33824
	Equal variances not assumed			-1.307	67.374	.196	-.44242	.33853
CA	Equal variances assumed	.288	.593	1.832	69	.071	.67384	.36777
	Equal variances not assumed			1.856	68.915	.068	.67384	.36316
CI	Equal variances assumed	.401	.529	-2.672	69	.009	-.94689	.35439
	Equal variances not assumed			-2.658	65.894	.010	-.94689	.35627
CM	Equal variances assumed	.684	.411	-2.485	69	.015	-.73096	.29416
	Equal variances not assumed			-2.462	64.203	.017	-.73096	.29694
CL	Equal variances assumed	.769	.383	-2.994	69	.004	-1.15414	.38551
	Equal variances not assumed			-2.982	66.397	.004	-1.15414	.38703
PA	Equal variances assumed	.562	.456	-2.731	68	.008	-.38961	.14264
	Equal variances not assumed			-2.692	60.077	.009	-.38961	.14473
PH	Equal variances assumed	.139	.710	.128	69	.899	.02108	.16514
	Equal variances not assumed			.127	66.099	.899	.02108	.16593

Table 26: Professional development and growth (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.158	.692	-1.209	69	.231	-.43209	.35725
	Equal variances not assumed			-1.218	47.299	.229	-.43209	.35483
CA	Equal variances assumed	.516	.475	2.329	69	.023	.89043	.38234
	Equal variances not assumed			2.439	52.643	.018	.89043	.36509
CI	Equal variances assumed	.068	.796	-1.786	69	.078	-.68546	.38374
	Equal variances not assumed			-1.771	45.381	.083	-.68546	.38700
CM	Equal variances assumed	1.161	.285	-1.668	69	.100	-.52948	.31740
	Equal variances not assumed			-1.602	41.677	.117	-.52948	.33054
CL	Equal variances assumed	.885	.350	-1.739	69	.087	-.73531	.42290
	Equal variances not assumed			-1.687	42.848	.099	-.73531	.43578
PA	Equal variances assumed	3.392	.070	-2.461	68	.016	-.37267	.15143
	Equal variances not assumed			-2.135	32.539	.040	-.37267	.17458
PH	Equal variances assumed	2.804	.099	.987	69	.327	.17072	.17292
	Equal variances not assumed			.865	33.409	.393	.17072	.19731

Table 27: Society perception (Independent Samples t-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.341	.561	-1.965	69	.053	-.70631	.35938
	Equal variances not assumed			-1.938	39.228	.060	-.70631	.36436
CA	Equal variances assumed	3.586	.062	-.108	69	.914	-.04397	.40616
	Equal variances not assumed			-.122	54.323	.904	-.04397	.36119
CI	Equal variances assumed	4.805	.032	-1.440	69	.154	-.56976	.39561
	Equal variances not assumed			-1.615	53.951	.112	-.56976	.35277
CM	Equal variances assumed	.300	.586	-.761	69	.449	-.25093	.32978
	Equal variances not assumed			-.766	41.215	.448	-.25093	.32743
CL	Equal variances assumed	5.130	.027	-.918	69	.362	-.40339	.43930
	Equal variances not assumed			-1.025	53.287	.310	-.40339	.39367
PA	Equal variances assumed	.372	.544	-1.021	68	.311	-.16369	.16035
	Equal variances not assumed			-1.093	48.495	.280	-.16369	.14974
PH	Equal variances assumed	.079	.780	.526	69	.601	.09343	.17778
	Equal variances not assumed			.551	45.495	.584	.09343	.16955

Table 28: Stability security (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.262	.611	-1.704	69	.093	-.60906	.35748
	Equal variances not assumed			-1.733	45.382	.090	-.60906	.35151
CA	Equal variances assumed	1.171	.283	.790	69	.432	.31558	.39958
	Equal variances not assumed			.756	39.061	.454	.31558	.41723
CI	Equal variances assumed	.669	.416	-1.316	69	.192	-.51576	.39186
	Equal variances not assumed			-1.414	52.339	.163	-.51576	.36482
CM	Equal variances assumed	.039	.845	-1.821	69	.073	-.58209	.31965
	Equal variances not assumed			-1.796	41.976	.080	-.58209	.32409
CL	Equal variances assumed	.036	.849	-1.978	69	.052	-.84019	.42486
	Equal variances not assumed			-2.015	45.627	.050	-.84019	.41689
PA	Equal variances assumed	1.740	.192	-1.992	68	.050	-.30924	.15523
	Equal variances not assumed			-1.739	31.833	.092	-.30924	.17780
PH	Equal variances assumed	2.094	.152	1.486	69	.142	.25751	.17327
	Equal variances not assumed			1.314	32.719	.198	.25751	.19591

