

**School climate and teachers' organisational commitment
in high schools**

by

Adeniran Gregory Adewusi

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the degree

Philosophiae Doctor

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Supervisor: Dr Funke Omidire

CO-Supervisor: Professor Salome Human-Vogel

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DECLARATION OF ORIGINALITY

Full names of student: Adeniran Gregory Adewusi

Student number: 15264549

I declare that the thesis, School climate and teachers' organisational commitment in high schools, is my own work and the resources consulted are indicated in the list of references in line with the requirements of the Department of Educational Psychology as well as the institution policy of the University of Pretoria.

.....

Signature

Date

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INVESTIGATOR

Mr Gregory Adewusi

DEPARTMENT

Educational Psychology

APPROVAL TO COMMENCE STUDY

22 March 2017

DATE OF CLEARANCE CERTIFICATE

20 September 2018

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

A handwritten signature in black ink, appearing to read 'Liesel Ebersöhn', positioned above a horizontal line.

CC

Ms Bronwynne Swarts
Dr Funke Omidire
Prof Salome Human-Vogel

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DEDICATION

I dedicate this research to my loving educationist parents, siblings, children, their mum as well as all friends and foes that have contributed to making this research a reality. Thank you for your inspiration. I love you all.

Quotes

“We suffer not from the events in our lives, but from our judgement about them”

— Epictetus.

“The reasonable man adapts himself to the world: the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man.”

— George Bernard Shaw,

“Hardship often prepares an ordinary person for an extraordinary destiny.”

— Christopher Markus

“Every man is a creature of the age in which he lives and few are able to raise themselves above the idea of the time”

— Voltaire

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ABSTRACT

The overarching purpose of the present study was to examine school climate dimensions and organisational teacher commitment with the hope of understanding the functionality of schools taking cognisance of poor performance of learners in the annual matric examination in South Africa.

The study was underpinned by adopting the theoretical framework by Meyer and Allen (1997); Meyer, Morin, and Wasti (2017), Tri-Component Commitment Model (TCCM) in gaining an insight about work environment (school climate) and organisational behaviour (teacher commitment).

The study assumed a qualitative interpretivist-paradigm and a phenomenological research design. I made a convenient and purposive selection of nine Grade 12 teachers from the three Education Districts in Tshwane Education Districts of Gauteng Province. The criteria for selection was premised on teachers with teaching qualification(s), teachers teaching Grade 12 terminal class and teachers with at least two years of teaching experience in Tshwane Education Districts. Data collection was through a semi-structured interview, observation field notes and reflective research journal, and a thematic analysis was employed for data analysis.

Four themes emerged in the present study due to the thematic analysis together with interpretation. Theme one: Concept of collegial leadership relates to the organisational leadership of the school principal with respect of organisational justices (procedural, distributive and interactional justice) and teacher commitment. Theme two: Professional teacher behavioural patterns emphasises anticipated teacher professional behaviour and commitment taking note of the contemporary development and challenges of education, particularly in the South African context. Theme three: Learner achievement press features discusses varied learner achievement challenges and the extent to which learners exhibit academic prowess initiated by the concerted efforts of school leadership, teachers, learners and parents. Theme four: Level of parental influence on institutional vulnerability, this expresses the extent of school vulnerability on teacher commitment from the school community, parental school involvement, social economic status and parental

learner guidance. For recommendation purposes, this study reveals that policy makers, educationists, psychologists, parents and learners could have access to an informed knowledge about the object of inquiry in the present study. Contribution, limitations and recommendations for possible future research were equally addressed.

Key concepts:

- ❖ School climate
- ❖ School climate dimensions
- ❖ Affective/ continuance/ normative commitment
- ❖ Organisational teacher commitment
- ❖ Motivation/teacher commitment
- ❖ Job satisfaction/ teacher commitment
- ❖ Teacher self-efficacy/commitment

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This is to confirm that the thesis titled *"School climate and teachers' organisational commitment in high schools"* by Adeniran Gregory Adewusi was proof read and edited by me in respect of language.

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Please note that no view is expressed in respect of the subject specific technical contents of the document or changes made after the date of this letter.

Kind regards

A handwritten signature in black ink, appearing to read 'Anna M de Wet', written over a horizontal line.

Anna M de Wet

BA (Afrikaans, English, Classical Languages) (Cum Laude), University of Pretoria.
BA Hons ((Latin) (Cum Laude), University of Pretoria.
BA Hons (Psychology) University of Pretoria.

LIST OF ABBREVIATIONS

ANC	Action National Congress (Government party)
DBE	Department of Basic Education
COSATU	Congress of South African Trade Unions
GDP	Gross Domestic Product
LIB	Low International Benchmark
NBPTS	National Board for Professional Teaching Standards
NCD	Centre for Development & Enterprise
NEET	Not in Employment, Education or Training
NSC	National School Certificate
NTPD	National Treasury Provincial Database
OCB	Organisational Citizenship Behaviour
PRLS	Progress in Reading and Literacy Study
RSA	Republic of South Africa
SADTU	South African Democratic Teachers' Union
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SES	Socio Economic Status
SSA	Sub-Saharan African
TCCM	Tri-Component Commitment Model
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UNEO	United Nations Educational and Organisation
UNESCO	United Nations Educational Scientific and Cultural Organisation
VET	Vocational Education and Training

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1 CHAPTER ONE

INTRODUCTION, PROBLEM STATEMENT, RATIONALE, RESEARCH METHOD, AND ETHICAL CONSIDERATION

1.1 INTRODUCTION

An effective educational system revolves around its teachers and particularly around school leadership. The quality of the teaching personnel recruited to man the teaching profession's process is pivotal to a nation's success or failure (Nordstrum, 2015, p. 8). Hardly any education system can progress above the capacity of its teachers, thus their significant role in any society (Zezekwa, Mudau, & Nkopodi, 2013, p. 323). I am of the opinion that any society and government rely on education institutions to equip their children and their youth, who are the up-and-coming generation, with sound education in order to develop and qualify them as reliable citizens who are also economically viable for the labour market (Reddy, Van der Berg, Rensburg, & Taylor, 2012, p. 1).

Therefore, to understand the effectiveness of the teaching force and how learners achieve academic success, the school climate, together with teacher commitment, should be considered. School climate represents the feeling of a school that staff members and learners attribute to its setting or environment over a particular period of time (Peterson & Skiba, 2001, p. 155); such feelings depict the levels of comfort that individuals experience in the school environment. Peterson and Skiba (2001, p. 155) further argue that feelings about the environment could determine commitment, depending on what people understand concerning the school environment itself.

In most cases, a positive school climate may allow teachers to contribute meaningfully to the school's operations as a way of showing their levels of commitment in actualising school organisational goals (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Allen and Meyer (1993, p. 14); Meyer and Maltin (2010) and Meyer et al. (2017) conceptualise commitment as an employee's psychological state, bond with or attachment to an organisation. These authors maintain that organisational commitment comprises three dimensions, namely affective, continuance and normative commitment (Allen & Meyer,

1996, p. 67; Meyer & Parfyonova, 2010). Affective commitment depicts the emotional bond that exists between the employee and the organisation, continuance commitment is the cost incurred when an employee leaves the organisation, while normative commitment reflects the moral obligation that constrains the employee remaining with the organisation. Allen and Meyer (1996) and Meyer et al.'s (2017) three-dimensional organisational commitment model is popular and widely used by scholars (Albdour & Altarawneh, 2014, p. 324; Deniz, Noyan, & Ertosun, 2013, pp. 694-695; McMahon, 2007, p. 2; Meyer & Maltin, 2010, p. 324) because the model explains organisational commitment in relation to the workplace.

In the school setting or climate, teachers' commitment may be noticed by looking at how they handle school-related issues and matters. From an education viewpoint, I consider organisational commitment to be teachers' emotional attachment to the school, which reflects in their motivation to educate learners, considering the type of climate apparent in the school. Teachers' strong affiliation with one or more aspects of the school organisation's demands thus constitutes commitment (Crosswell, 2006).

A school's ability to secure highly committed teachers is a great asset, for the reason that committed teachers are likely to be hardworking, tend to remain members of the school, are less tardy, ever prepared to participate in extracurricular activities in order to meet organisational goals, influence students' performance and put school work above personal interests. In addition, they are less likely to be absent from the workplace (Thien, Razak, & Ramayah, 2014, p. 2). When employees (teachers) are committed, their contributions to organisational goals and objectives are impressive and selfless (Bogler & Nir, 2015, p. 543), especially when the school climate tends to be conducive for teaching and learning. Committed teachers are more than likely to seek the cooperation, collaboration and collegiality of other teachers in and outside a particular school to promote both the teaching profession and the school. If teachers are not committed and lack dedication, they pose a danger to the well-being of the school as well as its organisational objectives and goals (Ayele, 2014, p. 3).

Mkumbo (2012, p. 223) asserts that in the present day, many teachers are dissatisfied with their teaching jobs because of a lack of motivation due to a poor school climate.

Adedeji and Olaniyan (2011, p. 74) argue that unlike other professionals such as engineers, doctors, bankers and lawyers, teachers are poorly remunerated and face challenging service conditions in most African countries. These challenging conditions result in teachers being forced to “moonlight” in order to meet their financial obligations or to completely leave the teaching profession (Kariuki, Ndirangu, Sang, & Okao, 2014, p. 1589). I am of the opinion that teachers who attempt to combine other work with their primary job of teaching to earn more income, may detrimentally affect the quality of their teaching and, in doing so, their learners’ performances. Teachers who find themselves in this situation may struggle with divided attention and compromise their commitment to the school activities, especially improving learners’ performances.

Although one cannot ignore the fact that other factors such as learners’ socio-economic status, their family backgrounds, poor parental involvement and the non-availability of resources, among others, may hamper school performance, when the issue of quality education is discussed, little is said about teachers in South Africa’s commitment (Msila, 2014) and the prevailing school climate.

In the present study, organisational commitment is understood as school teachers’ commitment specific to their schools in relation to school climate or work environment. Specifically, this study’s aim is to determine whether school climate dimensions (collegial leadership, professional teachers’ behaviour, student achievement pressure together with school vulnerability) could explain and shed light on teachers’ organisational commitment in the Tshwane Education District, Pretoria, South Africa. The study further intends to enquire from teachers in this Education District about other job-related factors that impact on their organisational commitment to their high school, considering the school’s prevailing climate and conditions at a particular time.

1.2 PROBLEM STATEMENT

Without a positive school climate, teachers may manifest poor educational and professional behavioural patterns such as absenteeism (Winters 2014, p. 45), professional unpreparedness and low morale (Masekoameng, 2010, pp. 50-51). Where teachers perceive a negative school climate, job satisfaction may be low, the motivation

for teaching could be weak and the experience of stress may be very high (Collie, Shapka, & Perry, 2011). Collie et al. (2011) further explain that a negative school climate could pose a risk to members of the school community, teachers, parents and the administration when proper action is not taken to improve the school climate. Teachers experiencing a negative school climate may lack complete loyalty to the school's goals, seeing that they may be involved in activities that do not benefit the school (Yao et al., 2015), which may affect the school climate even further. This, together with teachers' commitment, consequently impacts on learners' academic performances. The problem statement of this study is therefore to explore the teachers' experiences of school climate and teacher organisational commitment.

1.3 RATIONALE FOR THE STUDY

Most of the available relevant literature (Cohen, McCabe, Michelli, & Pickeral, 2009; Loukas, 2007; McEvoy & Welker, 2000) comments on school climate but is silent on studies concerning teachers' experiences of some school climate factors in relation to teacher organisational commitment in a South African context. In South Africa today, I observe that many schools are dysfunctional, which is reflected in their poor matric results. Very few schools are functional, based on good performance as recorded in matric outcomes (Spaull, 2012, pp. 5-6). Equally, based on the available data, I have also observed that without exception, more than half of the cohorts who commenced Grade 1 in all the Provinces, did not write the matric examination (Reddy et al., 2012, p. 7). Apart from many other factors that could contribute to this sharp drop in matric completion (Maarman & Lamont-Mbawuli, 2017, pp. 266-268), and to the fact that less than half of all matriculants attain distinctions, the school climate, and teacher commitment may also be a crucial factor in the prevailing situations experienced by school communities.

Moreover, past studies have focused on primary or elementary school teachers with regard to the phenomenon of enquiry. Earlier international literature on school climate and teacher commitment relating to the United States and Malaysia, reveals that investigation into this subject is yet to focus on school climate and on what robs secondary school teachers' commitment or strengthens it, looking at the post-primary school level

(Douglas, 2010a; Othman & Kasuma, 2016; Raman, Ling, & Khalid, 2015; Smith, 2009; Yusof, 2012). Therefore, researchers have not explored nor understood the in-depth complexities that are associated with this phenomenon of enquiry. This study seeks to explain the school climate and teachers' organisational commitment against the background of the post-apartheid secondary education system in South Africa.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to explore teachers' experiences of school climate and their commitment to teaching as a profession. It is anticipated that the study's findings may provide evidence of factors affecting teachers' organisational commitment in relation to school climate and, in so doing, fill the research gap in the literature concerning high school teachers' work environment and their organisational commitment in the Tshwane Education District, in Pretoria, South Africa. The Tshwane Education District has been chosen for this study due to its proximity, convenience of access, distance considerations, time and financial implications.

1.5 RESEARCH QUESTIONS

The main research question underpinning this study is as follows:

How do school climate dimensions explain teachers' commitment?

The sub-questions guiding this study are:

1. What collegial leadership factors influence teacher commitment?
2. What professional teacher behaviour factors influence teacher commitment?
3. What learner achievement pressure factors affect teacher commitment?
4. What institutional vulnerability factors influence teacher commitment?

1.6 THEORETICAL FRAMEWORK

The theoretical assumptions guiding this study are derived from Meyer and Allen (1997, p. 106); Meyer and Maltin (2010); Meyer et al. (2017) and Meyer and Parfyonova, (2010).

The Tri-component commitment model, endeavours to identify three levels of organisational commitment and its linked consequences that employees experience in the workplace (Dinc 2017, p. 775; Markovits, Boer & van Dick, 2014, p. 414; Mousa, 2017, pp. 110-111; Mousa & Alas, 2016, p. 34). The first level of commitment is the affective commitment that employees exhibit by means of an emotional attachment and identification of and involvement in an organisational enterprise. Employees having this experience are strongly connected to their organisation. They do not leave their organisation's employment because they feel emotional to stay (Bredillet & Dwivedula, 2010, p. 3; Meyer & Allen, 1997, p. 106). The second level of commitment relates to being conscious of the cost implications if they decide to quit their jobs at an organisation; hence, employees who decide on continual commitment weighed the cost disadvantages of leaving and the possible lack of better alternatives, and then remain with their organisations out of need (Meyer, Becker, & Vandenberg, 2004, pp. 993-994). The last level of commitment is a normative commitment, which is borne out of the employees' moral obligation towards their organisations; they thus feel obligated to remain with their particular organisations (Dey, Kumar, & Kumar, 2014, pp. 281-282).

For clarification purposes, Meyer and Allen (1997); Meyer and Maltin (2010) and Meyer et al. (2017) argue that the three levels of organisational commitment are best perceived as disguisable psychological components instead of kinds of attitudinal commitment; however, employees could experience any of these disguisable psychological levels to different degrees; for instance, some employees could feel both the strong obligation and the strong need not to quit, but no wish to do so, while others might not feel the need or obligated to remain but have strong desire to stay (Brown, 2003, pp. 30-34; Stinglhamber, Bentein, & Vandenberg, 2002, p. 123). Considering all the assumptions of this commitment model, I explained the possible separable commitment psychological states that teachers might have to bear in performing their daily teaching organisational tasks, bearing in mind the prevailing school climates in which they work.

1.6.1 Key Concept Clarification

To further explain and enhance understanding, I delineated the key concepts covering the context of this study. Details are covered in Chapter 2, from Section 2.2 to 2.10 of this thesis, being part of the literature review. This section focusses on relevant literature that is related to the study and is divided into sub-headings, namely school climate, teachers' commitment, teachers' motivation, job satisfaction and teacher self-efficacy.

1.6.1.1 School climate

The school climate may be viewed in terms of the totality of what goes on inside and around a particular school, thus the system of activities governing the school, to the extent that it influences individuals who are associated with the school in one way or the other. Thapa et al. (2013, p. 2) contend that school climate reflects how individuals experience school life in relation to goals, norms, ethics, interpersonal-communication, teaching and learning exercises, as well as the organisational composition of a school.

From the above explanation it can be inferred that if the school climate is unfriendly, the school's staff members may find it difficult to perform their daily tasks efficiently. A school's climate may have an impact on students' and teachers' attitudes towards the school management, which may eventually influence the health of the school climate (Hilsdon & Randell, 2012, p. 15). Such influences on the health of the school climate could either produce significant successes in or serious barriers to teachers' performance (Tubbs & Garner, 2008, p. 19).

1.6.1.2 Teacher organisational commitment

Researchers (Ford, Van Sickle, Clark, Fazio-Brunson & Schween, 2017; Madriaga, 2014; Mart, 2013b) argue that teachers' commitment is their willingness to contribute their time and energy to teaching and learning. Teachers who are highly committed perceive their activities as vital to the school. Feeling this way, they believe that any danger to the school may impact on their performance as well (Raheem, 2009, pp. 3-4). Raheem (2009) adds

that teachers having low levels of commitment might show poor commitment by way of self-indulgence and activities that are contrary to general organisational goals.

Hamid, Nordin, Adnan, and Sirun (2013) opine that for teachers to be more committed to organisational goals, principals should clearly define the organisational goals of their schools' mission and values in terms of teachers' values systems. Human-Vogel and Rabe (2015, p. 68) advise that teachers are likely to be engaged in meaningful commitment if they are satisfied with teaching, have no quality alternatives and possess higher self-differentiation. Kappagoda (2011) predicts that for any school to record meaningful organisational success and the realisation of organisational aims and goals, teachers should be willing to perform their duties efficiently and effectively.

1.6.1.3 Motivation and teacher commitment

Motivating employees is fundamental to any organisation. To achieve the organisational goals and aims of a school in terms of effective teaching and learning outcomes, it is particularly important to support teachers' commitment and continuity. Therefore, motivating teachers should be considered as important and beneficial, seeing that it is a major determining factor in realising improved performance among teachers (Rasheed, Humayon, Awan, & Ahmed, 2016, p. 104), which, in turn, can advance learners' morale as well as their academic achievements.

Looking at the school environment, Kariuki et al. (2014, p. 1590) and Kihara (2014) argue that it is key to advance teachers' motivation as well as their commitment, as it is an essential step in bettering learners' academic achievement, considering that teachers may be more diligent in fulfilling their teaching or organisational duties when they are properly motivated (Mart, 2013a, p. 439). By inference, motivation could encourage teachers to maintain a high standard of management skills, which ultimately can result in students achieving anticipated academic performance (Ofoegbu, 2004). In most cases, where commitment is high (Nojani, Arjmandnia, Afrooz & Rajabi, 2012, p. 2904), institutional goals are met, teachers are treated with organisational justice or fairness is recorded with ease when teachers are motivated correctly. More importantly, conducive work setting, income, promotion opportunities, state of the job and cordial social

interactions among teachers, to a very large extent, influence teacher motivation in relation to their commitment to work (Nyakundi, 2013).

1.6.1.4 Job satisfaction and teacher commitment

A person's attitudes towards his or her job may give a clear signal of his or her level of satisfaction with his or her job. One may perceive a person's job satisfaction by observing, in this case, teachers' temperamental disposition to certain job incentives such as work conditions, self-growth, payment, promotion prospects and human relations (Aziri, 2011, p. 78; Saari & Judge, 2004, p. 397; Safi & Arshi, 2016b; Zainalipour, Fini, & Mirkamali, 2010, p. 1987).

Ali, Islamabad, Zaman, Tabassum and Iqbal (2012, p. 33) caution that quality education, together with human advancement, may be practical only when teachers are satisfied with their jobs; otherwise, teachers may experience job dissatisfaction with an accompanying low commitment, which is consequential to the poor academic achievements of their students.

1.6.1.5 Teacher self-efficacy and commitment

The onus of keeping abreast with the contemporary information generation rests on the teachers of our modern time. As technology continues to advance, so also teaching methods use various information devices to communicate information and knowledge. For teachers to stay self-confident and/or self-efficient, they must believe in their own ability to teach their learners with the aim of them achieving the desirable teaching outcome. In order to achieve this, it is important for teachers to realise that self-efficacy relates to an individuals' competence and his or her actions, which distinguishes individuals from how others "feel, think and act" (Vogel & Human-Vogel, 2016, p. 11).

Gibbs (2003) expounds that teachers, minimally, should have four types of self-efficacy, each of which exhibits teachers' preparedness to continue to work harder despite the odds they may encounter in teaching (behavioural self-efficacy - the belief in individual's competence to perform certain actions in dealing with certain teaching situations;

cognitive self-efficacy - the belief in one's own competence to exercise influence over one's thinking or reasoning given a teaching situation; emotional self-efficacy - personal belief in one's ability to maintain control over one's emotions in certain teaching conditions; and lastly, cultural self-efficacy - the belief in oneself to perform certain actions in culturally acceptable manners in certain teaching situations (Gibbs, 2003; McBryde, 2013, pp. 9-12). Furthermore, teachers with high self-efficacy are likely to be satisfied with the teaching job, evince more commitment and have low absenteeism (Gibbs, 2003).

1.7 RESEARCH PARADIGM

In the present study, I am exploring, by using an interpretivist paradigm that proposes that human activities are visualised from a holistic point of view, to comprehend people's perceptions of their cultural contexts. Individuals attempt to gain insight into and to comprehend the world and the things happening around them by developing meanings in a subjective manner to explain their experiences. The meanings that individuals put forward are multidimensional (Edirisingha, 2012). From these assumptions, I examine the complexity of ideas shared by the participants in order to capture their worldviews (Creswell, 2014, p. 8; Scotland, 2012, p. 11). Bahramnezhad, Shiri, Asgari, and Afshar (2015, p. 20) conceptualise paradigm as a speculation or notion about the purview of a discipline that encompasses a set of ideas, systematic beliefs, and theories. Sefotho (2015, p. 25) also argues that researchers exclusively adapt certain lenses by means of which they understand social realities about people and events around them. Ultimately, a researcher's research lens influences his or her perception when bringing to light a certain phenomenon or individuals' social behaviour, as viewed with the particular research lens (DeVos, Strydom, Fouche, & Delpont, 2014, p. 310; Scotland, 2012, p. 9).

An interpretivists search lens leads researchers to their own diverse assumptions, beliefs, and values that assist them in proffering various clarifications of social occurrences and their environments (Maree & Pietersen, 2014). Interpretivists' ontological relativist assumption is that "truth" is not out there, nor is it far from people; however, it is a form of narrative reality that continues to change, leading to multiple interpretations of a single phenomenon, since there is no primary or fundamental process in the determination of

truth (Al Riyami, 2015, p. 413). In essence, reality could be personally and socially constructed by subjects who are actively involved (DeVos et al., 2014, p. 309). On this note, my role as an enquirer who used the interpretative paradigm was to comprehend and explore social reality through the experiences of various participants by taking cognisance of their divergent and distinctive perspectives (Sefotho, 2015, p. 27; Thanh & Thanh, 2015, p. 24). This process enabled me to approach this study with an in-depth delineation of the phenomenon in question.

According to the epistemological position of the interpretivists, the world must be understood or comprehended from a subjective perspective restricted to the explanation of the participants' frame of reference and not to the objective of the inquirer of the activity (Ponelis, 2015, p. 538), which is the case with the positivist assumption (Sefotho, 2015, p. 27). Concerning the methodological dimension, researchers who adopt the interpretative paradigm conduct their research from natural settings and have personal contact with the participants in order to gain access to the insiders' views about the subject of inquiry. Thus, this is possible by way of the following qualitative research designs: a case study, ethnography, a phenomenological study, a grounded theory study and content analysis (Leedy & Ormrod, 2014b, pp. 143-149).

1.8 RESEARCH METHOD

The research method employed in this study was qualitative. This method was chosen because the study tends to explore and understand the experiences of teachers in relation to school climate and organisational commitment in their natural work environment.

1.8.1 Research Design

In the present study, I adopted a phenomenological research design to gain an in-depth understanding of the phenomenon of the study. This design focuses on the essentials to elucidate the meanings attached to an event, be it an interaction or an episode, using

both in-depth unstructured interviews and informal observations as data collection sources (MacMillian & Schumacher, 2014, p. 372), for the study.

1.8.2 The justification for Employing Phenomenological Design

The rationale for adopting the phenomenological design was to fundamentally underpin and describe the day-to-day life experiences of teachers in the Tshwane Education District, in their natural job environment (Kafle, 2013, p. 187). MacMillian and Schumacher (2014, p. 373) contend that the phenomenological design is employed in a qualitative study to allow for the description and interpretation of participants' experiences in respect of a specific event and to capture the meanings that the participants ascribed to the event in question.

In qualitative phenomenology, emerging themes are used to create theories; these differ from a quantitative study, which states theory or hypotheses from the start of a research. The strength of the phenomenological approach is to bring the individuals' perspectives of their experiences, together with their perceptions of an event, into the spotlight, thus contrasting normative or structural assumptions unique to quantitative work (Lester, 1999, p. 1). Lester (1999, p. 4) further argues that interpretative-phenomenology allows for the use of practical theory in information dissemination, challenging or supporting policy to be expedited by the government or stakeholders of any organisations.

1.8.3 Sampling Techniques and Sample Size

In the present study, I adopted a purposive sampling method to choose my participants. This was done to gain qualitative insight into the study. Purposive sampling gives a researcher the opportunity to select teachers who can best assist him or her to comprehend the research problem (Creswell, 2014, p. 189). Although the sample may not be representative, the aim of the study was gaining an in-depth insight into the experiences of teachers in connection with school climate and their commitment to the teaching profession. I was unable to generalise the comments made by the participants; however, this was not the basic purpose of using this sampling method. To be more

precise, the concern and goal were to acquire and generate rich as well as in-depth information from teachers who could make it available (Creswell, 2014, p. 79).

The purposive sampling method allowed me to select a small number of participants based on certain criteria (Nieuwenhuis, 2014c, p. 79). For the purposes of this study, the criteria included teachers having a teaching qualification, teachers who were teaching in senior secondary school (specifically Grade 12), teachers having at least two years of teaching experience and lastly, teachers who were teaching in the Tshwane Education District, Gauteng Province. I followed a non-probability sampling method study (Maree & Pietersen, 2014, p. 172) because of the nature of the qualitative method I adopted.

Three schools were purposively selected, one in each of the selected districts. Three teachers were selected from each of the schools, amounting to a sample total of nine participants. These participants were teachers teaching Grade 12 learners in high secondary schools from the three education districts of Tshwane (south, north and west), Pretoria, South Africa. The rationale for selecting nine participants from the three education districts was for them to represent the number of teachers teaching Grade 12 learners in Tshwane.

Creswell (2014, p. 189) explains that using a particular sample size depends on the type of qualitative design the researcher adopted for a study (in a case study, the numbers selected may be from four to five cases; in phenomenology, researchers regularly select numbers ranging from three to 10; in the case of grounded theory, selection ranges from 20 to 30; and in ethnography, a researcher can pick a typical culture sharing a similar lifestyle (Guetterman, 2015, p. 4; Leedy & Ormrod, 2014b, pp. 142-149).

1.8.4 Research Site

The research sites for this study were the three education districts in Gauteng Province: Tshwane South, Tshwane North, and Tshwane West respectively, according to my scheduled visits. These districts, all in Pretoria, are further described in ditto in Chapter 3, sub-section 3.4.1.

1.8.5 Data Collection Strategy

In qualitative research, individuals' actions and what they say to inform the data of inquiry, which enables the researcher to capture the individuals' behavioural patterns and the language they use. The major paths to data collection include in-depth semi-structured interviews, observation, focus groups, a collection of relative documents as well as photographs and audio-visual materials (Creswell, 2014, pp. 191-192; Joubish, Khurram, Ahmed, Fatima, & Haider, 2011). In this study, as earlier mentioned, I employed interviews and informal observation as my data collection tools.

1.8.6 Interview

In the present study, I conducted qualitative face-to-face semi-structured interviews for the participants (Creswell & Creswell, 2017; Creswell, 2014, p. 190; Silverman, 2014, p. 166). A qualitative research interview is a two-way (Nieuwenhuis, 2014a, p. 87) interaction or communication involving the interviewer and the interviewee. Such an interview assists in describing and revealing meanings that are attached to a particular phenomenon, as well as in exploring the life issues with which the interviewees have to deal. For these reasons, I prepared, in advance, some open-ended questions that I used when asking the interviewees about the subject of discussion. The teachers' responses to the questions posed to them were recorded on an audio device. It was later analysed, interpreted (Okeke & Van Wyk, 2016, pp. 298-299) and reported in this study. During the interviews, the teachers shared their various experiences of teaching, their levels of commitment to teaching, how professional they were with respect to their commitment and how the school climate affected their profession. It was important to conduct interviews in this study in order for the teachers to give meaning to their experiences in terms of their emotions, to gather factual information and to determine how they describe events and describe themselves (MacMillian & Schumacher, 2014, p. 386). The nature of the interviews was phenomenological since all I needed was to gain an understanding of the insiders' viewpoints.

Using interviews when conducting qualitative research is advantageous to the researcher since it allows him or her to gain access to important information that may not be readily

available. It is helpful in eliciting information, especially when participants cannot be directly observed in their natural setting (Creswell, 2014, p. 191); for instance, the schools that I visited for this study objected to video recordings of any kind but allowed only audio interviews. Thus, being afforded this opportunity, teachers were able to freely divulge detailed personal information about themselves (Leedy & Ormrod, 2014b, pp. 156-159; Silverman, 2014, pp. 156-159). Leedy and Ormrod (2014b), suggested some points that a qualitative researcher should note to be able to conduct a high-yielding interview. These are discussed in detail in Chapter 3, sub-section 3.5.1.

1.8.7 Observation

To complement the unstructured interviews and triangulate data, I took field notes of the nine teachers while observing how they related to fellow colleagues, students and, in general, any other identifiable school climate factors. This data collection method availed me of the opportunity to take notes as the teachers acted and talked in their natural setting. With this approach, I could also note other attributes of the teachers that perhaps were not exhibited during my interviews with them (Leedy & Ormrod, 2014a). Field notes observation contain semi-structured and unstructured recordings prompted by questions that the researcher uses to find more information (Creswell, 2014, p. 190). Nieuwenhuis (2014a, pp. 83-84) asserts that a qualitative researcher can systematically observe and write down notes about events, objects or the participants' behavioural manners without imperatively communicating or asking them questions.

To observe situations, the researcher could assume different roles. Being a relative outsider, the researcher distances him- or herself from partaking in the ongoing events. As a participant observer, the researcher gets involved in the events going on with the aim of gaining an insider perception, and he or she may even end up influencing the dynamics of the events. As an observer-participant, the researcher merely seeks to understand the social lifestyle of a community but focusses mainly on his or her own activities in the events going on in the environment, not being able to influence the social dynamics of the setting. As a complete participant, the researcher becomes fully absorbed at the site of observation to the extent that the participants being observed find

it difficult to realise that they are being observed. Although few ethnographic studies might qualify for this description, this observation method is hardly put to use due to grievous ethical considerations, considering that the observed never granted informed consent (Nieuwenhuis, 2014a, p. 85). I was a relative outsider observer, which allowed me to pay all my attention to noting the participants' activities. From the notes I took, I critically reflected sometimes on what I saw and heard after leaving the field each day, developing a reflexive journal (MacMillian & Schumacher, 2014, p. 380).

1.9 DATA ANALYSIS

I tried to make sense of the various texts and image data gathered from the field of research. Due to the concentrated nature and richness of the data, text and images were analysed systematically by paying attention to certain pertinent data and discarding irrelevant data (Creswell, 2014, p. 195). The foregoing process differs from a quantitative study where researchers take time to keep all data or replace missing data. The impact of the data analysis procedure is aggregating data into compressed units of themes ranging from five to about seven (Creswell, 2014). In the present study, the collected data was analysed with the aid of Microsoft word (Saldana, 2016). I provide a fuller explanation in Chapter 3, sub-section 3.6.1 on my data analysis.

1.10 ROLE OF THE RESEARCHER

I developed a strong collaboration with the participants in order to facilitate the collection and analyses of data, with the hope of understanding and developing the data collected (Maree & van der Westhuizen, 2014, p. 41). Creswell (2014, p. 187) argued that qualitative researchers should note they possess personal opinions, values, socioeconomic status, culture and biases that could modify interpretations constructed when conducting a study. Thus there was no need to be biased but rather objective; due to ethical considerations, I identified steps used in gaining access to the research sites and I also requested the approval of the gatekeepers who were responsible for access to the sites of study before I could conduct this research. Ethical wise, the names of sites

and people involved in this research were concealed to protect their real identities (Greswell, 2014).

1.11 QUALITY CRITERIA

With reference to qualitative criteria I ensured that I checked for the correctness of findings by adopting certain processes to ensure, from the researcher's stance, the participants that the study's findings were accurately reported and that the data was consistent with what really happened in the natural environment where the research was conducted (Cohen, Manion, & Morrison, 2011, p. 202). In order for me to establish quality criteria in this study, I followed the quality considerations that were adopted in this study: trustworthiness, credibility, dependability, confirmability, and transferability. These quality criteria are discussed in detail in Chapter 3 of this study.

1.12 ETHICAL CONSIDERATION

I obtained the required ethics clearance from the Ethics Committee of the University of Pretoria. I also gained approval from other necessary offices relating to conducting research. With the ethics clearance in hand, I could commence conducting my study. I paid attention to the nitty-gritty of how to conduct research while in the field and after fieldwork. The overall ethical principles guiding my study included informed consent, protection from harm, autonomy, beneficence, confidentiality, and non-maleficence. The onus attached to research is obligatory; thus a researcher must be aware and be guided by certain ethical rules before embarking on field work (Dakwa, 2016, pp. 306-307; Maree & van der Westhuizen, 2014, pp. 41-42). The ethical principles in line with this study are further explained in Chapter 3.

1.13 DELIMITATION OF THE STUDY

The purview of this research work was limited to teachers who were employed by the South African Government in the Tshwane Education District. Therefore, teachers working in the private sector were not included in this research. This choice was

predicated on the assumption that teachers employed in public schools might be able to supply answers to the questions posed in the present study.

1.14 INTENDED CONTRIBUTION OF THE STUDY TO THE CORPUS OF KNOWLEDGE

The central focus in this study is on school climate and teachers' organisational commitment, relating to teachers' feelings in connection with the possibility of the school climate dimensions, including collegial leadership, teachers' professional behaviour, student academic pressure, and institutional vulnerability, in order to interpret teachers' commitment.

Essentially, this study takes a scholastic stance that while literature has proved a link between school climate and teachers' organisational commitment, (Douglas, 2010a; Yusof, 2012) it is not clear or perhaps it has not been explored adequately, how teachers perceive or experience the leadership of their schools, the academic performance of students, teachers' professional behaviour and parental attitude, and how all these school climate features relate to teacher commitment (Raman et al., 2015; Smith, 2009). The aforementioned studies on this issue measured these variables and concluded without an in-depth study of the conceptual phenomenon. Therefore, this study was undertaken to explore the perceptions and experiences of secondary school teachers in their schools with regard to the school climate variables and teacher commitment, so that policy can be viewed from an informed recommendation about schools in terms of the efficiency and effectiveness of school administration or management.

New knowledge gained through this study relates to improving school climate and teachers' organisational commitment in order to enhance learners' morale and academic performances. Findings from the present study reflect on bridging gaps in education, it is anticipated that the findings will lead to the widening of the literature about school climate and teacher organisational commitment phenomenon, taking cognisance of the theoretical framework and explanations in gaining in-depth understanding about the school work environment (school climates) (Rapti, 2013, p. 112), and organisational work behaviours of teachers (commitment) (Meyer et al., 2017, p. 26).

Research in commitment might equally be a predisposing benefit in the comprehension of commitment associated constructs such as self-identity, self-efficacy, self-regulation meaningful commitment, investment and alternatives (Vogel & Human-Vogel, 2016, p. 11), especially in the field of education with the aim of meeting contemporary education challenges in South Africa. Education psychologists, school heads, teachers, learners, and parents may all benefit from the findings in this study as a better understanding about the phenomenon is provided regarding school climate impacting factors in connection to teacher commitment.

1.15 LIMITATIONS OF THE STUDY

The likely limitation of this study could be that I only collected data from a qualitative subjective inductive epistemological perspective that is unique to an interpretivist paradigm compared to the quantitative objective deductive epistemological perspective of a positivist paradigm. Consequently, I could not generalise my findings to a larger population. In addition, the gatekeepers of the schools sampled for data collection rejected the idea of collecting data by using video-recording devices. They did not disclose their reasons for such a decision. One gatekeeper, however, categorically said that the use of video-recording gadgets during classroom interaction was pre-empting because it usually distracted learners. As a result, I was unable to video record the interactions between teachers and learners in a classroom scenario as initially planned, and had to make do with informal observations, which I documented as field notes. I equally used my reflective research journal to serve as my third source of data collection apart from the tape-recorded unstructured interviews. These three major sources of data collection allowed me to triangulate the data generated in this study. I strongly assumed that the gatekeepers' refusal to videotape classroom interaction might not be unconnected to my research topic, "school climate and teachers' organisational commitment" with respect to Grade 12 teachers, seeing that this is a sensitive matter if one considers the continual weak performances of so many Grade 12 learners in the national yearly matric examination in the country. However, I deeply feel that the Department of Basic Education in Gauteng should liaise with prospective gatekeepers

about the need to give potential researchers free access to data collection with the proviso that it is not contrary to the ethical standards of research. Ethically guided accessibility may afford researchers the opportunity to generate different data from many sources to further triangulate data.

1.16 SUMMARY OF CHAPTERS

Chapter 1: Introduction

In Chapter 1, I discussed the introductory aspects of this study and offered general background information leading to an overview of the present research. In this chapter, I stated the problem statement, the rationale for the study, its purpose, both primary and secondary research questions guiding the study and clarified key concepts on which the study rested. I also presented a summary of the paradigm, the research method, the research design and the justification for employing phenomenology as the research design. Moreover, I briefly explained the sample techniques, sample size, research site, data collection strategies and data analysis, the role of the researcher, quality criteria, ethical considerations, delimitations of the study, the likely contribution of the study to the corpus of knowledge and lastly, the limitation of the study.

Chapter 2: The theoretical framework and literature review

Chapter 2 commenced with the theoretical framework of Meyer and Allen (1997, p. 106); (Meyer et al., 2017), the tri-component commitment model that was adapted for this study, as well as an in-depth discussion of the contemporary available literature that was in line with my study. Thereafter I explored the key concepts supporting this study, such as the four school climate dimensions (collegial leadership, teachers' professional behaviour, learners' achievement pressure, and institutional vulnerability), as expounded by Hoy, Smith, and Sweetland (2002, pp. 38-40). In addition, I discussed concepts on work commitment, job satisfaction, job motivation, and teacher-efficacy, which included the literature review in this study. Equally, I explored the contemporary state of education in South Africa.

Chapter 3: Research method

In Chapter 3, I presented the discussion of the interpretivist research paradigm underpinning the research method and research design of this study. Additionally, I gave a detailed explanation of the phenomenological research design that I adapted for the study, the sampling technique, sample size, research sites, as well as the data collection strategy and data analysis. I concluded this chapter with an elaboration of the quality criteria (trustworthiness, credibility, dependability and confirmability), the ethical considerations (informed consent, protection from harm, autonomy, beneficence, confidentiality and non-maleficence) and the role of the researcher.

Chapter 4: Research findings

In Chapter 4, I presented the research findings of this study in relation to the generated analysed themes, sub-themes, and categories that emanated from the data collected in relation to the phenomenon of enquiry, “school climate and teacher commitment”. I also presented the participants’ direct quotations and descriptions obtained from the interview transcripts and field notes.

Chapter 5: Literature control, recommendations, and conclusion

In Chapter 5, the concluding chapter of this study, I discussed the generated themes in comparison to the existing literature, which allowed me to come to a conclusion in answering the research questions. Summarily, this chapter was a synopsis of the research process in relation to the purpose of the study, as mentioned earlier in Chapter 1. I concluded this section with a discussion of a possible contribution of the study, recommendations, and areas for likely further research.

1.17 CONCLUSION

In this chapter, I endeavoured to give the reader a brief overview of this research work. After the introduction to the study, I discussed the problem statement, the rationale for the study, the purpose of the study and also stated the research questions guiding this study. I equally clarified the key concepts and explained the research paradigm, the research method, the research design, the justification for using a phenomenological research design, as well as the sampling techniques and sample size applied. Moreover, I described the research sites, the data-collection strategy, data analysis, the role of the researcher, the quality criteria and ethical considerations, the delimitation of the study, the contribution to the existing body of knowledge and the limitations of the study. In the next chapter, I will present the reader with the theoretical framework that underpins this study and discuss my review of literature relevant to the present study.

2 CHAPTER TWO

THE THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

In Chapter 1, I argued that school climate, together with teachers' organisational commitment, is a pivotal element with regard to how a school system works; therefore, it is necessary to understand and gain insight into this phenomenon from the teachers' perspective to further assist stakeholders of education with the way forward in advancing education in South Africa. The environmental circumstances prevailing in a particular school, as well as the way in which teachers experience (Human-Vogel & Morkel, 2017, pp. 1-2) such peculiar circumstances may, to a large extent, portray what to expect from teacher commitment in the workplace, in this case, the school. An ineffectual school climate, together with the absence of both the teachers and learners' commitment, is counterproductive to all members of the school (Human-Vogel & Morkel, 2017, p. 2). The literature review rests on the focal point of this study, the research questions and the rationale framed in Chapter 1.

In this chapter, therefore, I examine the literature on school climate dimensions (collegial leadership, professional teachers' behaviour, learners' achievement pressure, as well as institutional vulnerability), leadership styles, the concept of organisational commitment, theories of motivation, job satisfaction and teacher self-efficacy as crucial to teacher commitment. Furthermore, I elucidate the contemporary state of the education system in South Africa, with an allusion to the historical apartheid background of the country, as well as the inherent socio-economic inequalities responsible for a bimodal classification of education into functional and dysfunctional schooling systems. The theoretical framework underpinning this present study, the Tri-component commitment model (TCCM), as proposed by Meyer and Allen (1997, p. 106(Meyer et al., 2017), is used as a lens through which to understand the focus of this study. I hold the position that the model I adopted in this study encloses the theoretical framework in a mutual comprehension of and gaining deep insight into individuals and the education profession, in terms of how their work climate and organisational commitment interact, considering both contextual

environmental features and human behaviours in their given work conditions, especially the school where they are employed. Next, I will discuss the theoretical framework.

2.2 THEORETICAL FRAMEWORKS

2.2.1 The Tri-Component Commitment Model (TCCM)

As indicated in Chapter 1, the TCCM specifically emphasises the tripartite dimension of commitment, namely affective commitment (identifying unreservedly with an organisation, hence being committed), continuance commitment (appraising the cost of quitting an organisation) and normative commitment (moral obligation to stay with an organisation) (Dinc 2017, p. 775; Meyer & Allen, 1997; Meyer et al., 2017, pp. 1-3). The model further portrays possible work environments with their features.

2.2.1.1 Affective commitment approach (emotional)

Affective commitment, being the first perspective of organisational commitment represented in the model, explains the psychological or emotional affiliation people have towards an organisation (Meyer & Allen, 1997, p. 106; Sharma & Sinha, 2015, p. 73).

Meyer, Allen, and Gellatly (1990, p. 253); Meyer, Allen, and Smith (1993, p. 538) put forward that an employee's affection for an organisation is "the employee's emotional attachment to, identification with, and involvement in the organisation". This implies that individuals who are committed to their organisations, based on affection, continue to work due to the love they have for their organisation (Meyer, Bobocel, & Allen, 1991), because "they want to do so". Employees who are committed on the grounds of affection, do so because of having individual employment goals and values that are congruent with that of the organisation they work for (Allen & Meyer, 1996, p. 253; Beck & Wilson, 2000). Meyer and Herscovitch (2001, p. 361) advance three essential nuggets to demonstrate people's affective commitment. First, individuals' involvement, which is the result of self-motivation to be part of a plan or event. Second, individuals' recognition of the relevance of their entry into a plan or event and, lastly, affinity with the entry that yields modification of individuals' image (Meyer & Herscovitch, 2001, p. 361)

Wolowska (2014, p. 130) asserts that the psychological attachment employees build towards an organisation is due to personal satisfaction that they derive from the organisation, which may be in the form of meeting employees' expectations, organisational justice and the feeling of work-environment meaningfulness, culminating in personal employees' contributions to organisational functioning as well as a feeling of self-esteem. In light of the foregoing assertion, Human-Vogel and Dippenaar (2013, pp. 190-191) in respect of "*Exploring pre-service student-teachers' commitment to community development in the second year of training*" in a community context, show that student-teachers' meaningful engagement in community service strongly predicted their level of commitment to community work; more so than satisfaction, alternatives and investment, comparing the adapted *Investment Model Scale* by Rusbult, Martz, and Agnew (1998, pp. 358-359) with their own new *Meaningfulness Scale* (Human-Vogel & Dippenaar, 2013; Human-Vogel & Rabe, 2015).