Table 29: Salary (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.155	.695	-2.582	69	.012	-.85252	.33014
	Equal variances not assumed			-2.557	60.304	.013	-.85252	.33341
CA	Equal variances assumed	.510	.477	.919	69	.361	.34732	.37796
	Equal variances not assumed			.919	62.569	.362	.34732	.37809
CI	Equal variances assumed	.589	.445	-2.139	69	.036	-.77854	.36401
	Equal variances not assumed			-2.162	64.979	.034	-.77854	.36004
CM	Equal variances assumed	.800	.374	-3.117	69	.003	-.90467	.29027
	Equal variances not assumed			-3.164	65.759	.002	-.90467	.28592
CL	Equal variances assumed	3.334	.072	-2.898	69	.005	-1.13206	.39067
	Equal variances not assumed			-2.985	67.920	.004	-1.13206	.37925
PA	Equal variances assumed	1.065	.306	-2.758	68	.007	-.39643	.14375
	Equal variances not assumed			-2.872	67.999	.005	-.39643	.13804
PH	Equal variances assumed	.579	.449	-.135	69	.893	-.02253	.16674
	Equal variances not assumed			-.140	68.481	.889	-.02253	.16093

Table 30: Freedom, work hours and holiday (Independent Samples t-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.076	.784	-1.115	69	.269	-.40326	.36168
	Equal variances not assumed			-1.129	44.891	.265	-.40326	.35714
CA	Equal variances assumed	.000	.984	.985	69	.328	.39275	.39858
	Equal variances not assumed			.991	44.071	.327	.39275	.39642
CI	Equal variances assumed	2.362	.129	.419	69	.677	.16594	.39625
	Equal variances not assumed			.433	47.414	.667	.16594	.38311
CM	Equal variances assumed	.034	.854	.064	69	.949	.02083	.32723
	Equal variances not assumed			.064	44.197	.949	.02083	.32509
CL	Equal variances assumed	.254	.616	-.791	69	.431	-.34407	.43477
	Equal variances not assumed			-.769	40.416	.447	-.34407	.44762
PA	Equal variances assumed	2.866	.095	-1.867	68	.066	-.29074	.15576
	Equal variances not assumed			-1.597	30.563	.121	-.29074	.18204
PH	Equal variances assumed	3.007	.087	1.161	69	.250	.20238	.17433
	Equal variances not assumed			.988	30.310	.331	.20238	.20490

Table 31: Learner behaviour (Independent Samples t-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.025	.875	-.863	69	.391	-.29471	.34139
	Equal variances not assumed			-.863	66.292	.391	-.29471	.34142
CA	Equal variances assumed	.003	.955	.717	69	.476	.26955	.37612
	Equal variances not assumed			.720	67.301	.474	.26955	.37453
CI	Equal variances assumed	1.854	.178	-.236	69	.814	-.08798	.37301
	Equal variances not assumed			-.241	68.923	.810	-.08798	.36452
CM	Equal variances assumed	.315	.576	-.153	69	.879	-.04698	.30773
	Equal variances not assumed			-.152	64.728	.880	-.04698	.30947
CL	Equal variances assumed	.697	.407	-.728	69	.469	-.29773	.40920
	Equal variances not assumed			-.735	68.391	.465	-.29773	.40488
PA	Equal variances assumed	.061	.806	-.431	68	.668	-.06499	.15080
	Equal variances not assumed			-.436	66.662	.665	-.06499	.14921
PH	Equal variances assumed	1.837	.180	-.032	69	.975	-.00527	.16555
	Equal variances not assumed			-.033	67.936	.974	-.00527	.16038

Table 32: Needs fulfillment (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.032	.859	-2.305	69	.024	-.77159	.33478
	Equal variances not assumed			-2.315	61.281	.024	-.77159	.33331
CA	Equal variances assumed	.032	.858	.542	69	.590	.20657	.38132
	Equal variances not assumed			.544	61.323	.588	.20657	.37958
CI	Equal variances assumed	.286	.594	-.907	69	.368	-.34056	.37550
	Equal variances not assumed			-.925	64.207	.359	-.34056	.36827
CM	Equal variances assumed	.001	.975	-1.888	69	.063	-.57369	.30380
	Equal variances not assumed			-1.881	59.484	.065	-.57369	.30505
CL	Equal variances assumed	3.342	.072	-1.099	69	.276	-.45297	.41220
	Equal variances not assumed			-1.141	67.016	.258	-.45297	.39704
PA	Equal variances assumed	.529	.469	-2.912	68	.005	-.41812	.14358
	Equal variances not assumed			-2.751	47.456	.008	-.41812	.15198
PH	Equal variances assumed	3.640	.061	1.142	69	.257	.18966	.16602
	Equal variances not assumed			1.057	43.736	.296	.18966	.17945

Table 33: Stress levels (Independent Samples t-Test)

		Levene's Test for Equality of Variances				t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
CS	Equal variances assumed	.176	.676	.180	69	.858	.07341	.40864
	Equal variances not assumed			.172	23.021	.865	.07341	.42649
CA	Equal variances assumed	.253	.617	-.690	69	.493	-.30909	.44803
	Equal variances not assumed			-.755	28.270	.456	-.30909	.40926
CI	Equal variances assumed	1.072	.304	-.377	69	.707	-.16727	.44393
	Equal variances not assumed			-.419	29.034	.679	-.16727	.39962
CM	Equal variances assumed	.209	.649	.502	69	.618	.18352	.36586
	Equal variances not assumed			.523	25.993	.606	.18352	.35120
CL	Equal variances assumed	.011	.916	.122	69	.903	.05974	.48912
	Equal variances not assumed			.124	24.826	.903	.05974	.48370
PA	Equal variances assumed	.509	.478	.157	68	.875	.02811	.17860
	Equal variances not assumed			.171	28.084	.866	.02811	.16465
PH	Equal variances assumed	.106	.746	-.723	69	.472	-.14205	.19641
	Equal variances not assumed			-.717	24.107	.480	-.14205	.19819

Table 34: Between School Differences (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
CS	Between Groups	1.771	2	.886	.427	.654
	Within Groups	141.107	68	2.075		
	Total	142.878	70			
CA	Between Groups	7.651	2	3.826	1.502	.230
	Within Groups	173.237	68	2.548		
	Total	180.88	70			
CI	Between Groups	16.739	2	8.369	3.741	.029
	Within Groups	152.149	68	2.237		
	Total	168.888	70			
CL	Between Groups	.947	2	.474	.158	.854
	Within Groups	203.696	68	2.996		
	Total	204.644	70			
CM	Between Groups	2.152	2	1.076	.649	.526
	Within Groups	112.740	68	1.658		
	Total	114.892	70			
PA	Between Groups	.220	2	.110	.277	.759
	Within Groups	26.561	67	.396		
	Total	26.781	69			

Table 35: Between School Differences (Multiple Comparisons)