Among the assumptions substantiated for these disparities are the expression of one's identity by means of community engagement, which is also an extension of one's sense of self, coupled with a deep feeling of personal belief in fairness and justice, which creates the impetus to have a strong affective attachment to community service in a disadvantaged setting. To some individuals, this is also a meaningful task. According to the student-teachers' schema, meaningfulness in this context reflects the appropriateness of individuals and their contextualised environment (Human-Vogel & Dippenaar, 2013, pp. 197-198). In support of this position, Mowday, Steers, and Porter (1979, p. 225) contend that such a situation is referred to as an attitudinal commitment state, resulting from individuals' identity-linkage to a certain organisation's goals, which also motivates them to maintain membership with the aim of enhancing and actualising such congruent goals. Human-Vogel and Mahlangu (2009, p. 325) buttress this point of view by stating that it is not unlikely that "people are committed to their identities and choose a course of action (goals) consistent with their identities ...". Human-Vogel and Rabe (2015, p. 3) further contend that in commitment-related issues, one's identity is crucial, as is what individuals term to be meaningful in respect to identity-related

commitment; thus, identity-related commitment regulates the comparative importance of goals connecting them to others, as a nexus point exists between individuals' identity and what they can do by way of commitment.

I suppose that, though the model of Meyer and Allen (1997, p. 45) depicts that "affective commitment may be guided by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, equity, personal importance, feedback participation, and dependability", this kind of commitment first seeks an employee's identification with an organisation with the aim of reaping rewards from expended efforts exerted on behalf of the organisation. Secondly, there must be an internalisation in the form of an alignment between the individuals' goals and values and that of the organisation. Lastly, there must be a readiness to remain with the organisation (Allen & Meyer, 1996; Beck & Wilson, 2000, p. 115). I, therefore, argue that generally, affective organisational commitment takes precedence over job dissatisfaction, seeing that it is not affected or determined by it. An employee does not quit an organisation because of low pay or an indifferent supervisor; a strong affective attachment to accomplishing organisational goals overrides any form of dissatisfaction that arises from a job setting (Meyer et al., 1990, p. 710; Porter, Steers, Mowday, & Boulian, 1974, p. 604).

2.2.1.2 Continuance commitment approach (cost-benefit)

The second stage in Meyer and Allen's (1997) model considers continuance commitment as having an awareness of the costs involved in planning to quit an organisation. This aspect of commitment is calculation-oriented, as individuals weigh the costs and risks associated with quitting their present organisation (Meyer & Allen, 1997, p. 710). In this case, an employee whose primary goal is continuance commitment to belonging to the organisation will remain with his or her organisation due to the need to do so, as the cost of leaving is too high, compared to other alternatives. In my view, this organisational behaviour is conceived as beneficial economic exchanges in relation to few job preferences (Taing, Granger, Groff, Jackson, & Johnson, 2011, p. 269). Cohen (2014, p. 527) posits that continuance commitment can be viewed from two perspectives: one being sacrifices incurred on the part of the employees to remain in an organisation, known

as “high-sacrifice continuance commitment”, while the other perspective denotes job availability alternatives and is termed “low-alternatives continual commitment.” The foregoing submissions clearly show that continuance commitment differs from affective commitment in the sense that the latter portrays individuals remaining with an organisation simply because “they feel like doing so” (Wolowska, 2014, p. 130).

Beck and Wilson (2000, p. 130) view continuance commitment as behaviour resulting from a situation where employees develop the desire to not quit an organisation just because they stand the chance of sacrificing employment conditions (investment) such as seniority or status acquired over some time and eventual economic gain if they remain. By implication, it means that employees are committed to an organisation based on a positive extrinsic gain that is obtainable with effort-bargain and does not involve an association with the goals and values of the organisation. The degree of continuance commitment, in this case, is orchestrated by making an evaluative cost of quitting an organisation (Meyer & Allen, 1984).

More importantly, "accrued investments and poor employment alternatives tend to force individuals to maintain their line of action, which are responsible for these individuals being committed because they need to" (Meyer et al., 1990, pp. 710-711). To an extent, I subscribe to this assertion due to the possibility of employees perceiving the cost of leaving a current employment to be higher, especially when they have created either financial or non-financial investment, or both, in an organisation (Dordevic, 2004, p. 112). In a bid to further establish the aforementioned assertion, Caryl (2011, pp. 8-14); Le and Agnew (2003, p. 39), argue that the investment model in relation to commitment and romantic relationships, could be extended to cover non-interpersonal settings in order to appreciate the applicability of the investment model (Human-Vogel & Rabe, 2015, p. 62), which assumes that the more satisfied individuals are invested in a relationship and caught in a lack of alternatives, the higher their dependence and the cost of losing such a relationship. Individuals' dependence, therefore, becomes a structural trait describing their addictive influence of satisfaction, their investment as well as the deficiency of alternatives (Caryl, 2011, p. 9).

Thus, employees develop stronger continuance commitment to an organisation, due to the reward of being members, while terminating service attracts a prize-linked with leaving (investment) (Dordevic, 2004). Consenting to the notion of reward, Tetrick (1995, p. 265) describes continuance commitment as a form of exchange construct that constrains employees to offer performance in exchange for material rewards. It is, therefore, suggested that an organisation should put more emphasis on issues that can enhance employees' determination to stay committed to an organisation in order to maintain a workforce that is continuance committed (Dordevic, 2004).

I share the conviction that continuance commitment to an organisation is likely to be strong in cases where there are not many available alternatives and employees have already increased their investment in an organisation (Lau, 2011); however, I believe that if much better alternatives are available, it is likely that employees may want to quit one organisation for another (Ogamba & Nwuche, 2016, pp. 255-256).

2.2.1.3 Normative commitment approach (obligatory)

Normative commitment is the third and last aspect of the organisational commitment model adopted in this study. This dimension to organisational commitment is conceptualised as a feeling borne out of moral obligation towards an organisation. Employees feel "they ought to do so" (Allen & Meyer, 1996, p. 253) and thus remain with their organisation. These authors also add that "internalised normative beliefs of duty and obligation make individuals obliged to sustain membership in the organisation" (Meyer & Allen, 1991, p. 67). Furthermore, Meyer and Allen (1997, p. 11) posit that "employees with a high level of normative commitment feel that they ought to remain with the organisation".

Such employees feel that continuing their membership with an organisation is the most proper course of action to take. This kind of orientation comes from normative reciprocity (Jaros, 2007, p. 12), where individuals develop a loyalty to an organisation in the form of paying back by means of their services for having benefited from such an organisation. In this situation, employees are normatively committed because it is ethically right to remain with an organisation due to fringe benefits they received from the organisation.

Corroborating this assertion, Sow, Anthony, and Berete (2016, p. 143) add that employees stay with an organisation out of moral attachment resulting from the reciprocal obligation that binds them to pay back for what they have gained.

Cropanzano and Mitchell (2005, pp. 875-876) contend that reciprocal obligation is morally binding on a receiving party due to “certain rules of exchange which evolve over time into trusting, loyal and mutual commitment”. In most cases, employees do have the moral obligation to continue to work in an organisation as a way of showing appreciation or repaying the organisation’s investments in them, such as, for example, training staff members (Ogamba & Nwuche, 2016, p. 256; Wolowska, 2014, p. 131) or other privileges they enjoy. Meyer and Allen (1991) expound that “this moral obligation arises either through the process of socialisation within the society or the organisation”. However, whatever the situation, it is morally incumbent on the beneficiary (an employee) of an organisation’s investment package to reciprocate the kind gesture bestowed on them (Ogamba & Nwuche, 2016).

Summarily, affective, continuance, as well as normative commitment, explains different levels of commitment phenomena that influence the behaviour of individuals in their work settings (Allen & Meyer, 1996, p. 253).

On the basis of the descriptions of the three levels of commitment, teachers’ organisational commitment, as well as the school climate from which they work, can be further understood by applying the TCCM. This is due to the fact that these three dimensions differ in their antecedents and consequences or implications, which conceptually dictate employees remaining with or quitting an organisation (Allen & Meyer, 1996; Meyer et al., 1990, p. 710). One can then conclude that teachers in the teaching field have their own personal aims and goals for being teachers and that the commitment stages of individual teachers are based on the three levels of commitment with their attendant aftermaths, as explained by the TCCM.

2.2.2 Limitations of Tri-component Commitment Model (TCCM)

Despite the multidimensionality approach to the concept of organisational commitment proposed by Meyer and Allen (1997), their commitment model still lacks the complete

conceptualisation of the construct regarding organisational commitment. Limitations emerging from empirical research, according to Solinger, Van Olffen, and Roe (2008, p. 70), are that the TCCM is rather inconsistent in its description of an attitudinal phenomenon, considering that affective, continuance and normative commitment cannot be perceived as describing the same construct with regard to organisational commitment. Moreover, TCCM can only be seen as capable of predicting an element of understanding a single organisational behaviour, namely “turnover”, and does not encompass other organisational commitment attitudes such as cognitive, workgroup and other various behavioural facets (WeiBo, Kaur, & Jun, 2010, p. 12).

Cohen (2007, p. 336) buttresses that, apart from the conceptual ambiguity presented by the TCCM, it does not acknowledge instrumental dimensions to the organisational behaviour that individuals develop before gaining entrance to an organisation. It is important to clearly demarcate between commitment propensity, which appears before the entry to an organisation, and commitment behaviour, which eventually develops after securing entrance to an organisation. Although the TCCM, like any other model, is challengeable, I hold the view that it has been a dominant model in the comprehension of human behaviours concerning work atmosphere and organisational commitment (Cohen, 2007, p. 337; Solinger et al., 2008), and hence its applicability to this study. It illuminates different work climates and stages of commitment that teachers may find themselves pondering in their course of actions, as well as its linked effects.

2.2.3 Emerging Key Points from Literature on Tri-component Commitment Model

Emerging key points seem to be the following:

1. I contend that organisational commitment is multifaceted rather than a monolithic concept or meaning (Allen & Meyer, 1996, p. 253; Cropanzano & Mitchell, 2005; Human-Vogel & Dippenaar, 2013);

2. I understand that commitment to an organisation is premised on three different levels of organisational behaviour (emotional, cost exchange and moral obligation), (Allen & Meyer, 1996; Cohen, 2007; Meyer & Allen, 1991, 1997).
3. I argue that employees may not necessarily exhibit only one category or level of organisational commitment behaviour, but may also act in diverse degrees of organisational behaviours to reflect the multidimensionality of organisational commitment, which results in different socio-psychological circumstances or environmental peculiarities (Allen & Meyer, 1996; Meyer et al., 1990).

Moreover, I conceptualise that the TCCM, though is not a perfect model for encapsulating the totality of the conceptualisation of organisational commitment behaviours, it is very relevant to my discussion of school climate and teachers' organisational behaviour with respect to commitment (Markovits et al., 2014), as will be later argued in the literature review. See Figure 2.1 below for a clearer understanding of employees' work settings and their varied organisational commitment behavioural responses. I will next, discuss the aspects concerning school climate in relation to the TCCM, after which will follow discussions relating to teachers' organisational commitment in relation to the TCCM.

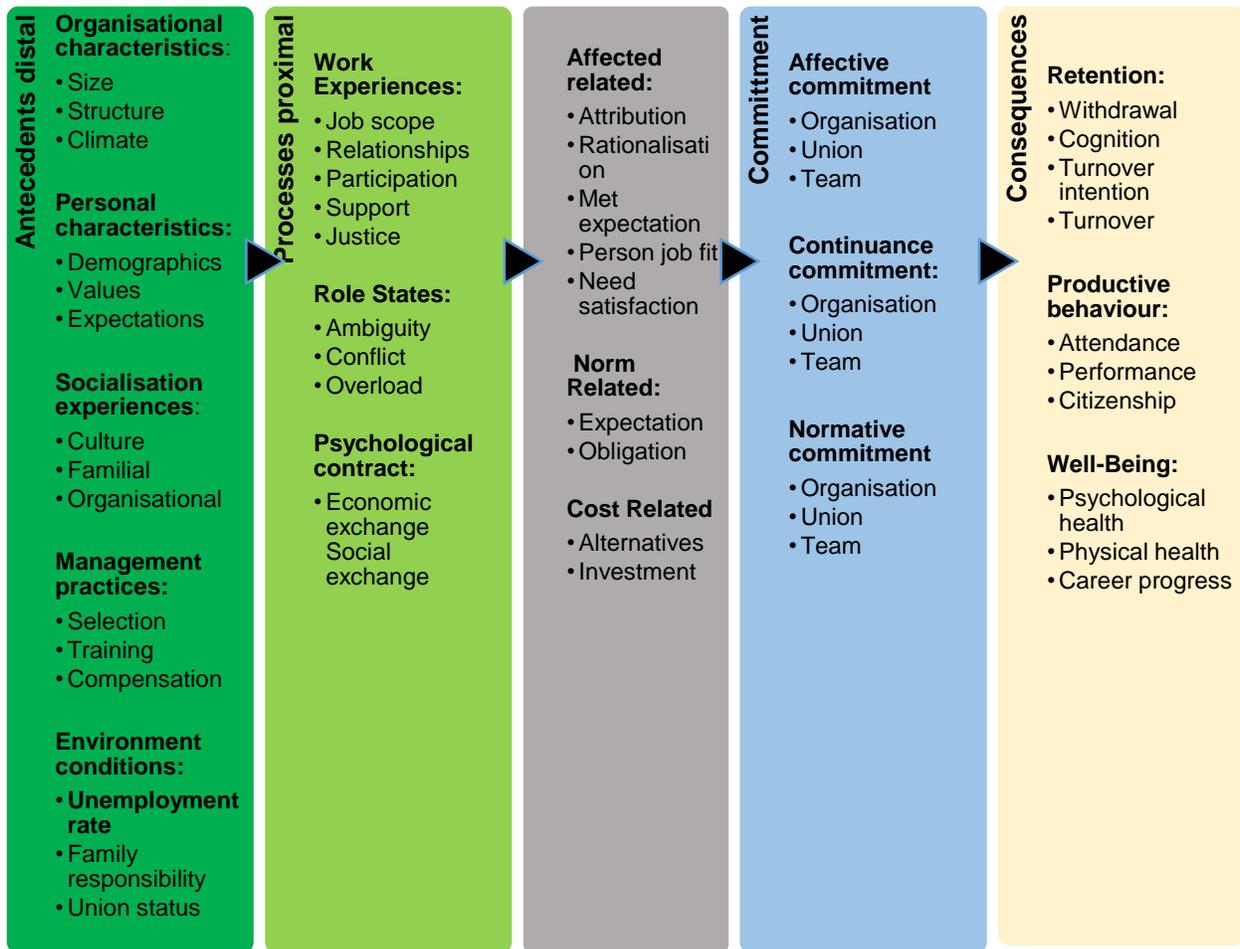


Figure 2-0-1: Tri component commitment model, the antecedents and consequences (Dinc, 2017; Meyer & Allen, 1997, p. 106; Meyer et al., 2017)

2.2.4 School Climate Elements in Relation to TCCM

The school as a social institution allows for interaction that involves students, teachers, the principal, parents and any other significant agents of transformation and socialisation having anything to do with the school system. If the school climate is open, Firestone and Pennell (1993, p. 489) contend that it is likely that the teachers will be committed, exhibiting positive behaviours such as a strong and firm enduring psychological bond with the school, the students and the subject areas they teach. Depending on the prevailing school climate, I argue that teachers’ commitment could be channelled along different entities, for instance to the school, being an organisation, to students’ achievements and to the teaching profession or programmes. Hence it is important for school management

to create a wholesome work atmosphere for teachers to operate in, as this could result in improving students' behaviour and academic successes (Othman & Kasuma, 2016, p. 95). When teachers can personally experience achievement or success due to their efforts, commitment to their work and teaching their students, this may create an intrinsic incentive in them, generating psychological states that are meaningful, enjoyable and satisfying (Firestone & Pennell, 1993, p. 493). These kinds of emotional states relate to individuals' affective commitment to their jobs (Sharma & Sinha, 2015), motivating them to remain with the organisation because of the love for their career.

In this study, I explored four key elements of school climate (collegial leadership, professional teachers' behaviour, students' achievement pressure, as well as institutional vulnerability (parental influence) as proposed by Hoy et al. (2002, pp. 38-40), in the appraisal of school climate in relation to teachers' organisational commitment (Raman et al., 2015, p. 11; Yusof, 2012, p. 11). These four elements or dimensions describe the association transpiring between the school and the community, which mainly concerns students, teachers, principals, and parents. Where the four groups of people interact, they all have their different responsibilities and expectations with regard to fulfilling their personal as well as organisational goals, which later become visible in the society. I discuss these four elements of school climate in relation to the TCCM in the paragraphs that follow.

2.2.4.1 Collegial leadership

This subset of school climate places prominence on the principal's attitude in treating teachers as professional colleagues and creating an atmosphere for openness. However, the principal does not fail at setting performance standards for and voicing work expectations from teachers (Othman & Kasuma, 2016) for achieving education organisational enterprise, which is the objective of establishing a school. If the school principal acts as a collegial manager, teachers can be involved in decision-making, (Orzea, 2016, p. 147), which will motivate them to have a sense of belonging to the school. This may help the teachers to develop a deep faculty trust in principals who are open and who view teachers as colleagues (Hoy et al., 2002). With this situation in place,

persistence and commitment grow in a workplace and teachers develop a normative commitment as they have “a feeling of obligation to continue employment” (Meyer & Allen, 1997, p. 11). Mulford (2003) also states that a well-supported and skilled leadership team will boost teachers’ sense of ownership and influence the way in which they conduct themselves in approaching their jobs.

Moreover, it is helpful to consider teachers’ participation in decision-making because, it implies having an impact on or influence over strategic decisions like having big or multiple classrooms, decisions that were traditionally restricted to school managers and school boards. I further reason that participation is, to a greater extent, connected to commitment because, for example, in as much as teachers can comprehend how strategic decisions influence intrinsic incentives, they may engage in profitable activities that can ensure an atmosphere conducive to successful teaching (Firestone & Pennell, 1993, p. 500). This state of affairs can consequently build an open school climate that will strengthen teachers’ bonds to the school and, as a result, may like to remain to teach in such a conducive school environment. Emmanouil, Osia, and Ioana (2014, p. 38) argue that the hallmark of leadership is being a mediator that can motivate, inspire, support and guide towards the right path with the aim of maximising teachers’ potential in reaching goals of school improvement.

2.2.4.2 Professional teachers’ behaviour

Teacher professionalism as a form of behaviour is in line with mutual respect for colleagues, adroitness, self-determination (autonomy), commitment to students and supporting colleagues (Hoy et al., 2002). Othman and Kasuma (2016, p. 22) emphasise that professional teacher behaviour is positively analogous to teachers’ organisational commitment in that teachers can consolidate a strong work team in actualising school organisational tasks.

In a study done by Yusof (2012, p. 71), he found that out of all four the sub-dimensions of school climate, only professional teacher behaviour statistically proved to be significant in terms of teachers’ commitment. Yusof’s findings corroborate that of Smith (2009), who found that a strong nexus exists between teachers’ professional behaviour and their

organisational commitment. Mulford (2003) argues that when teachers act professionally, they can work collectively, purposefully and meaningfully. Consequently, teachers who team up professionally may likely remain in the teaching profession, as they develop feelings of being backed up and valued by their fellow colleagues in performing their tasks. I support the foregoing assertions because of the possibility that situations can motivate teachers to be autonomous in expressing “self”, in conjunction with “identity”, with regard to task performance, which eventually can foster commitment. More than likely, people will be committed to goals that seem meaningful in expressing the “self”, (Vogel & Human-Vogel, 2018, p. 12) which relates to their surroundings or environment (Human-Vogel & Van Petegem, 2008, p. 120). In an attempt to comprehend commitment, people also need to understand the factors interacting in the particular individuals’ environment. Such interacting factors do, to a larger extent, predict commitment (Human-Vogel & Van Petegem, 2008, p. 115).

According to Lord, Diefendorff, Schmidt, and Hall (2010, pp. 545-563), commitment is influenced, to an extent, at four levels of abstraction in relation to self-regulation at work, namely high-level commitment (identity-affiliated commitment), intermediate-level commitment (goal-affiliated commitment), low-level commitment (task-affiliated commitment) and micro-level commitment (physiological affiliated commitment). Human-Vogel and Dippenaar (2013, p. 62) concur that all these levels relate differently to commitment. These different levels are reflections of conscious as well as unconscious processes that run simultaneously, having the high levels placing restrictions on lower levels. The high level, compared to other levels of abstractions, has a longer time span than the rest in terms of task-performance, achievement, and commitment. Thus, commitment controlled by identity investment may lead individuals to control their behaviour in line with their self-descriptions. Consequently, this could increase coherence in their attitudes as well as their views, which explain the reasons for individuals being more committed (Human-Vogel & Dippenaar, 2013; Lord et al., 2010, pp. 518-521). Lord et al. (2010, p. 563) add that self-identification as well as work self-conceptualisation may be seriously affected by organisational factors such as leadership, which could generate cognitive and affective, including motivational, inhibition. By implication, I reason that teachers may show sound commitment to school tasks should they be involved in tasks

portraying their professional images along with their self-identities. This could motivate teachers to put in concerted efforts to work as a team, resulting in a congenial school climate.

Mulford (2003) further argues that teachers' access to professional autonomy can create an opportunity to attract individuals who plan to embrace teaching as a career. At this stage, I assume that teaching autonomy can produce a commitment to accomplish instructional practice concomitant to organisational goals and values. In this scenario, teachers can pinpoint their contributions to developing learners' learning and attribute success to themselves for realising the schools' vision (Firestone & Pennell, 1993, p. 499). At this point, teachers are likely to start seeing themselves investing in the teaching profession and, as a result, may not want to quit teaching after weighing the cost of losing membership and the slim probability of getting a better-paid job than teaching, which all form a strong platform to develop continuance commitment.

Alutto, Hrebiniak, and Alonso (1973); Becker (1960) assert that for teachers, this stage aligns with the "side-bet" theory, which holds that employees are committed to an organisation to the extent that they still hold their posts despite any stressful situations they might experience, but that they will quit should they find a better alternative. Many individuals who find teaching interesting and enjoy social relations, as well as the low probability of better-paying options, will remain in teaching due to the need for continuance commitment. This organisational behaviour can also be explained by calculative and normative commitment, which relates to "awareness of the cost associated with leaving the organisation" and "a feeling of obligation to continue employment" (Meyer & Allen, 1997, p. 11).

2.2.4.3 Learners' achievement pressure

This dimension of school climate revolves around setting high academic standards with reasonably achievable goals. Students persevere, work harder to accomplish good academic grades and they are respected by fellow students and teachers for displaying academic shrewdness. To maintain academic soundness, the principal, teachers, and parents must mount pressure on students in order to promote high quality and school

development (Othman & Kasuma, 2016, p. 96). In a study done by Hoy et al. (2002, p. 47), in which they endeavoured to measure the interconnectivity between organisational climate and faculty trust. They found that of all four the dimensions of school climate, achievement pressure encourages trust in the clients (parents and students), resulting in a higher commitment to achieving excellence. Their findings corroborate that of Othman and Kasuma (2016, pp. 96-99) who attest that teachers become committed to their students and the school's achievements when they collaborate to obtain the benefits of teaching. Collaboration among teachers results in teaching with enthusiasm and overcoming isolation while gaining energy to go the extra mile to improve students' academic performances. This, in turn, ensures clients' trusts in the school (Othman & Kasuma, 2016).

To my reasoning, other things being equal, teachers' confidence in students and parents tends to be high where students, teachers and the school intensify academic achievements, with parents pressing for high standards and upgrading. This may be connected with reaching consensus among the groups, which motivates teachers to strongly trust their clients in as much as all parties involved are committed to ensuring academic achievements (Hoy et al., 2002, p. 47). On account of this academic-oriented climate, it suffices to say that teachers in this kind of environment could develop an affective attachment to the values and goals of their school with regard to their roles in the school as an organisational enterprise, for the sake of the school apart from its instrumental value (Buchanan, 1974, p. 533).

Consequently, committed teachers will strongly believe in the values and goals of the object of interest (in this case the school's academic achievements), exert considerable effort beyond the slightest expectations to advance the school and firmly desire to remain attached to it (Kanter, 1968; Mowday, Porter, & Steers, 1982). This type of commitment is borne out of an intrinsic motivation resulting from being rewarded for efforts and thriving outcomes instead of conditions that are influenced by someone else (Deci & Ryan, 1985).

According to Hackman and Oldham (1980), that intrinsic or internal work motivation precipitates good performance occasioned by self-reward, which serves as an impulsion

to continue to do well. Since poor performance induces feelings of displeasure, someone may develop the drive to put in more effort to avoid further displeasing outcomes.

2.2.4.4 Institutional vulnerability

Institutional vulnerability as a dimension of school climate measures to what extent the school is vulnerable to some influential individuals, such as parents or people in the community, who influence the activities going on in the school. The school can experience high vulnerability where both the principal and the teachers are not adequately protected from external forces, most probably resulting in a situation where staff members always become defensive (Hoy et al., 2002, p. 42). This is a sign that could portend an unhealthy, along with a closed, school climate where teachers feel unmotivated and are consequently poorly committed to their school tasks, which, in turn, may also adversely affect students' performances. In such a situation, organisational goals to advance academic excellence and to develop students' morale are defeated. At this point, some teachers may want to seek a transfer or quit teaching because they feel insecure and unprotected from external influences emanating from the school community. Some teachers may no longer feel a strong bond with the school as an organisational enterprise, while some may remain with the school just to mark their presence, but not being committed to serious teaching tasks, especially if such a situation occurs in a public school.

To a large extent, school climate plays a significant role in the determination of teachers' commitment, be it affective, continuance or normative. In the United States of America (USA), according to the findings of both Douglas (2010a) and Smith (2009), institutional vulnerability as a school climate element did not predict teachers' commitment, while the other three elements of school climate, namely collegial leadership, professional teachers' behaviour and learner achievement pressure did indeed predict teachers' commitment (Raman et al., 2015). The reasons for this result could be that in the United States, where the two types of research were conducted, individuals are conscious of their rights and they tend to go about their daily activities in such a way as to avoid legal actions. Nonetheless, Othman and Kasuma (2016) argue that where a school can be

influenced by certain members of the community, teachers may find it difficult to be fully committed, considering that teachers caught up in this kind of situation cannot trust and do not receive support from the community. Epstein et al. (2018) caution that schools cannot work alone, and that parents and members of the community need to work together with the school, for the reason that it causes learners to learn better, to develop a positive attitude towards school, to complete their homework promptly and it also minimises absenteeism from school.

I equally hold the conceptual philosophical frame of mind that schools, along with parents or guardians sharing similar philosophies, goals, and aspirations that may bring about consistency and advance learners' academic successes. A successful school should be confident in extending invitations to the community and be ready to furnish parents with the school's performance, progress, and activities, with the aim of achieving a common objective (Epstein et al., 2018). Such a cordial relationship between schools and the parents or guardians may bring about collaboration and success, as well as tangible outcomes (Griffith, 2001), which could deepen teacher commitment vastly. Rosenblatt and Peled (2002, p. 353) espouse that parental involvement depends on the level of trust that parents have in a school. In one hand, a school with a high ethical climate, reflecting professional codes of conduct and caring values, may attract parental cooperation while, on the other hand, a school with a low ethical climate could lead to parents' conflict-based involvement, seeing that trust is a determining factor for an organisation to operate successfully. Putting one's trust in people implies that you expect them to act in accordance with your expectations (Khodyakov, 2007, p. 121) of them. In other words, parental involvement may be contingent on the school's current ethical climate. Rosenblatt and Peled (2002, p. 351) further show that conflict-based involvement, along with cooperation-based involvement, coexists in a parental-school interaction that is consequential to an ethical climate surrounding the school.

Eden (2001) also contends that parent-school relationships feature from two dimensions, namely learning and political dimensions. The latter dimension reflects conflictual conditions between parents and teachers on the "turf" (referring to the child); sometimes parents become influential in a formal or informal manner. Parents are able to influence

teachers as well as the principal formally by participating in Parent Teacher Association (PTA) meetings where school policies and ideologies are deliberated on, or informally by telling teachers what behaviour they require from them. In Israel, teachers perceive parental involvement as a hindrance to learning, while the Ministry of Education only permits parental “involvement” and not “interference”.

Raman et al. (2015) argue that teachers’ motivation, as well as their commitment, is more than likely to increase if teachers can work in a secure environment. The school community, parents and influential members of the community should cordially work with the school in anticipation of promoting teachers’ commitment and students’ academic achievements.

2.2.5 Teachers’ Organisational Commitment in Relation to TCCM

In our contemporary dispensation, teachers’ organisational commitment is becoming more and more crucial, as commitment is a high determining factor for meaningful success and effectiveness (Noordin, Rashid, Ghani, Aripin, & Darus, 2010, p. 49) in the field of education. Human-Vogel and Van Petegem (2008, p. 121); Vogel and Human-Vogel (2018, p. 11) argue that it is more than likely that people will be committed when they engage in meaningful behaviours and actions in relation to their identity or self-knowledge in their socio-cultural context. This, of course, results in a positive effect, which in turn results in people becoming more committed to certain interpretations of themselves. Since individuals possess powerful affective bonds in relation to an identity, this becomes noteworthy and commands an exceptional influence on their courses of action. Consequently, commitment becomes a driving mechanism by means of which people adjust their actions and behaviours in increasing significance, with the resultant effect of experiencing positive outcomes (Human-Vogel & Van Petegem, 2008, p. 121; Vogel & Human-Vogel, 2018). Oftentimes, highly committed teachers willingly put in a vigorous extra effort to bring to fruition the school’s vision and goals.

Fredriksson (2004) posits that teachers hold the power to actualise school effectiveness and to make a significant difference in realising students’ capital growth by way of teaching and learning exercises. Teachers operating under low commitment form the

habit of coming to work late while incessantly absconding from work by abusing sick leave opportunities (Shapira-Lishchinsky & Rosenblatt, 2010). This apathy to work is responsible for a great deal of lost teaching time that cannot be replaced by having to use ineffective alternative teachers (Gaziel, 2004). Rinke (2008) cautions that the introduction of inexperienced substituted teachers may result in a school struggling to maintain high-quality education simply because low-effective and inexperienced substitute teachers can be a sequel to poor learner achievements (Xaba, 2003). It is typical for teachers who exhibit a low organisational commitment to be self-centred, to the same degree that their activities in school are diverted to personal interests at the expense of organisational success. Their inability to deliver quality education services to promote learners' academic success reflects their state of mind in this regard (Rinke, 2008). Labatmediéné, Endriulaitiené, and Gustainiené (2007) posit that, most likely, uncommitted teachers may migrate from one school to another or eventually quit the teaching profession.

Organisational commitment as a multidirectional construct is viewed as a psychological condition describing employees' connection with an organisation regarding their willingness to remain with or quit an organisation (Meyer & Allen, 1991). According to Meyer and Allen (1997, p. 106); Meyer et al. (2017, pp. 1-3), the Tri-component commitment model (TCCM) comprises three levels of organisational commitment, which are affective commitment, showing employees' emotional affinity to an organisation; continuance commitment, reflecting employees' cost implication of their intention to leave an organisation; and normative commitment, referring to employees' moral obligation to an organisation (Ligaya, Joung-Hyun, & Hyun-Jung, 2015, p. 232).

Judging by the ongoing definition of organisational commitment, Allen and Meyer (1996) argue that employees who display a high degree of affective commitment as well as normative commitment, are more likely to record great job performance, which could also serve as an indicator for low turnover intentions (Mathieu & Zajac, 1990). Teachers with a high sense of affective commitment could display exceptional instructional leadership qualities during classroom interaction with students by mastering their area of subject discipline and demonstrating effective teaching (Selamat, Nordin, & Adnan, 2013, p. 567). In addition, Selamat et al. (2013) echo that teachers who exhibit a prominent degree of

affective commitment are often able to observe while overseeing students' work, to manage their classrooms well and to be active in extra-curricular undertakings to demonstrate organisational citizenship etiquettes.

Teachers in this category tend to exhibit self-differentiation compared to other colleagues in the school. Human-Vogel and Rabe (2015, pp. 63-67) propose that individuals with high levels of self-differentiation have the ability to perceive themselves as autonomous (the ability to make choices to endorse one's personal action), are capable of making rational decisions and record lower emotional reactivity, which, eventually, may lead to positive behaviour control or self-regulatory behaviour, which aids them to attain goals that are not contradictory to their commitment and the appropriate investment of their resources. I, therefore, assume that in the teaching context, like the school environment, teachers who prominently exhibit self-differentiation qualities can motivate themselves to be committed to teaching outstandingly, considering that this kind of behaviour is an intrinsic motivation that evolves from an identification with excellence. Thus, teachers who fall in this category tend to bond with teaching (Allen & Meyer, 1996, p. 253; Meyer & Allen, 1991, p. 67).

Noordin et al. (2010, p. 53), in a study on "*teacher professionalization and organisational commitment in Malaysia*", found that teachers record moderate levels of all three the components of organisational commitment (affective, continuance and normative). However, in order of ranking, the teachers' score for the mean in affective commitment was 3.808, that of continuance commitment was 3.710, while that of normative commitment was 3.420. These findings implied that teachers recorded to show more affective commitment compared to the remaining two components of organisational commitment.

Based on the foregoing observation, I argue that although on the whole teachers' organisational commitment is moderate, school management should be concerned about teachers' continuance commitment, being the second-ranked mean score for affective commitment. The mean score indicates that teachers are continuously committed to their schools as a result of the perception that they could be disposed of organisational membership and that incurring social costs could imply losing the friendship of other staff

members and the consequence of being less loyal to school management (Noordin et al., 2010). The normative commitment mean score, being the lowest in comparison to the affective and continuance components of teachers' organisational commitment, may reflect that teachers feel obligated to remain with their schools due to internalised norms that they develop prior to joining their different schools. These norms are established by means of social situations or in their families, and include the importance of being loyal; hence they "ought to" but not as a result of "have to" or "want to" remain with their respective schools (Allen & Meyer, 1996, p. 253).

Invariably, the mentioned findings are important because they provide insight into the usefulness of the organisational commitment model (Meyer & Allen, 1997, p. 106) in their explanation and analysis of teachers' organisational behaviour and School Management Authorities. Moreover, the findings may assist the Department of Education in finding answers on how to go about the management of academic staff in relation to the development of teachers' professionalisation, as well as in comprehending the differences in teachers' work situations and their work behaviour. The findings could also better aid other stakeholders in the field of education to understand the approach to teachers' career commitment, in addition to the three components of organisational commitment, in relation to teachers' work commitment (Noordin et al., 2010).

In another study, involving higher-education teachers, on "*job satisfaction and organisational commitment of university teachers in public sector of Pakistan*", the researchers looked at the affective, continuance and normative commitment of teachers (Malik, Nawab, Naeem, & Danish, 2010). Malik et al. (2010) found that even teachers in higher education are not immune to common teachers' challenges such as a low degree of job satisfaction, with reference to organisational commitment, which consequently could regress to adverse non-economic and economic consequences in the form of reduced teaching efficiency and students' low intellectual growth, as well as an eventual high turnover of staff. It is therefore suggested that academic administrators, in conjunction with policy makers, strive to ensure optimal job satisfaction for the teaching workforce. Enjoying a considerable level of job satisfaction and commitment will motivate

teachers to improve their performance, resulting in an effective organisational component (Malik et al., 2010).

In a study done by Karakuş and Aslan (2009, p. 432) on “*teachers’ commitment focuses: a three-dimensional view*”, they noted that teachers’ commitment can be influenced by diverse areas of foci, including, among others, the teaching profession, the workgroup to which teachers belong and the school where they work. Each of the foci has peculiar antecedents. Diversely, teachers may be committed to these foci or not, premised on their individual features such as the teachers’ gender, their marital status and their tenure at the workplace.

From the basis of the mentioned study, I reason that though female teachers, who are affective and normative wise, are more committed to the teaching profession than their male counterparts, they still score low on normative commitment regarding working together as a group, with a low score on continuance commitment to the school where they teach due to no investments in the school (Karakuş & Aslan, 2009, p. 435). Married teachers recorded low affective and poor normative commitment with respect to the teaching profession compared to the unmarried ones. I assume that this may be due to married teachers’ family responsibilities, though their continuance commitment status to the teaching profession, as well as to the school where they teach, was high (Karakuş & Aslan, 2009). I further argue that a longer tenure at a workplace may increase the investment, in turn leading to an increase in teachers’ continuance commitment levels with respect to their focus on the school where they work. Although teachers with one to five years’ tenure recorded the highest degree of normative commitment to the teaching profession, the affective and normative commitment degree is lowest with reference to the focus workgroup they belong to (Karakuş & Aslan, 2009, p. 435).

Also, Shah and Abualrob (2012, p. 943), in a study on public secondary school teachers in Islamabad, Pakistan, found that teachers were proud to be members of the teaching profession. They felt that quitting the teaching profession at a crucial stage of their careers would be tantamount to a great personal sacrifice, and that being trained in the teaching profession is enough justification to stay in the teaching profession for a significant period of time as a way of showing loyalty. Based on their continuance and normative

commitment, these teachers have enough reason to remain in the teaching profession. Allen and Meyer (1996) propose that employees with a powerful and appreciative perception of organisational commitment's three components (affective, continuance and normative commitment) are less likely to be absent from the workplace. On a positive note, I strongly hold that it is essential to boost organisational commitment as a single entity, considering that teachers who demonstrate immense organisational commitment are likely to engage in pragmatic work behaviour, reflecting minimal tiredness and less turnover, consequently resulting in organisational success that can ensure an amiable school climate (Angle & Perry, 1981; Iverson & Buttigieg, 1999). Next, I will discuss school climate types, leadership styles and the concept of organisational commitment.

2.3 SCHOOL CLIMATE TYPES

The conceptualisation of school climate dates back to the 1950s when socio-science researchers began to study the differences in nuances in work environments (Rapti, 2013, p. 112). Halpin (1966, pp. 176-181) happens to be the pioneering proponent of school climate, and since then other researchers wrote about school climate based on the pioneers' conception of the construct school climate (Freiberg, 1999, p. 3). A school's climate characterises the totality of what goes on in and around the school, seeing that such activities influence individuals who are associated with the school to some extent. There seems to be no consensus on the conceptualisation of school climate among the various research writers and scholars of education reformations.

However, despite the adversarial opinions about the definitions of school climate, Thapa et al. (2013, p. 15) note some common elements that all the definitions of school climate that include physical, social as well as academic aspects. The physical aspect covers the school building, classroom size in relation to the student-teacher ratio, the availability of teaching resources and the safety of all school members. The social aspect captures the relationships among staff members, students, and parents and to what degree it promotes unity or causes diversity, the maintenance of justice for all school members and the extent to which teachers, students and every other individual who are linked to the school contribute to the decision-making process. Lastly, the academic aspect depicts the

soundness of the teachers' teaching in realising the students' achievements and monitoring and prompting feedback on students' academic progress to both students and parents (Cohen & Geier, 2010; Loukas, 2007).

According to Freiberg and Stein (1999, p. 11), school climate describes a school's "heart and soul", which reflects the learners, teachers and the principal's motivation to be part of the school. The metaphorical reference to school climate as "heart and soul" underpins the significance of school climate in motivating and gratifying school members to experience a sense of comfort and joy when coming to school. In other words, school climate epitomises school life and the cherished values of the school (Oyetunji, 2009, p. 72; Rapti, 2013, p. 112).

Thapa et al. (2013, p. 2) further assert that school climate reflects how individuals experience school life in relation to goals, norms, ethics, interpersonal-communication, teaching and learning exercises, along with the organisational composition of a school. A key factor that may impact employees' interpretation of their work environment is organisational climate. Halpin (1966, p. 131) pictures organisational climate as the "personality" of the school, which can also be described along a continuum of "open and closed" school climates.

Hoy, Tarter, and Kottkamp (1991, p. 3) explain that the climate of an organisation may relate to the commitment the employees show to the organisation. Therefore, as climate is to an organisation, so is the individuals' commitment to their work establishment. In view of this, the uniqueness of a school makes it entirely different from other organisations and affects its members' behaviour, as shown by their level of commitment. Glimer (1971, p. 28) contends that organisational climate stands for peculiar features that affect the attitude of individuals in an organisation, and these peculiarities are the distinguishing factors that make an organisation different from other similar organisations.

The above explanation implies that if the school climate is unfriendly, the staff members of the school may find it difficult to perform their daily tasks efficiently. On one hand, the climate of a school may have an impact on students' and teachers' attitudes towards their work, together with school management, which may eventually influence the health of the

school climate (Hilsdon & Randell, 2012, p. 15) and could pose significant barriers to teacher performance (Tubbs & Garner, 2008, p. 19).

On the other hand, a conducive school climate will probably allow teachers to give their best (Spicer, 2016, p. 84) and to promote high-quality education and learning in the school. A positive school climate may create a welcoming environment where individuals feel safe and supported physically, intellectually, psychologically and socially (Lester & Cross, 2015; Thapa et al., 2013, p. 11). It is obvious that the organisational climate, in this case, the school environment, greatly influences teachers' commitment in accordance with the descriptions of the two mentioned school climate environments, it suffices to infer that school climate encapsulates the milieu of our feelings that operate in a certain school as a result of the interpersonal relationships connecting the principal, the teachers as well as the students (Oyetunji, 2009) during teaching and learning exercises. It is important that a school, as a social system, allows room to deliberate both personal and administrative matters when it concerns the smooth running of the system and the accomplishment of organisational goals to support a healthy school climate.

Yusof (2012, p. 2) argues that a healthy school climate may be viewed as one that emphasises the learners' strong academic achievements and where the teachers can win the principal's confidence to develop themselves and to influence their students' learning. Adeyemi (2008, p. 138) asserts that to achieve educational goals, the school's organisational climate is imperative, as it exemplifies the prevailing work conditions between the superordinate (principal) and the subordinates (teachers) to reach the school's objectives. Halpin (1966, pp. 174-181), in an attempt to describe different prevailing work conditions in a school environment, identified six different possible school climate types: "*open climate, controlled climate, autonomous climate, paternal climate, familiar climate and closed climate*" (Oyetunji, 2009, pp. 78-79; Rapti, 2013, pp. 112-119). However, Hoy et al. (1991) compressed these climate types into four possible school climate situations, as explained below.

2.3.1 Open Climate

An open climate describes the openness as well as the degree of relationship authenticity that the principal, teachers, learners and parents experience (Glimer, 1971, p. 12). This kind of school atmosphere permits the principal and the teachers to collectively work through mutual understanding; the principal is highly supportive and receptive to teachers' contributions to administrative tasks with a sincere and frequent appreciation of the competence displayed by the faculty (Pretorius & Villiers, 2009, p. 34). According to Hoy et al. (1991, p. 33), a principal with little directness gives teachers autonomy to operate without undue scrutiny. A principal shows low restriction by removing bureaucratic trivialities. There is a high sense of collegial connection among teachers that fosters open and professional behaviour in actualising organisational goals (Rapti, 2013, pp. 116-117). High intimacy is also practised among staff members with sound interpersonal relationships, resulting in intimate friendships and low disengagement (Hoy et al., 1991, p. 33), which, again, is reflected in teachers' strong cooperation and their commitment to teaching their students to excel academically. In such a supportive and healthy school climate, teachers are likely to be more dedicated and willing to perform their assignments in high spirits (Eboka, 2017 p. 20).

2.3.2 An engaged climate

An engaged climate is characterised by a principal's ineffectiveness to successfully lead the school as a result of the teachers' high professional competence and/or performance (Hoy et al., 1991, p. 33). The principal becomes unnecessarily difficult, rigid and insensitive to both professional expertise and faculty needs (Pretorius & Villiers, 2009, p. 35). Moreover, the principal is restrictive to the extent of burdening teachers with unwarranted tasks. Unexpectedly, teachers subjected to this situation usually ignore the principal's incompetence and conduct themselves as resourceful professionals. Teachers in such a school atmosphere firmly support one another, embrace high collegiality, intimacy, and engagement, and are committed to accomplishing teaching-learning activities despite the principal's weak leadership (Hoy et al., 1991, p. 33).

2.3.3 Disengaged Climate

A disengaged climate is inverse to the engaged climate. In this case, the principal maintains strong leadership and is always concerned about and supportive of the teachers. The principal welcomes teachers' professional competence and innovation in accomplishing and actualising school organisational goals and duties (Hoy et al., 1991). Teachers receive autonomy to perform organisational responsibilities by means of their professional expertise as the principal eliminates possible administrative bulwark (Pretorius & Villiers, 2009, p. 35) in the form of a procedural red tape. Hoy et al. (1991) add that, though leadership means well, teachers go as far as making concerted efforts to frustrate the principal's administrative goodwill by ignoring his or her proposed initiatives. Apart from disliking the principal's leadership, teachers do not enjoy any form of collegial intimacy among themselves; they are equally disengaged from performing their administrative tasks well, despite the congenial and flexible administrative climate created by the principal (Hoy et al., 1991) to enhance teachers' commitment.

2.3.4 Closed Climate

In a closed climate, the principal, as well as the teachers, create a state of impasse, which results in a substantial administrative challenge. Oftentimes the principal is too officious, restrictive and bothers teachers with excessive but trivial organisational tasks (Hoy et al., 1991, p. 33). Teachers, on the other hand, are counterproductive and lethargic about school duties (Rapti, 2013, p. 118), which eventually hamper students' academic achievements. The school climate persistently becomes too volatile and unhealthy inasmuch as the principal remains unsympathetic, unresponsive and controlling (Okoye, 2012, p. 33). These unwarranted and misplaced personal and administrative priorities insinuate suspicion, social tension, lack of respect, insensitivity and intolerance coupled with inflexibility in a closed school climate (Garedew & Biyabeye, 2015, p. 13). This type of school climate breeds an unhealthy school with no effective leadership where teachers are unhappy with their colleagues and with the school work they have to do (MacNeil, Prater, & Busch, 2009). In conclusion, it may be increasingly difficult for students to attain high academic achievements or harbour a positive attitude towards teaching and learning

and their fellow students (MacNeil et al., 2009), seeing that the adults, who are supposed to be positive role models, set no examples worth following.

On the grounds of the earlier discussion of the various school climates, I opine that a proper understanding of school climate is imperative in order to also examine the prevailing school culture along with the school climate in a school. Although school culture and school climate seem to be similar and are sometimes used interchangeably, they differ in terms of their distinguishing characteristics. Rapti (2013, p. 114) argues that, while culture stands for “assumptions” and “ideology”, climate typifies individuals’ perceptiveness of behaviours around them. According to Tableman and Herron (2004), culture mirrors the beliefs and expectations that individuals in the school community share with regard to the school’s operation. Gruenert (2008); Kane et al. (2016, p. 2) argue that, while school culture denotes “how people act in the school”, school climate, on the other hand, reflects “how people feel in the school”. For school leaders to influence their schools’ existing cultures over time, among other things, they need to assess the school climate to assist them in collecting information about the facets of school life that require improvement (Gruenert, 2008); especially on how to improve teachers’ commitment to boost students’ academic achievements.

Peterson and Deal (1998, p. 28) assert that culture stands for norms, traditions, and beliefs that have consciously or unconsciously accumulated over a period as people relate together at the workplace, resolve challenges and confront problems collectively. This set of expectations, together with values that the individuals share, tends to modify the way people think and behave in schools. How these two constructs, school climate, and culture, relate, will, in my view, to a large extent influence teachers’ commitment.

The school climate is the individuals’ all-embracing experience of the school (Coulston & Smith, 2013, p. 1). On the other hand, school culture reflects a profound awareness of how individuals act in the school, considering the encompassing school norms, values, expectations, and traditions. Climate has something to do with peoples’ perceptions or attitudes in an organisation, while culture is driven by shared common norms and belief systems (Gruenert, 2008, pp. 57-59) among people. According to Mokoqo (2013, pp. 75-79), the climate is more the expression of the feelings of a school community’s members

which may, because of differences in individual perceptions and personalities, yield various interpretations of a given situation. On the other hand, anthropologically, culture may be described as existing traditions, values and norms evolving from the interaction among individuals in a school community in a bid to proffer solutions to their common problems. I strongly hold the view that culture, being the embodiment of both the tangible and the intangible features of a school, to a large extent shows the way in which schools go about their business; this may influence and reflect in teachers' commitment to school tasks.

Moreover, on the basis of all the clarifications, I argue that a school system that operates with an ambiguous set of policies may prevent teachers from comprehending the school's objectives and mission, which can be detrimental to the school climate and of course to the teachers' commitment. Msila (2014, p. 10) argues that a productive school culture is built on the type of goals set by the school authority. A school system that has no vision and commitment, lacks strong leadership and has no clear regulations or directions, will end up producing both a weak school climate and culture. Where teachers are motivated and committed, they may effectively perform their teaching tasks with minimal available resources and create an effective school culture (Msila, 2014). Next, as a continuation of the school climate, I will examine leadership styles in relation to school climate.

2.4 LEADERSHIP STYLES AND SCHOOL CLIMATE

Schermerhorn, Hunt, and Osborn (2000) view leadership as a way of getting a group of people or individuals to perform tasks in accordance with the leaders. Similarly, Ali (2013) conceptualises leadership as an individual's ability to influence others to realise organisational goals. These two definitions, by implication, make the leader someone who dictates his or her intention to the subordinates. In this case, the subordinates are mere followers; their contributions or inputs do not matter, only that of the commander. However, there is a movement away from leadership that is conceived as traditional, heroic and individualistic, towards an all-inclusive leadership. This movement is gaining more ground in the literature due to the complexity associated with contemporary leadership.

Storey and Holti (2013, p. 12), from their numerous surveys, conclude that “large numbers of respondents identify leadership as a process involving the display of vision, strategic sense, an ability to communicate that vision and strategy and ability to inspire and motivate others to achieve organisational tasks”. Storey and Holti (2013, p. 17) further argue that leadership is all about offering a justifiable clear sense of purpose and meaningful contribution and motivating teams to work efficiently and effectively with the aim of focusing on improving system performance. The socio-psychological paradigm of leadership entails being able to influence individuals, to motivate them to contribute to usefulness and to accomplish the goals of the organisation of which they are members (Northhouse, 2013). Thus, leadership entails process and influence, takes place in a group and ends in attaining goals (Ali, 2012, p. 76). Leadership is inaugurated because having a group leader strengthens the competencies of others belonging to the group (Okoji, 2014, p. 85) in order to achieve a desirable goal. Ali (2013, p. 81), in examining the works of Aristotle in relation to modern leadership, asserts that a leader should possess **ethos**, **pathos**, and **logos**. Ali (2013, p. 81) explains that “ethos is his moral character, the source of his ability to persuade, to inspire. Pathos is his ability to touch feelings, to move people emotionally. Logos is his ability to give solid reasons for his actions to move people intellectually”.

Based on the qualities of a leader as expressed above, I reason that leadership is in essence about effectiveness and appropriateness as associated with the working relationship that exists between the leader and his or her followers. The last three definitions presuppose that the followers also have a level of autonomy, accountability, and responsibility. Oftentimes, unethical leadership is evident in an organisation where the leader is insensitive to the subordinates’ wellbeing (Tran, Tian, Li, & Sankoh, 2014). Such a leader’s interpersonal skills or personality is detrimental to the organisational climate and subordinates have the strong conviction that the leader is primarily (Lašáková & Remišová, 2015) motivated by self-centeredness. To a large extent, this attitude may impact subordinates’ commitment. A poor leader creates an environment of neglect, increases crises, mismanages and continuously shows unacceptable attitudes towards staff members. Such a leader lacks integrity, dodges responsibilities and blames others around him or her for his or her incompetence (Tajasom & Ariffin Ahmad, 2011, p. 317).

The conceptualisation of leadership and leadership style may not be the same when looking at different disciplines such as the law, education, politics, and business. Bandura (1999, pp. 3-9) contends that the extent to which individuals manifest behaviour (leadership qualities) does not depend mainly on their personalities but more on the circumstances and the environment they find themselves in (Judge, Piccolo, & Kosalka, 2009, p. 861).

In education, the principal is the leader to whom the teachers look up for direction in matters related to teaching and learning in the school. A major duty of the principal is to provide a positive and healthy learning-teaching environment for the teachers as well as the students. Uthman and Kassim (2016, p. 66) propose that a complementary and positive school environment or climate affords a structure in which learners, teachers and stakeholders in education constructively and cooperatively function. Bredeson (2000), in a study on the school principal's role in teachers' professional development, identifies four key areas on which the principal significantly impacts with regard to teachers' teaching in the school. These four important channels include (a) the principal's ability to provide a conducive learning environment, (b) the principal being a model instructional leader, (c) the principal's continuous involvement in designing and delivering professional development and (d) the principal's ability to assess the professional development results.

I endeavour to view the possible leadership styles that school principals employ as democratic, autocratic and laissez-faire (Amanchukwu, Stanley, & Ololube, 2015, pp. 9-11). I suppose that the three common leadership styles mentioned have their strengths and weaknesses, and hence the principal's application thereof depends on his perception of the prevailing situation. Though no leadership style is infallible, the school principal may consider the situational leadership style to be a more comprehensive and pragmatic approach to maintaining a balanced school system with a functional school climate. Principals may study and apply the situational leadership style to achieve an effective coordination of teachers, which could, in turn, aid their (teachers') commitment based on their understanding of the teachers' ability to perform the teaching tasks (Meier, 2016, pp. 27-28).

2.4.1 Situational Leadership Style and School Climate

The situational leadership style deals with a leader's capability to carefully study a situation and to rightly respond to it. This leadership style examines a leader's ability to change strategies by means of two major behaviours (Schweikle, 2014, pp. 4-17). The two behaviours in question are in a continuum of task-orientation and relationship-orientation. The continuum depicts the extent or degree to which a leader pays attention to a required task and the kind of relationship maintained with sub-group members (McCleskey, 2014, p. 118). To achieve this, a leader should be able to study carefully both the job maturity and the psychological maturity of the subordinates with the aim of rightly bringing them together to actualise organisational tasks. Job maturity reflects the level of an individual's ability or capacity to get a job done; this depends on the degree of educational acquisition and experience. Psychological maturity, on the other hand, mirrors an individual's motivational level, materialising by way of his or her level of self-confidence and self-esteem, which can be measured by the individual's skilfulness and willingness to take up a responsibility (Graeff, 1983, p. 285; Mujtaba & Sungkhawan, 2011).

Hersey and Blanchard (1988) brought the situational leadership style to light by propounding that a leader's task behaviour permits the exhibition of a top-down directive communication that involves explaining an approach to get an organisational task done. On the other hand, a leader's relationship behaviour allows two-way communication, affording the sub-group the required support or attention (Clark, 2011, p. 17).

The situational leadership style proposes that the effectiveness and efficiency of the principal depend on his or her capability to analyse the teachers' abilities, competencies, and commitments in respect to the task at hand and to respond accordingly (kelley, Thornton, & Daugherty, 2005, p. 23). The principal's ability to understand and adapt the situational leadership model may assist him or her in creating a conducive school climate. Next, I will discuss the concept of organisational commitment to further enhance the understanding of my study.

2.5 CONCEPTUALISATION OF ORGANISATIONAL COMMITMENT

From a general perspective, “commitment is a force that binds an individual to a course of action of relevance to one or more targets” (Cohen, 2003, p. xi). In this situation, the targets of interest could be to family, friends, institutions, work establishments or community groups (Suman & Srivastava, 2012, p. 67). Commitment has been defined in numerous ways in the past years and researchers from different fields are eager to emphasise its different aspects (Meyer et al., 2004). Due to the many definitions of the concept of commitment, it becomes nebulous to use a single definition of this construct. For the purposes of this study, I explore teachers’ organisational commitment with the aim to gain an understanding of scholars’ conception of the construct and where it fits into my research.

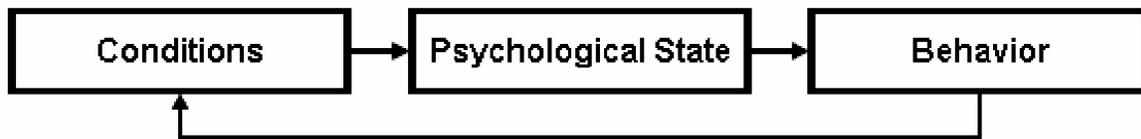
According to the different definitions available in the literature by many authors of organisational psychology, the conceptualisation of organisational commitment relates to multi-dimensional perspectives. The early conception of organisational commitment stems from an attitudinal dimension whereby the individual attaches or identifies with an organisation’s goals and policies with the hope of maintaining membership and actualising the goals and policies of the organisation (Mowday et al., 1979, p. 227). Mowday et al. (1979) further argue that individuals’ attitudes towards an organisation may reflect in three key areas, which are: (1) a firm faith in and approval of the organisation’s goals and policies, (2) readiness to exert significant energy for the organisation, and (3) a tenacity of purpose to be part of the organisation’s membership.

From the foregoing definition, commitment to an organisation is more than mere lethargic loyalty. It is rather a strong association leading to momentum to exert strength in contributing to the organisational well-being (Mowday et al., 1979). Oftentimes, individuals attempt to align their personal goals and policies with that of the organisation they work for; this forms a connection between the employees and their organisation. Accentuating the definition above, Khan and Jan (2015, p. 18) state that organisational commitment is a situation in which employees affiliate with an organisation’s objectives with the aim of maintaining membership. These definitions show the extent of an

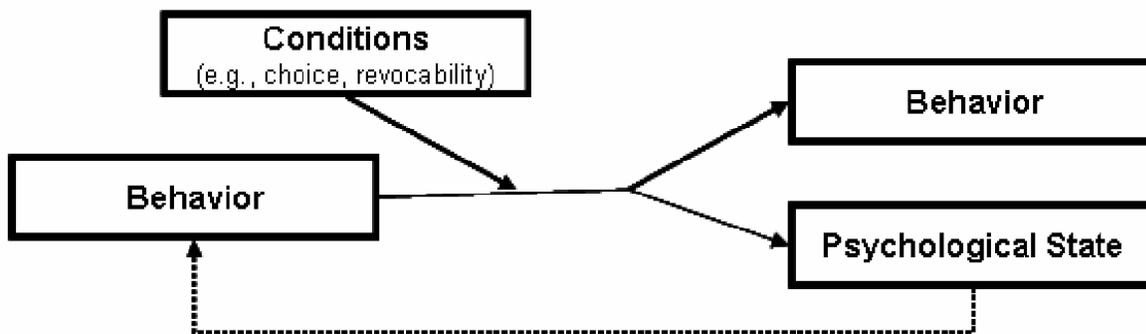
employee's willingness to sustain his or her membership because of an interest in and connection with the organisation's goals and values.

Meyer et al. (1991) argue that to study employee commitment, two viewpoints should be reflected, namely attitudinal and behavioural viewpoints. The attitudinal viewpoint pinpoints occasions that support the development or outcome of commitment while the behavioural viewpoint centres on spotting the situations in which behaviour tends to occur repeatedly, together with its outcomes on changes in attitudes (Meyer & Allen, 1991, pp. 62-63). Figure 2.0.2 highlights the disparities between the two viewpoints.

Attitudinal Perspective



Behavioral Perspective



————> Causal relationships

- - - - -> Secondary relationships (complementary processes)

Source: Meyer & Allen (1991, p. 82)

Figure 2-0-2: Attitudinal and behavioural viewpoints on organisational commitment

For a couple of years now, commitment in relation to the workplace has been given wide attention. Employees in organisations continue to exhibit various commitments that reflect in their attitudes and behaviour in and outside the workplace (Cohen, 2003, p. ix). A reason for the extensive scope of the subject under study, might be the linkage of organisational commitment to other related and important factors such as internal motivation, job involvement, occupational commitment, union commitment (Cohen, 2003, p. ix), stress, job motivation, work satisfaction, self-efficacy, performance, retention and attrition, just to mention a few.

2.6 EMOTIONAL RESPONSES AND CONCEPTS RELATED TO ORGANISATIONAL COMMITMENT

A series of studies on emotional or affective responses connect to organisational commitment. However, it is still equivocal whether these studies could be the only possible causes of organisational commitment. For instance, the degree to which employees associated with their jobs (job involvement), their commitment to their professions (occupational commitment), and their devotion to their unions (union commitment), may as well aid employees' degree of commitment to the organisations they work for (Mathieu & Zajac, 1990). In as much as union constitutes an organisation, employees' commitment to the union could be influenced by the nature of management-labour associations. Morrow (1993) proposes a model depicting the link between the different kinds of commitment in a succession of concentric circles; by Protestant work ethic, one can develop occupational commitment, which can also lead to continuance commitment, affective commitment and consequently job involvement. Even though interest and more studies on commitment continue to appear in the literature, the disparity remains (Çogaltay, 2015, p. 912) in terms of the nature and development of commitment and how it influences behaviour (Meyer & Herscovitch, 2001, p. 299). To clarify the concept of organisational commitment, I discuss some possible types of commitment that teachers may display in my conceptualisation of organisational commitment below.

2.6.1 TEACHERS' ORGANISATIONAL COMMITMENT

As discussed before, this study is premised on Meyer and Allen's (1997, p. 106) commitment model in order to better understand teachers' organisational work commitment. Adopting this understanding of organisational commitment, teachers' levels of organisational commitment becomes more applicable and relevant. Teachers' work lives play out in the frame and atmosphere of the school in relation to any other education systems. Teachers' commitment could, therefore, be explained by paying attention to their organisational commitment levels with respect to affective, continuance and normative commitment (Meyer & Allen, 1997).

The teaching profession, on daily basis, becomes more demanding and dynamic in nature and reflects the contemporary expectations of all the stakeholders in education such as the students, parents, colleagues, community, and government. It is obvious that teacher commitment is a crucial factor (Hamid et al., 2013, p. 783) if education is to continue to be the common yardstick to determine individuals' sources of human capital development and their intellectual and social progression (Onyilo & Shamo, 2017, p. 18). Just like organisational commitment, teacher commitment varies and is multi-dimensional in terms of commitment to the teaching profession itself, students, the school, teacher engagement, career continuance and school leadership. No doubt, a wider dimension of teacher commitment is indispensable, as teachers are most likely going to act or perform differently on account of the facets of the profession or organisational exigency to which they are committed.

Many researchers (Cohen, 2007; Ford, Van Sickle, Clark, Fazio-Brunson, & Schween, 2017; Madriaga, 2014; Mart, 2013a) have commented on teachers' organisational commitment. They suggest that teachers' organisational commitment shows their readiness to influence human resources in terms of teaching and learning. Hamid et al. (2013) maintain that teachers could be more committed in situations where the principal succinctly describes school organisational objectives to align with teachers' value systems. Kappagoda (2011) believes that for a school to record any meaningful organisational success, teachers should be willing to perform their duties efficiently and effectively. According to Mart (2013b), teachers who are highly committed to their work

tend to work harder, psychologically bond with their learners and ensure that learners receive the best in terms of knowledge and life skills, knowing that student achievements rest on a teachers' commitment. Low levels of commitment among teachers adversely affect learner achievements (Singh & Billingsley, 1998).

All indications suggest that learners' levels of achievement are connected to teachers' levels of commitment. In some states in the United States of America (USA), it is not uncommon to determine teachers' annual salaries in terms of performance and sanctions based on learners' records of achievement (Firestone, 2014, pp. 100-103). Darling-Hammond (2013, pp. 1-3) believes that teachers' organisational commitment is crucial in providing US authorities with the information they need about teachers' effectiveness when deciding on tenure and dismissing poor teachers. As a result, the assessment of teachers receives unprecedented attention in the USA. The South African Government has been contemplating the need to reintroduce inspection to the school system to ensure greater teachers' commitment (CDE, 2015, p. 5). Should this happen, it is unlikely to lead to dismissals like in the USA, due to the powerful influence of the South African Democratic Teachers' Union (SADTU), who over-protects the interest of teachers.

The Government's possible reintroduction of inspectors or quality assurance personnel shows that the stakeholders in education are concerned about teachers' commitment and that they are ready to employ any possible means to ensure greater teacher commitment in the education sector. However, to contemplate the policing of teachers does not seem viable, seeing that the South African Democratic Teachers' Union (SADTU) is against the idea of school inspectors monitoring teachers' activities in school (Nkambule, 2011, pp. 3-4). Moreover, SADTU, in the South African context, is politically influential, has a tripartite alliance with respect to the ruling party, the African National Congress (ANC), the Congress of South African Trade Unions (COSATU) and the Communist Party. With all these links, SADTU continues to be formidable against any kind of external pressure (Carnoy, Chisholm, & Chilisa, 2012, p. 32) on teachers or the teaching profession.

In this contemporary dispensation, teachers' commitment continues to feature in various dimensions. Teacher commitment could feature in the form of commitment towards different entities such as commitment to the school, to students' success, to the teaching

profession or to certain programmes (Celep, 2000, pp. 7-8; Celep & Yilmazturk, 2012, pp. 5765-5769). Firestone and Rosenblum (1988) argue that teachers' commitment could be to teach the students or to the school, but the patterns of behaviour vary in accordance with which commitments are stressed. The position of interest in respect of teachers' commitment can make a big difference (Firestone & Rosenblum, 1988) depending on where their interests or foci are placed. According to Kushman (1992), the causes and effects of teachers' commitment to students, which is equated with teacher efficacy, increase expectations as well as organisational commitment. It is therefore imperative to explain the different commitments that teachers possibly may have as they engage in their daily teaching and administrative activities in and around the school. In the paragraphs that follow, I review the different areas in which teachers could possibly manifest commitment when performing organisational tasks.

2.6.1.1 Commitment to School

As a result of teachers' commitment to the school, they are expected to advance organisational goals, to exert efforts beyond the minimal expectations and to remain with the school (Somech & Bogler, 2002, p. 557). Psychological empowerment is an essential factor in aiding teachers' commitment to the school; all teachers ought to be thus empowered in order to be more productive. Spreitzer (1995, pp. 1443-1444) expresses that psychological empowerment entails four elements, namely meaning, competence, autonomy, and impact. Each element reflects a psychological component in the empowerment process. Hamid et al. (2013, p. 783) expound that meaning as a concept denotes the meaningfulness that an individual derives from completing a task in relation to his or her values, beliefs and attitudes. Competence indicates the degree of confidence one possesses in respect of capabilities or skilfulness to perform a task; autonomy implies self-determination and accountability in performing a task, and impact suggests the extent to which one is able to influence outcomes in a given work setting.

Although factors such as the knowledge teachers acquire, aspects related to teaching as a profession, a teachers' nature of teaching, school organisational peculiarities and the environmental context can affect teachers' empowerment, such empowerment is

supposed to positively influence learner learning and to foster the quality of teachers' teaching (Aliakbari & Amoli, 2016, p. 649).

With the intention of boosting teachers' psychological empowerment, with the resultant positive effect on their commitment to the school, principals should endeavour to study teachers' needs, to provide a supportive atmosphere in addition to engaging in confidence-development programmes and succinct definitions of school values, visions and goals that are in line with the teachers' peculiar value systems (Hamid et al., 2013, p. 786).

A school, as a social organisation, operates in a certain cultural milieu that also may influence teachers' commitment to the school. Barth (2002, p. 1) views school culture as "a complex pattern of norms, attitudes, beliefs, behaviours, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organisation". Barnes, Brynard, and De Wet (2012, p. 70) contend that school culture is non-static; rather, it is a self-perpetuating system that mirrors the shared ideas, beliefs, and assumptions that portray the image, behavioural outcomes and personal identity of a school. A positive school culture may promote dialogue and collaboration, creating room for the fair distribution of resources, resulting in positive beliefs among teachers and the eventual improvement in teachers' self-efficacy as well as collective efficacy (Hancock & Scherff, 2010, p. 330).

School culture is unique and specific to each school. A school's culture may work for or against the reformation or advancement of a school, considering that some schools are replete with a set of teachers and school managers who cherish reformation, while others are populated by educators who are adroit in subverting reforms (Barth, 2002).

2.6.1.2 Commitment to Learners

Teachers' commitment is crucial to learners' social, intellectual and moral development. Teachers' failure to commit to students' holistic development in school, may create a setback in both the social and academic achievement of learners and waste scarce resources invested in by all stakeholders in education. Mart (2013b, p. 437) argues that

committed teachers are dedicated to giving their best to develop their learners and to motivate and stir in learners the curiosity to learn, thereby establishing a warm teacher-learner relationship with the aim of fulfilling their moral obligations to their learners (Thien et al., 2014, p. 3). In a bid to establish commitment, teachers must focus on learners' individual differences (National Board for Professional Teaching Standards, 2002, p. 12; 2016, p. 4) in order to develop their potential to function as effective members of society (Tehseen & Hadi, 2015, p. 233). Committed teachers are learner-focused and stimulate vision in learners to inquire, to acquire knowledge and to comprehend thinking critically to formulate worthy ambitions.

Gil (2014, p. 145) argues that students are able of good academic achievements the moment teachers encourage teamwork to improve learning and to plan and coordinate the implementation of innovative learning approaches that are suitable for learning. Obot, Obi, Essien Ekpenyong Essien, and Uko (2012, p. 136) contend that for teachers to achieve effective teamwork, they must have the ability and qualities to meet students at their level. The moment learners become aware of their own limitations but are convinced that their teachers can assist them, they are more likely to develop an interest in continuing their studies. In conclusion, teachers who are committed and perceive learners as the centre of their teaching will go the extra mile to mentor and support their learners (Crosswell, 2006).

2.6.1.3 Commitment to Teaching Profession

Professional commitment as a concept is viewed as “the feeling of dedication among the individuals of a group towards their profession”; hence, “this commitment area involves two components; namely-pride in one’s being in the teaching profession and a strong desire for professional development” (Shukla, 2014, p. 46). In the call to answer to professional ethos or principle, teachers should own the onus to empower their learners as well as to help them survive morally and academically. This can be achieved by means of teachers’ professional acumen. Mart (2013b, p. 438) argues that committed teachers ought to effectively deliver on their job requirements and the principles of educational science in order to facilitate students’ learning while advancing appropriate behaviour.

Izzati, Suhariadi, and Hadi (2015, p. 34) add that professionalism and the quality of teachers' teaching is a barometer with which to measure teachers' commitment to their school.

Magdalena (2009) asserts that standard teaching, to a very large extent, rests on the measure of teachers' association with the profession, which is evident from the organisations teachers belong to and the professional satisfaction they experience as members. More importantly, the relationship teachers establish with their learners, the qualities of their teaching exercises, the tasks they perform in the professional community, their interpersonal relationships with colleagues, the school administrators and the parents, all result in professional accomplishment, which indirectly leads to learner achievement (Magdalena, 2009, p. 148).

According to Celep and Yilmazturk (2012) teachers' commitment to the teaching profession reflects their attitudes towards their occupation, which also links with the physical and psychological levels they achieve in their daily activities. In a study done by Obot et al. (2012, p. 138), they found that the students' perceptions of teachers' professional commitment levels, significantly influence their interest to engage in Social Studies Education. However, Firestone and Pennell (1993, p. 492) argue that a difficulty unique to professions such as education, is that third parties are not allowed by rule to inspect or observe teachers' performance evaluations. In most cases, these evaluations comprise diverse complex factors that may not be clear to outsiders.

This issue of professional exclusiveness has prevented the South African Government from reintroducing quality assurance personnel or education inspectors to the teaching profession to increase teachers' commitment. After the apartheid regime, SADITU, a professional body for teachers, vehemently opposed the government's plan in this regard (Nkambule, 2011). This line of argument poses a problem, seeing that professionals can hide under a professional umbrella when members default.

2.6.1.4 Commitment to the Society

In every society where human capital is important to advance socio-economic and political structures for societal survival, teachers are indispensable because of the role they play in our communities. Traditionally, teaching has been appraised as a noble profession capable of producing outstanding results that benefit not just individuals but the entire society (Efanga, Ikpe, and Idante (2014, p. 41). Crosswell and Elliott (2004, pp. 2-7) assert that in the conceptualisation of teachers' commitment, it is assumed that teachers' professional responsibilities extend beyond the classroom and, maybe, even go beyond the school setting, as teachers are thought to show commitment to the social sphere in which they work.

A school and society is in a symbolic interrelationship; The school, as an intellectual haven and behaviour modifier for learners, should be responsible to continually alert the community to the usefulness of education as an avenue to lifelong process and should develop a deep interest in and commitment to society (Shukla, 2014, p. 47). According to Firestone and Pennell (1993, p. 498), teachers have brought the American public under the impression that formal education is indispensable to the society and contributes immensely to an individuals' life outcomes. Ellis and Bernhardt (1992, p. 179) found in a study that teachers perceive their career to be of greater significance compared to technical workers and other professionals with similar qualifications. The implication of these assumed roles for teachers is that society views teachers as a group of intellectuals who are mandated with the great responsibilities of updating, informing, educating and socialising members of the community in which they function.

2.6.1.5 Commitment to Professional Knowledge

Teachers, the world over should be thought about as intellectual powerhouses as well as motivators with respect to teaching and learning. Bogler and Somech (2004, p. 278) argue that, as the school provides an enabling environment, teachers, as committed professionals, should develop expertise in their particular disciplines to enhance their capability to manage learners' peculiar needs and to improve classroom performance. Madriaga (2014, pp. 53-54) contends that the 21st-century challenge to enhance the

quality of education gives teachers the momentum to persistently pursue educational reforms, seeing that teachers' commitment has become a concern in the education environment. By implication, teachers should be versatile in acquiring knowledge to keep abreast of the modern-day learner's academic yearnings.

2.6.1.6 Commitment to Union

For many decades now, the status of teachers relates to the inherent qualities attached to the teaching profession. The insinuation is that teaching as a profession is regarded as below professions such as law, medicine, and engineering. Practitioners of these professions earn more respect and are exclusively certified and qualified to practise them. The teaching profession till date has been infiltrated by many who are not trained as teachers; hence the profession continues to suffer a series of challenges in the form of poor remuneration, bad conditions of service and low public recognition, as it is assumed that people other than trained teachers can also teach (Njoku, 2011, pp. 137-138). Njoku (2011) further argues that both national and international professional teacher organisations should mount pressure on the need for professionalism, and the improvement and recovery of teaching and teachers' status, especially in developing countries such as South Africa.

The teaching profession has been warbling all through the ages despite all efforts to give it the status of earlier and settled professions such as law, medicine and engineering (Njoku, 2011, p. 136). Despite all the challenges, the debate about the need to uplift teachers' status has been given appreciable attention. The profession now has a better outlook than when it was perceived as a voluntary vocation, lacked clear-cut conditions of service and the contemporary pensionable status of the job (Njoku, 2011, p. 136).

2.7 COMMON ANTECEDENTS OF TEACHER OCCUPATIONAL COMMITMENT

Apart from school climate features, literature also notes other factors that affect teacher commitment (Meyer et al., 2017, p. 26). These features must be considered in order to understand the nature of the commitment that teachers exhibit while performing their

professional tasks. In this study, I examined the possible features that could affect teachers' commitment to the teaching career. These features are listed below.

1. Personal features: personality traits, gender, age, marital status, educational qualifications and organisational tenure.
2. School features: job condition, satisfaction with pay, work setting and job security.

While an organisation can be viewed as an instrument for individuals to accomplish their goals, the individuals may be perceived as an instrument used to grow the organisational enterprises. According to various research studies, personal features are important elements when examining teachers' commitment.

2.7.1 Personality Traits

Personality traits as a component of personal features comprise an individual's psychological make-up or temperamental dispositions that show the individual's nature and how he or she relates to others socially. Goldberg (1992, pp. 26-27); Izzati et al. (2015) suggest five personality dimensions evident in people's relationships with others. Extraversion portrays an individual's enthusiasm to develop positive emotions when relating to others. Agreeableness depicts distinct sincerity when focusing on the productive behaviour of others. Conscientiousness is interpreted as being reliable, disciplined and thorough in handling a task. Neuroticism epitomises fear, anxiety, nervousness and all negative character traits that make individuals vulnerable in their social environments. Individuals who lack emotional stability tend to behave irrationally when confronted with conditions inconsonant with their expectations. Openness conveys people's readiness to receive a spectrum of stimuli based on their experience, intellect or insight (Kumar, Bakhshi, & Rani, 2009, p. 74).

Izzati et al. (2015, p. 36) propose that the five dimensions of personality as discussed above impact on teachers' affective organisational commitment. Agreeableness implies conscientiousness and reliability and has a remarkable effect on affective commitment. It portrays individuals' social adaptability, tolerance and their ability to avoid conflict at work. Hence, teachers who possess agreeableness have a psychological attachment to or identification with the school where they teach (Izzati et al., 2015). This finding corroborates that of Lee, Allen, Meyer, and Rhee (2001, p. 611), who found that personality trait predicted affective commitment. Moreover, conscientiousness reflects an individual's diligence at work with the hope of improving and contributing meaningfully to an organisation such as the school (Izzati et al., 2015, p. 38). Erdheim, Wang, and Zickar (2006, pp. 966-967); Syed, Saeed, and Farrukh (2015, pp. 183-185), also argue that the five personality traits are a good informative composition in evaluating teachers' disposition to organisational commitment.

2.7.2 Gender

According to some literature, gender is a determining factor of organisational commitment. Some studies show that males sometimes show higher organisational commitment than females, while at other times females show higher commitment compared to the males. However, in some instances, gender does not predict commitment. Aydin, Sarier, and Uysal (2011, p. 631), in a research on metal analytic analysis, found variations between male and female teachers with respect to organisational commitment as well as its levels. With regard to identifying and internalising organisational goals in congruence with their own values and goals, male teachers were more committed than their female counterparts. On the other hand, female teachers recorded higher commitment compared to male teachers with reference to accord with and continuance of organisational commitment. It is therefore advised that educational managers assist in improving teachers' commitment by considering their needs as well as gender expectation differences (Aydin et al., 2011, p. 631). Khan, Shah, ul Hassan, Khan, and Khan (2013, p. 11), in a study of Pakistan's teachers in a higher education institution, found that the male teachers were more committed than the female teachers. This disparity was ascribed to the patriarchal nature of the Pakistan society,

where males tend to override females with respect to being the main breadwinner of a family.

However, Tinu and Adeniji (2015, p. 164) found that, though female teachers recorded higher job satisfaction than male teachers, both male and female teachers did not exhibit disparity in terms of job commitment. Thus, since job satisfaction and commitment can determine employee performance, productivity and turnover, administrators should aim to boost teachers' job satisfaction as well as organisational commitment in order to record high organisational productivity. In another study on new teachers' commitment in Ethiopia, in relation to other developing countries, Butucha (2013, p. 370) found that gender-wise, countries such as America, the Philippines, India and Bangladesh are female-dominated when it comes to teaching compared to Ethiopia, where male teachers outnumbered their female counterparts and recorded higher levels of affective professional commitment than the female teachers. However, generally speaking, teachers' normative as well as continuance professional commitment is low, indicating the need to further investigate the downturn in teachers' commitment in order to promote moral responsibility alongside the decision to remain in the profession. The government must also encourage gender equality in the teaching profession in order to create a balance in terms of gender recruitment in teaching. However, the reviewed research findings do not imply a precise consistency in respect to gender (Çogaltay, 2015, p. 920).

2.7.3 Age

Age disparity equally influences organisational commitment. In most studies on demographic features, age seems to be a prominent trait (Amangala, 2013). Amangala (2013, p. 115) found, in a study done on sales personnel in the soft drink industry, that age positively predicted organisational commitment. Younger employees easily quit employment while older ones find it much more difficult to quit due to various reasons such as the cost effect of losing investments incurred over a long period and fear of little or no alternatives. Younger employees may want to leave as a result of little or no investment, little time to become part of the organisational culture, a lack of job excitement and the availability of other favourable opportunities. These findings are consistent with

that of Rabindarang, Bing, and Yin (2014, p. 59) on vocational educators, which indicate that older workers are less inclined to leave their organisations compared to their younger counterparts. Simon (2014, p. 49) avers that younger workers, in the case of a school setting, may feel demotivated if their efforts to introduce new challenging ideas to learning are not appreciated.

2.7.4 Marital Status

Marital status as a demographical feature may also influence organisational commitment, depending on the contextual realities of the research sample. The findings of a study done by Çogaltay (2015) reveal no statistically significant effects in relation to teachers' marital status on organisational commitment, save for the internalisation sub-scale, where the organisation commitment level of married teachers is higher compared to their single counterparts. These findings may be due to the need for a stable income to fulfil family needs such as providing food and shelter. In addition, Rabindarang et al. (2014, p. 58) found no significant differences between married and unmarried teachers in vocational schools, which implies that both groups are equally committed to organisational goals. The mean score for married and unmarried teachers in respect of organisational commitment is very close; married: mean = 5.2627; unmarried: mean = 4.9884).

However, Khan et al. (2013, p. 122) observed that marital status is a reliable predictor of organisational commitment since married teachers exhibited more commitment than their unmarried counterparts. Married teachers tended to be more loyal, stable and security-conscious with regard to their jobs. Conversely, Chauham (2016, p. 159) observed a significant difference between married and unmarried female secondary school teachers' attitudes with respect to teaching as a profession as well as its dimensions, which are: child-centered practices, classroom teaching, pupils and teachers. Unmarried female teachers' attitudes toward their commitment are more positive compared to their married counterparts'. From all the cited findings, it is obvious that marital status may or may not be a predictor of organisational commitment.

2.7.5 Educational Qualifications

The disparities in educational qualifications could be a significant factor for individuals' decisions to remain or not remain in an organisation. Simon (2014, p. 49) asserts that individuals who attained higher qualifications besides the normal degree may feel more knowledgeable than those with lesser qualifications. Such individuals tend to be more confident and assertive during social engagements and may belittle their colleagues with lower qualifications. Educational qualifications could determine the level of employees' organisational commitment in an organisation. Khan et al. (2013, p. 122) argue that qualification is crucial to organisational commitment, seeing that individuals who attain a higher qualification develop a deeper sense of belonging in terms of organisational commitment.

In line with the mentioned argument, Salami (2008, p. 36) found that higher qualified employees occupy higher posts with more responsibilities, resulting in more organisational commitment. Surprisingly, Iqbal, Kokash, and Al-Oun (2011, p. 5) found that highly educated teachers (employees) may display less organisational commitment in as much as they may have other employment opportunities awaiting them. In concordance with this finding, Mathieu and Zajac (1990, p. 177) emphasise that better-educated individuals may have greater potential employment alternatives and are hence less likely to firmly attach to any position or organisation. Nonetheless, individuals with low qualifications most likely may find it difficult to change jobs and hence they eventually manifest greater organisational commitment (Khan et al., 2013, p. 122). From the different literature cited, it is evident that educational qualification is both positively and negatively related to organisational commitment.

2.7.6 Organisational Tenure

Another personal feature that could explain employees' organisational commitment is the number of years they spent with an organisation. Mathieu and Zajac (1990, p. 178) mention the likelihood that an employee develops a psychological attachment to an organisation due to being employed for many years. With many years of service, individuals could accumulate greater benefits in that they develop better calculative

commitment and a better pension plan. However, this assertion remains unclear, as one cannot clearly state that a more committed employee remains with an organisation longer or that a longer organisational tenure increases organisational commitment. In the process of deliberating tenure, whether it necessarily determines commitment, English, Morrison, and Chalon (2010, p. 403) argue that regardless of tenure, the importance that a manager ascribes to affective commitment in relation to the time an employee has spent, together with how the employing organisation views commitment, also counts in respect of affective commitment. This argument implies that sometimes the organisation can evaluate an employee's commitment without necessarily considering the employee's tenure in the organisation. Contrary to the position mentioned above, Iqbal et al. (2011, p. 5) argue that the longer an employee's tenure in an organisation, implying an employee's growing older at the workplace, the stronger his or her feelings of responsibility towards attaining outcomes grow. In addition, Amangala (2013, p. 112); Iqbal et al. (2011, p. 20); Mathieu and Zajac (1990); Salami (2008) found that the length of service significantly and positively relates to organisational commitment.

According to Mohan and Kaur (2014, p. 19), based on the numbers of years teachers spent with an organisation, organisational commitment is stronger in teachers with high motivation and longer organisational tenure when compared with other teachers. Committed teachers exert more effort to fulfil their responsibilities with regard to the school's achievements. The assertion in this finding aligns with that of Becker (1960, pp. 36-37), who contends that working for a longer period undeniably accumulates costs, making it difficult for an employee to easily quit a steady job, especially concerning membership. In other words, a long tenure in an organisation means more investment for an employee; hence, the financial implications of quitting may result in individuals being more committed to an organisation(Becker, 1960, p. 36). Other available literature confirms that employees with longer organisational tenure tend to show higher levels of organisational commitment in comparison with their counterparts (Colbert & Kwon, 2000, pp. 487-497; Hawkins Jr, 1998, p. 22) who spend less time with an organisation. This may be the reason why teachers with longer organisational tenure show greater organisational commitment (Mohan & Kaur, 2014, p. 19).

Some school-related features are also prominent in deciding teachers' organisational commitment. These are discussed in the paragraphs that follow.

2.7.7 Job Condition

Retaining employees becomes more probable if an organisation provides a challenging and interesting job environment where employees experience a sense of fulfilment. Being self-fulfilled in one's work can in itself stimulate organisational commitment. Chughtai and Zafar (2006, p. 60) found that an educational organisation's ability to foster commitment in their employees resulted in university teachers being more committed, willing to remain members of their institution and exerting more effort to actualise the organisation's visions and goals. In light of these findings, university teachers' absenteeism was expected to be low, while showing high levels of organisational citizenship (Chughtai & Zafar, 2006, p. 60).

2.7.8 Satisfaction with Pay

Oftentimes, when employees' compensation is high, they will likely feel that their organisation highly values them, which in turn is interpreted as enhancing self-worth with an attendant feeling of importance. In a situation where high compensation is linked to performance behaviour, employees tend to exert extra effort and strong commitment to achieving their organisational tasks (Dinc 2017, p. 776; McElroy, 2001). Ramay (2012, p. 92) argues that being satisfied with one's pay is associated with an individual's mindset with respect to services rendered; hence, an employee's level of commitment to an organisation depends on the magnitude of financial, economic and personal rewards provided by such an organisation. A supportive organisation may itself be rewarded with an employee who reciprocates with a sense of obligation to remain committed. Cohen (1992, p. 553) found that the higher the income of professionals, the stronger their levels of organisational commitment. One reason for employees' strengthened commitment is increased pay, which is an extrinsic reward also considered to be crucial to organisational commitment. Teachers tend to become more committed if they are paid well.

2.7.9 Work Setting

Role ambiguity, as well as an unclean and unattractive work environment, may negatively impact on employees' commitment to an organisation. Such circumstances may lower job motivation and increase employees' withdrawal (Ebeh, Uhiara, Sydney-Agbor, & Nwankwo, 2015, p. 1216). On the other hand, a well-defined job description may ease organisational tension, resulting in a positive work setting and greater organisational commitment. Ebeh et al. (2015, p. 1216) add that employees tend to become more committed when their work environment is devoid of psychosocial conflict with fellow employees. A decent work environment is very important, as it encourages employees to give their best and to positively impact on reaching organisational goals (Chughtai & Zafar, 2006). Teachers' work environment should be devoid of any psychological or physical hindrances so that teachers, as well as their students, can benefit from it.

2.7.10 Job Security

Job security allows individuals to feel safe; hence individuals working for an organisation that provides job security may be more committed to the organisation. Akpan (2013, pp. 83-84) views job security as an employee's expectations to continue working with an organisation. Such expectations include giving up other job opportunities, long-term career privileges and promotions. Most times, job security is guaranteed the moment an employee receives a confirmation of an appointment. In the case of teachers, apart from attaining tenure in their jobs, confirmation also protects them from arbitrary dismissal (Akpan, 2013, pp. 83-84). Moreover, Pfeffer and Veiga (1999, p. 40) argue that "employment security is fundamental to the implementation of most other high-performance management practices". People tend to put more effort into their work because of increased involvement and being committed because they have more influence in the workplace (Pfeffer & Veiga, 1999, p. 40). In other words, putting people first at work makes them committed.

On the other hand, Chirumbolo and Areni (2005, p. 69) found that job insecurity had a negative influence on organisational outcomes such as organisational commitment, job satisfaction and job performance, with absenteeism being common in the long-run. Also,

Furåker and Berglund (2014, p. 183) found that the increasing unemployment levels, coupled with job insecurity, lower employees' commitment to their organisations. In a study on laid-off employees, Allen, Freeman, Russell, Reizenstein, and Rentz (2001, pp. 159-160) found that downsizing had an initial negative effect on those affected by it. Additionally, in a study on workers in a South African Government establishment, Buitendach, Bosman, and Labuschagne (2005) found that white participants faced more job insecurity than their black counterparts. The reason for this difference proved to be the ongoing employment equity law entrenched in the country's constitution. It is important that individuals should have a sense of control over their jobs (Ashford, Lee, & Bobko, 1989). Generally, factors that threaten employees' control over their jobs include reorganisation, organisational changes, introducing newly emerging technologies, downsizing, layoffs and mergers. These conditions may prove to be too stressful when people perceive that their available resources cannot cope with the present conditions in which they find themselves (Lazarus, 1993, pp. 6-9; Newness, 2011, pp. 1-3). If teachers' jobs are secured, they may be more committed to realising organisational goals and helping learners to improve their academic achievements.

2.8 MOTIVATION AND TEACHER COMMITMENT

Motivating employees is important in any organisation, and in a school setting, it is no different. It is vital to sustain teachers' commitment and their continuous efforts to realise school organisational goals by effectively providing improved teaching and learning in order to produce useful citizens (Gupta & Gehlawat, 2013, p. 11). Motivating teachers should be a vital goal in any school, seeing that it is a key determining factor for increased teachers' performance (Rasheed et al., 2016, p. 104) and for improving students' morale and academic achievements. Motivation is conceived as "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal-directed" (Kreitner & Kinicki, 2001, p. 205). Han and Yin (2016, p. 3) view motivation as a natural driving force that propels individuals from doing something. Similarly, Sudarno, Priyono, and Sukmaningrum (2016, p. 213) perceive motivation as an upsurge or boost to an employee's experiences that pushes the employee to perform a task and/or to

accomplish an expected goal. Nonetheless, there is no definite conceptualisation of the term motivation.

Examining the school setting, Kariuki et al. (2014, p. 1590) and Kihara (2014) assert that identifying factors that motivate teachers and impact on their commitment to the teaching profession will enhance learners' performance and academic excellence, as teachers tend to be more dedicated and to work harder to fulfil their professional duties (Mart, 2013a, p. 439). Nyakundi (2013) found that a workplace's environmental conditions, income, leadership style, promotion prospects, the nature of the job and social relationships among teachers go a long way in affecting teachers' motivation and commitment to duties. Nyakundi (2013) further declares that extensive in-service training, as well as providing teaching and learning materials, correlated with teacher turnover and productivity.

I am of the opinion that motivated teachers are more sustainable, effective and have great management skills and high standards with regard to learners' academic achievements (Ofoegbu, 2004). When teachers are motivated, the chances of meeting institutional goals and objectives are very high. Motivating teachers is a way to empower them in exercising their occupation, and involves management's perceptions, variables, methods, strategies and activities to create a climate conducive to satisfying the various needs of the teachers. Then they may turn out to be satisfied, dedicated and effective in performing their tasks.

Teachers continue to prepare learners for the ever-changing and challenging world and are the pivotal component in actualising quality education for learners. Teachers should be vigorously motivated if they are to regularly update their knowledge and their capability in order to ensure teaching effectiveness (Gemeda & Tynjälä, 2015, p. 180). In a study done by Canrinus, Helms-Lorenz, Beijaard, Buitink, and Hofman (2012), they found that an increase in teachers' motivation lead to a considerable improvement in their level of occupational commitment, while a decrease in occupational commitment resulted from the low motivation of teachers.