Dependent variable	(I) Part ID	(J) Part ID	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
CS	1	2	.10989	.48346	.975	-1.1000	1.3198
		3	-.23487	.47832	.887	-1.4320	.9622
	2	1	-.10989	.48346	.975	-1.3198	1.1000
		3	-.34476	.37852	.662	-1.2921	.6026
	3	1	.23487	.47832	.887	-.9622	1.4320
		2	.34476	.37852	.662	-.6026	1.2921
CA	1	2	.71703	.53568	.413	-.6236	2.0577
		3	.91179	.52999	.235	-.4146	2.2382
	2	1	-.71703	.53568	.413	-2.0577	.6236
		3	.19476	.41941	.898	-.8549	1.2444
	3	1	-.91179	.52999	.235	-2.2382	.4146
		2	-.19476	.41941	.898	-1.2444	.8549
CI	1	2	-.77143	.50202	.313	-2.0278	.4850
		3	-1.34000*	.49669	.032	-2.5830	-.0970
	2	1	.77143	.50202	.313	-.4850	2.0278
		3	-.56857	.39306	.357	-1.5523	.4151
	3	1	1.34000*	.49669	.032	.0970	2.5830
		2	.56857	.39306	.357	-.4151	1.5523
CL	1	2	.16876	.58087	.959	-1.2850	1.6225
		3	-.08498	.57470	.989	-1.5233	1.3533
	2	1	-.16876	.58087	.959	-1.6225	1.2850
		3	-.25374	.45479	.856	-1.3919	.8844
	3	1	.08498	.57470	.989	-1.3533	1.5233
		2	.25374	.45479	.856	-.8844	1.3919
CM	1	2	.30460	.43214	.781	-.7769	1.3861
		3	-.06891	.42755	.987	-1.1389	1.0011
	2	1	-.30460	.43214	.781	-1.3861	.7769
		3	-.37351	.33834	.547	-1.2203	.4733
	3	1	.06891	.42755	.987	-1.0011	1.1389
		2	.37351	.33834	.547	-.4733	1.2203
PA	1	2	-.00850	.21724	.999	-.5524	.5354
		3	-.11905	.21506	.858	-.6575	.4194
	2	1	.00850	.21724	.999	-.5354	.5524
		3	-.11054	.16545	.801	-.5247	.3037
	3	1	.11905	.21506	.858	-.4194	.6575
		2	.11054	.16545	.801	-.3037	.5247

Table 36: Educational Experience (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
CS	Between Groups	9.979	3	3.326	1.657	.185
	Within Groups	130.498	65	2.008		
	Total	140.477	68			
CA	Between Groups	5.238	3	1.746	.652	.584
	Within Groups	174.000	65	2.677		
	Total	179.238	68			
CI	Between Groups	23.850	3	7.950	3.666	.017
	Within Groups	140.946	65	2.168		
	Total	164.797	68			
CL	Between Groups	39.131	3	13.044	5.200	.003
	Within Groups	163.056	65	2.509		
	Total	202.187	68			
CM	Between Groups	22.386	3	7.462	5.293	.003
	Within Groups	91.627	65	1.410		
	Total	114.013	68			
PA	Between Groups	1.828	3	.609	1.616	.194
	Within Groups	24.128	64	.377		
	Total	25.955	67			
PH	Between Groups	2.109	3	.703	1.654	.186
	Within Groups	27.630	65	.425		
	Total	29.740	68			



	2.00	4.00	-.27824	.20765	.618	-.8745	.3180
		1.00	.16900	.20765	.882	-.4272	.7652
		3.00	.32773	.21386	.508	-.2863	.9418
		4.00	-.10924	.21060	.965	-.7139	.4955
	3.00	1.00	-.15873	.21096	.904	-.7645	.4470
		2.00	-.32773	.21386	.508	-.9418	.2863
		4.00	-.43697	.21386	.253	-1.0511	.1771
	4.00	1.00	.27824	.20765	.618	-.3180	.8745
		2.00	.10924	.21060	.965	-.4955	.7139
		3.00	.43697	.21386	.253	-.1771	1.0511
PH	1.00	2.00	.03408	.22050	.999	-.5988	.6669
		3.00	-.14239	.22050	.936	-.7753	.4905
		4.00	-.41130	.22050	.332	-1.0442	.2216
	2.00	1.00	-.03408	.22050	.999	-.6669	.5988
		3.00	-.17647	.22363	.891	-.8183	.4654
		4.00	-.44538	.22363	.275	-1.0872	.1965
	3.00	1.00	.14239	.22050	.936	-.4905	.7753
		2.00	.17647	.22363	.891	-.4654	.8183
		4.00	-.26891	.22363	.696	-.9108	.3729
	4.00	1.00	.41130	.22050	.332	-.2216	1.0442
		2.00	.44538	.22363	.275	-.1965	1.0872
		3.00	.26891	.22363	.696	-.3729	.9108