Both intrinsic and extrinsic motivations are essential ingredients in education. A teacher who is covertly motivated to perform a task in line with the call of duty shows that such a task is inherently fascinating or absorbing, while overtly doing his or her job because such

work engagement will result in instrumental values (Ryan & Deci, 2000). While intrinsic motivation includes psychological benefits such as social status, job satisfaction, job recognition and personal development, extrinsic motivation reflects tangible rewards like income, leave bonus, insurance benefits and occupational pension or annuity (Guyen, 2013). For any organisation to thrive, the manager should create an enabling, motivating environment for employees. A manager should also, as much as possible, study employees with the intention of discovering how and what motivates them to tender their complete commitment to the organisation (Osabiya, 2015). Next, I will discuss three theories of motivation to provide a clearer understanding of teachers' motivation.

2.8.1 Theories of Motivation

To better comprehend the nexus operating in the school climate (work environment), teacher motivation and commitment, I summarise three common theories of motivation in the paragraphs that follow. These are the Hierarchy Need theory, the Expectancy theory and the Equity theory. These theories provide further insight into the work setting and workers' commitment (Lee & Raschke, 2016, p. 164).

2.8.1.1 Hierarchy Need theory

According to Maslow (1943), teachers have five needs, the first of which is physiological (the salary the teachers earn empowers them to meet their physiological needs (Ofojebe & Ezugoh, 2010, p. 406) such as food, water, shelter, clothing, conducive work environment, etc. (Ranjan & Negussie, 2014, pp. 16-17), which, if not met, may lead to dissatisfaction that could, in turn, adversely affect the school climate and teachers' commitment to deliver quality teaching). The second is safety (for teachers to teach effectively and efficiently, they must be ensured of job security and environmental safety from any internal or external challenges).

If teachers do not feel safe, it could threaten the school climate as well as their performance and organisational commitment (Peretomode, 1991). Ejiohu (1990) asserts that teachers need to work in a democratic atmosphere where they can practise their

profession of imparting knowledge and freely interact with students and colleagues without too much monitoring from the principal.

When the physiological and safety needs are met, the next in rank of human needs are social needs. These needs include the need to belong, interpersonal relationships with other people and love, and companionship since man is a social being (Kaur, 2013, pp. 1062-1063; Ofojebe & Ezugoh, 2010, p. 406). Teachers, as human beings, interact and socialise; hence, they must be treated in such a way that they have a sense of belonging. In administrative matters, it implies their participation in decision-making, a delegation of duty from the principal to the teachers and being members of an association that can protect and fight their course. When workers socialise, they develop high spirits to work as a team (Kaur, 2013, p. 1064). I argue that where teachers lack social motivation or are unable to satisfy their social needs, psychological or emotional breakdowns, low job satisfaction, absenteeism, generally poor performance and teacher attrition may occur.

The first three needs discussed are lower order needs and, when they have been met, the higher needs then emerge, as asserted by Maslow. The need for esteem forms the next layer of human needs. The need for esteem urges man to seek self-esteem, prestige, advancement, recognition and personal development (Jerome, 2013, p. 42; Milheim, 2012). For teachers to build self-esteem, they must be recognised for job competence and capabilities in the form of commendation, appreciation, performance recognition and merit pay (Jerome, 2013; Milheim, 2012).

Self-actualisation is the last layer of human needs. For teachers to reach this peak, Ejiogu (1990) maintains that the ministry of education should provide organisation of staff training, conferences, workshops in academic fields relevant to teachers and regular scholarship awards for teachers to boost their sense of self-actualisation and fulfilment. Where teachers' motivational needs are fulfilled, a positive school climate and stronger teacher commitment to creativity and productivity of teachers are very likely.

2.8.1.2 The expectancy theory

According to Vroom (1964), the expectancy theory is rooted in the concept that people are likely to work harder or perform a task better if they anticipate receiving a valued reward in return for their efforts (Lunenborg, p. 2). By implication, principals should study teachers' expectancy carefully and determine what rewards they are likely to expect for putting in extra efforts in school matters (Ibietan, 2010, pp. 7-8).

Also, principals might need to understand that where teachers exert additional effort to accomplish organisational tasks, the school authority should not take such efforts for granted; rather, school management should endeavour to appreciate teachers as expected. If teachers are not rewarded accordingly, it could result in a decline in staff morale (Gemedda & Tynjälä, 2015, p. 173), which could bring about a poor school climate and low teacher commitment to school tasks. Headteachers or principals should clearly and satisfactorily explain any conflicting expectations required from teachers. Furthermore, the expectancy theory assumes that teachers are likely to work harder to improve their work in anticipation of receiving valued rewards (Justine, 2011, p. 21).

2.8.1.3 The equity theory

This is a cognitive postulation by Adams (1965). The theory is basically based on the need to be treated fairly in an organisation before an individual can be motivated (Ofojebe & Ezugoh, 2010, p. 408). Since people are concerned about whether they are treated justly or fairly for their efforts (Human-Vogel & Morkel, 2017, p. 344) in the workplace, they compare their own input and output in an organisation to the input and output of others working with them (Ghanbarpour & Najmolhoda, 2013). An organisation's fair treatment of employees in the work environment relates to organisational justice, which encompasses distributive, procedural and interactional justices (Demir, 2016, pp. 1409-1415; Nojani et al., 2012, pp. 2900-2901). Rahman, Shahzad, Mustafa, Khan, and Qurashi (2016, p. 190) explain that employees may enjoy distributive justice in an organisation when they can equally compare the ratio of energy (cognitive with emotional strain, capability, skill, know-how, brainpower, energy and time) they exert into a task and what they gain (income, respect, freedom in decision making, support from supervisors,

holiday, social identification and availability of facilities to work with) with what other employees exert and gain. In other words, the guiding rule to distributive justice is built on an employee being rewarded based on the cost incurred or the return received in proportion to his or her investment in an organisation. Distributive justice is ensured by means of equity and fairness (Bigdoli et al., 2015, p. 87). With regard to procedural justice, employees are fairly treated in the decision-making process, resulting in fair treatment across the board (Baig, Rehman, & Khan, 2012, p. 29; Rahman et al., 2016, p. 190). Procedural justice is nothing short of integrating and making decisions based on a practice that is perceived to be just (Bigdoli et al., 2015, p. 147). This gives employees the confidence or belief to accept any outcomes, even when unfavourable, provided that the procedure put in place is just. With respect to interactional justice, Buluc and Gunes (2014) expound that employees may be treated in such a way that fairness prevails in the relationship between the management and the workers; thus interactional justice relates to fairness in the form of social exchange taking place in an organisation (Buluc & Gunes, 2014, p. 147). Where employees are handled with respect and dignity, and fully comprehend decisions that affect them, they are likely to experience a high level of interactional justice, resulting in their commitment. However, Buluc and Gunes (2014) argue that where employees perceive low distributive, procedural and interactive justice in an organisation, organisational justice becomes weak, which could result in low motivation, a lack of job satisfaction and low commitment, as well as a loss of trust in the organisation administration and vice versa (Nojani et al., 2012, p. 2904; Sökmen & Ekmekçioğlu, pp. 29-30; Yavuz, 2010; Zainalipour et al., 2010).

In the education domain, school heads or principals should note that tangible rewards such as (Ofojebe & Ezugoh, 2010, p. 408) teachers' income, promotion opportunities as well as other fringe benefits, could be of greater concern in terms of teachers' equity conceptualisation. Nojani et al. (2012, p. 2904) support the notion that in situations where teachers perceive positive organisational justice, they tend to increase their organisational commitment. The equity theory allows a principal to be careful when applying administrative reward processes to reward hard-working teachers in order to prevent being accused of partiality or showing favouritism to certain teachers over others (Oriji & Nwokocha, 2014, p. 6). Orij and Nwokocha (2014, p. 6) further contend that, for

school administrators or principals to avoid mixed feelings among teachers, they should clearly explain the basis for rewarding teachers. With the equity theory, the head teacher should note that due to teachers' individual differences, they may not be rewarded in the same way.

Balassiano and Salles (2012, p. 269) found that equity in justice is a precursory as well as a determining factor for affective organisational commitment. In view of the discussion of the three theories of motivation, I assume that the school climate (work environment), as well as teacher commitment, can be improved if school managers understand and strategically apply the equity theory in relation to organisational justice in the day-to-day running of the school. In addition, this would bring about the optimal achievement of learner-academic performances (Zainalipour et al., 2010, p. 1990). Yavuz (2010, p. 700) submits that to ensure teacher organisational commitment, it is important for schools to reappraise the practice of organisational justice, paying attention to distributive, procedural and interpersonal justice (Yavuz, 2010, p. 700).

2.9 JOB SATISFACTION AND COMMITMENT

An individual's attitude or disposition to his or her job reflects whether he or she is pleased with his or her job. Aziri (2011, p. 78) asserts that job satisfaction could be viewed as an optimistic emotional outlook people have on a job in relation to some job benefits (Saari & Judge, 2004, p. 397; Safi & Arshi, 2016a; Zainalipour, Fini, & Mirkamali, 2010, p. 1987) such as salary, promotion incentives, work environment, self-development, opportunities and interpersonal relationship with other staff members. Job satisfaction can also be described as the variance between what is expected and what is available in a work environment (Ayele, 2014, p. 10). Ayele (2014, p. 12) further argues that job satisfaction relates to individuals' sense of accomplishment and succeeding in a job, which leads to performance, organisational and social reward and personal well-being.

Getahun, Tefera, and Burichew (2016, p. 381) contend that job satisfaction, together with motivation, is important for the continual development of educational systems anywhere in the world. The reason is that it assists professional cognition and skills in determining genuine educational achievements and performance, which can signal teachers'

intentions to remain with an organisation as well as their commitment. The issue of job satisfaction in education is significant compared to any other establishments, since education is beyond the mere transfer of knowledge but also involves a complete sharpening of human disposition or personality (Ali et al., 2012, p. 33).

Ogunlanan, Oshinike, and Oluwadare (2016, p. 16) found that job satisfaction is crucial to the development of employees' affective, continuance and normative commitment to an organisation. Job dissatisfaction also has a resultant effect on employees' turnover intent in terms of organisational commitment. Employees are more committed to their organisation if appropriate remunerations, good conditions of service, autonomy, promotion and cordial co-existence with fellow employees permit the display of skill variations (Hadziahmetovic & Dinc, 2017, p. 122; Ogunlanan et al., 2016, p. 16). This finding corroborates that of Jandaghi, Mokhles, and Bahrami (2011, p. 6857), who found a direct significant relationship between the satisfaction employees gain from their salary and organisational commitment. According to Adam's theory of equity, when employees' income is high and proportional to their input, they may secure the future as well as exhibit greater organisational commitment (Jandaghi et al., 2011, p. 6857). Job satisfaction could be inversely propositional to commitment where employees are not well looked after.

Gonzalez (1995, p. 6) observed that teachers in the USA face a lack of enough participation in decision-making, poor parental support as well as low collegial and administrative support. These factors, and many others not mentioned in this study are responsible for teacher attrition in America. Asimeng-Boahene (2003, p. 59) adds that teachers in Africa are equally confronted with low managerial support, large class sizes, teachers' non-participation in educational policies introduced to the school, too heavy workloads, coupled with the low availability of instructional materials. These negative factors are responsible for the high job dissatisfactions that teachers in Africa experience (Pitsoe, 2013, pp. 309-311). Sargent and Hannum (2005, p. 202) argue that teacher job satisfaction corresponds to motivation on the job, performance and commitment. The education sector continually loses qualified teachers due to a lack of job satisfaction (Tehseen & Hadi, 2015, pp. 233-234). Teachers in most government schools are challenged with degenerating facilities, insufficient school materials, large classes, low

income, management's apathy and parental indifference (Marston, Courtney, & Brunetti, 2006, p. 111). Thus far, many teachers across the globe continue to work under pressure and an unbecoming teaching environment. Job satisfaction is a good indicator of teacher commitment with regard to retention or quitting, commitment and making a meaningful contribution to student performance and school efficacy (Rhodes, Nevill, & Allan, 2004, pp. 68-69).

To retain qualified teachers who can be more committed and probably stimulate a conducive school climate, I argue that it is imperative for Government, school authorities and parents to identify all likely motivational factors that can result in teacher-job satisfaction and good performance, which ultimately may improve learners' achievements. More importantly, school managers and head teachers need to stay abreast of the various theories applicable to administration in order to manage the school system well and to boost human resource management, teacher job satisfaction, teacher commitment and organisational performance (Yavuz, 2010, p. 700).

2.10 TEACHER SELF-EFFICACY AND COMMITMENT

It is very important for teachers to discover and define their capabilities in order to keep up with the ever-emerging dynamic flow of information-generation of the current and fast-moving dispensation. With accessibility to the Internet, the use of computers of all sizes and other electrical communicating devices, the world is termed to be a global village where everyone can join the search for knowledge and information dissemination. From the foregoing assertion, I assume that teachers who are not up to date with their field of specialisation may find it difficult to have positive self-efficacy (Bandura, 1999, pp. 287-288; Gibbs & Powell, 2012, pp. 564-568), which eventually may lessen the quality of the content or subject matter that teachers relate to learners during teacher-learners' interaction, especially in the classroom (Gorski, Davis, & Reiter, 2012). Teachers who lack the necessary knowledge may experience job dissatisfaction, low motivation and low commitment to the teaching job.

Demirdag (2015, p. 35) argues that the teaching profession is a complex job the world over, and that schools experience a deficit of high-class teachers who possess very

strong skills to engage learners in classroom interaction and management. Gkolia, Belias, and Koustelios (2014, p. 328) view self-efficacy as an individual's self-critique in evaluating his or her capabilities in the organising and performance of a given behaviour. Self-efficacy may not necessarily be about the skills an individual possess, but rather about the belief in one's skills to cultivate realistic and positive change when performing a task. Human-Vogel and Rabe (2015, p. 2) argue that self-efficacy is a domain-fixed credence in individuals' capability to master certain tasks. This capability impacts on performance, seeing that it regulates resources like the effort and time individuals spend on tasks given the curtailment of other inhibiting alternatives.

Achurra and Villardon (2013, p. 369); Zee and Koomen (2016, pp. 982-983) assert that self-efficacy is individuals' self-perception of their cognitive constructs in terms of the knowledge they claim to have and their actual performance of a given task. By implication, I reason that self-efficacy does not necessarily portray an individual's claim to a repertoire of knowledge, but rather the ability to successfully carry out any given task in relation to his or her cognitive ability in any given circumstance. Bandura encapsulated teacher self-efficacy in his works as far back as 1994 when he conceptualised it as the degree to which an educator or a teacher has enough confidence about his or her capability to promote learning among students (Mojavezi & Tamiz, 2012, p. 834).

Achurra and Villardon (2013, p. 367) also argue that a teacher's view of his or her teaching self-efficacy ability comprises a complete set of beliefs in his or her ability to impart knowledge with positive learning as an aim. Such beliefs refer to an individual teacher's behavioural idiosyncrasy as manifested in the classroom. This idiosyncratic peculiarity distinguishes some individual teachers from other teachers in the teaching methodologies he or she employs in his or her day-to-day interactions with learners.

Human-Vogel and Rabe (2015, p. 2) add that individuals' identity is pertinent to their commitment. People's identities determine their behavioural options and, of course, their goal setting stems from their self-knowledge or identity, which serves as a guide in synchronising their setting and achieving of goals. Individuals' resource allocation determines the focal point between their self-efficacy and performance. People's confidence in their own capabilities informs resolutions pertaining to available resources,

such as effort and time, which can be allocated to any given enterprise (Beck & Schmidt, 2015; Human-Vogel & Rabe, 2015). By implication, I opine that teachers with a high sense of self-efficacy concerning teaching can devote more resources to improving goals (goal commitment), resulting in greater efforts and more time invested in accomplishing particular tasks (task level commitment).

A teacher's self-efficacy, apart from being a powerful indicator of his or her capabilities, is also a strong mechanism to shape learners' character and achievement (Demirdag, 2015, p. 36), which can only occur in an encouraging school climate. Next, I will discuss South Africa's present education system with reference to school acts and government expenditure, in order to explain the extent to which the democratic South African Government prioritises education when it comes to creating a conducive learning school climate and to improving teacher commitment.

2.11 CONTEMPORARY STATE OF EDUCATION IN SOUTH AFRICA

The South Africa of today acknowledges two school types, namely public and independent schools. Based on South Africa (1996b) School Act, the Government manages the public schools while the independent schools are privately controlled (South Africa, 1996a, pp. 19-44). The right to education is enshrined and safeguarded in section 29 (1) of the Constitution of the Republic of South Africa. This constitution clearly states that every individual possesses the right (a) to basic education, which includes adult basic education together with (b) furthering education, which is incumbent on the state vis-a-vis equitable appraisals, which should be made progressively obtainable and accessible (Mamogale, 2016, p. 15). Taking into account the International Law on Basic Education, the conceptualisation of basic education came to limelight as far back as 1990, after the appropriation of the World Declaration on Education for All (UNESCO, 1990, pp. 3-10). Premised on the mentioned position in basic education, all countries over the world were to comply with the right of individuals to basic education.

However, UNESCO (2007, pp. 2-3) later reviewed policy and other legal texts, void of linguistic inconsistency with reference to basic education, explaining what basic education implies:

.... basic education covers notions such as fundamental, elementary and primary/secondary education. It is guaranteed to everyone without any discrimination or exclusion based notably on gender, ethnicity, nationality or origin, social, economic or physical condition, language, religion, political or another opinion, or belonging to a minority. Beyond pre-school education, the duration of which can be fixed by the State, basic education consists of at least 9 years and progressively extends to 12 years. Basic education is free and compulsory without any discrimination or exclusion. Basic education prepares the learner for further education, for an active life and citizenship. It meets basic learning needs including learning to learn, the acquisition of numeracy, literacy, and scientific and technological knowledge as applied to daily life. Basic education is directed to the full development of the human personality. It develops the capacity for comprehension and critical thinking, and it inculcates the respect for human rights and values, notably, human dignity, solidarity, tolerance, democratic citizenship and a sense of justice and equity (UNESCO, 2007, pp. 2-3).

The post-apartheid democratic government in South Africa claims to recognise this part of the international body's declaration; hence it is statutorily binding on the government to make available credible basic education for its citizens. However, it is rather sad that the wealthy minority tends to have better access to education than their impecunious majority counterparts. This imbalance is due to inequitable access to social, economic and political opportunities. Largely, the legacy of apartheid where few schools were functional and many schools were dysfunctional, still looms in the educational system of the post-apartheid democratic government of South Africa (Spaull, 2012).

2.11.1 Government Education and Expenditure

Currently, South Africa prioritises education by disbursing huge funds that reflect annually in its budget and expenditure. Table 2-0-1 shows provincial disbursement on education from 2010/11 to 2016/17. The National Treasury Provincial Database (NTPD (2017, p.

38) claims that by 2010/11, expenditure grew by R38.1 billion. Growing from R138.3 billion by 2010/11 to R176.4 billion by 2013/14, this depicts a yearly average upshot of 8.5%. This additional spending became necessary due to supplementary allocations to educators beyond the anticipated wage agreement for teachers (NTPD, 2017, p. 38).

The expenditure in respect of provincial education is anticipated to increase with R26.2 billion by 2013/14 to 2016/17, amounting to an average yearly rate of 4.7%. This can be ascribed to the government's commitment to creating a conducive environment that reflects quality teaching and improved learner performance (NTPD, 2017, p. 38). A careful study of the table below clearly explains the spending at provincial levels; total spending in 2010/11 rose from one hundred and thirty-eight thousand three hundred and thirteen Rands to two-hundred two thousand six hundred and fifty-one Rands (R138 313 to R202 651) in 2016/17, with a difference of sixty-four thousand three hundred and thirty-eight Rands. (R64 338). This shows that government expenditure increases on a yearly basis. However, percentage-wise, spending decreases from 8.5% to 4.7%, with a difference of 3.8%, from 2010/11 to 2016/17. This difference in percentage was due to the government's bigger investment in the areas of transportation, infrastructure, housing and health (NTPD, 2017, p. 38). The point is, with the government's usual high spending on education, little has been achieved, as the level of teacher commitment continues to downslope and the learning school climate in the country is not the same everywhere. Other contributing factors include socioeconomic differences of learners' parents, inadequate supply of textbooks, poor school infrastructures and the likes, on the part of Government.

Table 2-0-1: Provincial expenditure on education by 2010/11-2016/17

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
R million	Outcome			Outcome	Medium-term estimates		
Eastern Cape	22 577	25 174	26 221	27 451	27 935	29 756	29 675
Free State	8 461	9 715	10 503	10 917	11 259	12 125	11 896
Gauteng	22 251	26 120	28 317	30 362	32 845	36 361	37 444
KwaZulu-Natal	28 747	33 799	35 588	37 560	39 447	42 573	42 882
Limpopo	20 202	21 161	21 924	23 388	24 966	25 590	26 349
Mpumalanga	11 598	13 024	14 356	14 933	16 103	17 469	17 929
Northern Cape	3 419	4 078	4 234	4 559	4 744	5 043	4 943
North West	9 102	10 148	10 736	11 756	12 423	13 511	13 516
Western Cape	11 956	13 361	14 288	15 502	16 425	17 677	18 019
Total	138 313	156 581	166 166	176 427	186 147	200 105	202 651
Percentage growth (average annual)	2010/11 – 2013/14			2013/14 – 2016/17			
Eastern Cape	6.7%			2.6%			
Free State	8.9%			2.9%			
Gauteng	10.9%			7.2%			
KwaZulu-Natal	9.3%			4.5%			
Limpopo	5.0%			4.1%			
Mpumalanga	8.8%			6.3%			
Northern Cape	10.1%			2.7%			
North West	8.9%			4.8%			
Western Cape	9.0%			5.1%			
Total	8.5%			4.7%			

Source: (National Treasury provincial database 2010/17. p.39).

Figure 2-0-3 below depicts provincial expenditure from 2014/15 to 2016/17. Provincial expenditure varies from one province to another; Gauteng, which happens to be the site for this research, came first in 2014/15, seventh in 2015/16 and eighth in 2016/17 in terms of spending on education. Figure 2-0-3, portrays the proportions with respect to provincial spending on education in relation to programmes for 2014/15. In 2013/14 alone, the South African Government expended R227 billion on education. Looking at the GDP, 19.7 % of the Government's total expenditure on education amounts to 6.5% of the GDP (NTPD, 2017, p. 34).

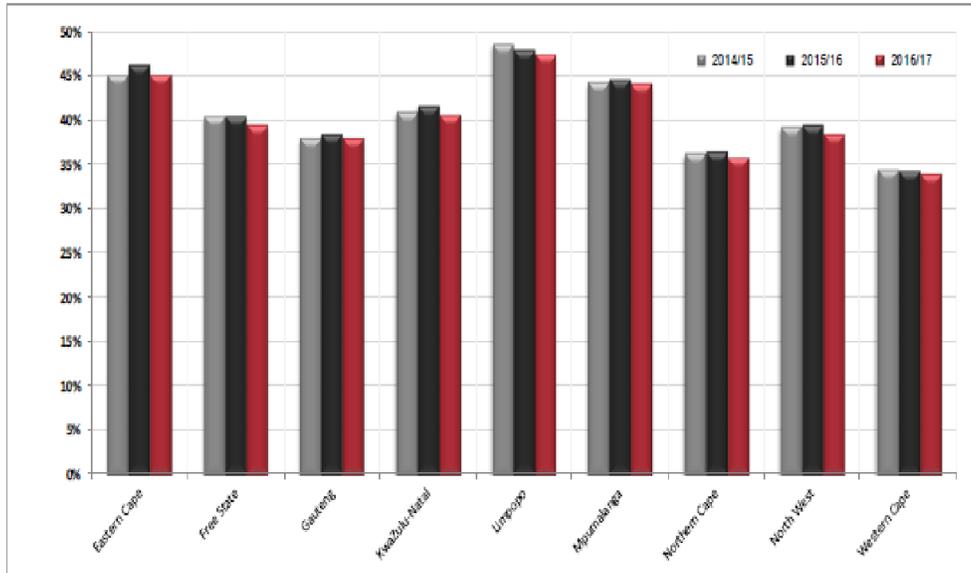


Figure 2-0-3: Education expenditure as a percentage of total provincial spending by 2014/15-2016/17

Source: (National Treasury provincial database 2010/17. p.39).

Modisaotsile (2012, pp. 1-2) laments that irrespective of Government's huge annual budget, the education system is still parlous, as the situation on the ground cannot reverse the unacceptably poor examination outcomes in local, national or international academic engagements of South African learners. The poor academic performances are worrisome to all stakeholders in education. Similarly, Vander Vliet (2013, p. 1) emphasises that despite annual increases on the GDP with reference to education, surprisingly, the country seriously lags in educational performance compared to some other African countries that are economically more disadvantaged than South Africa (Prew, 2012, p. 1; Vander Vliet & Josseph, 2013). The most painful thing is that when looking at government spending in Figure 2-0-3 below, 22 % forms the total spending on education and related matters compared to other sectors between 2014/15. In South Africa, to date, the quality of education appears to be in need of greater improvement. Figure 2-0-3 portrays the evidence of government expending large sums of money on educating the South African citizens; however, the low standard of education aggravates. In some quarters, people argue that too much spending without tangible results is tantamount to a colossal waste, considering that some African countries spend less than South Africa, yet they perform better (McCarthy & Oliphant, 2013, pp. 3-4; Reddy et al., 2012, pp. 1-4). I assume that

the stakeholders in education need to investigate the missing link between spending on education and visible requirements that can advance the schooling system in South Africa. With the current exacerbating state of education, I reason that the country might find it necessary to study some countries that reap better results while spending less on education compared to the South Africa that spends more but reaps little results. Based on the government's huge spending on education without a commensurate outcome, I, therefore, argue that it is imperative to critically examine the school climate and teachers' organisational commitment in the country, with the aim of finding viable solutions to tackle the challenges that confront education.

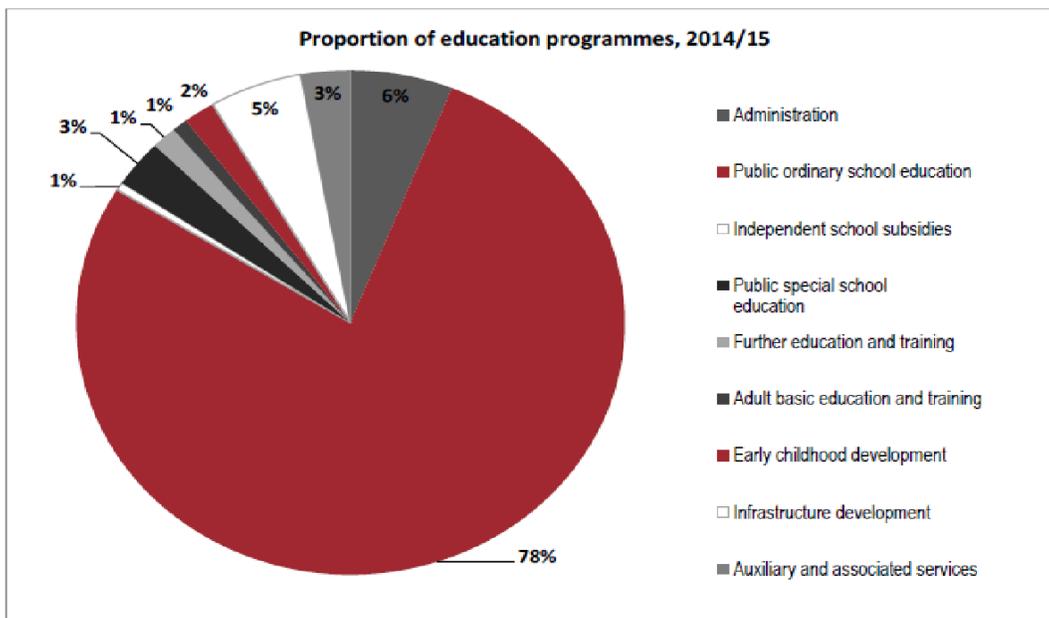


Figure 2-0-4: Proportion of spending by provinces on different education programmes, 2014/15

Source: (National Treasury provincial database 2010/17, p39).

2.11.2A dysfunctional and functional school system with a focus on Grade 12 learners

These days in South Africa, individuals share the one or other opinion about education and schooling. While some individuals hold the view that some extent of improvement

has been recorded since the commencement of the democratic government in 1994 to terminate the apartheid regime, others are of the view that the condition of education in present South Africa, rather than getting better, is nosediving compared to the Bantu apartheid system of education (Spaull, 2013, p. 1) the country once had. In a bid to further describe the current schooling system, Reddy et al. (2012, p. 1) argue that two major historically and unwearingly divergent operating sub-systems exist: sub-system p characteristically handles learners from poor backgrounds, and sub-system m serves learners coming from a middle-class background. The former, sub-system p, historically consisted of the majority (80%) Black South African learners during the apartheid era (Govender, 2013, p. 1). Unfortunately, the schools under sub-system p were allocated the smallest number of resources. The majority of learners in this category, until today, learnt the English language, the medium of instruction, as second or third language, showing the scars of the apartheid heritage. Schools that cater for the majority are sited in areas predominantly populated by low-income earners, while the latter, sub-system m, caters, for the remaining, (20%), White and few Coloured learners.

Currently, schools in sub-system m, for the minority, are much better resourced and located among higher-income earners who have learners studying in English as a first language (Reddy et al., 2012, p. 2). With the two antithetical sub-systems running alongside each other in the education structure of the country, I assume that the divergence in the education structure could influence the school climate as well as teachers' commitment, which may also be largely responsible for the disparities in the academic performances of learners in both sub-systems. The different shades of school climates and commitments pertinent in the schooling system of the country can also be attributed to the two antithetical sub-systems. I further reason that the stakeholders in education might continue to see total unparalleled conditions in terms of school climate and teacher commitment, for the reason that a few schools are better resourced than most other schools in the country.

The mentioned school situations are referred to as "*bimodal distribution*", which is partly accountable for dysfunctional schools (75%) and functional schools (25%) in the South African schooling arena of our time; this bimodal distribution is evident in the yearly matric

results (Spaull, 2013, pp. 6-10). According to Spaull (2013b, pp. 6-10), this dreadful situation of institutionalised inequality stems from the apartheid era, which has systematically reduced the potential dynamism and career mobility of learners emerging from poorly resourced schools in South Africa. Should the Department of Basic Education fail to take a decisive step to address this perennial education dichotomy, with whatever economic cost that be, the likelihood of learners' continual mass academic underperformance may persist unabated (Spaull, 2013, p. 60) among the majority Black learners.

2.11.3 Features of Bimodal Education Systems in South Africa

The issue with some schools having more resources than others may be a crucial factor contributing to the continual bifurcation experienced by South African schools. With differential resource generation, the system labelled few schools functional while tagging the many remaining schools dysfunctional, despite the government's unrelenting efforts to regulate spending on ordinary public schools. The implication of this is that public schools with more resources available may continue to perform better than those with fewer resources in both school tests and national examinations like the NSC for matriculants. Considering this condition, the "*bimodal distribution*" (Spaull, 2013, p. 2) continues in the very same education system that experienced functional versus dysfunctional schools. With the adversarial nature of the two-schooling systems, I assume that teachers and learners will experience dissimilar school climates and teacher commitment in the respective school systems.

In Figure 2-0-4, I elucidate activities and expectations that are peculiar to the idiosyncratic nature of the two school systems in the South African education structure of today, which Government has not been able to completely control due to the prevalent inequality in available resources in all the high schools. The shockingly low performances of many learners who access basic education in the country are no longer new to the South African communities (Spaull, 2013). Graven (2014, p. 1) asserts that, South Africa, as a case study, shows an "extreme" condition of performance gaps in form of striking differences between learners from low and high socio-economic status (SES), despite the

Government's attempts to prioritise resource allocation in order to address the inequality in the education system. South Africa, in many respects, differs from some other countries because of its fresh apartheid history, which methodically disempowered a greater number of citizens, forced to bear the radical, social and economic distance separating the unfavourably disposed from the well-endowed (Graven, 2014, p. 1). See Figure 2-0-5 for features of the bimodal education system in South Africa.

Dysfunctional Schools (75% of schools)	Functional Schools (25% of schools)
Weak accountability	Strong accountability
Incompetent school management	Good school management
Lack of culture of learning, discipline and order	Culture of learning, discipline and order
Inadequate LTSM	Adequate LTSM
Weak teacher content knowledge	Adequate teacher content knowledge
High teacher absenteeism (1 month/yr)	Low teacher absenteeism (2 week/yr)
Slow curriculum coverage, little homework or testing	Covers the curriculum, weekly homework, frequent testing
High repetition & dropout (Gr10-12)	Low repetition & dropout (Gr10-12)
Extremely weak learning: most students fail standardised tests	Adequate learner performance (primary and matric)

Figure 2-0-5: Characteristics of a bimodal education system in South Africa

Source: (Spaull, 2012).

2.11.4 National School Certificate performance: 2011 to 2017

In Figure 2-0-5, I did a panoramic view of performances recorded by Grade 12 learners, in the National School Certificate (NSC) from 2011 to 2017, with the aim to determine learners' academic progress and teachers' efforts regarding the commitment to learners and, of course, teaching. From the statistics available on yearly basis, as given in Figure 2-0-5, fluctuation in learner performance becomes recurrent going by the trends in performance between 2011 and 2017. For instance, in 2011 (70.2%) performance was recorded, in 2012 (73.9%), in 2013 (78.2%), in 2014 (75.8%), in 2015(70.7%), in 2016 (72.5%), and in 2017 (75.1%). By implication, improvement in matric performance seems

to be most significant in 2013 (78.2%) and ever since continues to slope down epileptically.

By my calculation, based on provided statistics, the yearly performance improvement between 2011 and 2012 is 3.7%, between 2012 and 2013 is 4.3 %, between 2013 and 2014 is -2.4%, between 2014 and 2015 is -5.1%, between 2015 and 2016, is 1.8%, between 2016 and 2017, is 2.6%. Going by the variability in performances in-between years, there is clear indication that the 2016/2017 matric result performance has not improved significantly with just 2.6% compared with the 2012/2013 (4.3%) matric result which in ranking, appears to be the best so far by the available statistics from DBE, 2017. The performance increase is just 0.8% between 2016 and 2017 matric years. In the actual sense, by ranking, using the exam report or outcome of a particular year and the immediate year after, the 2013 matric result is first with 4.3%, 2012 second with 3.7 and third 2017 with 2.6%. However, on the aggregate between 2011 and 2017 matric result has improved with 4.9%. Comparatively, in terms of individual year matric result ranking, 2013 is 78.2%, 2014 is 75.8% and 2017 is 75.1% the third best result between 2011 and 2017.

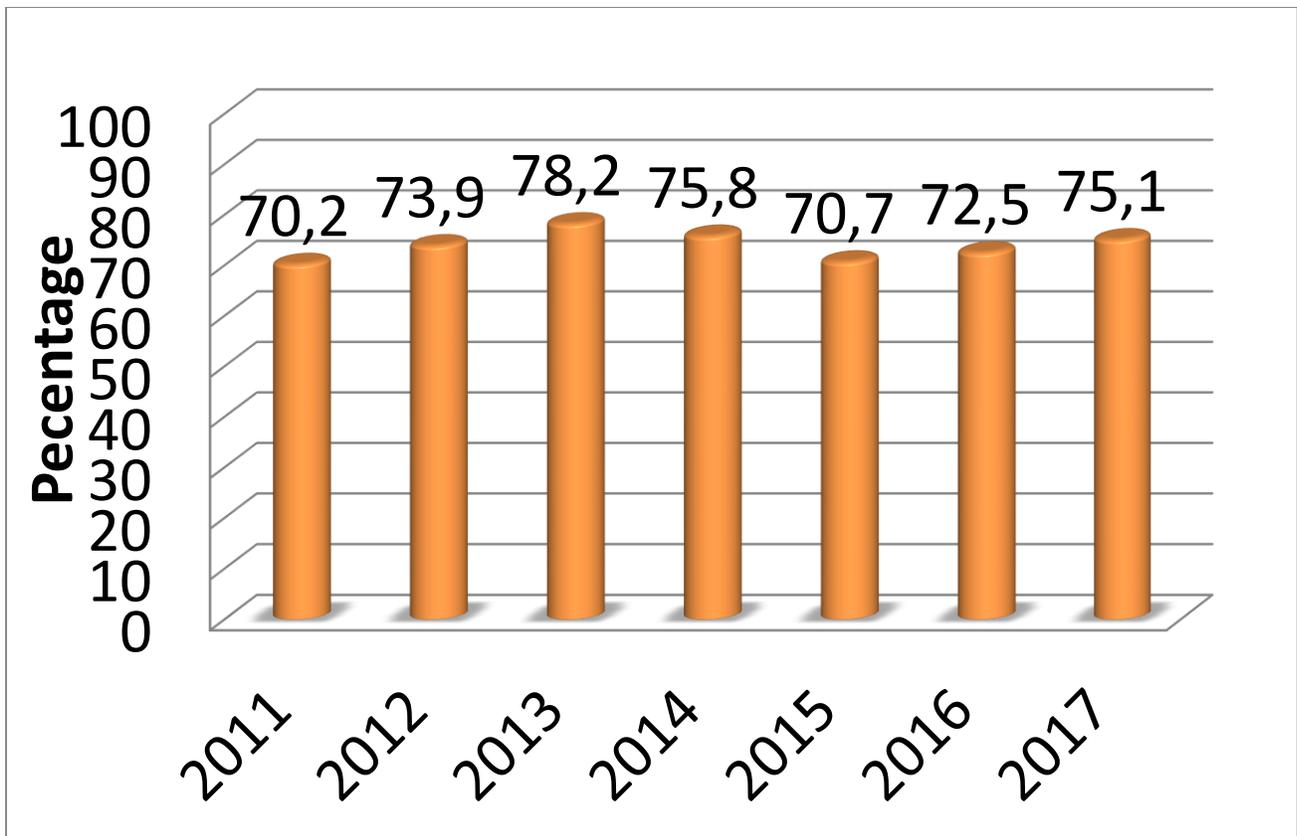


Figure 2-0-6: National School Certificate performance between 2011 and 2017 (Source (DBE, 2018, p. 32)

From the data available in Table 2-0-2, below, it becomes imperative to do a critical analysis of matric candidates with qualification for bachelor, diploma, higher certificate and national school certificate to get a clearer picture of learner performance in the current 2017 matric result. From the national angle, 534 484 candidates wrote 2017 matric of which 153 610 candidates qualify for a bachelor university entry, 161 333 for a diploma, 86 265 for a higher certificate and 99 for a National school certificate (NSC). Implication wise, 380 874 candidates do not qualify for bachelor except for other qualifications, 219 541 do not qualify for a diploma, 86 265 do not qualify for a higher certificate and lastly, 133 177 candidates do not qualify for NSC. Statistical indication shows that just a few matric candidates, a bit above one quarter (133 621) of the total who wrote matric are qualified to gain a bachelor university entrance in 2017. By provincial performance ranking, for candidates that qualify for bachelor, diploma and higher certificate, picking the first three best: (bachelor) West Cape 39.1%, Gauteng 36.0% and Free State 35.1%,

(diploma) Free State 36.1%, Gauteng 35.4% and North West 32.4%, (higher certificate) Limpopo 20.2%, North West 20.2% Mpumalanga 19.2%. Impressively, Gauteng the province for data collection in this study appears second to qualify for bachelor education and also second for diploma education, though Gauteng comes seventh in higher certificate education, ranking wise.

Table 2-0-2: **Matric result passes by type of qualification, 2017**

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC			Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved		
Eastern Cape	67 648	15 380	22.7	17 908	26.5	10 672	15.8	18	0.0	43 978	65.0	
Free State	25 130	8 822	35.1	9 076	36.1	3 713	14.8	2	0.0	21 613	86.0	
Gauteng	97 284	35 012	36.0	34 444	35.4	13 296	13.7	1	0.0	82 753	85.1	
KZN	124 317	35 687	28.7	36 453	29.3	18 400	14.8	47	0.0	90 587	72.9	
Limpopo	83 228	17 790	21.4	20 011	24.0	16 809	20.2	11	0.0	54 621	65.6	
Mpumalanga	48 483	11 335	23.4	15 628	32.2	9 291	19.2	19	0.0	36 273	74.8	
North West	30 792	8 278	26.9	9 968	32.4	6 216	20.2	0	0.0	24 462	79.4	
N Cape	8 735	2 205	25.2	2 815	32.2	1 587	18.2	0	0.0	6 607	75.6	
W Cape	48 867	19 101	39.1	15 030	30.8	6 281	12.9	1	0.0	40 413	82.7	
NATIONAL	534 484	153 610	28.7	161 333	30.2	86 265	16.1	99	0.0	401 307	75.1	

Source:(DBE, 2018, p. 37)

Based on the 2017 matric results, the Minister of Basic Education, Angie Motshekga, commented:

The Class of 2017 must be commended for maintaining this trend. The 2017 NSC overall pass rate, with the progressed learners excluded, stands at 76.5%, a 0.3% improvement from the 76.2% achieved in 2016. However, with the progressed learners included, the overall pass rate stands at 75.1%, a 2.6% improvement from the 72.5% achieved in 2016. This represents a total of 401 435 candidates, who had passed the 2017 NSC examinations. Well done to the Class of 2017 (DBE, 2018).

2.11.5 Accessibility to Basic Education

The present South Africa has experienced a dramatic increase with reference to entrance into formal schooling, moving up to 99%. Grade 1 enrolment of learners moving up from pre-primary levels, shifted from 61% in 2006 to 71% by the year 2009. For more than a decade now, the proportional number of learners reaching Grade 9 has moved from 76% to 86% (Spaull, 2013, p. 3). According to Spaull (2013b, p. 3), the statistics on learners completing Grade 10 continue to be misleading due to the absence of trusted external assessors who can assure that all matric examinations are standardised, nationally conducted and evaluated. Furthermore, in many schools, learners are mass promoted, especially in primary levels and junior secondary, but as learners reach Grades 10 and 11, schools become stricter with enforcing promotion procedures in order to pre-empt mass failure in matric. The missing link is that the public only pays attention to the pass rate of the matric results, written by fewer learners, when, in retrospect, the actual number of learners who started Grade 1 and those learners who eventually write matric, does not correlate at all (Spaull, 2013, p. 3).

From all the learners in Grade 2 in 2001, learners that could pass matric in 2011 were just 38%. This is noticeable in Figure 2-0-7 which shows that the majority of learners dropped out between Grades 10 and 12, which could not have happened if there was an external standardised evaluative examination like the Primary School Leaving Examination (Spaull, 2013, p. 3). The point here is that a standardised exam could have been conducted in advance to filter large numbers of academically weak learners (Spaull,

2013, p. 3). Currently, many candidates who completed school (matric) are yet to secure admission to tertiary establishments. Van der Berg, Taylor, Gustafsson, Spaul, and Armstrong (2011) add that low-quality education, coupled with increased and permissive grade continuation until Grade 11, reveals that when a standardised evaluation such as the matric examination eventually takes place it is being used to sieve a large number of weak learners away from further qualifications. Moreover, poor-quality education to attain Grade 11 can be described as the major reason for low education attainment beyond Grade 11 (Van der Berg, Taylor, et al., 2011).

When examining the performance of minority learners who are able to pass matric a little deeper, the level of inequalities is extremely high; from the 80% of schools that cater for learners coming from a poor background, just 1% of learners in Grade 8 end up passing with a grade C or 60% with reference to Mathematics and Physical Science, subjects that are prerequisites for studying mathematical as well as science-related degree courses at tertiary institutions. Astonishingly, many learners from wealthier backgrounds, attending just 20% of the schools, are academically ten times better (Spaul, 2012, p. 3).

In 2007, only a little over 1% of the matric candidates of black origin could qualify for admission to study mathematical and science-related degree courses, whereas 15% of their white counterparts were admitted. By implication, overall, less than half of the Grade 11, or less than 2% of 200 Black South African children, ended as eligible to write and pass matric and could eventually study maths and/or science-related degrees at a university (Spaul, 2012, p. 3).

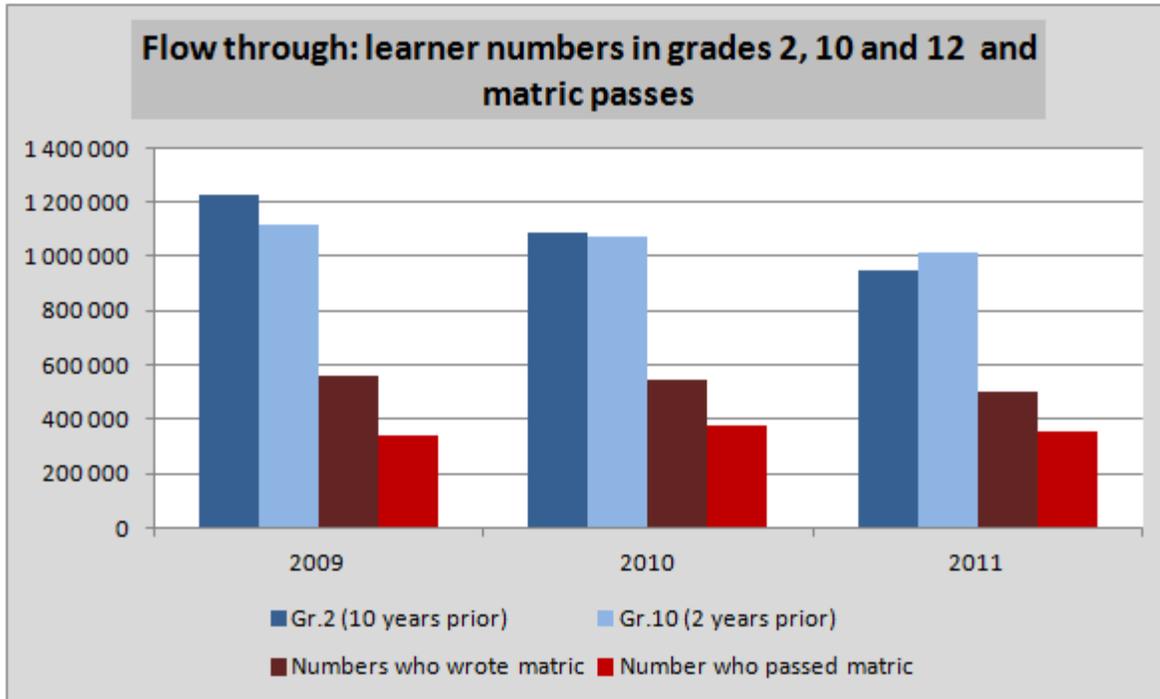


Figure 2-0-7: Major problem in respect of the Department for Basic Education mass promotion (Spaull, 2012).

2.11.6 Dropout Rate from School among Young Individuals

Right from Grade 1, one expects learners to progress from primary school to Grade 12 and to eventually gain admission to the tertiary institutions of their choices, enabling them to later contribute meaningfully to the system in which they find themselves. Ndamulelo (2016, p. 4) laments that the increase in high secondary-school dropouts exacerbates unemployment and low acquisition of skills. As at 2014, based on the DBE's progress report, only 5% of the 86% of learners between ages 16 and 18 years old who commenced schooling ended up completing Grade 12 by the normal age of completion, which is 18 years (Ndamulelo, 2016, pp. 3-4). Hall and De Lannoy (2015, p. 125) argue that some young individuals between ages 15-24 are Not in any Employment, Education, or Training (NEET), the major explanation for so many "NEETS" in the country is linked to both supply-side and demand-side operators of youth unemployment. Supply-side operators is due to lack of fitting skills for work-related abilities to get employment or not being able to put up sustainable personal enterprise, thus there is struggle trying to transmit from education to work, while demand-side operators link to lack of jobs and self-employment chances for individuals who are available to pick a job (Hall & De Lannoy, 2015, p. 125).

I further examined why young individuals do not bother or continue schooling.

About 23.5% of learners are financially unable to pay school fees; 17.7% are academically deficient; 11.6% complained of complex family commitment; and 10.4% suffer from various medical ailments (Writer 2015, p.2), including HIV/AIDS. In addition, 9.4% do not regard education as important; 7.8% are content with their state of education; 6.7% decide to work at home; 0.5% struggle to get to school, and 12.3% of individuals gave unspecified reasons (Writer 2015, p.2). See Figure 2-0-8 below. By implication, I surmise that school climate and teacher commitment may not be the exclusive reasons for the mass failure of learners in the annual matric examination written in South Africa. It is clear that some of the foregoing factors could also greatly contribute to why learners record low performance.

However, the issue of large school dropout numbers is not specific to South Africa. This phenomenon features in most countries in Sub-Saharan African (SSA). In accordance with the Education for All Global Monitoring Report, Sabates, Westbrook, Akyeampong, and Hunt (2010, pp. 10-13) contend that after the 1990 World Conference on Education for All in Jomtien, a progress in school enrolment has been recorded. Nevertheless, young individuals between the ages of sixteen and seventeen years left schooling without completing primary school in many SSA nations such as Nigeria, Benin, Zambia, Kenya, Tanzania, Rwanda, Ghana and Cameroon, just to mention a few (Sabates et al., 2010, p. 10). Causes of dropout, though identified, differ and are relatively based on the environmental and contextual realities of the countries. Common challenges include personal reasons such as low motivation, malnutrition and poor health, as well as household factors. Factors such as poverty and child labour and school factors related to the poor standard of the education provided, teachers' absenteeism (lack of commitment) and school location (Sabates et al., 2010, pp. 10-13).

Figure 2-0-8 below shows a representation of young individuals' reasons' in South Africa for not attending school from ages 7 to 18, by gender, in 2014.

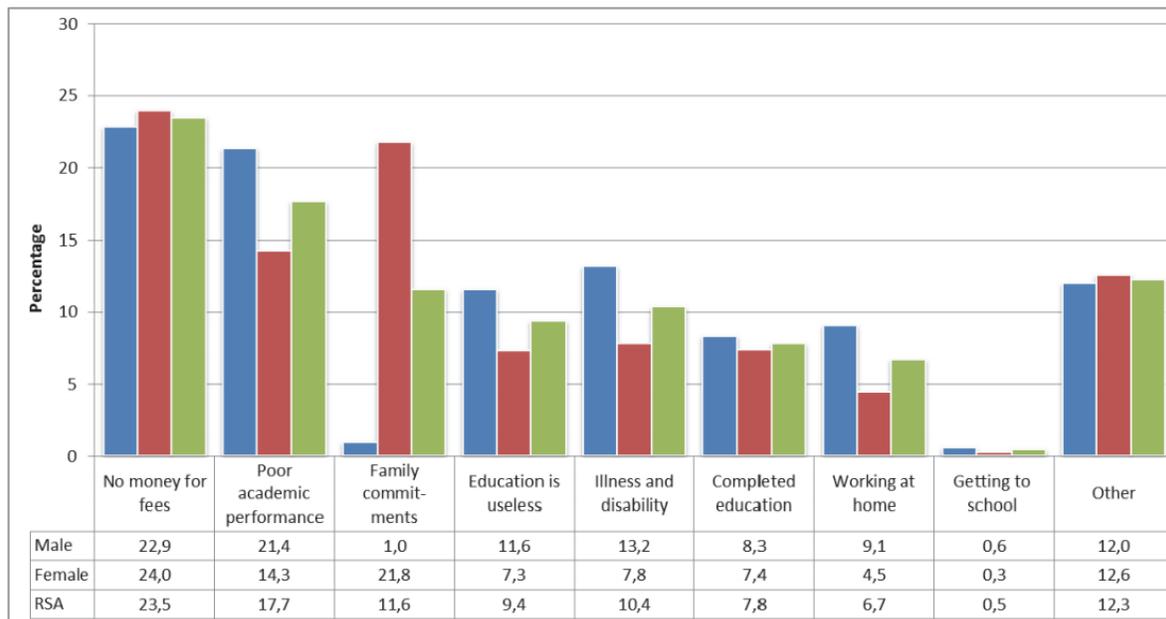


Figure 2-0-8: Percentage distribution of main reasons given by persons aged 7 to 18 years for not attending an educational institution by gender. (Writer, 2015, p.2).

2.11.7 Sharp Decline in Enrolment between Grade 11 to 12 Learners

In South Africa today, the large percentage of dropouts occurring between grades 11 and 12 is simply due to learners' lack to master foundational skills. Thus learners struggle with learning deficiencies as they are moved from one grade to the next, only to academically crash-land, failing grade 10, 11 or 12. Irrespective of the skills learners acquire, they need to master fundamental knowledge on which subsequent learning is built (Reddy et al., 2012, p. 7). Furthermore, Reddy et al. (2012, p. 7) argue that mathematical-related knowledge is built in order of rank; thus the need for adequate preparatory knowledge. Such knowledge is consequently indispensable for conceptual development, which is attained by mastering certain capabilities in the early years, which also depend on fundamental learning and the standard of interactions in the home, the community and the nature of inputs from the school. Overall, most of the cohorts commencing Grade 1 do not reach Grade 12 because of not being able to master the rudimentary skills that allow them to progress in their education (Reddy et al., 2012, p. 7).

Due to many other contributing factors, such as poor home background, attending poorly resourced schools, lowly qualified teachers, class size and language of instruction being different from home language (Mamogale, 2016, p. 3; Visser, Juan, & Feza, 2015, p. 2), learners drop out of school. In addition, Jansen (2013, p. 1) reveals a rife drop-out rate pre-Grade 12, coupled with sub-standard pass requirements such as encouraging pupils to choose less demanding subjects in the NSC examination. Taylor (2012, pp. 5-6) argues that, noticeably, learners' enrolment in Grade 12 has persistently and relatively remained inert since 1994. Taylor (2012, pp. 5-6) further argues that a wide gap continues to exist between Grade 10 enrolments and Grade 12 enrolments, partly because of a decrease in earlier grade repetition and an increase in Grade 10 repetition.

Only half of the cohorts who commenced schooling 12 years ago could reach matric level; most of them dropped out at Grade 10. This poor general performance is a cause of great concern and needs to be investigated (Govender, 2013, p. 1; Taylor, 2012). See Figure 2-0-9 below for the sharp decrease in the number of learners between Grades 10 and 12. Spaul (2013a, p. 32) contends that, though retention to matriculation varies in the provinces, the promotion of learners who lack the appropriate competencies from one class to the next is a misrepresentation of learners' ability to their parents as well as to the learners themselves. By implication, I reason that promoting academically weak learners from lower grades up to Grade 10 or 11, does more harm than good. Being mass promoted, weaker learners may likely end up performing poorly academically. Such poor academic achievement may not only frustrate teachers' efforts but could also allow teachers room to be less committed, as they may feel complacent knowing full well that whether learners fail or not, they are due for mass progression up until Grade 10 to 11. I also believe that weak learners might start to think about studying as something unimportant, not to be taken seriously, seeing that they are promoted to the next grade whether they failed or not. To my thinking, such a poor academic environment is not conducive to a positive school climate, as everyone becomes nonchalant about academic activities.

Moreover, I argue that having Grade 10 or 11 learners repeat the grades, equally impact negatively on school climate, attributable to such repeating learners being bored after

repeating classes so many times. I reason that learners who are unable to cope academically should attend vocational schools where they can develop their vocational skills and abilities (Simon, Pauline, & José-Luis, 2014, pp. 18-21) and not normal schools where they have to repeat grades more than necessary.

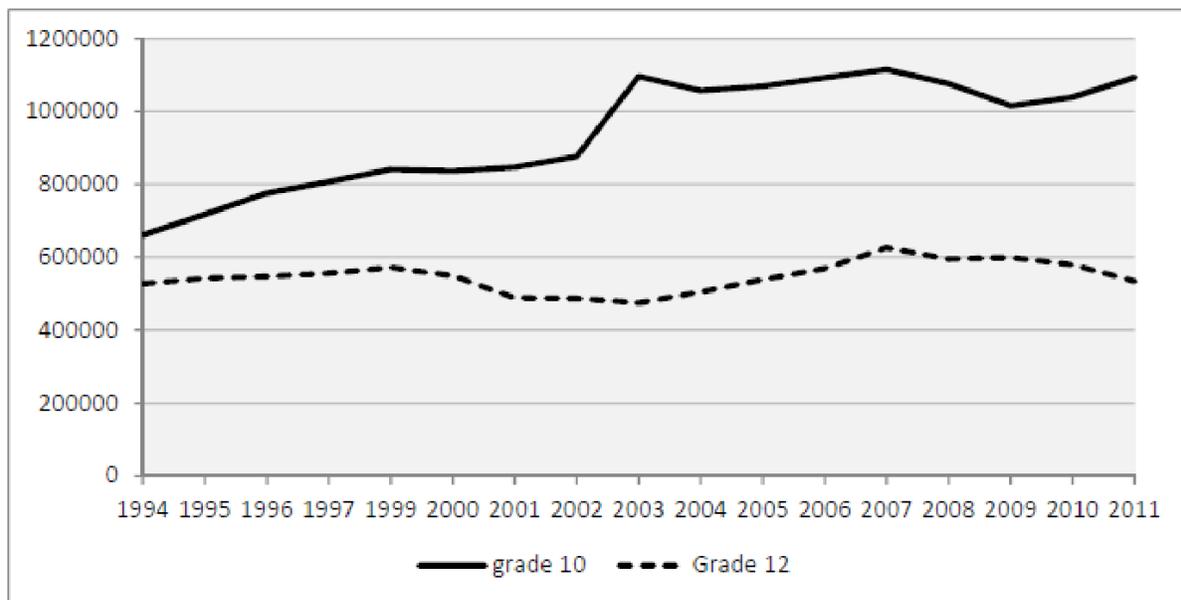


Figure 2-0-9: Enrolments between Grades 10 and 12 from 1994 to 2011 (Spaull, N., 2013).

However, going by the trend in the National School Certificate performance between 2011 and 2017 (DBE, 2018, p. 32) one may conclude that there has been a bit of an improvement in academic performance of learners, hence more numbers of learners wrote the NSC.

2.11.8 Level of Education and Unemployment

Presently, youth unemployment in South Africa is astronomically high compared to other countries of the world (Mamogale, 2016, p. 1). About 50% of young people between the ages of 18 and 24 years in the country were not employed at the end of 2011 (Spaull, 2013b). The severity of youth unemployment in South Africa is mainly due to a lack of appropriate competencies and skills, as well as the work seekers' inadequate work-relevant abilities to enter the youth labour market (Spaull, 2013). Predominantly, the

absence of skill in relation to the employability problem is part of the upsetting aftermath of low-quality education. Primarily black students, and a few coloured ones, coming from the major primary and secondary school system in South Africa, are subject to such low-quality education (Govender, 2013, p. 1; van der Berg, Burger, et al., 2011, pp. 8-10). Most young people between the ages of 18 and 24 years seek employment after passing matric, while some attempt to engage in post-secondary studies for diplomas or certificates. A closer look at youth unemployment rates relating to young people between 18 and 24 years' old who attained either post-secondary diplomas or certificates, shows that those with higher academic qualifications persistently have a record of much lower unemployment compared to their young counterparts who only passed matric or who passed only lower grades than matric (Spaull, 2013). Moreover, low academically qualified individuals run the risk of earning a reduced income, suffering from fragile physical and mental health and possibly engaging in crime (Flisher, Townsend, Chikobvu, Lombard, & King, 2010, p. 238; Gasper, 2011, p. 558).

Oftentimes, one's academic qualifications are crucial to the employment opportunities available to you in the labour market (van der Berg, Burger, et al., 2011, p. 8). Ndamulelo (2016, p. 4) argues that ability to complete Grade 12 increases the probability of securing employment up to 67% while obtaining a post-secondary education further raises employment chances to 86%. More importantly, I contend that all stakeholders in education should try their utmost to aid learners in achieving greater academic successes, especially in making the necessary support available right from Grade 1 and up to Grade 12. This might improve the numbers of candidates enrolling for the NSC examination. School should also go the extra mile to assist learners in acquiring well-grounded literacy and numeracy, which may awaken learners' interest to pursue further tertiary education. The point is, teachers should be more committed to working harder in order to improve the academic ability of students writing the NSC examination.

2.11.9 Other Challenges Confronting South African Education

Looking at the South African education system, so many factors combine to plague the country's education structure. Human-Vogel and Morkel (2017, p. 1); Mouton, Louw, and

Strydom (2013, p. 31), remark that the South African system of education is defective due to poor work ethics, teachers performing inadequately (poor content knowledge and low commitment), the absence of both parental and community support for teachers, low-quality guidance from education authorities, weak morale of both teachers and students, shallow accountability, discipline-associated complications such as absenteeism and truancy, as well as the high-rising drop-out rates of learners. Moreover, Mncube and Madikizela-Madiya (2014, p. 43) lament that gangsterism in the form of violence breeds both sexual and physical abuse, which is commonly reported about in the media. This abuse is more pertinent in some schools than in others, and happens to be part of instances of diverse social ills perpetrated in South African schools (Human-Vogel & Morkel, 2017, p. 1). Mnguni (2014, pp. 12-14) also adds that cases of teenage pregnancy are said to be a common phenomenon continually affecting some female learners' in the South African school system. Violence is equally frequently reported among learners, teachers and communities in and around schools (Carnoy et al., 2012, p. 66).

Jacobs (2014, pp. 1-3) debates that school violence is a complex phenomenon that defies understanding. According to Jacobs, violence must be perceived from a societal point of view rather than a personal one. This phenomenon is an acute concern in South African schools that must be addressed to ensure a positive learning environment (school climate) where committed teachers can be free to impart knowledge. Entrenched in the Constitution of 1996, Section 28 (1) (d) of the Republic of South Africa (RSA), as a right, children ought to be secured from any kind of maltreatment. They also have the right to education (Africa, 1996a; Basson, 1996). As a contributory factor to the crisis of education in South Africa, Modisaotsile (2012, pp. 4-5) found that 20% of teachers tend to be absent on Mondays and Fridays; teachers in black African schools daily spend an average of 3.5 hours on their lessons compared to 6.5 hours each day in erstwhile white schools.

Absenteeism (lack of commitment) is a common phenomenon in many of the provinces, accompanied by teachers striking (Spaull, 2012, p. 12). This is becoming a great concern for stakeholders in education. Moreover, Spaull (2012, pp. 10-12) frets that, from 2007, SACMEQ III research conducted on South Africa and thirteen other African countries, shows that South African teachers performed lower than ten other countries in a

mathematical test administered to some maths teachers who participated in the study. Similarly, Carnoy et al. (2012, pp. 93-94) found, in a comparative study involving some South African maths teachers and their Botswana counterparts, that teachers from South Africa performed poorly compared to the Botswana teachers, who performed significantly better. It is thus obvious that some maths teachers lacked the basic mathematical training. This poor teacher performance may be responsible for a lack of learners' basic or rudimentary mathematical ability in some instances.

On the grounds of this challenge, I reason that teachers' insufficient content knowledge may be responsible for the learners not acquiring the preparatory knowledge they ought to have, which results in mass failure in mathematics as well as mathematically related subjects before or during writing the matric examination. Regrettably, some male teachers are morally bankrupt and sexually assault female learners. With the ever-increasing HIV/AIDS epidemic, young women are affected more seriously than their male counterparts (Modisaotsile, 2012, p. 5). Mnguni (2014, pp. 17-20) adds that the issue of peer pressure and substance abuse among learners also contribute to the challenges experienced in the South African school system of today. Likewise, Weybright, Caldwell, Xie, Wegner, and Smith (2017, p. 2) argue that the use of alcohol, tobacco and related illegal substances also lead to learners dropping out of school in South Africa (Flisher et al., 2010, pp. 238-239). By my thinking, the possibility of having quality teaching and positive learning conditions (conducive school climate) is doubtful in school surroundings characterised by violence, drug abuse and sexual assault where learners are not safe; especially where young girls fear being raped.

In particular, Legotlo, Maaga, and Sebego (2002, pp. 114-117) highlight various causes of low performance in Grade 12 such as inadequate resources, a lack of accountability among officers responsible for ensuring the fair distribution of scarce resources, the absence of learner discipline in addition to low student commitment, low teacher discipline, poor morale and commitment, unavailing policies emanating from school level together with inadequate organisational composition and immature managerial skills, teacher union disruptions and difficulties in executing collective agreements, the inability to implement government policies and deficient parental involvement (Mamogale, 2016,

p. 1). Investigating the various identified challenges that confront South African education, the issue of teachers' commitment, as well as the school climate conditions teachers and learners engage in for teaching and learning purposes respectively, ought to be attended to as a matter of urgency. Nationally, learners in public schools have to contend with the issue of insufficient textbooks, tuition in addition to challenges regarding overpopulated classes and poor school facilities (Writer,2015). In Table 2-0-3 below problems that learners experience with respect to public schooling in all the provinces of South Africa are itemised.

Table 2-0-3: Nature of the problems experienced by all learners who attended public schools per

Province (Writer, 2015).

Problems experienced in public school	Province (Per cent)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	SA
Lack of books	3,1	3,7	2,3	2,4	4,2	4,7	3,7	4,9	2,7	3,7
Fees too high	4,3	5,0	1,7	1,6	2,8	4,1	6,2	3,2	0,8	3,6
Classes too large	6,2	2,8	1,5	1,6	2,6	6,0	3,1	5,7	1,4	3,3
Facilities bad	2,6	4,4	1,6	6,4	2,6	3,8	2,2	4,4	1,2	3,0
Lack of teachers	1,7	5,2	1,8	1,9	1,5	3,0	1,5	2,0	0,9	2,2
Poor teaching	2,2	1,6	1,6	1,4	1,8	2,2	2,4	2,0	1,0	1,8
Teachers absent	2,7	1,1	1,1	2,4	1,1	3,4	2,4	1,6	0,9	1,7
Teachers striking	1,2	0,7	0,6	1,1	0,8	1,1	1,0	1,3	0,7	0,9

2.11.10 Comparative Performance of Learners in South Africa with Other African Countries and Implications for Education

Considering the enormity of annual government expenditure on education in different countries, especially African nations with relatively similar socio-political and economic endowments, I will now discuss further other African nations' systems of education in relation to South Africa's system, as well as likely implications to note when examining the international platform. It is not out of place to compare South African learners' performances in education (learning outcomes) to other countries. Such a comparison might help to determine what can be learnt or discarded in the South African education

system in order to advance, considering the contemporary fast-moving information dissemination computer age, modern technology and science, the need for economic growth and the creation of job opportunities, without which the young people in some nations, as potential future leaders, might fail to successfully take over from their adult counterparts.

When investigating the level of South African primary schools' performances in comparison to that of other countries at both national and international level, it is not unexpected to discover some striking inefficiencies with respect to educational matters in the country. Some couple of years back, the Trends in International Mathematics and Science Study (TIMSS) (Mullis, Martin, Gonzalez, & Chrostowski, 2004) administered maths and science tests to Grade 8 learners from 50 countries, including six African countries, of which South Africa was one. Disappointedly, South Africa came first from the rear. Surprisingly, in another test conducted by Progress in Reading and Literacy Study (PIRLS) (Martin, Mullis, & Kennedy, 2007) to learners from 45 countries, including Botswana and Morocco as middle-income nations, to assess Grades 4 and 5 learners' reading literacy, South Africa came last. According to percentages, 13% of Grade 4 learners and 22% of Grade 5 learners attained the Low International Benchmark (LIB) of 400. In contrast, about half of the other participating countries' learners obtained 94% of the Low International Benchmark.

Overall, both Grades 4 and 5 learners with 87% and 78% respectively, were declared at "serious risk" of "not learning to read". At another time, the Southern African Consortium for Monitoring Educational Quality (SACMEQ) (Spaull, 2015; Spaull & Taylor, 2014) conducted tests in both reading and mathematics, involving fifteen low-income countries such as Tanzania, Swaziland and Kenya. South Africa also participated, but amazingly, scored worse than the mentioned three low-income countries, with its learners being 10th and 8th respectively in reading and mathematics. Although this study focuses on Grade 12 teachers and learners with reference to school climate and teacher commitment, I believe that gaining insight into the academic performances of lower-grade learners can explain the academic strengths and weaknesses of learners who eventually reach Grade 12 and who do not perform well due to a deficiency in fundamental or basic studies. By

implication, I further argue that more research should be conducted into the school climate and teachers' commitment to grades other than Grade 12, so that stakeholders in education can effectively understand teachers' work environment (school climate) and their exhibited work commitment and, more importantly, other extraneous factors preventing learners from excelling academically.

Therefore, it is necessary to scrutinise South Africa's level of performance by paying attention to SACMEQ cross-national comparison of learners who are functionally illiterate ("cannot read a short and simple text and extract meaning") as well as functionally innumerate ("cannot translate graphical information into fractions or interpret everyday units of measurement") (Spaull, 2012, p. 5). The prevalence is extremely surprising. It is evident from Figure 2-0-10 below, that 39% and 25% of South African Grade 6 learners are respectively functionally illiterate and functionally innumerate. Comparatively, a sharp contrast exists between South Africa and Kenya, with a functional illiteracy of 8% and a functional innumeracy of 11%. The most prominent difference is that South Africa spends close to five times more on any given learner (\$1225) than Kenya, spending \$258 on each learner. With regard to the rate of functional literacy, South Africa spends more than Namibia, spending \$668 on each learner, and Swaziland, spending \$459 on each learner (Spaull, 2012, p. 5).

Nevertheless, the chart below shows that Uganda and South Africa share the same percentage of literate Grade 6 learners at 71%. However, South Africa spends 18 times more on a learner. This state of affairs indicates that South Africa's additional spending compared to other African countries, is not a silver bullet to meeting the target. It only goes to show that South Africa as a nation is not judiciously spending scarce resources efficiently compared to other African countries (Spaull, 2012, p. 5). The Government, apart from critically studying school climate and teacher commitment, should also pay attention to other identifiable challenges confronting the South African education system, as identified in this study. See Figure 2-0-10 below for the disparities in spending between South Africa and some other African countries.

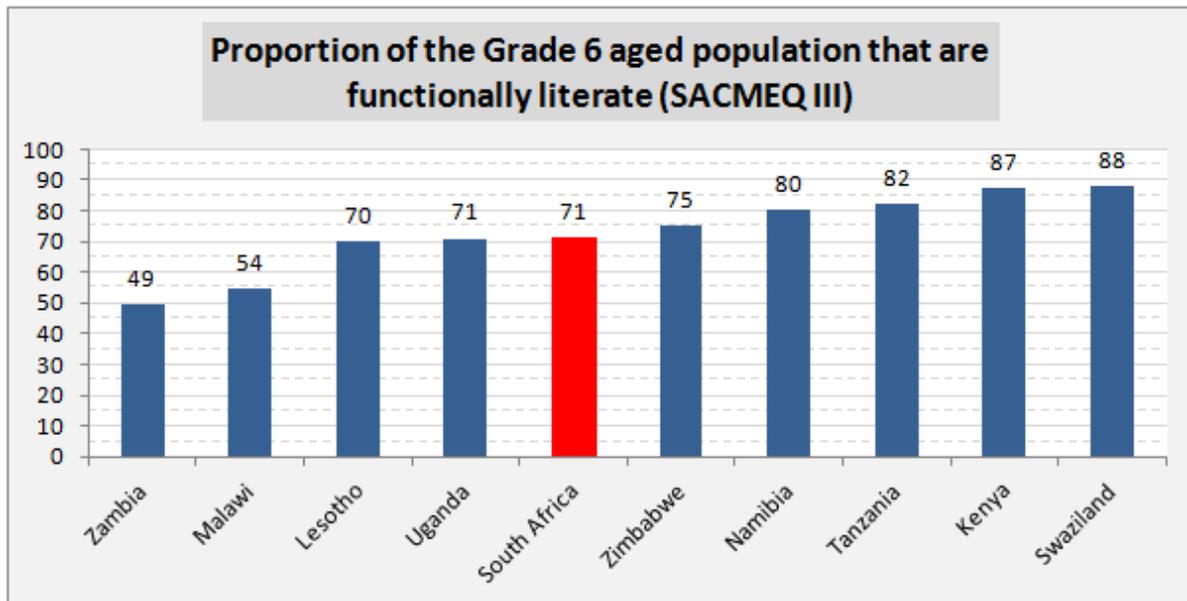


Figure 2-0-10: Comparative performance of learners in South Africa with some other African countries (Spaull, 2012)

2.11.11 Emerging Key Points from Literature on South African System of Education

The emerging key points revealed by this research study are set out below.

Despite the South African Government’s colossal spending on education to ensure equity in education, the country still experiences inequality with reference to socio-economic opportunities, resulting in two forms of schooling, namely functional (school climate) and dysfunctional (school climate) school systems. A wide economic gap continues to exist between the minority rich and the majority poor. Especially the blacks remain economically disempowered and cannot afford to give their children the best possible education (Spaull, 2012; Spaull, 2013), as can their counterparts (Govender, 2013; Ndamulelo, 2016).

Many learners leave school due to factors such as a lack of funds, HIV/AIDS, teenage pregnancy, school violence and parental indifference (McCarthy & Oliphant, 2013; Mncube & Madikizela-Madiya, 2014; Mnguni, 2014; Modisaotsile, 2012; Sabates et al., 2010).

Some educators (teachers) lack both the proper academic ability and the required commitment to impart knowledge to learners (Spaull, 2012; Spaull, 2013).

The predominant reason for poor quality schooling is the literacy and numeracy deficiency prevalent at primary and secondary school levels, which eventually limit learners' further training opportunities (Reddy et al., 2012; Spaull, 2012; Spaull, 2013). Some other countries that are economically less advanced, spend less and perform better than South Africa with reference to educating learners.

Schools, particularly those with inadequate resources, need more government assistance to increase the number of students passing matric (Spaull, 2013; UNESCO, 2007).

Passing the NSC examination does not necessarily ensure employment opportunities; to be more precise, it only affords an opportunity to further education at tertiary institutions (Spaull, 2012; Spaull, 2013; Staff, 2015a).

2.12 CONCLUSION

In this chapter, I explained the theoretical framework underpinning this study, reviewed literature on school climate types and leadership styles, as well as the concept of organisational commitment. I also discussed literature with reference to attitudinal and behavioural perspectives on organisational commitment, teacher-multidimensional commitments to various entities, general antecedents of teacher organisational commitment, theories of motivation, job satisfaction and teacher self-efficacy, with the intention of presenting clear and encompassing knowledge about work climate and teachers' organisational behaviour. I further elucidated the contemporary education system in South Africa. It was proven that, despite the political transition from the apartheid regime to democratic governance, the country's current education system is affected by many socio-economic factors as well as implied remnants from the apartheid era responsible for the susceptibility of education in South Africa.

Hence, we have two diverse schooling systems (climates) evolving from functional (resourced) and dysfunctional school (less resourced) structures. The accompanying outcomes are evident in the annual matric results, which have become the measuring rod

for classifying high schools in the country as functional or dysfunctional. The levels of teacher commitment differ from school structure or climate levels. Compared to some other African countries, South African learners are still lagging behind in literacy as well as numeracy. Poor literacy and numeracy are due to the progressive massification of learners, and this is becoming a great challenge to quality education in the country. To a very large extent, the labour market is populated with many unskilled labourers, which, in turn, is responsible for the high unemployment rate, especially among the majority black South Africans young people. More importantly, academically weak learners should be encouraged to move to vocational schools rather than repeating classes more than necessary in normal schools.

3 CHAPTER THREE

RESEARCH METHOD

3.1 INTRODUCTION

In Chapter 2, I discussed the theoretical framework underpinning this study and reviewed the related literature with respect to the subject of inquiry and the education system in South Africa. In this chapter, I started by highlighting the research paradigm as well as the qualitative assumptions of the study. I also examined the research design, the selection of participants and the description of the research sites, the research method and the methods for data collection, data analysis, the quality criteria and the ethics considerations of the research. I concluded this chapter with my role as the researcher of this study.

3.2 PARADIGM AND ASSUMPTION

3.2.1 Background to the Study

In conducting research, researchers use diverse perspectives in conceptualising and interpreting social reality. Irrespective of the perspective a researcher adopts, it is required to articulately, philosophically, ontologically and epistemologically clarify the researchers' research position or focus. To pre-empt a researcher from relapsing into the epistemic fallacy of perceiving ontology as the same as epistemology, the two philosophical constructs must be carefully delineated (Creswell & Poth, 2017, pp. 18-20). **Ontology**, as a philosophical construct, deals with the scientific study of being; "what is or what exists", "what is it to be" and "how", so that people can understand the entity of being (Lawson, 2014, pp. 1-2; Pickering, 2017, pp. 3-6). In relation to research, ontology deals with the nature and the reality of a specific research domain (Cohen et al., 2011; Saunders, Lewis, & Thornhill, 2009, p. 10). However, **epistemology** relates to knowledge engineering; how we acquire knowledge and communicate it to others. Moreover, epistemology examines what can be referred to as legitimate knowledge in relation to individuals' personal perception of knowledge or beliefs; "how we know" (Tennis, 2008,

p. 2). People make epistemic statements about a system or concept, which is a way to create or generate knowledge and take an epistemic stance that reflects the kind of knowledge they hold on to. Epistemic stance could mean being interpretivist, pragmatic, realistic, rationalistic or positivistic. In research, each of the epistemic stances permits us to know what kind of knowledge can possibly be generated by using research, how it can be gathered as well as how it can be presented. Each stance has its undivided systematic view about reality and the meaning being ascribed to it (Tennis, 2008, p. 2).

My conviction about research is that a researcher can have a clearer conception of how people live, interact and attach meaning to what affects them in their environment without necessarily embarking on the conventional research approach. To an interpretivist, understanding how individuals relate, attach meaning in relation to their environmentally contextualised assumptions and beliefs of reality, can be gained by espousing the interpretivist epistemic stance and not necessarily choosing the positivist paradigm.

3.2.2 Research Paradigm

Bahramnezhad et al. (2015, p. 20) conceptualise paradigm as a speculation or notion about the purview of a discipline that encompasses a set of ideas, systematic beliefs and theories. Within the academic, the paradigm is commonly conceived as a set of concepts, appraisals and assumptions that includes how an intellectual community views reality. More often than not, the paradigm is concomitantly associated with certain methodological tenets and values that account for a specific philosophical fulcrum depicting logic, knowledge and reality, so that an intellectual community does not relinquish or deviate from its exclusive values or academic periscope of scholarship (McGregor & Murnane, 2010, p. 1). Nieuwenhuis (2014b, pp. 59-60); Sefotho (2015, p. 25) contend that the lens through which researchers view or conceive knowledge and social reality, modifies the approaches they employ in attempting to uncover knowledge about a particular phenomenon or the social behaviour of the people being studied (DeVos et al., 2014, p. 310; Scotland, 2012, p. 9).

The present study was conceived and explored by means of an interpretivist research paradigm, which proposed that human activities could be visualised from a holistic point

of view in order to understand people's feelings from their cultural contexts. People attempt to comprehend the world and things happening around them by subjectively developing meanings to explain their experiences; meanings put forward by individuals are multidimensional (Edirisingha, 2012). From this assumption, I examine the complexity of ideas expressed by participants in order to capture their worldviews (Creswell, 2014, p. 8; Scotland, 2012, p. 11). From the interpretivists' view, the world holds people with different values, beliefs, assumptions and attitudes that guide the different explanations of their settings (Nieuwenhuis, 2014b, pp. 59-60).

The **ontological relativist assumption** of the interpretivists is that "truth" is not out there, nor is it far from people; it is the form of narrative reality that continues to change, leading to multiple interpretations of a single phenomenon. This is due to the fact that there is no primary or fundamental process in determining truth (Al Riyami, 2015, p. 413).

In essence, reality could be personally and socially constructed by subjects who are actively involved (DeVos et al., 2014, p. 309). On this note, my role as an inquirer using the interpretative research paradigm was to comprehend and explore social reality through the experiences of various participants by taking cognisance of their divergent and distinctive perspectives (Thanh & Thanh, 2015, p. 24), enabling me to approach this study with an in-depth delineation of the phenomenon in question.

This ontological assumption of interpretivists contradicts the ontological realist positivist stance, which argues that reality exists out there in the social world and must be studied by adopting scientific methods (Cohen et al., 2011, p. 7). Knowing that the same phenomenon can generate diverse interpretations and perceptions and that these variations in perceptions cut across space and time (Chilisa & Kawulich, 2012; Levers, 2013, p. 2), I examined the perceptions of nine teachers on "school climate and teachers' organisational commitment", and then compared the multifaceted perspectives that were generated on the phenomenon under study.

I hold the **epistemological position** of the interpretivists, that the world can be penetrated and unravelled via a subjective perspective of the participants instead of the objective clarification of the inquirer of the activity (Ponelis, 2015, p. 538), which is the case with the positivist assumption. From the **methodological dimension**, researchers

adopting the interpretative paradigm conduct research from natural settings and have personal contact with participants in order to gain access to the insiders' views about the subject of inquiry (Ponelis, 2015). The interpretivists, rather than seeing individuals as objects, perceive and treat them as research participants from whom they collect their divergent views on the same phenomenon (Al Riyami, 2015, p. 413; Cresswell, 2013, p. 5).

While ontological and epistemological dimensions are connected to investigating "truth", **axiology as a concept in research** deals with values and ethics, providing an ethical standard and evaluation for claims substantiated by both ontology and epistemology. This ethical standard also examines the opinion and values of the researcher during his or her involvement in knowledge generation (Kafle, 2013, p. 194).

3.2.3 Criticisms about this Research Paradigm

This paradigm is being criticised especially because it allows the researcher to involve and interact with the participants. The paradigm is rather subjective; thus a researcher inherently becomes biased about the reliability and the validity of findings, which may not allow for generalisability (DeVos et al., 2014, p. 309). Most importantly, the researcher, as well as the participants, could develop an emotional attachment to manipulate the research procedure, which is consequential with regard to the research results. The interpretive, anti-positive posture is rather impressionistic and transcendental in nature (Cohen et al., 2011, p. 5; DeVos et al., 2014, p. 309). Though one cannot outrightly deprecate these challenges, it is paramount that research is conducted by adopting an auspicious plan and a method that can generate answers to the research questions. In Chapter 4 of this study, I noted the criticisms raised in opposition to the interpretivist research paradigm; hence, the findings arrived at were as a result of conducting an in-depth study.

3.2.4 The justification for Adopting Interpretative Research Paradigm

The rationale for adopting an interpretative research paradigm was to capture and explore meanings individuals express about the phenomenon of my study from a subjective point

of view, as opposed to an objective dimension specific to the positivist research paradigm. According to the interpretivists, the world holds people with different values, beliefs, assumptions and attitudes that guide them in the different explanations of their settings (Nieuwenhuis, 2014b). It thus means that for me to better understand individuals' conceptualisation of the realities of life or a specific phenomenon, I needed to explore the meanings, as well as interpretations people (from a subjective dimension), bring to light in my study with regard to their experiences. The major strength of interpretivism is that much attention is paid to the worldviews of the individuals who are selected to participate in a research endeavour (DeVos et al., 2014, p. 310).

In other words, human activities should be examined by studying the meanings they attach to circumstances (Mack, 2010, pp. 7-8; Ormston, Spencer, Barnard, & Snape, 2014, pp. 11-13); why individuals behave in a certain way and what the behaviour expresses. All these meanings should be described and interpreted by linking them to other people's activities in order to effect understanding. The interpretivist posture acknowledges the development of an interactive relationship between the researcher and participants (Thanh & Thanh, 2015, p. 26). These relationships afforded me the opportunity to physically relate to my participants in their own environments in a bid to share their experiences.

3.3 Research Design

A research design is conceptualised as the pathway in the research process or an outline of how observations are made and how the researcher carries out a project (DeVos et al., 2014, p. 143). A research design may be viewed as a blueprint showing the description of and conditions allowed in the process of data generation and analysis (MacMillian & Schumacher, 2014, p. 7).

A research design could also be conceived as the roadmap that directs the line of research, involving assumptions and decisions in relation to data generation, analysis and interpretation. Such collective decisions include the approach to be adopted to study a topic, certain philosophical assumptions a researcher employs in the process of inquiry, as well as research methods in collecting, analysing and interpreting data (Creswell,

2014, p. 3). Furthermore, Creswell (2014, p. 3) argues that the selection of a research plan or design is also rooted in the kind of research problem presented, the individual's personal experiences and the audience type selected for the research work. To conduct this study, I opted to use a phenomenological research design for exploring the subject of inquiry.

3.3.1 The justification for employing a Phenomenological Research Design

The justification for adopting a phenomenology design was to basically investigate and report the daily life occurrences of teachers in the Tshwane Education District, in their normal work setting (Kafle, 2013, p. 187). MacMillian and Schumacher (2014, p. 373) assert that a phenomenological design is used in a qualitative study for the purpose of describing and interpreting participants' experiences in line with a certain event in order to understand the meanings participants attribute to the phenomenon in question. With the use of qualitative phenomenology, unfolding themes can form theories. This process differs from a quantitative study where a theory or hypothesis is stated from the commencement of a research.

The strength of the phenomenological approach is bringing to light the perspectives of individuals relating to their experiences of an event or phenomenon, thus contrasting normative assumptions peculiar to quantitative study (Lester, 1999, p. 1). Epistemologically, phenomenology is premised on the paradigm of individuals' subjectivity in relation to the knowledge they have about a phenomenon or their social context and their personal interpretations of events or things. The defining attribute of phenomenological study is the researcher's focus on essentials to elucidate the meanings attached to an event, be it an interaction or an episode, using an in-depth and unstructured interview data-collection approach (MacMillian & Schumacher, 2014, p. 372).

From the Western tradition of classification, phenomenology as a philosophical concept can be divided into three sub-headings, which are **transcendental**, **hermeneutic** and **existential** phenomenology. In the present study, the existential phenomenology was adopted, which fundamentally underpinned the description of the day-to-day life

experiences of individuals from their consciousness domain, (Kafle (2013, p. 187) considering their natural habitat and using qualitative data-collection methods such as interviews, observation, and reflective notes.

During interviews, which lasted for forty minutes or more, in most cases, I paid close attention to participants' expressions and gesticulations as they attempted to recapture their experiences of the phenomenon being presented for discussion. These interviews were audio-taped in addition to me taking field notes, which were later interpreted and analysed (MacMillian & Schumacher, 2014, p. 372). Because I adopted a qualitative phenomenology, I used the emerging themes in answering the research questions posed in the present study.

3.4 SAMPLING TECHNIQUES AND SAMPLE SIZE

I adopted a purposive sampling method for choosing the participants for this study. This was to gain qualitative insight into the study. A purposive sampling affords a researcher the opportunity to select participants who can best assist in comprehending the problem of the research (Creswell, 2014, p. 189). Although the sample might not have been representative, it was considered to be appreciable to give insight into the experiences of teachers in connection with school climate and teacher commitment in the teaching profession. I was unable to generalise the comments made by the participants, as this was not the basic purpose for using this sampling technique. My main concern and goal were to acquire and generate rich and in-depth information from teachers who were available (Creswell, 2014, p. 79).

This method allowed me to select a number of participants based on certain criteria (Maree, 2014, p. 79). For this study, participants had to have a teaching qualification(s), were teachers teaching Grade 12 learners, teachers who had at least two years of teaching experience and teachers teaching in the Tshwane Education District, Gauteng Province. The rationale for selecting nine participants from the combination of three education districts was to represent the number of teachers teaching Grade 12 learners in the Tshwane Education District. Creswell (2014, p. 189) explains that the sample size depends on the type of qualitative design being adopted in a study (in a case study, the

numbers selected may be four to five cases; in phenomenology, researchers usually select numbers ranging from three to ten; in the case of grounded theory, selection ranges from twenty to thirty; and in ethnography, a researcher can pick a typical culture sharing a similar lifestyle (Guetterman, 2015, p. 4; Leedy & Ormrod, 2014b, pp. 142-149).

3.4.1 Research Participants and Sites

From each of the three education districts (South, North and West) in Tshwane, Gauteng, Pretoria, South Africa, three teachers were selected from any one of the three schools that were purposively selected, amounting to a total number of nine participants in the sample. All nine teachers are teaching Grade 12 learners in high secondary schools.

With a phenomenological design, just like in any qualitative research, the description of the setting gives the reader a clearer picture of the environment where a phenomenon is investigated, which assist in gaining an in-depth understanding of the participants' experiences. The environmental peculiarities may inform the kind of meanings and social realities of the informants or participants. My first visit was to the Tshwane South education district, which looks more like a cosmopolitan city with diverse activities and high vehicular operations around the schools I visited. Two schools politely expressed their unwillingness to be part of the research. They offered the excuse of having a tight school administrative schedule that does not allow extra time to engage researchers.

All my efforts to gain access to the two schools mentioned by means of the gatekeepers were unsuccessful. After several undaunted visits, I was eventually able to secure an audience at a particular school. Having to repeatedly book appointments and clarify my research, I was finally able to meet my participants, who were introduced by the gatekeeper. However, the gatekeeper, who permitted me to conduct an audio semi-structured interview, did not allow me the opportunity to observe teacher-learner interactions in the classroom. Her reasons remain known to only herself. I endeavoured from the start to build a strong rapport with both the gatekeeper and the participants, which aided my later interactions and interview recordings. It was impossible to complete these in only one visit. In my keen observation of the school environment, I found that most of the teachers looked rather stressed and always busy. I was eventually able to

interview three teachers from this district. I could see that most schools in Tshwane South were engulfed in busy and stressful activities; I could hear vehicles hooting horns here and there around the school while I was conducting my research.



Figure 3-0-1: School site A

My next visit was to Tshwane North, Mascara, a town past Soshanguve, boarding the public taxi rank from Tshwane South beside the National Library. It is approximately an hour's drive from where I live. The school environment looked rather quiet, apart from students chatting with one another occasionally. The school is not protected from the direct sun since the trees planted to give shelter have yet to grow big. The school is relatively new according to information offered by the gatekeeper, who also told me that I could not conduct classroom observations, seeing that it made teachers feel uncomfortable when researchers used video devices to observe them. Also, the school is completely situated away from any possible stressful activities going on in the town. I could see a couple of different shaped houses scattered around the school, implying that the school is at the centre of new settlements. The staff members looked rather cheerful and stress-free. Thankfully, I could conduct the interviews in one visit, as the participants willingly took part in my research. As a result, they waited for me to complete my

interviews with each of them, although it took quite a long time to get through the interviews. I later learnt that some of the teachers' residences were located not too far away from the school.



Figure 3-0-2: School site B

The last place I visited was Tshwane West, about fifty minutes' drive from Mahatma-Gandhi bus stop. An interesting and fascinating fact about the school I visited in this district, was that it was cited in a quiet environment surrounded by some other schools, which means it was situated in a school zone. Although I could hear the noise of other schools' learners during physical exercise periods, it was relatively quiet from time to time around the schools, especially during classroom teaching. Even though the gatekeeper did not allow me to observe classroom interaction, because she was not comfortable with students being distracted when videotaped or observed by researchers, she gave me every other support to interview the participants, despite their tight teaching schedules. These teachers were always watching over the learners, in order to prevent rowdy behaviour. Only after four visits was I able to eventually conduct interviews with the three

participants from Tshwane South. Generally, the participants from the three education districts I visited were friendly and ready to supply candid information about the phenomenon under study.



Figure 3-0-3: School site C

The demographic information of all the participants that took part in this study is presented in Table 3-0-1 as shown below.