Table 38: School Experience (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
CS	Between Groups	6.047	3	2.016	.954	.420
	Within Groups	135.178	64	2.112		
	Total	141.225	67			
CA	Between Groups	.082	3	.027	.010	.999
	Within Groups	170.687	64	2.667		
	Total	170.769	67			
CI	Between Groups	7.418	3	2.473	.988	.404
	Within Groups	160.203	64	2.503		
	Total	167.621	67			
CL	Between Groups	11.096	3	3.699	1.248	.300
	Within Groups	189.718	64	2.964		
	Total	200.814	67			
CM	Between Groups	9.799	3	3.266	2.020	.120
	Within Groups	103.468	64	1.617		
	Total	113.267	67			
PA	Between Groups	2.761	3	.920	2.998	.037
	Within Groups	19.341	63	.307		
	Total	22.102	66			
PH	Between Groups	1.190	3	.397	.852	.471
	Within Groups	29.802	64	.466		
	Total	30.992	67			



PH	2.00	1.00	-.11951	.20689	.953	-.7138	.4748
		3.00	-.50131	.19554	.098	-1.0630	.0604
		4.00	-.08274	.20414	.983	-.6692	.5037
	3.00	1.00	.38180	.18386	.240	-.1464	.9100
		2.00	.50131	.19554	.098	-.0604	1.0630
		4.00	.41857	.18077	.159	-.1007	.9378
	4.00	1.00	-.03676	.19299	.998	-.5911	.5176
		2.00	.08274	.20414	.983	-.5037	.6692
		3.00	-.41857	.18077	.159	-.9378	.1007
	1.00	2.00	-.17926	.25480	.920	-.9109	.5524
		3.00	-.27083	.22645	.700	-.9210	.3794
		4.00	-.35813	.23447	.511	-1.0314	.3151
	2.00	1.00	.17926	.25480	.920	-.5524	.9109
		3.00	-.09158	.24082	.986	-.7831	.5999
		4.00	-.17888	.24838	.914	-.8920	.5343
	3.00	1.00	.27083	.22645	.700	-.3794	.9210
		2.00	.09158	.24082	.986	-.5999	.7831
		4.00	-.08730	.21919	.984	-.7167	.5421
	4.00	1.00	.35813	.23447	.511	-.3151	1.0314
		2.00	.17888	.24838	.914	-.5343	.8920
		3.00	.08730	.21919	.984	-.5421	.7167

Table 40: School Management Support (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
CS	Between Groups	18.329	4	4.582	2.428	.056
	Within Groups	124.548	66	1.887		
	Total	142.878	70			
CA	Between Groups	13.564	4	3.391	1.405	.242
	Within Groups	159.286	66	2.413		
	Total	172.850	70			
CI	Between Groups	11.664	4	2.916	1.224	.309
	Within Groups	157.224	66	2.382		
	Total	168.888	70			
CL	Between Groups	29.297	4	7.324	2.757	.035
	Within Groups	175.347	66	2.657		
	Total	204.644	70			
CM	Between Groups	17.420	4	4.355	2.949	.026
	Within Groups	97.472	66	1.477		
	Total	114.892	70			
PA	Between Groups	3.285	4	.821	2.272	.071
	Within Groups	23.496	65	.361		
	Total	26.781	69			
PH	Between Groups	3.734	4	.933	2.088	.092
	Within Groups	29.509	66	.447		
	Total	33.242	70			

Table 41: School Management Support (Multiple Comparisons)