Table 3-0-1: Demographic information of participants in each education district and sources of data collection

School A Tshwane South	Gender	Pseudonym	Educational Qualifications	Teaching subjects	Current years of Teaching Experience	Total years of Teaching Experience	Sources of data Collection
Participant A	Male	Johnson	B.Ed. Hons Mathematics	Mathematics	6 years	25 years	Interview / Reflective Notes
Participant B	Female	Mary	B.Ed. Hons English Language	English Language	5 years	7 years	Interview / Reflective Notes
Participant C	Female	Caro	Life Orientation	Life Orientation	5 years	34 years	Interview / Reflective Notes
School B Tshwane North							
Participant A	Male	Clement	BSC Finance & PGCE	Financial Accounting & Economics	2 years	8 years	Interview / Reflective Notes
Participant B	Male	Nota	B.Ed. History	History	3 years	20 years	Interview / Reflective Notes
Participant C	Female	Jane	B.Ed. Life Science	Life Orientation	2 years	26 years	Interview / Reflective Notes
School C West Tshwane							
Participant A	Female	Victoria	High Education Diploma	Natural Science	19 years	25 years	Interview / Reflective Notes
Participant B	Male	James	B.Ed. History	History	1 year	36 years	Interview / Reflective Notes
Participant C	Male	Ben	BA Ed English	English Geography	8 months	10 years	

3.5 DATA COLLECTION METHODS

3.5.1 Semi-structured Interviews

For data collection purposes in the present study, I used qualitative face-to-face semi-structured interviews to collect information or data about the subject of investigation, namely school climate and teachers' organisational commitment. A face to face interview in a qualitative research provides the opportunity (Nieuwenhuis, 2014a, p.

87) for both interviewer and the interviewee to communicate closely together. It assists the researcher in describing and revealing the meanings that participants attach to a particular phenomenon in exploring life issues surrounding the interviewees. For me to achieve this, I wrote down and asked open-ended questions which the interviewees responded to. Their responses were analysed, interpreted (Okeke & Van Wyk, 2016, pp. 298-299) and reported in the present study. The interview covered the participants' experience of teaching, their levels of commitment to teaching, how professional they were about commitment, job satisfaction, and teacher-self efficacy and how the school climate affected their profession.

The present study required interviews in order for me to collect the meanings that participants attach to their experiences relating to their emotions, to collect fact-based information, as well as to understand how they recount incidents and themselves (MacMillian & Schumacher, 2014, p. 386). The interviews were phenomenological in nature, as all that I needed was to gain knowledge of the insiders' viewpoints.

Making use of interviews when conducting qualitative research benefits the researcher in many ways, such as gaining access to important information which may not be willingly available and eliciting information, particularly when a researcher cannot directly observe participants in their natural environment (Creswell, 2014, p. 191). Interviews also afforded participants the opportunity to easily divulge personal detailed information about themselves (Leedy & Ormrod, 2014b, pp. 156-159; Silverman, 2014, pp. 156-159). Leedy and Ormrod (2014b), however, suggest certain points that a qualitative researcher should remember in order to conduct a productive interview. These are to seek the appropriate authorities' documented permission, to always remember that participants' cultural background can influence their responses, to focus on functional group representatives, to obtain a conducive location, to be friendly in order to establish rapport, to focus on the topic under study, to be a good listener who allows others to express themselves unhindered and unbiased, to record responses using audio/video appliances or by means of hand-written notes, to treat responses as perceptions and not as factual and lastly, when dealing with a focus group, to remember that no two individuals will respond alike, as some might be outspoken while others may not; therefore, make sure that everybody gets an equal chance to talk.

With the mentioned suggestions, I was to capture the use of the language (Nieuwenhuis, 2014a, p. 88), body language and emotional state of the participants, writing them down. I was as friendly as possible, listened with rapt attention, gave every participant the opportunity to share his or her experiences, and took some notes and audio-taped interviewees' responses during the interviews. I remained unbiased throughout my research with regard to the participants' activities, with the hope that the participants would be in a better position to share the information I needed about the phenomenon being investigated. In my note taking, I categorised various themes that emerged from the data I collected based on my research questions. It helped me stay focused on gaining an in-depth understanding of the phenomenon under study.

3.5.2 Observation

To supplement the unstructured interviews conducted with the participants, I also informally observed the nine participants in the field to better understand their feelings about the school climate in which they found themselves and their commitment as teachers, bearing in mind the uniqueness of their school climate factors. This data collection method availed me the opportunity to watch the participants act and talk in their natural setting. This approach enabled me to study other attributes of the participants that perhaps may not have featured during my interviews with them (Leedy & Ormrod, 2014b, pp. 154-155). Nieuwenhuis (2014a, pp. 83-84) espouses that observing and taking field notes is a systematised procedure of noting participants' behavioural manners, objects and events in a qualitative study without essentially informing or asking them questions.

My personal diary served as my field notes documentation in respect of participants' behaviours and their activities at the research sites. Field notes contain semi-structured and unstructured recordings prompted by questions the researcher tends to ask (Creswell, 2014, p. 190). Unlike observations recorded in quantitative works, the observations used in qualitative research are deliberately unstructured so that a researcher can easily change the direction of focus from one event to another, paying attention to new emerging important serendipitous situations and objects.

In observing situations, Creswell (2014, pp. 191-182) explains that the researcher could assume different roles as a relative outsider. As a participant-observer, he or

she distance him- or herself from partaking in the ongoing events. As an observer-participant, the observer gets involved in the events going on with the aim of gaining an insider perception and may end up influencing the dynamics of the events. The observer merely seeks to understand the social lifestyle of a community but focuses mainly on his or her own activities in the events taking place in the environment, unable to influence the social dynamics of the setting. As a complete participant, a researcher is fully absorbed in the activities at the site of observation, to the extent that the participants being observed find it difficult to realise that they are being observed. Though few ethnographic studies might qualify for this description, this kind of observation method is hardly put to use due to grievous ethical considerations where the observed never granted informed consent (Nieuwenhuis, 2014a, p. 85). I was a relative outsider as an observer (Leedy & Ormrod, 2014a, pp. 154-155; Nieuwenhuis, 2016a, pp. 90-91), meaning that I could give all my attention to observing the participants and taking notes to reflect on how they portrayed the object of investigation. My observation was more unobtrusive, hence I watched the behaviour of the teachers (emotional expressions that conveyed vital information about their abilities and preferences) as they related in the school environment; in particular how they related with other staff members and learners (Creswell, 2009, pp. 164-165; 2012, pp. 212-217). Moreover, sometimes I made tentative interpretations or reflect on some comments and activities performed by some of the participants after my daily field observations, but I was careful to separate my self-interpretations from actual field observations (McMillian & Schumacher, 2014, p. 380).

3.6 DATA ANALYSIS

I went through the data collected from both the interview texts and the field notes observations, organised, transcribed, coded, described and categorised it into themes, from which I developed patterns in order to give a data presentation (Cohen et al., 2011, p. 427; MacMillian & Schumacher, 2014, p. 427). The analysis of data from a qualitative perspective, comprises five phases, which include compiling, disassembling, reassembling, grouping, interpreting and drawing conclusions (Yin, 2016b, p. 185); however, this does not imply a stereotyped analysis, as there is no particular straight-jacketed approach for data analysis in qualitative research.

Data analysis in qualitative studies involves making sense of the various texts and image data gathered from the field of research. Due to the concentrated nature and richness of text and image data, a qualitative researcher has to winnow the data by systematically paying attention to certain pertinent data and discarding some irrelevant data (Creswell, 2014, p. 195). The foregoing process differs from that in a quantitative study where researchers keep all data and replace missing data. The aim of data analysis is to aggregate data into compressed units of themes, ranging from five to about seven (Creswell, 2014).

3.6.1 Analysis of Data in the Study

Data analysis was conducted through the aid of Microsoft Word involving seven phases (Miles, Huberman, & Saldana, 2013; Saldana, 2016) as shown in Figure 3-0-4.

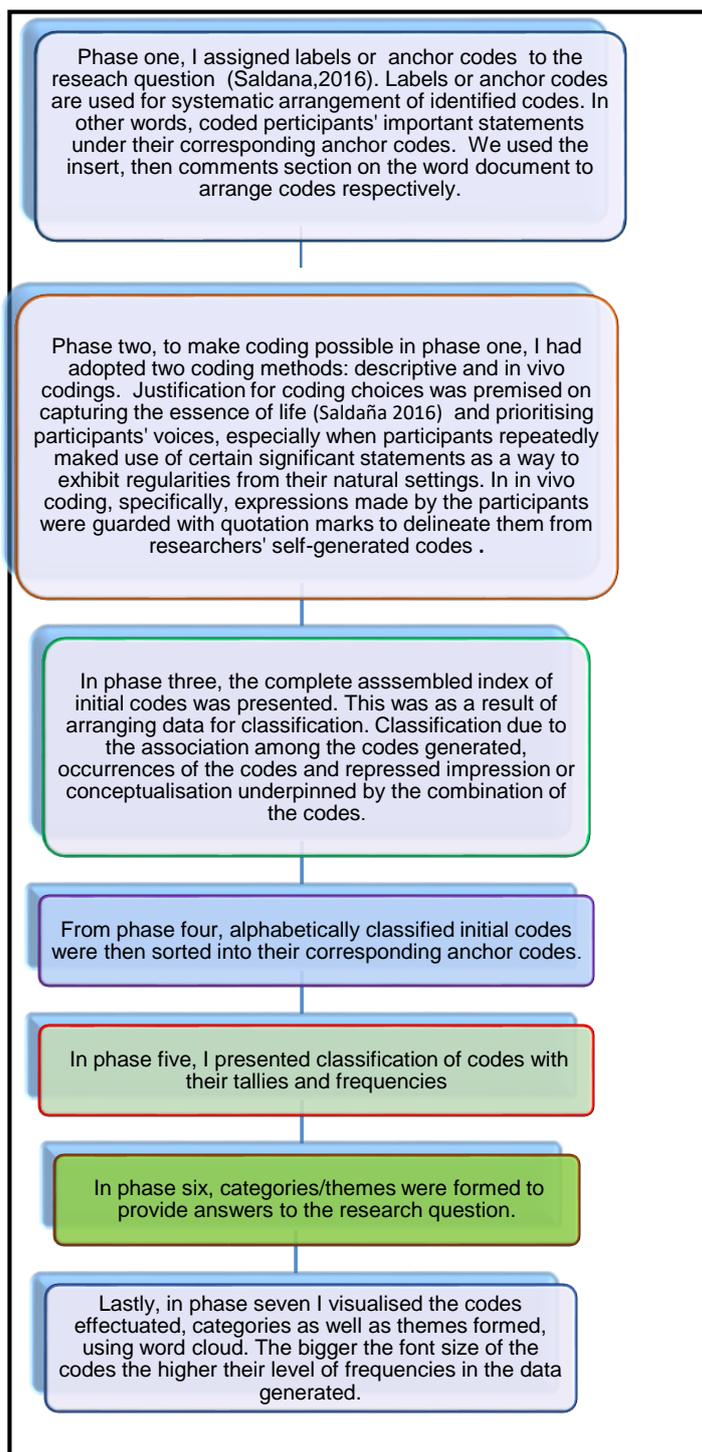


Figure 3-0-4: The stages of data analysis as used in this study

3.7 QUALITY CRITERIA

To attain rigour and quality in this study, I employed certain quality appraisals such as trustworthiness, credibility, dependability, confirmability and transferability, which are unique to qualitative research.

3.7.1 Trustworthiness

I achieved trustworthiness by employing member checking (Nieuwenhuis, 2014a, p. 113; 2016b, pp. 123-125). During the course of my fieldwork, I discussed the identified themes with some of the participants so that they could correct any incorrect or omitted themes (Creswell, 2014, p. 201). The term trustworthiness means that the researcher is able to persuade the audience that the study findings are worth paying attention to and that the study presents (Yin, 2016b, p. 86) the exact views of the participants. In qualitative research, trustworthiness is achieved by addressing the following qualities: credibility, dependability, conformability and transferability (Nieuwenhuis, 2016b, pp. 123-125). I was able to remain consistent with my research design (Feza, 2016, p. 461) by being disciplined, enabling me to account for my research throughout the study.

3.7.2 Credibility

Creswell (2014, p. 201) and Nieuwenhuis (2014a, p. 80) see credibility as a researcher's ability to reach findings or conclusions that evolve from the data. Whenever researchers mention validity and reliability, everything points to credibility. I established credibility by using the data I collected and data analysis to determine any discrepancies in my findings. Furthermore, I triangulated different data by investigating evidence stemming from other angles, so that I could use it to justify coherent themes (Creswell, 2014, p. 201).

3.7.3 Dependability

Dependability in research implies the possibility that the findings of a study will be the same in another study if it is replicated in a similar context using similar participants; in other words, the reliability of a study is depicted by the research design and the researcher's ability to implement it, showing operational individuality in the data

collection process as well as the reflective assessment of the study (Nieuwenhuis, 2016b, p. 124). To achieve dependability in my study, I used strategies and methods that can be replicated when conducting a similar study using comparable participants as well as a comparable context. To further my study's dependability, I made vivid descriptions of the procedures I adopted to reach the resolution I did when conducting this research.

3.7.4 Confirmability

In order to ensure confirmability, I was careful not to be biased or partial with regard to the results generated during the course of the study (Creswell, 2014, p. 204). I was conscious of the fact that my personal motives and values could interfere with my research procedures. Therefore, I took precautions and maintained self-control in the interpretation of the data so that integrity prevailed throughout this study (Nieuwenhuis, 2016b, p. 125). To further achieve this, I kept a reflective journal and documented the data analysis process so that findings correlated with the study and not my personal interpretation. Confirmability, according to Feza (2016, p. 461), also shows to what extent data collection supports the findings arrived at during a research study.

3.7.5 Transferability

The transferability of a research study implies that the findings of the study go beyond the confines of the research study to another research environment that is exactly alike or equal to the location of the original research. This is only possible if the researcher gives a vivid description of the site, the participants, as well as research design, employed so that the audience decide transferability. It is even more so if the qualitative researcher can, by means of purposive sampling, obtain a representative sample to discuss the phenomenon or context under study (Creswell, 2014, pp. 203-204; Nieuwenhuis, 2016b, p. 12). To ensure transferability, I gave an in-depth description of the data collected, the contexts and the representative participants in my study. With the comprehensive descriptions in the study, the audience were given enough information to make a judgement and to apply findings to similar contexts.

3.8 ETHICAL CONSIDERATIONS

Maree and van der Westhuizen (2014, pp. 41-42) assert that a researcher is bound to follow certain ethical principles and to obtain permission from the appropriate institutions to conduct the research. A researcher should also be ready to comply with any ethical policy that may require destroying recorded materials should the need arise. During my study, I paid attention to the ethical codes discussed in those paragraphs to follow, as recommended by the University of Pretoria.

3.8.1 Informed Consent

I was required to inform the research subjects about the aim of my interviews and to present the main aim of my interview design, for the reason that in some cultures, especially among Africans, certain classified information is not disclosed, no matter what. It was thus imperative to seek the participants' informed consent (Dakwa, 2016, p. 306). To do this, I obtained the volunteers' verbal informed consent and also supplied an informed consent form for participants to sign to indicate their interest and willingness to partake in the study before inviting them for an interview (Silverman, 2014, p. 148).

3.8.2 Protection from Harm

Yin (2016, p. 47) argues that a researcher must ensure that participants are not exposed to any physical or psychological harm. During fieldwork with the participants, I ensured that nothing could cause them physical or mental harm. Moreover, I tried my utmost to ensure the participants' well-being during my engagement with them in a bid to collect data.

3.8.3 Autonomy

Dakwa (2016, p. 307) contend that participants' autonomy is crucial when it comes to taking part in a research study. Participants have the right to privacy and, as a result, a researcher cannot compel or force them to take part in a study if they choose not to partake. In other words, participants have an exclusive right to willfully take part in a study or to decline participation. In this study, I made sure to respect participants' autonomy.

3.8.4 Beneficence

It is also desirable for a researcher to respect and to take the interests of research participants to heart. The principle of beneficence requires a researcher to not capitalise on or take any undue advantage of interviewees' immaturity, their disabilities or whatever personal constraints they might have (Dakwa, 2016, p. 307) when conducting research. During my research, I made sure not to subject the participants to any undue influence in order to obtain data from them.

3.8.5 Confidentiality

As a principle, confidentiality implies that a researcher should never betray the confidence or trust placed in him or her by disclosing information for any other purpose than conducting research. I achieved this by using pseudonyms to conceal the participants' identities from featuring in a computer or any audio-visual recordings (Dakwa, 2016; Yin, 2016a). I also ensured that I gained an in-depth understanding of the results derived from the findings, and I was prepared to make them available to the participants on demand. In addition, I took the time to explain matters on confidentiality to the participants and requested them to ask questions if they did not understand.

3.8.6 Non-maleficence

This ethical principle refers to the researchers' total commitment 'to ensuring that the interviewees are not in any way exposed to any sexual, psychological, physical or social-economic or dignity threats during their engagement in research activities with the researcher. It also implies that the researcher should not continue with the research if he or she is unfit to do so (Dakwa, 2016; Yin, 2016a, p. 49). I made sure that I was both mentally and physically fit to conduct the research, and careful to not constitute any threat whatsoever to the participants during and after my study.

3.9 ROLE OF THE RESEARCHER

Being a qualitative researcher, I needed to develop a good collaboration with the participants to aid the collection and analyses of data, hoping to understand and

develop the data gathered (Maree & van der Westhuizen, 2014, p. 41). Therefore, it was imperative for me to note some recommendations made by Creswell (2014, p. 187):

1. Due to ethical considerations, I identified a plan to gain access to the research sites and to obtain the approval of the gatekeepers who managed access to the research sites before I commenced the research. (I wrote letters of approval to both the Department of Basic Education and the principal of each randomly selected school before being granted access to the research sites and the participants).
2. It was mandatory for me, the researcher, to be conscious about my own personal opinions, values, socioeconomic status, culture and biases, which could change interpretations of data in the process of carrying out a study. I remained unprejudiced throughout data collection and analysis so that I could be objective in my reports.
3. By ethical standard, as a researcher, it was my duty to conceal the names, sites and people involved in my study so that I did not reveal their true identities. The names of all the schools and participants who took part in this research were concealed by using pseudonyms.

3.10 CONCLUSION

In this chapter, I gave a comprehensive account of the research paradigm, as well as its inherent shortcomings, I applied to my study. I also justified my decision for adopting an interpretivist stance, which allowed for an in-depth understanding of the phenomenon of inquiry in this study, the research type, qualitative assumptions and the research design. In addition, I discussed sampling techniques, presented the bio-data of the research participants and explained the data analysis procedures. I concluded this chapter by discussing the quality criteria I used in this research, the ethical considerations as stipulated by the University of Pretoria, as well as my role as the researcher in this study.

4 CHAPTER FOUR

RESULT OF DATA IN THE PRESENT STUDY

4.1 INTRODUCTION

In Chapter 3, I discussed the research paradigm and method underpinning this study. In this chapter, I present the results of data as generated in this study about the subject of inquiry. All nine participants in this study had their individual differences and were available and ready to supply varied experiences based on the subject presented. The fact that each of the teachers interviewed has been teaching Grade 12 learners for an appreciable number of years, from different high schools apart from their present school, was instrumental to getting rich data in this study.

4.2 FINDINGS

In this section, I give the overview of findings made from the inductive analysis of data generated from the interviews conducted. Four main themes emerged with several sub-themes and categories that were stated respectively in this study. It became imperative that there were some factors to be understood to give a clearer picture of the phenomenon of inquiry: “school climate and teachers’ organisational commitment”.

These factors include learners’ disciplinary problems, learners’ academic performances, leadership styles and organisational justice, teachers’ efficacy, teachers’ job motivation, teachers’ job satisfaction, parental factors, features of school climate in the public schools cited and improving school climate and teacher commitment.

From the findings; the transcriptions of interviews conducted, informal observations together with the field notes I took at the research sites, support the below-mentioned major themes with their corresponding sub-themes and categories identified:

- Concept of collegial leadership
- Professional teacher behavioural patterns
- Learner achievement pressure features

- Level of parental influence on institutional vulnerability

Though each theme appears as a unique heading, all the themes are connected as they give the encompassing experiences of Grade 12 teachers.

Figure 4-0-1 shows a representation of the main themes, sub-themes and categories for the data analysis that evolved in the present study.

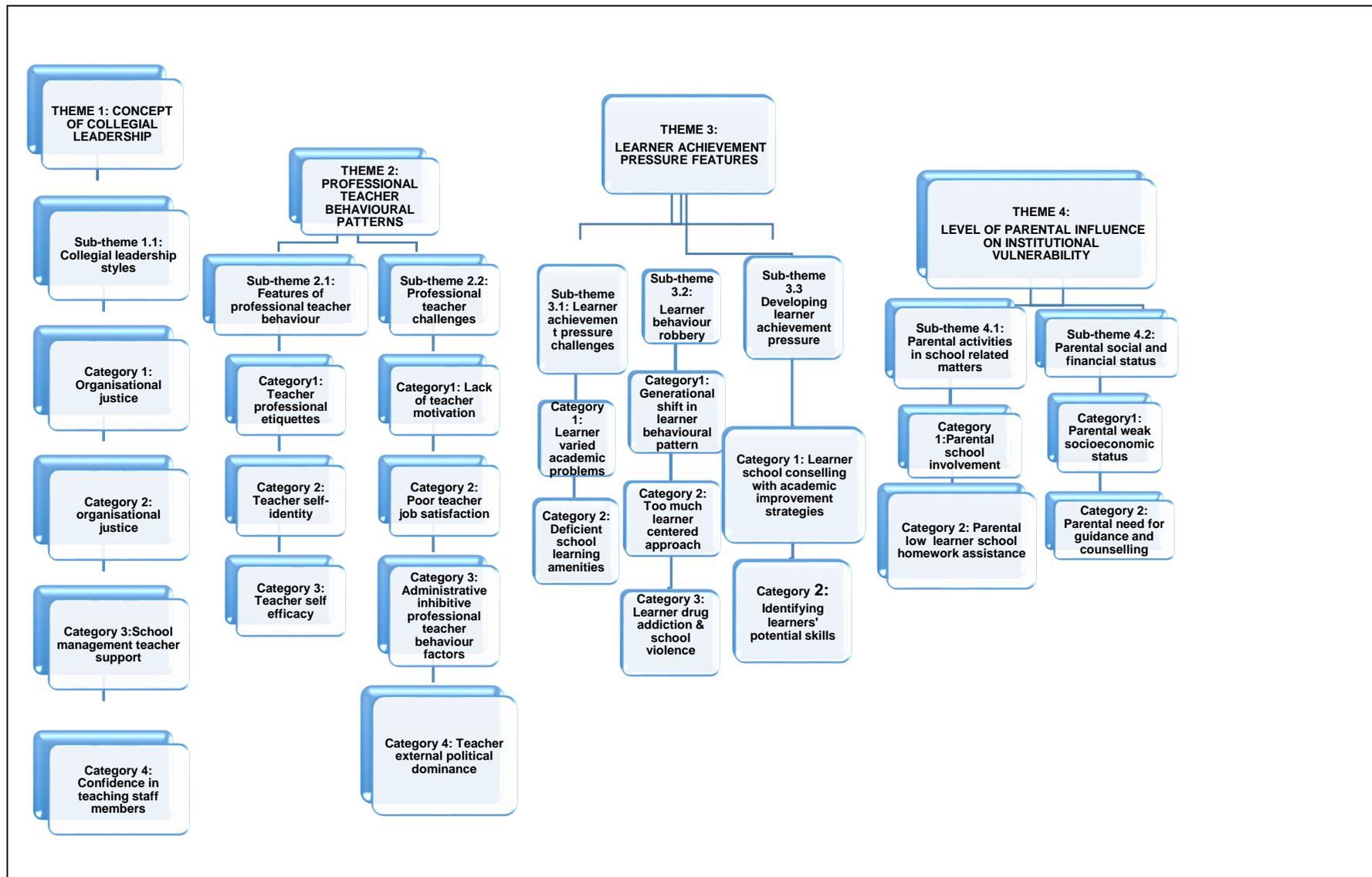


Figure 4-0-1: Emerging main themes sub-themes and categories from the thematic analysis of data

4.2.1 THEME ONE: CONCEPT OF COLLEGIAL LEADERSHIP

The focus of this theme rests on the conceptualisation of collegial leadership from the perspectives of teachers, as they engage in their daily teaching and administrative school assignments. From the experiences of the teachers, it came to the limelight that collegial leadership could encourage sound organisational leadership, which encompasses organisational procedural justice, distributive justice and interactional justice to ensure effective teacher commitment. Only Sub-theme1.1: Collegial leadership styles, underpins Theme 1 and this relates to the following categories — Organisational justice, Weak organisational justice, School management teacher support and Confidence in teaching staff members.

Below, I provide a table representation of Theme 1 together with the Sub-theme and categories. Table 4-0-1 below equally depicts the inclusion and the exclusion criteria for the sub-themes and categories of Theme 1. Apart from describing the participants' experiences, I also present verbatim extracts culled from the data generated to underprop evidence in this study. All extracts fall under Appendix C.

Table 4-0-1: Theme one with subtheme and categories

THEME ONE		
CONCEPT OF COLLEGIAL LEADERSHIP		
Sub-theme and categories	Inclusion criteria	Exclusion criteria
Sub-theme 1.1: Collegial leadership styles	This sub-theme incorporates data associated with Collegial leadership styles practised in a school system.	This sub-theme eliminates data that do not associate with Collegial leadership styles practised in a school system.
Category1: Organisational justice	This category incorporates data associated with features of organisational justice in the school system.	This category eliminates data that do not associate with features of

		organisational justice in the school system.
Category 2: Weak organisational justice	This category incorporates data associated with weak organisational justice in the school system.	This category eliminates data that do not associate with weak organisational justice in the school system.
Category 3: School management teacher support	This category incorporates data associated with school management teacher support in the school system.	This category eliminates data that do not associate with school management teacher support in the school system.
Category 4: Confidence in teaching staff members	This category incorporates data associated with leadership placing confidence in teaching staff members.	This category eliminates data that do not associate with leadership placing confidence in teaching staff member.

4.2.1.1 SUB-THEME 1.1: COLLEGIAL LEADERSHIP STYLES

Category 1: Organisational justice

This category reveals the fact that; how principals run the affairs of the entire school are of great importance to teachers; this is so because leadership plays an important role in ensuring organisational justice and this may define the tone of the school climate and perhaps modifies teachers' commitment about daily school tasks. To my understanding, a collegial leadership is premised on organisational justice or democratic leadership, which ensures that the school authority in the person of the school principal carries every member of staff along. The school principal grants teachers the autonomy to act, cares about their well-being, sees teachers as

colleagues ready to unite efforts with the school leadership in actualising set standards to fulfil goals and objectives of the school to improve the academic performance of learners in particular. Any strong organisational circumstances may permit the principal to uphold and recognise the three components of organisational justice; procedural, distributive and interactional justice, in an attempt to maintain the tenets of organisational justice in the administration of the school. Participants shared their views on organisational justice. Johnson outlined:

“E... m, well it’s a democratic one, e...m because everyone has got a say and e...m, the open-door policy, y...a, is practised by the institution. ...” (p 4, lines 101-103).
“We have got this thing of self-leadership that e...m, we are able to work without being supervised because we actually know what our role is” (p 4, lines 109-110).
Appendix C.

James explained:

“We don’t impose, am part of the management we don’t impose, we ask educators, guys, we have this, what is your opinion, in their meetings?” (p 107, lines 372-373).
“... when decisions, are taken, the people who took those decisions must take ownership of that...” (p 107, lines 376-377).

To some participants, organisational justice comes to bear when leadership handles administrative matters based on situational occurrences rather than applying a stereotyped approach to solve different challenges.

Clements annotated that:

..there are times, autocracy is the best situation preferable, a times you may find that a teacher is not attending lesson punctually, the principal does not have to negotiate with you then, he has to tell you what you have to do, then, in that case, we are applying autocracy, but in most cases we try to apply democracy, because this is a school found within a democratic environment, so democracy is also there because there is also consultation, it gives feedback (Clements, p 44, lines 192-198).

Victoria agreed that:

...” It depends on the situation, sometimes, most of the times are a democracy, so, we have meetings we agree on, sometimes it is necessary to be autocratic depending on the situation, so we have different leadership styles depending on the situation”. (p 93, lines 228-231).

From all indications, organisational justice as well as its components; procedural, distributive and interactional justices can foster an open as well as congenial school climate in which teachers are positioned to be committed based on how situations present themselves to get work justice. By implication, though, democratic approach to administration could make room for justice, autonomy and self-ownership in decision making but this may not be the case always where work situation sometimes could determine what a particular application to be put in place to ensure organisational justice. In other words, organisational justice is practised based on organisational situational relevancies so that a resultant poor teacher motivation and declining teacher commitment can be prevented. Teachers ought to be treated concomitant on organisational behavioural traits exhibited in trying to discharge organisational duties. I discuss next, weak teacher organisational justice.

Category 2: Weak organisational justice

In this category, some participants share their experiences in relation to weak or poor organisational justice prevalent in the school system, which largely could impede teacher commitment. Impliedly, weak organisational justice represents poor procedural, distributive and interactional justice possible within the school setting and capable of inhibiting teacher school commitment. Some of the participants reflect that sometimes the Department of Basic Education and the school authority (principal) seldom invite teachers in decision-making, which according to the participants is rather unfair. Participants with the notion of weak organisational justice, contend that teachers ought to be carried along in matters relating to learners and the school administrations since informed policies and decisions on education affect the classroom teachers who by the usual position of the school organogram, are closer to learners than any other members of the education staff. On the issue of weak organisational justice, it was affirmed that, if teachers are part of the decision-making

process, procedural justice could be maintained. Mary strongly feels that her school administration procedure precludes teachers from decision-making, she explained:

“E...m, because a lot of decisions are made, and we are told about them, is not like we are parts of all the decisions they decide on” (p 11, lines 157-158).

P 2: Mary, my second participant, from my observation, she looked rather composed and believed so much in organisational justice. She made me to realise that teachers' voice was never heard in most of the school administration deliberations by the school authorities. She felt the school administration is more of an autocratic leadership as teachers are always on the receiving ends of some decisions coming from the school management. I could observe that Mary would like to function better in a school climate that allowed for democratic leadership. (Observation filed notes **7/6/17**).

Some participants impliedly and equally shared their experiences in relation to management and teachers' interactions; in other words, the fairness involved in social interactions exchanged between the school authority and the teachers. Nota bluntly reflected that there was an implied interactional injustice going on in his school because teachers are not truly free to air their views. Nota commented:

Verbally, when it is put before us, is like is ok, you are free to say whatever you want to say, you are free to criticise, you are free, but then in practice, sometimes you say let me keep quiet, I don't want to get involved, e...m so a little bit of fear is there, and sometimes you see some signs of autocracy, e...m then divides, and rule.... (p 61, lines 253-257).

Category 3: School management teacher support.

In this category, I discuss the experiences of teachers in relation to school management support. Participant teachers have it that they get backings from the school authority, which according to them creates room for teacher commitment. It is

highly essential that teachers get the principals' support so that they are motivated to improve on their input in a realisation of the school goals. Victoria expressed:

"...we have meetings regularly where we discuss staff problems and try to motivate each other and even if the principal passing the staff room, and things like that are mostly done" (p 89 lines 86-88).

It looks like teachers may be assisted to maintain zeal and readiness to positively improve on the school climate should they get the appropriate support from the school authority. Next, I discuss confidence in teaching staff members.

Category 4: Confidence in teaching staff members.

In this category, participants crave for trust in the faculty, by the leadership of the school, this promotes teachers' sense of belonging and ability to optimise their potentials in the realisation of administrative objectives and goals about improving on learners' academic and moral achievement.

Johnson declared that:

E...m, it is always you know, they indicate to us to let us realise the importance of us as being teachers, what is actually our roles as teachers, you know, for examples when you look at the parents, they look at us as people who can be trusted, that is why they give us their kids to teach them, they know that they actually get benefit from us. (p 3, lines 82-86).

Mary equally expressed that: "Yes, e...m, it is often emphasised that, academic progress, does come first, e...m, we have to try our best to make sure that learners are succeeding academically" (p13, lines 113-115).

It appears that teachers might be more committed where they are able to secure the confidence or trust of the school authority and other significant stakeholders of education. This is because confidence in the school faculty or teachers could serve as an intrinsic motivation for teachers in boosting learners' academic achievement and moral behaviour with the thinking that it is incumbent on teachers to bring about

a positive change about teaching and learning; this, of course, may consequently yield teacher commitment. Next, I discuss Theme Two.

4.2.2 THEME TWO: PROFESSIONAL TEACHER BEHAVIOURAL PATTERNS

Theme Two centres on expected teacher professional behaviour as well as contemporary work restrictive experiences teachers contend with. It unfolded that modern-day teachers possess certain attributes to qualify them as professional teachers, taking into cognisance, the continually developing, dynamic and challenging education system in the present dispensation.

The three sub-themes propping Theme 2 and their corresponding categories are as follow Sub-theme 2.1: Features of professional teacher behaviour aligned with the categories: Teacher professional etiquette, Teacher self-identity and Teacher self-efficacy. Sub-theme 2.2: Professional teacher challenges relate to categories: Lack of teacher motivation, Poor teacher job satisfaction, Administrative inhibitive professional teacher behaviour factors and teacher external political dominance. Sub-theme 2.3: Professional teacher motivation resonates with category: Teacher intrinsic and extrinsic motivation. Below is a table representation of Theme 2, the three sub-themes, categories as well as their inclusion and exclusion criteria.

Table 4-0-2: Theme two with subthemes and categories

THEME TWO PROFESSIONAL TEACHER BEHAVIOURAL PATTERNS
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Sub-themes and categories	Inclusion criteria	Exclusion criteria
Sub-theme 2.1: Features of professional teacher behaviour	This sub-theme incorporates data associated with features of professional teacher behaviour.	This sub-theme eliminates data that do not associate with features of professional teacher behaviour.
Category 1: Teacher professional etiquette	This category incorporates data associated with teacher professional etiquette.	This category eliminates data that do not associate with teacher professional etiquette.
Category 2: Teacher self-identity	This category incorporates data associated with teacher self-identity.	This category eliminates data that do not associate with teacher self-identity
Category 3: Teacher self-efficacy	This category incorporates data associated with teacher self-efficacy.	This category eliminates data that do not associate with teacher self-efficacy.
Sub-theme 2.2: Professional teacher challenges	This category incorporates data associated with professional teacher challenges.	This category eliminates data that do not associate with professional teacher challenges.

Category 1: Lack of teacher motivation	This category incorporates data associated with lack of teacher motivation.	This category eliminates data that do not associate with lack of teacher motivation.
Category 2: Poor teacher job satisfaction	This category incorporates data associated with poor teacher job satisfaction.	This category eliminates data that do not associate with poor teacher job satisfaction
Category 3: Administrative inhibitive professional teacher behaviour factors	This category incorporates data associated with teacher administrative inhibitive factors.	This category eliminates data that do not associate with teacher administrative inhibitive factors.
Category 4: Teacher external political dominance	This category incorporates data associated with teacher external political dominance.	This category eliminates data that do not associate with teacher external political dominance.
Sub-theme 2.3: Professional teacher motivation	This category incorporates data associated with professional teacher motivation factors.	This category eliminates data that do not associate with professional teacher motivation factors.
Category 1: Teacher intrinsic and extrinsic motivation	This category incorporates data associated with teacher intrinsic and extrinsic motivation factors.	This category eliminates data not associated with teacher intrinsic and extrinsic factors.

4.2.2.1 SUB-THEME 2.1: FEATURES OF PROFESSIONAL TEACHER BEHAVIOUR

Category 1: Teacher professional etiquette

In this category I discuss experiences of teachers in relation to professional organisational etiquette or possible standard of expected teaching conducts which accord teachers recognition amidst stakeholders of education; the students, parents, community, government and fellow colleagues though teaching activities are becoming increasingly tasking and modern. For teachers to act in an alignment with professional etiquette or ethos, there is need for teacher autonomy, a conscious feeling for dedication and commitment to teaching as a profession which is brought about by teachers' sense of pride in teaching and a profound craving for professional advancement as means of efficient job delivery in meeting up with job requirements and working within the confines space of education philosophical practice with the aim to expedite learners' academic achievement and moral development. In the process of maintaining professional etiquette, some teachers developed organisational citizenship behaviour (OCB), by exerting constructive and positive extra efforts out of their personal volition to teach struggling learners and support colleagues, work as a team to bring about considerable organisational effectiveness.

Johnson expressed:

“E...m, I enjoy it very much, to the extent that I even go an extra mile of giving the learners, E...m, extra classes especially, those who are struggling in mathematics” (p 3, lines 91-93). Below is an extract about an observation documented in my field notes:

From my assessment of Johnson, he is a good mathematics teacher from the way he spoke confidently about the subject, the pass rate of learners (though poor) his extra efforts put in place to assist struggling learners in the subject. (observation field notes **5/6/17**).

Mary explained that:

Ok, usually, e...m at the beginning of the year, I e...m, identify my learners that are weak, e...m from there I make ensure that, there are extra classes twice a week for them, e...m, during the exam I hold workshops for them to prepare them for the exam and e...m, the ones that are really, really weak I actually give them worksheet to cover the basics of what they should know by now, and e...m obviously, we try our best to help this session as often soon as possible (p16, lines 219-225).

Nota added that:

.... you have educators who are willing to go an extra mile, especially in Grade 12 and 11, e...m, you identify those learners who are struggling, you have an extra lesson with them, then in the mornings and also in the afternoon and on weekends, to also have classes..., (p 56, lines 81-85).

Yes, especially those who are taking an extra mile and also showing commitment by identifying those learners who are struggling, you know and coming here on, on weekends (p 56, lines 101-103).

It appears that teachers could be professionally inclined in an attempt to maintain standard and quality teaching so that the teaching community can harness and optimise joint teacher efforts in ensuring learner achievement. Most participants seem to believe that going beyond their minimum expected efforts in teaching could improve learner academic attainment, which is borne out of teachers' sense of commitment to school task.

Category 2: Teacher self-identity

In this category I discuss the extent to which teachers are committed to teaching as a profession premised on their self-image, self-esteem, self-awareness and self-evaluation to describe their, self-identify. Bearing in mind the aforementioned self-identity related features, teachers do not quit teaching due to any kind of job dissatisfaction issues emanating from the teaching setting, their identification or affective attachment to the teaching tasks supersedes any other job-related challenges. Alternatively, teachers may not want to quit their teaching job if there are

no competitive alternatives or beneficial economic exchange in relinquishing teaching and the cost of losing investment already accumulated in the teaching ministry, hence teachers resort to continuance commitment. Many participants portrayed they love teaching for what it is, hence their different expressions are captured through the following excerpts:

Clement explained: “I enjoy teaching... I am, enjoying it.... I have been doing it, at least for the past 8 years, which is a sign that, it is working out for me, so far so good” (p 44, lines 172-178).

Victoria believed that: “The teaching itself I still enjoy it being in a class, teaching learners to give them knowledge, I still enjoy it (p 91, lines 157-158).

Ben concurred that: “I enjoy teaching to a large extent, I believe that, if you get the right group of learners, for example, there are those with positive attitude, they will challenge you in terms of, keep you motivated, they will challenge you delivering information to them...” (p 121, lines 279-282).

Going by the verbatim expressions quoted from the interview transcripts of the participants to some extent, some teachers seem to enjoy teaching due to the self-attachment they have for teaching as a profession.

Category 3: Teacher self-efficacy

In this category based on the modern technology and access to digital global new information dissemination and the continual dynamic state of flux being experienced in the teaching profession and education generally, as an avenue for the upgrading of human knowledge capital generation and to withstand the contemporary socio-economic and scientific status of our dispensation, it is imperative that teachers engage themselves in knowledge self-critique to evaluate their knowledge acquisition and dissemination abilities in the organisation and performance of given education tasks.

Participants explained how they improve on their teacher self-efficacy in influencing their teaching capabilities, by attending a series of workshops.

Johnson annotated that:

“...one has to acquit himself with new changes that e...m, are coming in, for example, the use of technology nowadays in teaching mathematics, so through the attendance of courses and e...m, workshops and that is one is able to, to develop himself” (p 3, lines 74-77).

Clement buttressed: “... through workshops that we go in some centres, where we go there, they talk about different aspects to encourage the educators to give their best, so basically, it’s the SMT workshops and the school and the district workshops as well” (p 40, lines 53-56).

Victoria confirmed:

I normally attend workshops, we have even workshop this year, basically for the grade 12 and 10 teachers, I attend the meetings, from there we normally talk to other teachers as well about, how to get information and they pick up things, e...m, that is basically what we do attending the workshops and reading a lot and do research on the internet, so we pick up a lot of things (pp 89-90, lines 106-112).

It seems that teachers engage in so many training and workshops as a strategy to meet up with a series of teaching advancements in their area of subject disciplines together with learning more about technological know-how which they also apply in classroom interactions with learners. With added experience by teachers from attending innovative personal development seminars and workshops, teachers may exhibit better teacher self-efficacy and commitment in bringing about positive performance outcome in learners.

4.2.2.2 SUB-THEME 2.2: PROFESSIONAL TEACHER CHALLENGES

Category 1: Lack of teacher motivation

In this category, I give a discussion on the lack of teacher motivation to probe into teacher experiences regarding deficit motivational incentives. From the expressions of teacher participants, it seems that the primary demotivating factor in the teaching profession is due to some learners’ grossly undisciplined learning behaviour while they consider secondary demotivating factors as poor societal insensitivity, low stakeholders’ attention to education and poor income remuneration compared to

other civil servants in the country. According to many of the participants, poor learner learning habits, general learner class misconducts, verbal and emotional teacher abuse of all kinds represent teacher demotivation exhibited by some learners. It appears also that, teachers' desire being more motivated by all representative stakeholders of education; the learners, parents, colleagues, society and government.

Johnson complained: "The issue of discipline, the issue of learners not doing their work, e...m late coming..." (p 1, lines 25-26).

Mary said: "E...m we do have a big problem with learners not taking their studies seriously, so, the attitude towards learning is not all that strong..." (p 14, lines 139-140).

Income wise, teachers complain, demanding better remuneration.

Nota argued: "...but then, with educators, we were given 1%, but in other public sectors they were given 1.5, so to me, that is not fair to educators..... so we are talking about years and years of educators losing that 0.5." (p 58, lines 159-163).

Mary confirmed:

...if you take a country Germany, e...m, teachers are e...m, the highest paid profession in the country, e...m and I feel like we are the building block of this country, and, it seems like we are the lowest, you know like people look down on you because you are a teacher, o my God! ... is like somehow, there is a disgrace attached to the teaching profession, ...and instead there should be a pride, I need to be proud of my profession (pp 19-20, lines 318-327).

An extract from the reflective journal supporting need for teacher job motivation is reflected below:

Teachers should be seen as engine power responsible for human capacity development of any nation. Teachers should be better remunerated, motivated and complemented to aid their commitment to duty (Research Journal **5/6/17**).

Category 2: Poor teacher job satisfaction

In this category I present teachers' experiences relating to poor job satisfaction, knowing the import of job dissatisfaction; meaning a negative emotional state of employees, consequential on their assessment of their job or job experiences. Where teachers do not enjoy job advancement, recognition, quality work benefits and a good work environment the tendencies to exhibit poor job performance may be high with an intention to quit teaching job should there be promising job alternatives. Some participants actually feel unsatisfied with teaching as a practice due to certain experiences constituting challenges to teaching in the country. Although participants expressed that they have the passion for teaching, yet some of the participants still sometimes feel they want to quit teaching due to poor teacher job satisfaction.

Mary complained: "...the size of the classrooms is definitely an issue..." (p 8, line 61).

Clement lamented: "E...m, the biggest challenge is discipline" (p 40, line 63).

Ben confirmed: "Respect, respect is not there, totally not there and the commitment, e...m, the attitude very negative from learners....." (p115, 85-86).

Teachers appear to have problems with their teaching job, taking cognisance of some debilitating issues raised by them in this study. Next, I discuss teacher workload experience.

Category 3: Administrative inhibitive professional teacher behaviour factors

In this category relating to inhibitive professional teacher behaviour factors, participants relate their experiences on restraining determinants. Apart from low furniture supply, classroom overcrowding, lack of teaching facilities and poor school security emerged as findings, workload and weak teacher work ethics equally featured in the findings associated with administrative inhibitive professional teacher behaviour challenges.

Mary complained that:

".... workload that we have, a., there is a lot of tedious, at Monday we are supposed to do, there is a lot of paperwork..." (p 8, lines 62-63).

Victoria added:

“...but all the administrative things because every year, there are more and more forms to complete, more and more administration to do and, e...m, that is weighing me down...” (p 91, 158-160). Participants equally expressed their feelings about weak teacher work ethics.

Nota exposed that: “...we know educators are being into misdemeanour and for some time, certain reasons especially in most cases for wrong reasons, e...m... like the abuse of learners, we know the abuse of drugs, use of drugs in the class, sexual abuse and even emotional abuse....” (p 65, lines 379-382).

Mary added: “...I won't lie; our current commitment level is much lower...” (p 18, lines 283-284).

Jane expressed: “.... this and that, they are excuses for teachers not attending classes, but they would be here all days of the week” (p 84, lines 361-362).”

James confirmed that: “.... with educators generally, I think professionalism, to a large extent, has, you know, deteriorate...” (p 108, lines 388-389). “...it's true that behaviour of certain educators, impact very negatively on the performance of the learners especially these unnecessary leaves...” (p 109, 418-419). “.... unprofessional behaviour of some educators impacts negatively on performance” (p 109, lines 424-425).

It appears that teachers are not immune from a too high workload and its effect on them. Also, some teachers appear to engage in unethical behaviours which portray a bad image of the teaching profession and to an extent might inhibit teacher commitment and good performance outcome.

Category 4: Teacher external political dominance

This category unravels the experiences of teachers about politics and education. Participants argue that politics in education in South Africa might be a setback to teacher commitment and professionalism. Due to political factors in education, participants maintain that lack of justice and equity could constitute poor teacher commitment.

Nota unveiled: "... politics in the education system, there is a lot in the appointment of managers, sometimes one is not qualified but still, because you are a member of SADTU..." (p 70, lines 552-554).

James confirmed:

.... we have policies in place, but unfortunately, because of brotherhood, you know sisterhood and the like, these have not been taken care of, because we feel that if we can or some other management feel that if they can take this very action they will become very unpopular, but truly speaking, the unprofessional behaviour of some educators, impact negatively on performance (p 109, lines 420-425).

It looks like politics might be a challenge to education, especially where education and administrative matters are compromised.

4.2.2.3 4.3.3: SUB-THEME 2.3: PROFESSIONAL TEACHER MOTIVATION

Category 1: Teacher intrinsic and extrinsic motivation

In this category, I discuss the worldliness of the participants in relation to intrinsic and extrinsic motivation. Participants spoke about the need for job motivation for teachers to be more committed to teaching. Teachers expostulated that both tangible and intangible incentives should be accorded to teachers for motivation.

Mary pleaded:

....it will be nice if they have motivational speakers and or actually they have ways to motivate us teachers for us to know that we do a good job, "... because at the end of the day the salary is just money which we do need, "...so they need to build that practical motivation from the other sources to make sure that e...m, teachers stay motivated and for them to feel that they are not fighting and losing the battle (p 10, lines 103-111).

James insisted that: "... there must be that intrinsic, extrinsic motivation, remuneration, after going an extra mile, educators must be remunerated accordingly

and sometimes we have educators, you know, who are temporarily appointed, make sure that these particular educators are permanent” (p 111, lines 501-505).

From the experiences of the participants, teachers might be more committed to teaching and the improvement of learners’ performance if teachers get appropriate incentives reflecting both intrinsic and extrinsic motivation. My next discussion is Theme Three, Learner achievement pressure features.

4.2.3 THEME THREE: LEARNER ACHIEVEMENT PRESSURE FEATURES

Under this section, I discuss findings in relation to learner achievement pressure features in order to relay participants’ experiences about the extent to which learners portray academic hard work to maintain high achievable sound academic performances encouraged by the concerted efforts of the principal, teachers, learners and parents as an avenue to develop learners’ scholastic abilities. The three Sub-themes in support of Theme Three and their relative categories are Sub-theme 3.1 — Learner achievement pressure challenges in connection to Categories; Learner varied academic problems and Deficient school learning amenities. Sub-theme 3.2: Learner behaviour robbery relates to Categories; a Generational shift in learner behavioural pattern; too much learner-centred approach and Learner drug addiction and school violence. Sub-theme 3.3: Developing learner achievement pressure links with Categories; Learner school counselling and academic improvement strategies and Identifying learners’ potential skills. Below I present a table representation of Theme Three, the three sub-themes, categories as well as their inclusion and exclusion criteria.

Table 4-0-3: Theme three with subthemes and categories

THEME THREE LEARNER ACHIEVEMENT PRESSURE FEATURES
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Sub-themes and categories	Inclusion criteria	Exclusion criteria
Sub-theme 3.1: Learner achievement pressure challenges	This sub-theme incorporates data associated with learner achievement pressure challenges	This sub-theme eliminates data that do not associate with learner achievement press challenges
Category 1: Learner varied academic problems	This category incorporates data associated with learner varied achievement problems.	This category eliminates data that do not associate with learner varied achievement problems.
Category 2: Deficient school learning amenities	This category incorporates data associated with deficit school learning amenities.	This category eliminates data that do not associate with deficit school learning amenities.
Sub-theme 3.2: Learner behaviour robbery	This sub-theme incorporates data associated with learner behaviour robbery.	This sub-theme eliminates data that do not associate with learner behaviour robbery.
Category 1: Generational shift in learner behavioural pattern	This category incorporates data associated with generational shift in	This category eliminates data that do not associate with generational shift in learner behavioural pattern

	learner behavioural pattern	
Category 2: Too much learner-centred approach	This category incorporates data associated with too much learner-centred approach.	This category eliminates data that do not associate with too much learner-centred approach.
Category 3: Learner drug addiction and school violence	This category incorporates data associated with learner drug addiction and school violence.	This category eliminates data that do not associate with learner drug addiction and school violence.
Sub-theme 3.3: Developing learner achievement pressure	This sub-theme incorporates data associated with developing learner achievement pressure.	This sub-theme eliminates data that do not associate with developing learner achievement pressure.
Category 1: Learner school counselling with academic improvement strategies.	This category incorporates data associated with learner school counselling and academic improvement strategies.	This category eliminates data that do not associate with learner school counselling and academic improvement strategies.
Category 2: Identifying learners' potential skills	This category incorporates data with identifying learners' potential skills	This category eliminates data that do not associate with identifying learners' potential skills

4.2.3.1 SUB-THEME 3.1: LEARNER ACHIEVEMENT PRESSURE CHALLENGES

Category 1: Learner varied academic problems

In this category, I discuss varied academic problems that learners, face that could be posing challenges to teacher commitment in an attempt to assist learners to improve on their academic performance. From the myriad of learner academic challenges, teachers bring their experiences to bear. Some of the learner academic constraints that evolved were poor learning habits, learner mass progression, learner weak academic background, the policy of adjustment, curriculum gap and low standard education, poor learner ability classification. Participant teachers strongly feel that the education crisis in South Africa today can be traced back majorly, to many of the mentioned academic imbroglios if not all.

Though the academic performance of learners is paramount to the stakeholders (government, principal, teachers, students and parents) of education, there continue to be a recurrent poor academic performance of some learners. For many teachers, most learners do not give their best to study, this mediocre attitude manifests in academic-related activities.

Proverbially, Caro explained: “they don’t do their work, their project, and assignment and so on, they are not giving you what you want... you can take a horse to the river, but you cannot force a horse to drink water, and teachers are doing all that they can...” (p 24, lines 39-42).

Jane added:

“...the attitude of learners has deteriorated, they are no longer interested in school work, they like free bliss more than their future, so they don’t focus much on the school work” (p 73, lines 16-19).

Mary explained:

...one of the things that annoy me is personally, is the fact that, the learner will do nothing and at the end of the year you find out that the department just passes the child to the next grade, is like all your efforts are in vain before the year (pp 8-9, lines 63-66).

...if you actually look at it, is one of the reasons South Africa, has such a low matric pass rate because over the years now we are pushing these kids till they get to Grade 12... (p 16, lines 210-212).

Clement expressed:

.... for you to teach a concept, a learner must first understand the previous concepts, so if the foundation is not there, you find that you have to repeat the concept first before you can try to apply the new one, otherwise you are un-teaching the learner, (p 52, lines 441-444).

Victoria queried:

they are progressed in basic things they don't have knowledge, they are progressed in basic things they don't have knowledge, and they pick up learners in Grade 8 that has a reading ability of Grade 3 and so they can't read, am not saying all of them, but a lot of them cannot read properly, how do you expect them to study, so when they come to Grade 8, those are problems that ought to have been resolved already in primary school but it was not resolved, (p 88, lines 57-62).

Going by various dimensions from which participants view learner learning challenges, it seems that the education system in South Africa is being confronted by so many debilitating factors.

To corroborate teacher participants on the issue of mass progression, below is an extract from my field notes:

I could sense that participants said much about the negative effect of the policy of mass progression by government, learner poor basic academic knowledge which might constitute challenge to learner academic achievement and possibly teacher commitment (Research journal, 6/5/17).

Category 2: Deficient school learning amenities

In this category, I provide the discussion on deficient school learning amenities as experienced by participants. It unfolds that school teaching and learning facilities are in shortage supply. Teachers express that inadequate school learning amenities constitute a bulwark to effective teaching and learning in the school.

Clement complained:

...there is a challenge of resources, furniture, textbooks and others, you can see, they are always in shortage, so them shorting, means you are not going to be able to execute whatever you intended to do, you see the school is very poor, sometimes photocopying machines are not well functioning, that means you have to withhold whatever things that you wanted to do at that particular day, wait for the photocopy machine, so those are some of the barriers (p 41, lines 77-82).

Jane corroborated:

...we still have a shortage of here and there and then we don't have the library for instance where learners can learn how to read independently, the laboratory is there but not every chemical, or every equipment is available, the little that we have, we can use them (p 80, lines 232-235).

Nota explained:

...the issue of teacher-learners' ratio, we may have around 50 learners in a classroom, which makes it difficult to teach, because it is expected that we should have 1 to 35 ratio, so with more than twenty learners, we also have the challenge of furniture, learners have to, to share the chairs and it makes it difficult for them to learn and write in class and then e...m, we have some classes without doors, during raining days and during winter time, then it is a great challenge... (p 54, lines 34-40).

Below is an extract from the research journal corroborating deficient learning school amenities.

From my observation it was conspicuous that more furniture was needed for teachers to be more comfortable judging from their sitting position in the staffrooms. The common room I sat revealed that it was demarcated for various activities which indicated that the school authorities was managing space to run daily school administration. This was peculiar to low resourced public schools (Research journal, 6/5/17).

The issue of deficient school learning amenities appears to be rampant in some public schools and this might be hampering teaching and learning activities, apparently teacher commitment.

4.2.3.2 SUB-THEME 3.2: LEARNER BEHAVIOUR ROBBERY

Category 1: Generational shift in learner behavioural pattern

In this category, I discuss the generational shift in the behavioural pattern of some learners as revealed by participants. Teachers expostulate that some of the present learners seem quite different from learners who went to school some couple of years back. Comparatively, many learners in the present dispensation tend to be lazy, undedicated, rude and unfocused academically.

Mary declared: "...I think also the generation of children we have now is very different from before, e...m, like when I was in school, we were very, very focused on our education..." (p 18, 268-270).

Caro confirmed: "...I can say that there is a difference between learners we started teaching when I started teaching" (p 23, lines 19-20).

Victoria agreed: "... I taught in the older system... the discipline changed for the worst that is the biggest problem at this stage, if we look at the result of the learners, every year it's just poorer and poorer..." (p 87, lines 21-26).

Generational change in learner behavioural pattern looks obvious from the level of commitment to education by some learners presently.

Category 2: Too much learner-centred approach

This category affords me the opportunity to discuss learners' overprotection by the policy put in place by the government to ensure that every learner's right is secured in and outside the school. Participants reason that the issue of too much learner-centeredness presents a great challenge. Teachers complained that generally learners are rather being overprotected from discipline, hence some learners take liberty for a licence to be rude to teachers which some teachers are not comfortable with.

Caro said:

...learners don't know their responsibilities any longer and then you get demotivated, ...in other schools, teachers are even afraid to go to class, do you know that they are afraid, they are afraid of learners who don't understand why they are here... (p 26, lines 97-100).

Nota added:

...that these kids are abusing the system now because they realise that they are more protected.... yes, yes am not saying, e... we know, you spare the rod and spoil the child, they have done away with that at the school level and then educators are left with being frustrated... (p. 57,111-117).

Ben supported: "...nowadays it will take forever before you can get an expulsion for a learner for a behaviour..." (p119, lines 208-209). "...so once you don't have that authority, the learners pushed you, two days ago and that same learner is sitting in your class what does it tell the other learners?" (p 119, 226-228).

It appears teachers are not completely disposed to discipline learners in all discipline related matters.

Category 3: Learner drug addiction and school violence

This is the last category in this section, I discuss participants' experiences in relation to learner drug addiction and school violence. The use and abuse of substances are becoming a recurrent phenomenon among some high secondary school learners lately, this unfortunate behaviour may not promote learning or a positive school environment. So also, violence and insecurity instigated by some learners is on the increase, and constituting a threat to school climate in general, this could affect teachers' organisational commitment. Participants report that certain schools are not safe for teaching and learning as some learners pose a danger to the school community or climate.

Johnson cautioned: "...nowadays because of the usage of the drugs, learners are using drugs at school and the issue of security in some certain schools, teachers pointed with guns..." (p 6, lines 163-165).

Ben corroborated:

...it's true that learners do take these e...m, illicit drugs, such cases it changes their behaviour it even put them in mood swing, as an educator is not aware that your learner is under the influence, then you try to instruct, then sometimes they fight back, you find out that he becomes violent (p 116, lines 100-103).

Clements expressed: "...these learners are coming from communities, which are violent, they smoke, they drink, so sometimes you find out that, they come to school high, so at the end of the day you cannot control them..." (p 41, lines 94-97).

Nota added: ".... but then some of them are out of control because learners are coming to school, these guys selling, Yanopey, marijuana to the learners....." (p 67, lines 460-461).

Drug addiction and violence appear to be a common phenomenon among some learners in some public schools in South Africa. This deficit behaviour might not

encourage a positive school climate and teacher commitment if a proactive approach is not put in place to curb the acts.

4.2.3.3 SUB-THEME 3.3: DEVELOPING LEARNER ACHIEVEMENT PRESSURE

Category 1: Learner school counselling with academic improvement strategies

In this study, findings relate to the exigency of learner school counselling and the application of teaching and learning strategies to advance learner achievement pressure. To encourage learner achievement pressure, learners need school counselling about how to study, being well behaved both at home and in school so that learners can live responsibly. Equally, there is in need to identify academic improvement strategies by the school to potentially plan a sustainable academic master plan for learners' academic achievement. Regarding learner school counselling, Johnson spoke about learner school orientation in school. Johnson explained:

Yes, the, the learners varied, these learners come in, when they come in, they come in from different schools and e...m, each and every environment differs so whenever they come here we handle them in a different way to try them to adjust to the life here at school (p 2 lines 32-35).

Creating and enhancing the learner academic achievement environment might mean that the school should make use of varied learning strategies to improve how learners learn.

Mary annotated that:

“Ok, e...m, I use different strategies, normal question and answer and e...m I make use of slides, video clips e...m the projections am obviously worksheet as well so there is a whole verity of strategies that, I actually use.” (p. 9, lines 83-84). It appears that school counselling and the use of diverse teaching strategies could bring about the advancement of learner achievement press in learners.

Category 2: Identifying learners' potential skills

As a way to improve on learner achievement pressure, and eventually curbing mass academic failure in the school and matric examination, participants suggest the need to progress learners based on their academic and vocational potentials in as much as learners academically and vocationally differ in terms of their areas of learning interest.

Mary advised:

...we need to make this fact that, not all our learners are A students, not all of our learners are scientists and doctors and engineers, so we need to work with what the child is actually capable of doing, so in primary if we see for example the children struggling with reading, and we send him for extra classes and there is intervention in the programme, but still not helping, that means the mainstream school is not working for this child, this child needs one on one attention ... (p16, 194-198).

Jane agreed that:

... some of the learners they don't belong to the mainstream, we are not all gifted in the same way, some learners, some are academic and vocational, and so, why don't you separate the two, those that are vocational go to the vocational school, and those that are academic should go for academic, so in our school, we all go for academic, and it doesn't work! (p. 81,255-259).

It seems that learner achievement pressure can be improved by encouraging learners to learn based on their academic abilities and vocational skill potentials rather than granting failing learners mass progression in basic things they lack the academic knowledge. Next, I discuss Theme Four.

4.2.4 THEME FOUR: LEVEL OF PARENTAL INFLUENCE ON INSTITUTIONAL VULNERABILITY

This section is the last discussion on findings, I discuss the level of parental influence in relation to institutional vulnerability. Participants express that parental factors are fundamental issues and such factors deal with the extent to which parents or significant members in the community could modify or regulate some activities taking place within and around the school. To a very large extent, parental factors such as socioeconomic status, educational background, exposure and parental school involvement could sometimes determine how learners perform academically and morally in the school. When parents do not meaningfully get involved in learners' education, this could impact learners' success both academically and morally. The school may be equally vulnerable when parents fail in their responsibilities towards the school. The two sub-themes bracing theme four together with their corresponding categories are as follows — Sub-theme 4.1: Parental activities in school-related-matters relate to Categories; Parental school involvement and Parental low learner school assistance. Sub-theme 4.2: Parental social and financial status aligns with Categories; Parental weak socioeconomic status, Deficient parental learner home guidance and Parental need for guidance and counselling. Below I display a table representation of Theme Four, the two sub-themes, categories as well as their inclusion and exclusion criteria.

Table 4-0-4: Theme four with subthemes and categories

THEME FOUR LEVEL OF PARENTAL INFLUENCE ON INSTITUTIONAL VULNERABILITY		
Sub-themes and categories	Inclusive criteria	Exclusive criteria
Sub-theme 4.1: Parental activities in school-related matters	This sub-theme incorporates data associated with parental activities in school-related matters.	This sub-theme eliminates data that do not associate with parental activities in school-related matters.
Category 1: Parental school involvement	This category incorporates data associated with parental school involvement.	This category eliminates data that do not associate with parental school involvement.
Category 2: Parental low learner school homework assistance	This category incorporates data associated with parental low learner school homework assistance.	This category eliminates data that do not associate with parental low learner school homework assistance.
Sub-theme 4.2: Poor parental financial status and counselling	This sub-theme incorporates data associated with parental social and financial status.	This sub-theme eliminates data that do not associate with parental social and financial status.
Category 1: Parental weak	This category incorporates data	This category eliminates data that do not associate with

socioeconomic status	associated with parental weak socioeconomic status.	parental weak socioeconomic status.
Category 2: Parental need for guidance and counselling	This category incorporates data associated with parental need for guidance and counselling.	This category eliminates data that do not associate with parental need for guidance and counselling.

4.2.4.1 SUB-THEME 4.1: parental activities in school-related matters

Category 1: Parental school involvement

In this category, I discuss parental school involvement as a reference to how parents participate in learner school activities. Most participants, lament that parental involvement is rather too weak compared to the minimal parental involvement in school activities bothering on learner achievement and moral discipline. Teachers view parental school involvement as a very crucial factor because this reflects the extent of parental interest in learners and activities learners engage within the school. Parental involvement allows parents to have first-hand information or feedback on learners' school activities from the school authorities and particularly from the classroom teachers and the subject teachers. Parental school involvement also affords the parents the opportunity to give useful information about learners to the school, so that both parties (the school and the parents) can aid the monitoring of learners in academic progression and behavioural advancement. Parents' involvement in their learners' school engagement may help the school in gaining access to learner home background. In this study, participants express low parental school involvement.

Mary declared:

There are those that are involved, that we are communicating with, their children don't give us problem, but the children that e...m often, what is incomplete, you know bad behaviour, it also problems that are happening at home, if the parents are devoicing, it also in the family, e...m you know,

the parents might start dating again, or they work so much, all of those are contributing factors, so it makes them a lot more unavailable for them to attend to the needs of their children (p 19, lines 292 -298).

Nota expatiated:

... you have only a situation where only a few of them come to school to get the report cards of their children because that gives the educator the opportunity to liaise with them to get a feedback in terms of the behaviour of a learners' performance in class, maybe also the discipline of their children... so, when they don't come, it then becomes a problem... (p 59, lines 185-190).

Victoria complained: "Parents are not, involved, we struggle a lot...we have meetings, so they are not really involved" (p 96, lines 319-320). "No, no, even with Parents' Day, I mean, I have 84-grade students and 11 parents came to see me on Parents' Day" (p 96, 322-323).

Parental school involvement in this study appears too poor and this may be a crucial factor in understanding teacher commitment. Next, I discuss parental low learner school work assistance.

Category 2: Parental low learner school homework assistance

In this category, I discuss the experiences of teachers in connection with parental low learner school homework assistance. It emerges that most parents of learners in public schools do not assist their learners in the completion of school homework or assignment due to lack of time or parental poor academic background. So many parents are academically disadvantaged to provide learners with the necessary academic improving environment. Participants shared their experiences on parental low learner school homework assistance.

Nota argued: "...we ask if they have homework from school, some parents don't even know how to read and write themselves, so how they are going to help their kids?" (p. 72, lines 644-645).

Jane added that: "E.....m, remember, parents from the, e....m, poorly disadvantaged area, most parents are not educated". (p 80, lines 220-221). "... you cannot get parents coming in to check, how is my daughter doing, how is my child

doing at school, they only wait for you, for the child to do something and they can come to school” (p 76, lines 115-117).

It appears that some parents may not aid their learners in completing school homework due to poor parental educational status and lack of time.

4.2.4.2 Sub-theme 4.2: Poor parental financial status and counselling

Category 1: Parental weak socio-economic status

The financial socio-economic status of the parents can also be a determinant factor in ensuring academically and learning improving conditions. Social economic status wise, some parents cannot afford to meet up with payment of tuition fees.

James expressed: “...in most cases, these are the socio-economic problems that we are encountering, the kids come with problems from home, and as a result, we have a problem of learners concentrating...” (p100, lines 22-25). “...the schools which are fee-paying like our school here, we have problems of learners, you know, being not in a position to pay their school fees and the like, and as a result sometimes are left behind,” ... (p 100, lines 27-30).

Jane described:

...we are in the informal settlement, learners from the suburb or the township differ, attitude towards education differs, they perceive education in a very negative way, they tend to be hopeless about the future because they come from the informal settlement where they live in shacks, they share everything with their parents in one room, so they don't see any prospect of bettering their lives in any way, they think they are confirmed to this poverty-stricken way situation, (p74, lines 31-37).

To the participants, it seems that poor parental socioeconomic factors contribute a lot to learner achievement and to what extent teachers' commitment can build and

reflect on learner experience to assist learners academically. I present an extract from my field observation notes on weak socioeconomic parental status below:

From the descriptions of learners' parental social challenges, I understood that most parents were not educationally helpful to their learners and were financially disadvantaged to meet learners' needs; for instance, it's very difficult paying school fees. Observation field notes (Research journal, 3/8/17).

Category 2: Parental need for guidance and counselling

The discussion of a parental need for guidance and counselling becomes imperative in this study because of the poor parental guidance for learners. Parental support is highly important for learners to excel in school, hence, parents ought to show absolute concern about learners and what learners do morally and academically in school. Responsible parents will also support teachers and the school in bringing about the best out of learners. Apart from monitoring learners' activities in school, parents must give learners home attention and be sure that learners are adequately provided for. Participants in this study expressed that a majority of parents are not supportive and responsible, thus some parents need to be orientated on how to support learners morally and academically.

Clement says:

...so the discipline part, it does not only start at school, even at home they don't respect their parents, ...you find out that, even if you can call a parent to school, you will see that is more of a waste of time, the same parents cannot even discipline the child, so that is the challenge (p 41, 97-100).

James corroborates that: “

.... learners are dominating their parents, learners are actually bullying their parents, like in township schools, you will hear stories where

learners are dominating, learners are not prepared to listen to their parents and once they go towards Grade 12 they think that they know far much better than their parents... (p 104, 166-169).

Ben said:

... you are dealing with people who, learners who are maybe fourteen years old and they are going through changes in their lives and somehow, they are fighting probably every male person they see, because at home something is wrong, so you are dealing with so many personalities (p 118, 164-168).

Jane counselled:

...I think, it has to start from parenting, we have to teach parents how to be a parent because people just give birth to kids, but they don't know to parent, bring up the kids, why do I say that? When you look at learners, e...m, the way they talk, the way they dress, the way they express themselves, it... raises eyebrows, how these children are brought up (p 82, lines 306-310).

It seems that both the school and the parents need to harness efforts positively in shaping the academic and behavioural lifestyle of learners for a better future which may be realistic by having parents, learners, teachers and the school leadership build a conducive school climate together with teacher commitment.

4.3 SUMMARY

This section of the chapter explained the interview discussions that were conducted among teachers in Tshwane South, North and West. Each of the participant teachers interviewed was experienced, though some participants were more experienced than the others based on the long duration of years spent in teaching. During the process of my interaction as well as interviews with the participants, four broad themes emerged, namely: (i) concept of collegial leadership, (ii) professional teacher behavioural patterns, (iii) learner achievement pressure features and (iv) level of parental influence on institutional vulnerability. These four major emerging themes

explained teacher experiences in relation to school climate and teacher organisational commitment in the present study.

4.4 CONCLUSION

In this chapter, I presented the results as derived in the present study. I discussed the results taking note of the inclusion and exclusion criteria, making reference to the identified four main themes, the sub-themes and categories which unfolded during the thematic analysis of the raw data paying attention to the research questions posed in this study. I equally made use of quotations by participants and extracts from both my reflection and field notes diary to substantiate my results.

In Chapter 5, I give the interpretation of the findings using existing literature. Later I provide answers to the research questions guiding this study, followed by recommendations and conclusions.

5 CHAPTER FIVE

CONSOLIDATED FINDINGS RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In Chapter 4, I discussed the research results of the four major themes, the sub-themes and their corresponding categories. The aim of this study was to explore teacher organisational experience about school climate and commitment to teaching as a career. It was predicted that findings from the study might bring about provable factors impacting teachers' commitment relating to school climate so that the gap in the literature regarding teachers' work setting in high schools in Tshwane, Education District, Pretoria was filled.

In Chapter 5, I provide answers to the research questions; first I answer the sub-questions then the main question. I give the discussion of my study in line with existing literature by focusing on the findings emerging from the data analysis in this study. Though the data fused together the experiences of nine teacher participants in secondary schools, the findings are discussed holistically in connection to answering the research questions underpinning the entire investigation.

Moreover, I also discuss the contribution of this study to the knowledge gap, likely limitations of this study and then conclude this chapter with the discussion of possible recommendations premised on the findings obtained and suggest further probable research areas. I discuss answers to all the sub-questions with aligning and refuting literature. Next, in Sections 5.2 to sub-section 5.2.2, I discuss my findings in relation to existing literature in alignments and contradictions about the concept of collegial leadership and teacher commitment in this study. Going by this discussion, my findings were interpreted in terms of the theoretical framework and research questions underpinning this study.

5.2 Concept of Collegial leadership

In this section, I give the discussion of findings in this study in relation to alignment and refuting of existing works of literature regarding my findings. In the process of discussing the findings, I provide an answer to sub-research question 1: What collegial leadership factors influence teacher commitment?

5.2.1 Literature in alignment with the findings of this study

There is a consistence in findings of the present study with other studies that the collegial leadership styles of the principal epitomise; teacher autonomy, democracy and organisational justice in the administration of the school, the principal poses confidence in the teaching staff which in turn is critical for teacher commitment (Awbery, 2014, p. 127; DiPaola & Guy, 2010, p. 394; Shrifian, 2011, p. 1177). As a collegial leader, the principal perceives teachers as colleagues, sets high but achievable standard performance outcome for the school (Othman & Kasuma, 2016).

A collegial principal with a sense of an aspiration to achieve positive organisational goals; tends to run an open school climate. The principal relates with events based on circumstances that present them, treats teachers with organisational justice, fairness and equity which could be noticeable in how the principal addresses the three dimensions of organisational justice; procedural, distributive and interactional justice. (Aldaihani & Alansari, 2016, pp. 351-352; Azeem, Abrar, Bashir, & Zubair, 2015, p. 274; Çavuş & Sarpkaya, 2017, p. 324; Sert, Elci, Uslu, & Şener, 2014, p. 1188). Nojani et al. (2012, p. 2904) assert that organisational school environment with an efficacious organisational justice is more than likely to enhance teachers' organisational commitment. Teachers are actively involved in decision making of the school (Orzea, 2016, p. 147).

Douglas (2010a, pp. 44-45) found that collegial leadership was a significant predictor of teacher organisational commitment. The findings of the present study resonate with the findings of Glimer, (1971, p. 12), who proposes that an open school climate reveals the genuineness in the relationship that transpires amongst the school principal, the teachers, the learners and the parents. In a collegial school atmosphere, the principal together with the teachers, team up with a reciprocal or mutual understanding, the principal, apart from being highly supportive and responsive to teachers' organisational inputs in actualising school organisational tasks, enjoys confidence in the faculty (Pretorius & Villiers, 2009, p. 34). Kant (2017); Khademfar and Idris (2012, p. 220) argue that, an organisational health of a school recognises both faculty trust in colleagues as well as faculty trust in the person of the school principal; factors such as collegial leadership, teacher consociation, resource support, scholastic emphasis, institutional probity and principal leadership are

imperative in the functionality of a school organisational health (Khademfar & Idris, 2012, p. 220).

Teachers who experience collegial leadership with their principal apparently could develop strong psychological affection with their school, their learners as well as their subject disciplines (Shah, 2012, p. 953; Yusof, 2012, p. 66). Such psychological or emotional attachment relates to employees' (teachers') affective commitment created out of passion for one's job motivated by a conducive open work climate informed by collegial leadership, hence there is an intention to remain with the (school) organisation individuals (teachers) work with (Sharma & Sinha, 2015). Importantly, people get committed meaningfully when they are satisfied with their experiences, activities or environment so that they do away with distracting alternatives (Human-Vogel & Rabe, 2015, p. 68; Vogel & Human-Vogel, 2018, p. 11). Therefore, it might suffice that for meaningful teachers' commitment to organisational goals, principals might need to define school organisational goals in line with teachers' meaningfulness or value systems (Hamid et al., 2013, p. 786).

Moreover, teachers within a collegial and collaborative climate with an interdependent orientation could outperform crops of superstar teachers who work independently trying to realise school organisational tasks. This is because, a collegial environment tends to strengthen the level of keenness and variations among teachers and yields unabated reinforcement for teachers' professional enhancement (Lee & Li, 2015, p. 9; Shah, 2012; Shah & Abualrob, 2012, pp. 1243-1244). More than likely, teachers develop a sense of collegial link among themselves in order to actualise organisational tasks (Rapti, 2013, pp. 116-117).

Inversely, school leadership with weak organisational justice may create low teacher decision making involvement, organisational impasses with a consequential poor teacher outcome performance and inhibitive organisational school goals and objectives. This assertion reflects in the present study and aligns with the study by Zulu (2002, pp. 57-58) who found that some principals sometimes practice restricted collegiality whereby teachers are not completely allowed to participate in certain managerial decision-making. Also, Singh (2005, p. 9) from his findings concurred that restricted participation of teachers in some deliberation of meetings, decision-making,

and programme development had a direct negative influence on teacher job performance.

Moswela and Kgosidialwa (2017, p. 8) in a study equally found that 84% of respondents agreed that government policies dominate and influence school systems in Botswana, a sister country sharing a border with South Africa. Despite the transition to democratic government in South Africa, Williams (2011, p. 194) argues that teachers may only be able to participate in total decision-making, provided teachers are empowered within conducive organisational conditions, hence the decentralisation of authority and power to the cadre of teachers may not be feasible.

By implication, the present study indicates that weak organisational justice relates to poor organisational procedural, distributive and interactional justices, which could be a resultant effect of teacher demotivation and low commitment. Sometimes, the school could perform below the standard of expectation, this may be due to lack of teacher commitment, (Raman et al., 2015, p. 164; Yusof, 2012, p. 66) engineered by a semi-closed or closed school climate characterised by autocracy, unresponsiveness and insensitiveness of the school principal or the Department of Basic Education.

Cavanagh (2010, p. 143) arguably doubts the possibility of the school system practicing true collegiality, because the school head, though experienced in education management related matters and a professional expert in his or her field, may find the school leadership subservient to the local policy or authority (Department of Basic Education) in the control of school education (Day & Sammons, 2013, p. 37). It is not common to have school heads move too far away from the binding policy on educational pronouncements by the education district to favour the principal-teachers' relationship (Cavanagh, 2010, p. 142). This could be an indication that teachers in South Africa may not enjoy complete participation in the decision-making process due to an implied bureaucracy in the system of education and this may be responsible for restricted collegiality and a resultant impact on teacher commitment.

To some participants, autocracy is implied in their school leadership. For an effective school administration, the onus rests on the school principal to study commitment inhibitive factors carefully with the aim of being proactive and pragmatic in advancing

teacher commitment. Emmanouil et al. (2014, p. 38) contend that leadership behoves the principal of a school to be an arbitrator capable of inspiring, guiding and motivating teachers properly with the intention of developing their inherent abilities at fulfilling organisational enterprise. A motivating and inspiring school leader tends to rally the entire school towards a focused and positive direction and set the pace by exhibiting a good role model (Chirchir & Ngeno, 2014, pp. 181-182).

Teachers may efficiently work with available minimal resources in order to achieve organisational tasks (Msila, 2014), where the leadership in place underpins a congenial work atmosphere (Lai, Luen, Chai, & Ling, 2014, p. 68). Uthman and kassim (2016, p. 66) assert that a supportive school environment is concomitant to a school system where learners, teachers as well as stakeholders of education collaboratively and profitably operate (Pretorius & Villiers, 2009, p. 34). In this instance, communication tends to be down-up, depending on the prevailing administrative circumstances in the school (Streltcova, 2017).

5.2.2 Literature refuting the findings in this study

Earlier in the present study, I discussed the importance of collegial leadership and its positive effect when the principal adopts the collegial leadership style in the administration of the school. However, some studies have reported the antithetical aspect of collegial leadership not discussed in this study as a leadership style that could bring about undue familiarity between the leader and the subordinates (Bryman, 2007, p. 17; Court, 2003, pp. 17-20; Marcinkevičiūtė & Žukovskis, 2016, p. 123; Shrifian, 2011, pp. 1170-1171). Such familiarity could undermine the ability of the leader in the discipline of indolent or inactive workers, which may not happen if the leader maintains a more distant but professional relationship with the subordinate members of staff (Shrifian, 2011, pp. 1170-1171).

5.3 Professional teacher behavioural patterns

In this Section, I discuss findings with respect of expected professional behavioural patterns from teachers and challenges confronting professionalism in teaching. I answer sub-research question 2: What professional teacher behaviour factors influence teacher commitment?

5.3.1 Literature in alignment with the findings of this study

The aim of this theme is to discuss professional teacher behavioural patterns in relation to teacher professional etiquettes, professional teacher challenges and professional teacher motivation. There is consistency in the findings of the current study in relation to other studies that teachers need to comply with certain professional etiquettes to perform organisational teaching responsibilities which are in line with the conceptual philosophical education practices guiding teachers to ensure the academic, behavioural and emotional wellbeing of learners (Creasy, 2015, p. 438; Mart, 2013a). Teacher commitment is imperative in keeping high professional etiquettes, this assists teachers in bringing about high-performance outcomes that can be positively measured in learners' academic achievement (Izzati et al., 2015, p. 34). In this study, findings unveil that teachers within the learning community, put in an extra effort as well as rely on team efforts to exhibit sense of professional ethics and commitment to improve on learner performance, especially learners lagging behind academically (Christophersen, Elstad, Solhaug, & Turmo, 2015, pp. 127-129; DiPaola & Tschannen-Moran, 2014, pp. 2-4; Gaddis, 2016, pp. 8-9).

Gil (2014, p. 145) asserts that learners academically benefit tremendously when teachers team up with the aim to improve learning via innovative learning methods. Obot et al. (2012, p. 138) found that learners recorded high interest in the study of Social Studies Education due to teachers' professional commitment. In the present study, it is obvious that my perception of teacher professional etiquettes reflects the conventional standard expected of teachers going by teacher orientation in ideological and educational dimensions of the teaching profession (Tichenor & Tichenor, 2005, p. 90). Teacher professionalism can thrive and function effectively where teachers possess self-autonomy (Spreitzer, 1995, pp. 1443-1444), a sense of self-identity with a meaningful task, self-efficacy in displaying competence to actualise and influence performance outcomes positively (Hamid et al., 2013, p. 783). Vogel and Human-Vogel (2018, p. 12) argue that individuals have a greater tendency to be committed to meaningful activities linked to their self-identity, taking cognisance of the environment they operate from (Human-Vogel & Van Petegem, 2008, p. 120). In an attempt to link the interdependency between self-identity and self-efficacy, Human-Vogel and Rabe (2015, p. 2) argue that self-efficacy might be impacted by

self-identity exercises individuals perceive they display a predisposition in, at the detriment of conflicting alternatives.

Therefore, teachers working in alignment with their self-identity may develop an emotional or affective commitment (Meyer & Allen, 1997, p. 106; Sharma & Sinha, 2015, p. 73) towards the school responsibilities because such school responsibilities conform to their self-identity (Allen & Meyer, 1996, p. 253; Beck & Wilson, 2000).

Meyer and Herscovitch (2001, p. 361) also echo that affective commitment borne out of self-identity or self-image of individuals, evolves from self-motivation to involve in a plan, being aware of the benefit of their admittance into a plan and affinity with such admittance can result into the modification of individuals' image of self (Meyer & Herscovitch, 2001, p. 361). Teacher professionalism, however, could be impeded by poor job motivation and low job satisfaction (Getahun et al., 2016, p. 381).

Possibly, teachers could be more committed to being professional and ultimately dedicated to teaching and school organisational goals should there be favourable work conditions, autonomy and sound interpersonal relationships among colleagues (Ogunlanan et al., 2016, p. 16). In resonance with the findings of the present study in boosting teacher commitment and eventual high input with a positive quality educational output, Jandaghi et al. (2011, p. 6867) found that job satisfaction through income earning, positively related to the organisational commitment of employees.

Ogunlanan et al. (2016, p. 16) in their study equally observed that job satisfaction was preclusive to employees' exhibition of affective, continuance and normative commitment in a work setting, but that job dissatisfaction brought about a turnover intention going by the poor level of commitment employees put up in their organisation. Importantly, as evident in this study, teacher intrinsic and extrinsic motivation could assist teachers to advance professionally (Ryan & Deci, 2000).

Guyen (2013) supports that intrinsic motivation factors like job satisfaction, teacher personal enhancement and social status as well as job recognition coupled with extrinsic motivation benefits; such as tangible income, bonuses and other work-related benefits, might aid teacher professionalism (Guyen, 2013), and an ultimate job commitment. However, in the present study, findings indicate that workload, conflicts with teacher commitment. These findings concur with the proposition by Lazarus (1993, pp. 6-9) and Newness (2011, pp. 1-3) who assert that stressful work

conditions might emerge when workers find it difficult to manage or cope with work stressors due to unavailability of resources to combat work stress. Presently, as indicated in this study, teachers' tasks include more administrative and clerical engagements apart from the primary role of teaching, hence this may result in low teacher commitment to basic designated school assignments (Raman et al., 2015).

Another concern that harbinger teacher commitment and professionalism as revealed in this study is politics in education. Literature confirms that both the Department of Basic Education and the South African Democratic Teacher Union (SADTU) still struggle to modify the nomenclature of teacher professionalism (De Clercq, 2013, p. 1). SADTU is being criticised for a series of ongoing political manipulations in the education sector, as some duty post appointments and promotions of education officers are influenced via cadre deployment, initiated within upper echelons of the DBE hierarchical network (Pattillo, 2012). It becomes doubtful if the teacher union actually represents the voices of the lower cadre of its members at the grassroots, more so if the need becomes apparent to query both the academic and professional probity of politically linked education officers who occupy high posts and deliberate over important decisions related to quality education and academic soundness (Pattillo, 2012; Zengele, 2017, p. 692).

Findings in the present study equally suggest that teacher commitment continues to dwindle on a daily basis due to so many attendant factors such as lack of teacher discipline and apathy to the teaching profession. Corroborating these findings, Modisaotsile (2012, pp. 4-5) found that in South Africa, about 20% of the teachers are absent on Mondays and Fridays, in some schools; teachers on daily basis work for an average of 3.5 hours in comparison to 6.5 hours (Modisaotsile, 2012, pp. 4-5).

Khalabai (2012, pp. 38-39); Naidoo (2017, p. 26); Pattillo (2012, p. 15) equally observed that some teachers flagrantly absent themselves from school, others are present at school; but do not teach, record high tardiness and ineffective teaching, a sign of "quiet corruption", being non-fulfilment of public servants in rendering services funded by governments, this especially is a common phenomenon across Africa with an attendant disproportionate pervasive impact on the poor with no substantial development in the polity (Molini, Arbache, & Habyarimana, 2010, pp. 1-2; Pattillo, 2012, p. 15). Ligaya et al. (2015, p. 228) evinced that better learners' achievement in

their academic exploration was not necessarily due to teachers' many years of acquired teaching experience but because of unhesitating teacher commitment to professionalism. This is could be so because teachers can be contemplated as the indispensable in-school impact factor, underpropping the standard of learner achievement (Snoek, 2012, p. 1).

5.3.2 Literature refuting the findings in this study

Just as it was being presented in this study, most literature in education views teacher professionalism to indicate ethical demands of teachers in the improvement of their profession and public image (Tichenor & Tichenor, 2005, p. 90; Zengele, 2017). In other words, professional teacher behaviour is being presented from a normative perspective which relates to meeting up with particular education quality in line with proficiency (Stronge, 2002, pp. 10-17; Tanang & Abu, 2014, p. 26).

This study does not exhaustively examine professional teacher behaviour from a sociological dimension of the unionism of teachers in the furtherance of their immediate self-interest (Cowen & Strunk, 2014), this practice is pronounced in the South African education system of today which may arguably be traced to the fight for education emancipation to improve on the work conditions of teachers, hence the emergence of a formidable teacher union, SADTU (De Clercq, 2013, pp. 1-4), with an implied agenda for the democratisation of education administration and supervision (Chisholm, 1999). De Clercq (2013) further argues that relevant literature in support of unionism with respect to teacher professionalism has described the teachers' union within the context of conservatism, self-serving pressure which challenges government reforms that heighten teachers' work system, irrespective of teachers' perspective for more qualitative teaching and learning (Demirkasımoğlu, 2010, pp. 2049-2050; Stevenson, Carter, & Passy, 2007).

Going by the contemporary scholarly debate, Demirkasımoğlu (2010, pp. 2049-2050); Sachs (2001, pp. 159-160) argue that teacher professionalism has two dimensions; "*old professionalism and new professionalism*". From the perspective of moving from the old to the new, this is can be regarded as "*transformative professionalism*" due to radical rethinking about what constitutes modern teachers' roles, challenges and reconfiguration of the teaching environment, thus teacher

professionalism metamorphoses into both a social and political master plan in promoting the repute of the teaching profession (Sachs, 2001, pp. 150-159). Hargreaves (2000, pp. 152-153) contends that such professional transformation can be traced to four different historical phases premised on contextual social realities of different countries; the phases being: pre-professional age, age of autonomous professional, age of collegial profession and post-professional age or postmodernism, (Demirkasımoğlu, 2010, p. 2050). The post-professional age, which is not exhaustively covered in this study, is marked by conflicts arising from forces and various interest groups (governments) with the intention to re-define teacher professionalism and de-professionalised teaching for possible flexibility and control (Demirkasımoğlu, 2010, p. 2050; Hargreaves, 2000, pp. 167-171). In the South African education context, the post-professional age relates to the struggle by the teacher union, SADTU, in bringing about professional emancipation for her members (Chisholm, 1999; De Clercq, 2013, pp. 1-4).

In conclusion, it appears that teachers' work ethics, in line with teacher professionalism, is important, worthy of note and might influence teacher commitment to a very large extent, especially in the post-professional age.

5.4 Learner achievement pressure features

In this section, I discuss findings regarding learner achievement pressure features possibly affecting teacher commitment. I equally answer sub-question 3: What learner achievement pressure factors affect teacher commitment?

5.4.1 Literature in alignment with the findings of this study

This theme reflects learners' achievement pressure features with the discussion of varied learner academic related challenges, deficient learning amenities, general learner behaviour deficit and the advancement of learner achievement pressure with the aim of establishing a conducive school climate for learners' academic achievement, teacher commitment, effective school administration, parental school participation and school community wellbeing.

Evidently, findings in the present study substantiate other findings from the literature regarding the school authority in connection with school teachers, parents and learners to initiate and press for high but realisable learning academic atmosphere

as an avenue to sensitise learners in cultivating healthy scholastic optimism which is respected by the school community (Othman & Kasuma, 2016; Yusof, 2012, p. 65). Teachers with eagerness for learner optimal academic accomplishment tend to identify with the school educational goals and become attached and committed to learner academic excellence through quality education via the promotion of teacher teaching methods to motivate learners' interest for better learner academic exploration (Altun, 2017).

Findings from the present study indicate that learners have many learners' achievement pressure challenges militating against academic progress and teacher commitment. Some academic achievement pressure challenges identified ranges from learner deficit basic academic knowledge to learner mass progression and learner poor study habits which might be anticipating learner poor achievement pressure. Currently, in the South African education system, some learners basically tend to drop out of school between Grades 11 and 12, simply because they are deficient in respect of foundational academic knowledge, yet such learners still in the school system experience automatic mass progression to their next grades, failing at Grades 10, 11 or 12. Consistent with the findings in the present study, Reddy et al. (2012, p. 7) argue that failing but progressed learners cannot academically advance when they are yet to master basic academic knowledge on which they must build successive learning. Undoubtedly, weak fundamental academic knowledge and mass progression may be one of the major challenges confronting many South African learners from excelling both in literacy and numeracy in academic engagements at either national or international academic tasks. For instance, learners in Grade 4 from South Africa who took a literacy test conducted by Progress International Literacy Study (PIRLS), 2016, with other 49 countries, left South Africa to emerge the first position from the rear.

Howie, Combrinck, Roux, Tshele, Mokoena, and Palane (2017, pp. 4-6) explained that 78% of learners from South Africa could not attain the least benchmark, 400 points, hence the learners could not read for meaning and be unable to extract foundational information to answer simple questions from the text. Comparatively, there was no significant difference from score points by Grade 4 learners who took the literacy test in 2011 (323) and those who wrote literacy test in 2016 (320) respectively (Howie, Combrinck, Roux, Tshele, Mokoena, & Palane, 2017).

Albeit, this study focuses on Grade 12 learner teachers' experiences about learner achievement pressure in Grade 12; terminal class, considering teacher commitment. However, making reference to lower-grades learner academic performance gives an insight into the academic strength and weakness of some learners who might eventually progress from lower Grades to Grade 12. The argument here is that teachers may not find it easy at Grade 12 class to ensure effective learner achievement pressure or academic optimism with crops of learners with deficient basic related knowledge. Reddy et al. (2012, p. 7) further argue in favour of requisite preparatory knowledge in moulding conceptual construct; ideally, this could have been done in the early years that learners' brain was malleable. So many cohorts beginning in Grade 1 hardly attain Grade 12, due to poor mastery of rudimentary skills preventing them to make further progress in education; commonly orchestrated by low standard academic interaction from home and the description of academic inputs from the school learning community (Reddy et al., 2012, p. 7) as evinced in the findings of the current study.