Depen Variable	(I) Schmansup	(J) Schmansup	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
CS	1	2	.38000	1.14933	.999	-3.2624	4.0224	
		3	-.25385	1.04341	1.000	-3.5605	3.0529	
		4	-.57500	1.01103	.988	-3.7791	2.6291	
		5	-1.26296	1.00670	.813	-4.4533	1.9274	
		2	1	-.38000	1.14933	.999	-4.0224	3.2624
	2	3	-.63385	.72290	.942	-2.9248	1.6571	
		4	-.95500	.67531	.736	-3.0951	1.1851	
		5	-1.64296	.66881	.210	-3.7625	.4766	
		3	1	.25385	1.04341	1.000	-3.0529	3.5605
		2	.63385	.72290	.942	-1.6571	2.9248	
	3	4	-.32115	.47306	.977	-1.8204	1.1780	
		5	-1.00912	.46374	.326	-2.4788	.4605	
		4	1	.57500	1.01103	.988	-2.6291	3.7791
		2	.95500	.67531	.736	-1.1851	3.0951	
		3	.32115	.47306	.977	-1.1780	1.8204	
	4	5	-.68796	.38538	.532	-1.9093	.5334	
		5	1	1.26296	1.00670	.813	-1.9274	4.4533
		2	1.64296	.66881	.210	-.4766	3.7625	
		3	1.00912	.46374	.326	-.4605	2.4788	
		4	.68796	.38538	.532	-.5334	1.9093	
CA	1	2	-.82000	1.29977	.982	-4.9391	3.2991	
		3	-.05385	1.17998	1.000	-3.7934	3.6857	
		4	.35833	1.14336	.999	-3.2651	3.9818	
		5	.75185	1.13846	.979	-2.8561	4.3598	
		2	1	.82000	1.29977	.982	-3.2991	4.9391
	2	3	.76615	.81752	.927	-1.8247	3.3570	
		4	1.17833	.76370	.667	-1.2419	3.5986	
		5	1.57185	.75635	.374	-.8251	3.9688	
		3	1	.05385	1.17998	1.000	-3.6857	3.7934
		2	-.76615	.81752	.927	-3.3570	1.8247	
	3	4	.41218	.53498	.963	-1.2832	2.1076	
		5	.80570	.52444	.671	-.8563	2.4677	
		4	1	-.35833	1.14336	.999	-3.9818	3.2651
		2	-1.17833	.76370	.667	-3.5986	1.2419	
		3	-.41218	.53498	.963	-2.1076	1.2832	
	4	5	.39352	.43583	.935	-.9877	1.7747	
		5	1	-.75185	1.13846	.979	-4.3598	2.8561
		2	-1.57185	.75635	.374	-3.9688	.8251	
		3	-.80570	.52444	.671	-2.4677	.8563	
		4	-.39352	.43583	.935	-1.7747	.9877	
CI	1	2	-.88000	1.29133	.976	-4.9724	3.2124	
		3	-.96923	1.17232	.953	-4.6845	2.7460	
		4	-.40833	1.13593	.998	-4.0082	3.1916	
		5	-1.29630	1.13107	.858	-4.8808	2.2882	
		2	1	.88000	1.29133	.976	-3.2124	4.9724
	2	3	-.08923	.81221	1.000	-2.6632	2.4848	
		4	.47167	.75874	.983	-1.9329	2.8762	
		5	-.41630	.75144	.989	-2.7977	1.9651	
		3	1	.96923	1.17232	.953	-2.7460	4.6845
		2	.08923	.81221	1.000	-2.4848	2.6632	
	3	4	.56090	.53151	.891	-1.1235	2.2453	
		5	-.32707	.52103	.983	-1.9783	1.3241	
		4	1	.40833	1.13593	.998	-3.1916	4.0082
		2	-.47167	.75874	.983	-2.8762	1.9329	
		3	-.56090	.53151	.891	-2.2453	1.1235	
	4	5	-.88796	.43300	.388	-2.2602	.4843	
		5	1	1.29630	1.13107	.858	-2.2882	4.8808
		2	.41630	.75144	.989	-1.9651	2.7977	
		3	.32707	.52103	.983	-1.3241	1.9783	
		4	.88796	.43300	.388	-.4843	2.2602	
CM	1	2	-.31250	1.01676	.999	-3.5347	2.9097	
		3	-.68750	.92305	.967	-3.6128	2.2378	



	4	-1.10938	.89440	.819	-3.9439	1.7251	
	5	-1.71065	.89057	.456	-4.5330	1.1117	
2	1	.31250	1.01676	.999	-2.9097	3.5347	
	3	-.37500	.63951	.987	-2.4017	1.6517	
	4	-.79688	.59741	.776	-2.6902	1.0964	
	5	-1.39815	.59166	.245	-3.2732	.4769	
3	1	.68750	.92305	.967	-2.2378	3.6128	
	2	.37500	.63951	.987	-1.6517	2.4017	
	4	-.42188	.41850	.906	-1.7481	.9044	
	5	-1.02315	.41025	.197	-2.3233	.2770	
4	1	1.10938	.89440	.819	-1.7251	3.9439	
	2	.79688	.59741	.776	-1.0964	2.6902	
	3	.42188	.41850	.906	-.9044	1.7481	
	5	-.60127	.34093	.544	-1.6817	.4792	
5	1	1.71065	.89057	.456	-1.1117	4.5330	
	2	1.39815	.59166	.245	-.4769	3.2732	
	3	1.02315	.41025	.197	-.2770	2.3233	
	4	.60127	.34093	.544	-.4792	1.6817	
CL	1	2	-.01429	1.36372	1.000	-4.3361	4.3075
		3	-1.18132	1.23804	.922	-5.1048	2.7422
		4	-1.47619	1.19962	.823	-5.2779	2.3255
		5	-2.18254	1.19448	.508	-5.9680	1.6029
2	1	.01429	1.36372	1.000	-4.3075	4.3361	
		3	-1.16703	.85774	.763	-3.8853	1.5513
		4	-1.46190	.80128	.510	-4.0013	1.0775
		5	-2.16825	.79357	.127	-4.6832	.3467
3	1	1.18132	1.23804	.922	-2.7422	5.1048	
		2	1.16703	.85774	.763	-1.5513	3.8853
		4	-.29487	.56131	.991	-2.0737	1.4840
		5	-1.00122	.55024	.512	-2.7450	.7426
4	1	1.47619	1.19962	.823	-2.3255	5.2779	
		2	1.46190	.80128	.510	-1.0775	4.0013
		3	.29487	.56131	.991	-1.4840	2.0737
		5	-.70635	.45727	.666	-2.1555	.7428
5	1	2.18254	1.19448	.508	-1.6029	5.9680	
		2	2.16825	.79357	.127	-.3467	4.6832
		3	1.00122	.55024	.512	-.7426	2.7450
		4	.70635	.45727	.666	-.7428	2.1555
PA	1	2	.70000	.50303	.747	-.8949	2.2949
		3	.46703	.45667	.902	-.9808	1.9149
		4	.33230	.44323	.967	-1.0730	1.7376
		5	.02381	.44060	1.000	-1.3731	1.4207
2	1	-.70000	.50303	.747	-2.2949	.8949	
		3	-.23297	.31639	.969	-1.2361	.7701
		4	-.36770	.29667	.819	-1.3083	.5729
		5	-.67619	.29272	.267	-1.6043	.2519
3	1	-.46703	.45667	.902	-1.9149	.9808	
		2	.23297	.31639	.969	-.7701	1.2361
		4	-.13473	.20862	.981	-.7962	.5267
		5	-.44322	.20296	.323	-1.0867	.2003
4	1	-.33230	.44323	.967	-1.7376	1.0730	
		2	.36770	.29667	.819	-.5729	1.3083
		3	.13473	.20862	.981	-.5267	.7962
		5	-.30849	.17060	.519	-.8494	.2324
5	1	-.02381	.44060	1.000	-1.4207	1.3731	
		2	.67619	.29272	.267	-.2519	1.6043
		3	.44322	.20296	.323	-.2003	1.0867
		4	.30849	.17060	.519	-.2324	.8494
PH	1	2	.30000	.55944	.990	-1.4729	2.0729
		3	-.03846	.50788	1.000	-1.6480	1.5711
		4	.60119	.49212	.827	-.9584	2.1608
		5	.35185	.49001	.971	-1.2011	1.9048
2	1	-.30000	.55944	.990	-2.0729	1.4729	
		3	-.33846	.35187	.920	-1.4536	.7767
		4	.30119	.32871	.932	-.7405	1.3429
		5	.05185	.32555	1.000	-.9798	1.0835
3	1	.03846	.50788	1.000	-1.5711	1.6480	
		2	.33846	.35187	.920	-.7767	1.4536



	4	.63965	.23026	.116	-.0901	1.3694
	5	.39031	.22573	.563	-.3250	1.1057
4	1	-.60119	.49212	.827	-2.1608	.9584
	2	-.30119	.32871	.932	-1.3429	.7405
	3	-.63965	.23026	.116	-1.3694	.0901
	5	-.24934	.18759	.778	-.8438	.3451
5	1	-.35185	.49001	.971	-1.9048	1.2011
	2	-.05185	.32555	1.000	-1.0835	.9798
	3	-.39031	.22573	.563	-1.1057	.3250
	4	.24934	.18759	.778	-.3451	.8438