The likely socioeconomic implications of poor academic progression are that very few job opportunities are available at the labour market for those youth who are academically deficient (van der Berg, Burger, et al., 2011, p. 8). This is because the inability to progress academically beyond Grade 12 restricts job seekers to about 67% gaining employment while the ability to obtain a post-secondary education might put job seekers in the position where 87% of gain employment (Ndamulelo, 2016). In other words, high youth unemployment in South Africa is exacerbated by the inability to academically further education beyond Grade 12 (Spaull, 2013). Impliedly, low academically qualified youths are eventually indisposed to high income but predisposed to weak physical and mental health hazard and perchance, crime violence and substance abuse (Flisher et al., 2010, p. 238; Gasper, 2011, p. 558),.

Moreover, findings reveal that deficient school learning amenities could also be a discouraging factor contributing to poor learner achievement pressure and eventual inhibition of teacher commitment as indicated in the present study. In particular, Legotlo et al. (2002, pp. 114-117) highlight that inadequate learning resources and lack of accountability among officers responsible to ensure the fair distribution of scarce resources relate to low performance in Grade 12, apart from other learning debilitating factors such as the absence of student discipline in addition to low student

commitment, low teacher discipline, poor teacher morale as well as weak teacher commitment, unavailing policies emanating from school level together with inadequate organisational composition and immature managerial skills, teacher union disruptions and difficulties in executing collective agreements, the inability to implement government policies and deficient parental involvement. However, findings in the present study advocate for the improvement of learners' achievement pressure, which relate to learner school counselling and school advancement of varied teaching strategies to assist learners. School counselling for learners could reflect three domains; academic, career and personal or social developments, with some emphasis on developing learners' understanding through the use of appraisal consultations, classroom instruction and collaboration instruction (Nkechi, Ewomaoghene, & Egenti, pp. 40-41; Shaterloo & Mohammadyari, 2011, p. 268). Counselling has the potential to assist learners to learn better in understanding their individual academic capabilities, what future career to pursue and how learners can handle stress with emotional constraints possible of interfering with the ability to concentrate on studies, thus learners can be aided to develop resilience to manage or cope with life challenges (Mehmood, Hafeez, Hussain, & Chaudhry, 2011, p. 119).

The predisposition to varied teaching and learning strategies to a very large extent could improve learning abilities and eventual academic advancement of learners. This is so because teaching strategies help the teacher prepare before commencing a class. Such preparation relates with the elements involved in the curriculum such as learning procedures, inputs and outputs, learning feedback with certain methodologies in order to realise teaching and learning classroom objectives (Abu-Dabat & Alhamam, 2013, pp. 85-86). There seems to be a clear association between available learning strategies and academic achievement (Muelas & Navarro, 2015, p. 217), to achieve encompassing educational progress of learners, an effective school should plan strategically to reflect learners' intellectual and vocational development, socio-civic as well as cultural and personal expansion (Norviewu-Mortty, 2012, pp. 11-12).

Going by the nature of education in South Africa, findings from the present study relate to identifying and developing learner vocational skills which possibly could help academically struggling learners find their feet and sense of career direction on time, encourage a low-dropout rate and improvement in employability (Leke, 2010, pp. 21-

22; Rolf Stumpf & Gustav Niebuhr, 2012, p. 2). South African youths could benefit immensely from vocational education (Simon et al., 2014, pp. 18-21), where it's prioritised. Some countries such as the United States, Canada, Britain and Australia find Vocational Education and Training (VET) integral in the provision of sustainable education and employment opportunities apart from pure academically based education (Grubb, 2006, p. 10; Oates, 2013, p. 7). Teacher organisational commitment might be improved in such possible circumstances with varied education alternatives.

5.4.2 Literature refuting the findings in this study

Findings in the literature give the impression that there could be many other contributing factors not mentioned or exhaustively discussed in the present study that are equally important to note regarding aggravating poor learner achievement pressure factors. Ndamulelo (2016, p. 4) notes that back to 2014, going by the progress report from DBE, out of 86% learners within the ages of 16 to 18 years who began school, only 5% was able to complete Grade 12 at the completing age of 18 for Grade 12 learners. Some learners could not continue education due to the following eight reasons: difficult family commitment (11.6%), different medical ailment (including HIV/AIDS), (10.4%), some learners view education as of little value (9.4%), those struggling to find their way to school (0.5%), learners who are complacent with their level of education(7.8%) and those learners with no particular reasons (12.3%); on the aggregate, (40%) other factors that were not mentioned in the findings of the present study are also contributing factors to a low number of candidates writing matric at Grade 12. By implication, findings in this study in relation to low academic achievement and low turnout of matric candidates cover about 60% ("8 reasons why kids dropout " 2015, p. 2). This is an appreciable percentage in the findings of the subject of inquiry generated in this study.

More also, in the present study, though implied in the literature section of this study, I could not generate data to assess teachers' academic competence or pedagogical know-how to find out if teachers' level of academic strength in relation to subject content knowledge and subject content delivery could be a strong factor for poor basic knowledge acquisition of learners and their dearth of good academic performance (Obot, 2014), in matric results. Fong-Yee and Normore (2013); Metzler

and Woessmann (2012); Ndlovu, Amin, and Samuel (2017); Obot (2014); Shepherd (2013) found that teacher subject content knowledge was a significant predictor of learner performance.

Summarily, in this section, it is obvious that certain challenges confront learner achievement pressure, peculiar to the South African education system. However, discussion evinces the hope of proffering solutions to inhibitive learning problems so that teaching and learning could be a worthwhile experience for all stakeholders of education in the country. Next, I discuss Theme four.

5.5 Level of parental influence on institutional vulnerability

In this section, I discuss findings relating to institutional vulnerability factors that influence teacher commitment. I equally answer the last sub-question: What institutional vulnerability factors influence teacher commitment?

5.5.1 Literature in alignment with the findings of this study

This theme indicates discussion on the level of parental influence on an institutional vulnerability in relation to parental activities in school-related matters (parental school involvement and parental low learner school homework assistance), parental social and financial status (parental weak socioeconomic status, deficient parental learner home guidance and parental guidance and counselling).

The results in the current study are consistent with literature findings that there are likely institutional vulnerability factors that could influence teacher commitment. The school as an institution could experience vulnerability; especially where the school principal and teachers are not completely guarded against external pressures. They might continually be on the defensive (Hoy et al., 2002, p. 42), and this may not portend strong teacher commitment (Othman & Kasuma, 2016). In the present study, teacher participants felt that parental involvement is crucial to teacher commitment and learner successes. Interestingly, inadequate parental involvement could be an implied factor of school vulnerability when parents are found wanting in their responsibilities towards learners and the school.

On the issue of parental school involvement, results from the current study reveal that some schools hardly enjoy parental involvement in learners' school-related

activities, which may be due to parental complacency about school matters, (Hornby & Lafaele, 2011, p. 39; Manilal, 2014, p. 19; Parveen, Hussain, & Reba, 2016, pp. 67-70). This study equally records low parental learner school homework assistance, constituting a challenge to teacher commitment, especially when learners are not assisted to complete a home assignment from the school, due to the low parental academic background (Hornby & Lafaele, 2011, p. 41; Jooste, 2011, p. 22). Importantly, academic achievement as well as school associated development of learners, to a greater extent, can be influenced by parental intellectual or scholastic socialisation which is reflected in parental education-related philosophy and academic expectations (Hill, 2001, pp. 686-687; Joe & Davis, 2009, pp. 261-262; Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010, p. 129; Taylor, Clayton, & Rowley, 2004, pp. 163-164; Yamamoto & Sonnenschein, 2016, p. 183). Inability to devote time to aid learners' parent work-related issues and learners staying far away from their parents because of one reason or the other are debilitating factors that might put parents in a difficult position to assist learners complete school homework (Adele, 2017; Mupa & Chinooneka, 2015; Parveen et al., 2016). Where parental learner school involvement is active, learners tend to perform better both academically and morally (Griffith, 2001). This, of course, could aid teacher commitment, especially in most public schools where parental socioeconomic status is low (Kuru Cetin & Taskin, 2016). Parental involvement or participation is crucial to improving learners' academic achievement, hence for optimal benefits in education, learners' education should not be limited to teacher-learner relationship alone but should expand to incorporate vibrant parental involvement (Mahuro & Hungi, 2016).

Findings in this study equally showed that parental learner socio-financial status plays an indispensable role in the education of learners. Parents who are resource-constrained and economically disadvantaged may not be able to afford or put to bear more financial value to the education of their learners (Bower & Griffin, 2011, p. 79; Hornby & Lafaele, 2011, p. 41) compared to parents who are readily financially predisposed and can easily assist learners with the provision of improved learning conditions (Ellis, 2017, p. 23). Parental involvement in learner school activities may be curtailed due to many factors of which socioeconomic status of parents is one (Adele, 2017, p. 22).

Findings in the current study also propose for parental counselling on how to help parents guide and manage their learners. School organised informative programmes on parenting do have a positive impact (Kuru Cetin & Taskin, 2016) to help families develop good relationship with the school, increase learner achievement, improve on sustainable communication and enrich parental contributions to education (Bower & Griffin, 2011, pp. 78-85; Cozett & Condy, 2016, pp. 2-10; United Nations Educational & Organisation, 2014, pp. 18-28). Epstein (2008, pp. 10-12) and Epstein et al., (2018, pp. 66-88) propose six categories of involvement in a planning model that could aid parents to train their learners to reflect both sound academic achievement and positive behaviour. The parental involvement plan model relates with: “*parenting, communicating, volunteering, learning at home, decision making, collaborating with the community*” (Epstein, 2008; Epstein et al., 2018, pp. 66-88).

Kuru Cetin and Taskin (2016, pp. 115-117) found that the involvement model revealed that the *parenting* action plan relates to the school presenting systematic with spontaneous programmes to parents on how to understand and manage both physical and mental adolescent developmental challenges. *Communicating* (Epstein et al., 2018) aligns with the need to have teachers and parents communicate with each other because there is a need to always have feedback from both parties. Parents get and give all necessary information about learners to help parents take cognisance of what activities learners engage in on a weekly basis (Epstein, 2018). *Volunteering* relates with recruiting and training parents as mentors and coaches on how to aid learner activities as well as school programmes; sometimes parent volunteers are scheduled to give talks on careers and talents to learners with the aim to improve learner development skills (Epstein et al., 2018). *Learning at home* associates with designing activities for learners and their parents which can be done at home to reflect goal setting about report cards and how parents can make provisions to support learners who need additional assistance to excel in their studies. *Decision making* (Kuru Cetin & Taskin, 2016, pp. 115-117) is all about adding parental voice to mission statements development, design, review and improvement of school policies which influence learners and parents positively, while the last category in the involvement model, *collaborating with the community* (Epstein, 2008, pp. 10-12) spells out how parents and learners can benefit from civic, cultural, religious and business organisations, tertiary institutions and government agencies

that could strengthen school programmes for learners and their families (Epstein et al., 2018, pp. 10-12).

Such developing programmes include the provision of directories to identify tutorial exercises, school recreation, health services, part-time jobs and summer programmes (Epstein, 2008; Kuru Cetin & Taskin, 2016, pp. 115-117). With programmes on parenting which is systematically arranged to train parents, parents might improve on how to understand and train learners from home with the resultant effect that learners improve academically with good behaviour at home and in the school, (Epstein et al., 2018, pp. 66-88; Epstein et al., 2018). Cordiality in the relationship between parents and the school could result in successful and productive development (Griffith, 2001), learner self-esteem, social behaviour, improved school climate, positive parent learner communication, a decrease in school dropouts and encouraged school attendance (Michael, Wolhuter, & van Wyk, 2018, p. 59; Parveen et al., 2016, p. 240), possibly yielding a heightened teacher commitment.

Rosenblatt and Peled (2002, p. 353) argue that its more than likely that parental school involvement might be due to the level of trust or confidence parents have in the school. Trust involves having confidence that people will perform based on one's expectations of what they claim they can do (Khodyakov, 2007, p. 121). In other words, the support of parents in form of positive parental school involvement and the trust in the school may bring about teacher commitment (Gürol & Kerimgil, 2010) and ultimate improvement of learner academic performance.

Summarily, parental school-based involvement could be viewed from two dimensions; school communication (it relates to maintaining contiguity between parents and the school workforce to share information about learner progress, together with discussing potential learner problems), and school participation (this entails parental wilful availability in school activities and functions as well as engagement in school governance) (Chindanya, 2011, p. 26; Menheere & Hooge, 2010, pp. 153-154).

5.5.2 Literature refuting the findings in this study

As earlier mentioned in Chapter 2 of this study, findings in Douglas (2010a) and Smith (2009) regarding institutional vulnerability as a dimension of school climate in the

USA among primary school teachers could not predict teacher commitment, these findings also corroborate that of Raman et al. (2015) and Yusof (2012) who found that institutional vulnerability was not a strong predictor of commitment among primary school teachers in Malaysia (Raman et al., 2015). The findings of the four mentioned studies contradict findings in the present study with respect to institutional vulnerability impacting teachers' commitment in South Africa. These disparities in findings could be that American system of education and that of Malaysian are more advanced than that of South Africa or due to disparities in contextual social implications.

Scholarly, the present study focuses on teachers' experiences in post-primary schools while other studies mentioned earlier focus on teachers' experiences at the primary school level. Most likely, there could be varied factors in the explanation of school climate and teacher commitment paying attention to the peculiarities in both school structures. Moreover, viewing South Africa with its peculiar education challenges putting into recognition the social and economic status of some parents, might help to understand or explain the type of schools, learners attend, be it a well or poorly resourced schools.

In conclusion, institutional vulnerability, as a dimension to school climate in the present study, is imperative to teacher commitment, putting into consideration the contextual socioeconomic realities in South Africa.

5.6 MAIN RESEARCH QUESTION

5.6.1 How do school climate dimensions explain teachers' organisational commitment?

This study aimed at exploring the in-depth experience and understanding of teachers in relation to school climate dimensions (collegial leadership, professional teachers' behaviour, learner achievement pressure, and institutional vulnerability) and teachers' organisational commitment. The present study was able to achieve studying the phenomenon of investigation as it gives an insight into how teachers of Grade 12 learners experience school climate aspects or dimensions and teacher commitment. With the use of semi-structured interviews, observation, field notes and

reflective journal as my sources of data collection and existing literature, I provide answers to the main research question posed in this study.

Collegial leadership

According to Othman and Kasuma (2016) collegial leadership, as a sub-set or dimension to school climate, relates with the ability of the principal in working with teachers as fellow colleagues in progressing the aim of actualising organisational tasks. Through the principal as the school leader, organisational justices (procedural, distributive and interactional justice) are ensured of maintaining organisational equity (Arogundade, Arogundade, & Oyebanji, 2015, pp. 606-608; Gayipov, 2014, p. 80; Orzea, 2016, p. 147).

Essentially, the school principal creates avenue for teachers to be part of the decision-making process in matters bordering on the school matters, so that teachers can feel wanted in the process and progress of running the school (Orzea, 2016, p. 147) For instance, where teachers can have an influence on strategic decisions such as class over crowdedness, learner behaviour and general school issues that directly or indirectly affect teachers, this may motivate teachers to create a conducive atmosphere for learning and teaching (Firestone & Pennell, 1993, p. 500) as indicated in the findings of the present study.

Importantly, the principal in the practice of collegial leadership can be trusted by teachers (Hoy et al., 2002) and may get support from teachers in the development and growth of the school as teachers become more committed having a sense of ownership of the school (Mulford, 2003). Emmanouil et al. (2014, p. 38) support that leadership is all about the capability of the principal to support, motivate and inspire teachers positively in maximising their inherent ability and skills in the accomplishment of school goals. To assist teachers to perform, the principal should plan a supportive atmosphere which can ensure confidence and development programmes for teachers and carefully define school values and visions in accordance with teachers' value plans (Hamid et al., 2013, p. 786).

Professional teachers' behaviour

Teachers' professionalism as a determinant of teachers' commitment is the ability to have autonomy, respect and support for colleagues and self-determination and commitment to students (Hoy et al., 2002). Professional teachers' behaviour being a

unit or dimension to school climate, relates positively with teachers' organisational commitment (Othman & Kasuma, 2016, p. 22). Teachers could unite to form a strong work team to carry out school organisational task. Izzati et al. (2015, p. 34) support that, professionalism in line with quality teaching, applying good work ethics forms the yardsticks in figuring out teachers' commitment in relation to school organisational tasks.

Yusof (2012, p. 71) found that professional teachers' behaviour is a significant determinant of teachers' commitment of all four sub-dimensions of school climate. Similarly, the above-mentioned finding agrees with the finding of Smith (2009) who found that a strong relationship exists between teachers' professional behaviour and organisational commitment. Mulford (2003) contends that, when teachers jointly work purposefully and meaningfully, they may still be in the teaching profession because they share the feelings of aiding one another in performing organisational tasks.

In the present study, teachers express team effort in helping learners achieve academically. Some teachers also, in their own individual capacity, in a kind of behavioural organisational citizenship, go the extra mile to organise classes after school hours or weekends to help improve the academic performance of learners, especially those who lag in certain subjects.

In this study, teachers recognise the importance of teacher self-efficacy, hence they attend government-sponsored conferences, seminars and workshops to improve their abilities (self-efficacy) in their various teaching disciplines, (Gibbs, 2003; McBryde, 2013, pp. 9-12), teachers also attend ICT training to get abreast of technological know-how related to teaching as a way of building confidence in teachers to teach learners in the computer age (Yoo, 2016). This finding agrees with that of Albayrak and Aydin-Unal (2011, p. 188); Ross and Gray (2006, pp. 58-59) who found that professional development programme for mathematics teachers aided their skill in the teaching of mathematics. To improve on self-efficacy, individuals apprise choice or decision about available resources such as effort and time, and can then allocate these available resources to task level commitment (Beck & Schmidt, 2015; Human-Vogel & Rabe, 2015). The present study also found that lack of teacher job motivation, poor teacher job satisfaction and workload weaken teacher commitment while teachers get more committed to teaching where the mentioned exacerbating commitment factors are not present (Guyen, 2013).

Nonetheless, this study also finds that some teachers seem to lack professionalism; such teachers are always absent from school, hardly attend classes, displaying “silent corruption” (Modisaotsile, 2012; Pattillo, 2012; Spaul, 2012), teachers in politics may not equally display thorough scholarship and hence show low commitment to school tasks (Pattillo, 2012; Zengele, 2017, p. 692). As of today, it is becoming extremely difficult in South Africa to check properly the activities of teachers due to professional exclusiveness, (no third party), government finds it a bit challenging to reintroduce school inspectors or quality assurance personnel in schools as SADTU, the teacher professional body, kicks against government’s ideas in this regard (Nkambule, 2011).

In conclusion, premised on the aforementioned, the South African education system faces poor work ethics, low content knowledge of some teachers, poor parental and low community teacher support, inadequate guide from education authorities and weak teacher morale (Human-Vogel & Morkel, 2017, p. 1; Mouton et al., 2013, p. 31). From the above discussion, literature confirms that teachers’ professional behaviour, as a sub-school climate factor, could influence teachers’ commitment.

Learner achievement pressure

Learners work hard to score high grades in examination or tests while fellow learners and teachers respect such students for displaying academic shrewdness. To support a high academic standard, principal, teachers and parents put pressure on learners for high quality and school development (Othman & Kasuma, 2016, p. 96). Hoy et al. (2002, p. 47), in their study, trying to evaluate the association between organisational climate and faculty trust, found that, learners’ achievement pressure, of all the four dimensions of school climate, aids the clients (parents and students) to build trust in teachers, and such trust, in turn, assists teachers in getting more committed towards the achievement of excellence. Teachers equally improve their collective self-efficacy to improve optimally learner academic performance. The above finding confirms that of Othman and Kasuma (2016, pp. 96-99) that teachers get more committed to the achievement of learners and that of the school when they cooperate to get the reward of teaching as a team. Where such academic climate prevails, teachers in this environment may develop an affective attachment to the values of their school in line with activities in the school (Buchanan, 1974, p. 533). Also, the importance of

vocational education should be strengthened to assist learners with a low academic ability to excel in vocation-oriented career-related development or Vocational Education and Training (VET). Western countries such as the USA, Canada, Britain and Australia find vocational education imperative in providing viable education and employment (Grubb, 2006, p. 10). On the contrary, many countries in Sub-Saharan Africa keep their youths unduly long in school due to unavailable alternative education opportunities, while advanced countries with the provision of meaningful post-school Technical and Vocational Education and Training (TVET) aid learners to excel (Eicker, Haseloff, & Lennartz, 2017, p. 13). This kind of school environment could impliedly encourage teacher commitment.

However, some learners today lack academic commitment, are not disciplined and lack certain basic academic knowledge, (Reddy et al., 2012; Spaul, 2012; Spaul, 2013), yet they get mass progression to move to the next class even when they are not academically sound. Teachers claim that the mentioned learner associated achievement challenge could be part of the reasons learners fail both in school tests and the NSC (matric) examination (Legotlo et al., 2002, pp. 114-117).

The issue of low school infrastructure and overcrowding in class, might be a serious problem in most government schools, (Legotlo et al., 2002; Staff, 2015), and is coupled with poor parental school involvement (Hornby & Lafaele, 2011, p. 39; Manilal, 2014, p. 19; Parveen et al., 2016, pp. 67-70). Some learners are violent and take drugs (Carnoy et al., 2012, p. 66), abuse substance, move with wrong peers (Mnguni (2014, pp. 17-20), learners also assault teachers (Human-Vogel & Morkel, 2017, pp. 1-2). Cases of physical and sexual abuses by learners are reported most times on mass media in the country (Mncube & Madikizela-Madiya, 2014, p. 43), it is not uncommon to find such cases of varied social ills feature in South African schools (Human-Vogel & Morkel, 2017, p. 1). The aforementioned challenges could be inhibitive to learner academic achievement in some schools.

Mamogale (2016, p. 1) adds that teacher low morale with poor commitment, uninformed administrative skills, inability to implement government policies and teacher-union school calendar suspension (Mamogale, 2016, p. 1) pose a challenge to education in the country. Lack of texts books, high tuitions, poor teaching, inadequate school facilities, teachers' strikes and absenteeism (Staff, 2015, p. 3) are

common experiences for learners attending some government schools in South Africa.

Summarily, with the features highlighted about learners and the South African schools, it might be difficult to have serious student achievement pressure in many of the schools confronted by such mentioned challenges with low teacher commitment.

Institutional vulnerability

Institutional vulnerability as a dimension of school climate relates to the level of susceptibility of the school to external school forces from some vocal parents or influential member of the community, whereby the school administrative system could be altered. Hoy et al. (2002, p. 42), contend that a school could undergo high vulnerability or susceptibility where both principal and teachers feel unsafe from external forces. Such feelings of lack of safety from external forces could result in situations where staff members must be on their guard while trying to perform administrative tasks. Othman and Kasuma (2016) argue that highly susceptible school systems may pose a challenge to teacher commitment, especially where teachers cannot secure community support.

Epstein et al. (2018), however, caution that it might be impossible for a school to work alone, the school needs both the parents and the community to jointly work as a team and help learners develop positive attitudes towards schooling. Where such a team is formed, parents and teachers share common philosophies about learners' education and learners could be more committed to school homework and reduce absenteeism from school (Epstein et al., 2018). Mutual cooperation between teachers and parents could bring about tangible learner outcomes (Griffith, 2001) which may yield teacher commitment.

Rosenblatt and Peled (2002) expound that a school with a high ethical school climate might secure more parental school involvement, while a poor school ethical climate might be inverse to parental school involvement. Khodyakov (2007, p. 121) adds that trust is imperative in any relationship and this can foster commitment (Khodyakov, 2007, p. 121).

However, in the present study, parental support is deficient (Mamogale, 2016, p. 1). This is so because a lot of parents seem not to attend parent-teacher meetings, instead only a few parents do. This study supported the need to teach parents on parenting programmes organised by the school (Epstein, 2008; Kuru Cetin & Taskin, 2016) so that parents can communicate challenges about learners to the school and also partake meaningfully in the running of school (Bower & Griffin, 2011, pp. 78-85; Cozett & Condy, 2016, pp. 2-10; United Nations Educational & Organisation, 2014, pp. 18-28).

Moreover, this study also found that the socioeconomic status of parents relates to the degree to which parents could support learners' academic achievement in school and at home, this will also to an extent decides if a learner attends a resourced or under-resourced school. In South Africa, a big socio-economic gap exists between the poor majority and the rich minority (Govender, 2013; Ndamulelo, 2016; Spaull, 2012; Spaull, 2013).

To an extent, school climate plays a significant role in the determination of teachers' commitment, whether affective, continuance or normative. Findings by Douglas (2010a) and Smith (2009), in the USA, showed that institutional vulnerability, as a school climate dimension, did not predict teachers' commitment but collegial leadership, professional teachers' behaviour and learner (student) achievement pressure, as school climate dimensions, were significant predictors of teachers' commitment respectively (Raman et al., 2015). So also, Raman et al. (2015); Yusof (2012) found that institutional vulnerability did not predict teacher commitment in their studies in Malaysia. I assume that such results could be due to the advanced state of education in United States of America and Malaysia, being a more developed environment, particularly in America, where more parents are socially and economically viable in matters of education. In this study, institutional vulnerability seems conversely more related to teacher commitment compared to other studies. Summarily, the four dimensions of school climate influence teacher organisational commitment to a large extent as seen in the present study, while in other studies three of the dimensions to school climates are seen as more significant (Douglas, 2010b; Noordien et al., 2010; Othman & Kasuma, 2016; Raman et al., 2015; Smith, 2009; Yusof, 2012).

5.7 Contribution of the study to the corpus of knowledge

5.7.1 Theoretical contribution

The present study examines how teachers experience school climate dimensions (collegial leadership, professional teacher behaviour, learner achievement pressure, and institutional vulnerability) and teacher organisational commitment. This study contributes to the corpus of knowledge in education, especially in different ways about school climate and teacher commitment, taking cognisance of the peculiarity of the South African education environment. Available international literature (Douglas, 2010b; Othman & Kasuma, 2016; Raman et al., 2015; Smith, 2009; Yusof, 2012), appear to provide more sources of information on the phenomenon of study, though the available studies fundamentally examined the enquiry at the primary or elementary school level.

There seems to be a research gap with respect of school climate dimensions mentioned and teacher commitment, hence in the South African context, the literature appears limited with respect to this object of inquiry. The focus of the present study is on the feelings of teachers at the high secondary school level. I am not aware of many studies in the South African setting considering the topic of inquiry for research (Cohen et al., 2009; Loukas, 2007; McEvoy & Welker, 2000). Essentially literature comments about school climate factors but is reticent on studies regarding teachers' experiences in connection with associating school climate features with teacher organisational commitment, paying attention to the South African environment (Msila, 2014).

This study provides contributions in assisting professionals and psychologists in the understanding of how teachers commit by careful examination of the theoretical framework underpinning this study; theoretical explanation of commitment in relation to organisational commitment and work environment, job satisfaction and job motivation. Theoretically, self-identity, self-efficacy and meaningful commitment, self-regulation, resource investment and availability of quality alternative can explain the reasons individuals (teachers) behave in certain ways at tasks settings (Human-Vogel, 2008, p. 120; Human-Vogel & Dippenaar, 2013, p. 197; Human-Vogel & Rabe, 2015, p. 61; Vogel & Human-Vogel, 2018, p. 12). Teachers at a certain time can

exhibit affective commitment, continuance commitment or normative commitment depending on the school climate circumstances prevailing at the work environment (Allen & Meyer, 1996; Cohen, 2007; Ebeh et al., 2015, p. 1216; Meyer & Allen, 1991, 1997).

Furthermore, psychologists in the educational domain can elucidate the theoretical and practical implications, antecedents and consequences of the three components of commitment (affective, continuance and normative) as conceptualised by Meyer and Allen (1997) and Meyer et al., (2017) in their Tri Component Commitment Model (TCCM) to assist stakeholders of education on informed knowledge about organisational behaviour and workplace. More also in this study, I discussed the fact that the understanding of commitment as a concept is not limited to the Tri Component Commitment Model of Meyer and Allen (1997), for instance, the *Investment Model Scale* by Rusbult et al. (1998, pp. 358-359), explains the possibility of individuals' commitment to a goal when they have much investment in a relationship or lack alternatives, though basically the investment scale relates to the romantic interpersonal relationship context, yet commitment can be explained further by applying the investment scale in a non-romantic environment to organisational behaviour or commitment and the *Meaningfulness Scale* explains the tendencies of people's commitment to a course when individuals' identity and what individuals term as meaningful, compel them to commit, people then do away with competing for behavioural options and sacrifice to meet up with meaningful commitment as well as identifying related commitment (Human-Vogel & Rabe, 2015; Human-Vogel & Van Petegem, 2008, p. 121).

This study theoretically contributes to research by examining the influence of the four dimensions of school climate in relation to teacher commitment as discussed in this research and possible factors to explain the school environment issues in the South African setting.

5.7.2 Practical contribution

Being a major rationale for this study, the yearly general poor performance of some learners in the matric examination; has generated concern for stakeholders of education, particularly the South African government which continues to get agitated and worried, hence a series of debates is ongoing and studies are yet to cover

enough ground regarding “school climate and teachers’ organisational commitment” from the milieu of South Africa.

From the outcome of this study, it shows that school climate dimensions (collegial leadership, professional teacher behaviour, learner achievement pressure and institutional vulnerability) have a lot to do with the understanding of how teachers are committed to organisational tasks (Raman et al., 2015). Findings further reveal that school climate could foretell unhealthy as well as closed school climate in situations where teachers are not well motivated, with a resultant weak teacher commitment to school tasks and this could also adversely affect learners’ performance academically and otherwise, leading to school organisational goals getting defeated.

Teachers come with personal goals to the teaching profession, hence teacher behavioural commitment may rest on the three levels of commitment as explained and understood in adapting the TCCM proposed by Meyer and Allen (1997) and Meyer et al., (2017). The TCCM as earlier discussed, form the theoretical framework underpinning this study. In South Africa, teacher commitment can be improved upon to bring about learner achievement if policymakers of education understand the TCCM theoretical framework from the perspectives of teacher commitment and their school conditions or climates and the possible practical implication this could portend for education.

5.7.3 Methodological contribution

From earlier literature reviewed through a quantitative approach, I assume that studying this topic from the positivist-quantitative paradigm; many researchers (Douglas, 2010b; Othman & Kasuma, 2016; Raman et al., 2015; Smith, 2009; Yusof, 2012) have not been able to explore nor understand the in-depth complexities associated with this phenomenon of enquiry using objective, numerical or statistical analysis. The scholarly imperativeness of the present study is that it appears that, considering the object of the phenomenon from a qualitative-interpretivist paradigm lens in soliciting an in-depth inquiry and exploration of the experiences of teachers teaching Grade 12, learners, some nuances that could not be quantified in the explanation of school climate and teacher commitment emerged to inform my understanding of the topic for this study from a South African perspective.

The qualitative method allowed the researcher to dig deep into the object of the phenomenon and a resultant effect of rich data generation in the understanding of the research topic came into the limelight. Though the findings from this study may not be generalised due to the subjectivity involved in the collection of data, the findings show that the research approach employed in this study aided the researcher to unravel in-depth personal experiences and split shades of meanings teacher participants hold about the study topic, which may not have been possible by applying quantitative approach as evident in a substantial amount of available international literature purview within the quantitative research orientation.

5.7.4 Recommendations

In making recommendations, therefore, with the understanding of the various conceptualisations of commitment, educational psychologists can offer informed knowledge to help in influencing how stakeholders of education (government, education department, the principal as well as the teaching community) treat the interest of teachers in line with education organisational expectations or outcomes, so that teachers might commit themselves to organisational goals which also reflect the aspirations of the teachers (Hamid et al., 2013, p. 786).

5.8 Limitation of the study

One of the limitations of the present study might be not being able to generalise my findings as an interpretative researcher. Though I paid close attention to ensuring quality assurance criteria, the fact still is that researcher subjectivity might have influenced the study, particularly when data collection and interpretations were in progress. However, to reduce researcher subjectivity, members checking came to focus to ensure that generated themes were rightly interpreted without subjectivity. Also, with my supervisors, I was able to conduct peer inspection. More importantly in Chapter 1, I made a clear statement with respect of my working assumptions and stance, this was to make the reader and myself conscious of likely subjectivity that could arise during the process of this study.

Another limitation met in this study, was the prohibition of video recorder devices by gatekeepers at the research sites. No detailed explanation was given about why the researcher could not be allowed to videotape classroom observation except for one

gatekeeper who categorically said that the use of video in class might inhibit learners' concentration. However, I assume that the topic for my study; "school climate and teachers' organisational commitment" with respect of teachers of Grade 12 learners, is a bit sensitive, going by the continued weak performance of Grade 12 learners in the yearly national matric exam in the country and the critique from various stakeholders of education in the media. So, with this constraint, I was only able to make use of audio recording interviews, field notes on informal observation and a reflexive journal as my main sources of data collections. I, therefore, made judicious use of the three data collection methods available to ensure in-depth study of the phenomenon. Nonetheless, I strongly feel that the Department of Basic Education in Gauteng should liaise with prospective gatekeepers on the need to give potential researchers free access to data collection in as much as such accessibility does not go contrary to the ethical standard of research. Such ethically guided accessibility will afford a researcher the opportunity of generating various data from many sources to further triangulate data in a study.

5.9 Recommendation for further research

To promote school climate and teacher commitment, it is worthwhile to periodically carry out empirical studies on the interrelatedness of school climate together with teacher commitment in this speedily changing education environment. It might be of interest for future research to examine school climate and teacher commitment at the intermediate secondary school level and the primary school level in South Africa, to see how the phenomenon works similarly or differently from that of the Grade 12 so that learners can benefit more from education in the country and possibly for systematic and development comprehension of the topic. Though some of the emerging themes in this research underprop existing literature, (Douglas, 2010b; Othman & Kasuma, 2016; Raman et al., 2015; Smith, 2009; Yusof, 2012), other themes came up which might be of interest in further investigation of school climate and teacher commitment. For instance, the influence of a too much learner-centred approach, need for parental counselling, identifying learner potential skills and how these could constitute or modify the phenomenon of inquiry. Essentially, this study gives room for further research or the possibilities of adding a new facet to the existing literature.

5.10 Conclusion of the Chapter

In this last Chapter, I used existing literature and findings from this study to answer the secondary research questions and the main research question posed in this study. I also examined literature at instances where the findings from this study are silent compared to what have been exhaustively discussed which literature deliberated upon to reflect my view about the inexhaustibility of the topic. Acknowledging such literature adds to the objectivity of a researcher as proved in this study. This chapter ended with a discussion of contributions to the frontier of knowledge, theoretically, practically and methodologically. I equally discussed limitations encountered and suggested recommendations for further research in this study.

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APPENDICES

Appendix A: Interview schedule

Appendix B: GDE research approval letter and informed consent forms

Appendix C: Transcription interview scripts

Appendix D: Field notes

Appendix E: All identified codes based on alpha codes and tallies

Appendix F: Codes based on research questions

Appendix G: Word cloud visualisation of codes, categories and themes

Interview schedule

The aim of this schedule is to find out from teacher participants their varied understanding and meaning about the object of research inquiry.

1. What are your teaching experiences in your school in respect to the school environment? Why teaching instead of another job
2. Looking at the teaching profession generally, do you enjoy being a teacher and teaching?
3. What might want you to quit the teaching profession and why?
4. What kind of leadership style currently operates in your school?
5. What is your knowledge about collegial leadership style?
6. Do you have a say when the principal takes organisational decisions that affect your personality and work as a teacher in your school?
7. What do you understand about teacher professional behaviour? How can you describe teacher collegiality in your school? What do you enjoy from social support of fellow colleagues during the day to day activities in the school?
8. What extra activities do you engage to improve your knowledge and the academic performance of students in your school?
9. What are the self- motivating factors that give you a sense of fulfilment as a teacher?
10. How would you describe parents in terms of their relationship with teachers in your school? What can you say in respect of parental care towards their children in your school?
11. How would you describe your students in terms of academic performance, attitude towards teachers and their fellow students?

GDE research approval letter and Informed consent



GAUTENG PROVINCE
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GDE RESEARCH APPROVAL LETTER

Date:	04 April 2017
Validity of Research Approval:	06 February 2017 - 29 September 2017 2017162
Name of Researcher:	Adeniran Gregory Adewusi
Address of Researcher:	University of Pretoria, Department of Educational Psychology, Faculty of Education
	Pretoria, 0002
Telephone Number:	061 754 1963
Email address:	gregade4all@gmail.com
Research Topic:	061 754 1963

	School Climate and Teachers' Organisational Commitment : A case study of selected high schools in Tshwane, Pretoria South Africa
Number and type of schools:	Nine Secondary Schools
Districts/HO	Tshwane North, Tshwane South And Tshwane West

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. *Faith Tshabalala* 06 (04/20

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 ██████████

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488 .

Email: Faith.Tshabalala@gauteng.govza

Website: www.education.gpg.gov.za

above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below 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. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and

telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

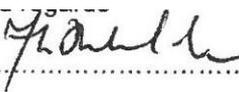
12. On completion of the study, the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

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

Kind regards



Ms Faith Tshabalala

CES: Education Research and Knowledge Management

DATE: 06/04/2017

2

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Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za



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UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Department of Educational Psychology

08/05/17

Dear Principal,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN XXX SCHOOL

I am Adeniran Gregory Adewusi Gregory, PhD research student from the Department of Educational Psychology, University of Pretoria. My research topic is "School climate and teachers' organisational commitment: A case study of selected public high school teachers" in Tshwane Municipality, Pretoria, South Africa. The aim of my study is to explore Grade 12 teachers' experience on the phenomenon in school and to further establish what factors impact teachers' commitment in the teaching profession.

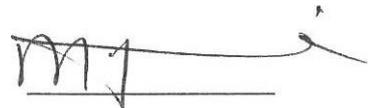
The end product of the research could possibly contribute to our knowledge on organisational commitment in particular. The contribution of this research could also inform institutional policy to unfold information on areas to enhance school internal organisational structure, learning environment, efficiency and student academic performance.

I hereby request for the permission to conduct an audio recording semi-structured interview and classroom observation of three Grade 12 teachers for my sample, in your school. This recording is scheduled to last, approximately 35 minutes. I intend to be a relative outside observer during the classroom observation while I take field notes.

Both the interview and observation will be conducted at the participants' convenient time. Participants are at liberty to withdraw from the study at any stage. In line with the University ethical rules, information provided by the participants shall be treated anonymously and with all confidentiality.

If you consent to my conducting of research in your school, please fill in the consent form below. If you have any questions, please do not hesitate to contact me, or my supervisor.

Your cooperation is highly solicited. Thank you in anticipation for your cooperation



Yours sincerely,

Adeniran Gregory Adewusi

Student

gregade4all@gmail.com

Dr Funke Omidire

Supervisor

funke.omidire@up.ac.za

Declaration of consent

If you are willing to participate in this study, please sign this letter as a declaration of your consent. Signing this letter indicates that you understand that your participation in this project is voluntary and that you may withdraw from the research project at any time. Under no circumstances will the identity of the school or research participants be disclosed or published to any third party/ organisation that may be involved in the research process.

I _____ (your name), principal of _____

agree to allow Adewusi Adeniran Gregory to conduct research in this school. The topic of research being: "School climate and teachers' organisational commitment: A case study of selected public high school teachers"

I agree that the researcher conducts the research with the aid of audio recording devices during lessons and interviews with the participating teachers. I understand that the researcher subscribes to the following principles:

• Voluntary participation- participants may withdraw from the research at any time during the study.

- Informed consent- research participants will at all times be fully informed about the research process and purposes and must give consent for their participation in this research.
- Safety in participation- participants will not be subjected to risk or harm of any kind. • Privacy- meaning that the confidentiality and anonymity of human participants will be protected at all times.
- Trust, participants will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

Principal's signature: _____ Date: _____



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Department of Educational Psychology

08/05/17

Dear Participant,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN XXX SCHOOL

I am Adewusi Adeniran Gregory, PhD research student from the Department of Educational Psychology, University of Pretoria. My research topic is "School climate and teachers' organisational commitment: A case study of selected public high school teachers" in Tshwane Municipality, Pretoria, South Africa. The aim of my study is to explore Grade 12 teachers' experience on the phenomenon in school and to further establish what factors impact teachers' commitment in the teaching profession with the hope of bridging the gap in existing literature.

The end product of the research could possibly contribute to our knowledge on organisational commitment in particular. The contribution of this research could further inform institutional policy to unfold information on areas to enhance school internal organisational structure, learning environment, efficiency and student academic performance.

I would, therefore, like to invite you for an audio recording semi-structured interview and classroom observation with the intention of gathering data for this research. The interview is scheduled to address the followings:

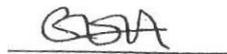
1. What collegial leadership factors influence teacher commitment?
2. What professional teacher behaviour factors influence teacher commitment?
3. What learner achievement press factors affect teacher commitment?
4. What institutional vulnerability factors influence teacher commitment?

This interview recording should take approximately 35 minutes and will be scheduled at your own convenient time. The audio/videos recording will be safely stored and only viewed by my research supervisor and myself. The information obtained from this study will be treated with the strictest confidentiality and will be used for this research project only. The name of the school, the teacher and students will not be included in any way in this study. To ensure the strictest confidentiality, I will make use of pseudonyms to protect the identity of all involved.

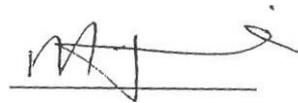
Please, you are at liberty to withdraw from the study at any stage. I intend to be a relative outside observer during the classroom observation while I take field notes. Should you like to be part of this research, we can plan for a time and venue most suitable for you.

Please, kindly indicate your willingness to participate in this study by appending your signature to the attached consent form.

Yours sincerely,



Adeniran Gregory Adewusi
Student researcher



Dr Funke Omidire
Supervisor
funke.omidire@up.ac.za

gregade4all@gmail.com

Declaration of consent

If you are willing to participate in this study, please sign this letter as a declaration of your consent. Signing this letter indicates that you understand that your participation in this project is voluntary and that you may withdraw from the research project at any time. Under no circumstances will the identity of the school or research participants be disclosed or published to any third party/ organisation that may be involved in the research process.

I, _____ (your name), a teacher _____
at agree to take part in this research, the topic of research being: "School climate and

teachers' organisational commitment: A case study of selected public high school teachers"

I agree to allow the researcher to take recordings of interview and teacher students classroom interaction for the duration of the proposed study. I understand that the researcher subscribes to the following principles:

- Voluntary participation- participants may withdraw from the research at any time during the study.
- Informed consent- research participants will at all times be fully informed about the research process and purposes and must give consent for their participation in this research.
- Safety in participation- participants will not be subjected to risk or harm of any kind. • Privacy- meaning that the confidentiality and anonymity of human participants will be protected at all times.
- Trust, participants will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

Participant's signature: _____ Date: _____

9 APPENDIX C

Transcription interview scripts

Interview with Johnson (Tshwane South, School 1 Participant 1)

1. Greg: Good afternoon sir, it is a pleasure to be in your school to have a chat with
2. you, as I have said before now, when I was here initially I told you that, the purpose
3. of this interview is just to get data for analysis, for my research, that your name
4. and your school will not appear in any way, in part of the research, so sir, I want
5. to quickly go on, sir maybe we should start by asking you, how long have you
6. been teaching and what are your teaching experiences, sir?

7. Johnson: E...m, have got e...m, more than 25 years of teaching experience.

8. Greg: 125?

9. Johnson: 25 years.

10. Greg: 125 years?

11. Johnson: Yea,

12. Greg: Teaching experience!

13. Johnson: Yea.

14. Greg: H...a! How do you mean sir? (I laughed thinking he said 125 years)

15. Mr Johnson: No, I have been a teacher for 25 years.

16. Greg: Ok, ok, for 25 years, that is ok, that is very good. Sir how long have been
17. teaching in your current school and e...m what are your current experiences,
18. sir?

19. Mr Johnson: This is my e...m, sixth year, well it is challenging the learners here
20. are just like any other learner, so it is got its own challenges ups and downs, but.
21. one is coping.

22. Greg: H...o, that is very, very interesting, that means that e...m, as a teacher
23. you have series of challenges in your teaching experience. What kind of
24. challenges are you trying to say, sir?

25. Mr Johnson: The issue of discipline, the issue of learners not doing their work,
26. e...m, late coming and some other learners, you find out that e..., they don't

27. have e...m, some background from primary school they take time to adjust to,

28. to, to secondary life or school life, y...a.

29. Greg: Yes, if may really get you well, what you are trying to say is that, the

30. challenges are somehow...e...m, they constitute a kind of concern to teachers

31. in the system.

32. Mr Johnson: Yes, the, the learners varied, these learners come in, when they

33. come in, they come in from different schools and e...m, each and every

34. environment differs so whenever they come here we handle them in a different

35. way to try them to adjust to the life here at school.

36. Greg: Oh, very good sir, I can see you are highly experienced. E...m, what kind

37. of educational qualifications sir, mean...

38. Mr Johnson: E...m, my highest qualification is I have got honours in Education

39. which is B.Ed.

40. Greg: B.Ed.? H...o, that is very good it shows that you are really a professional

41. teacher. Why, why have you decided to be in the teaching profession sir?

42. Mr Johnson: It's because of the passion that I have in teaching.

43. Greg: Oh, very good that means what you are trying to say is that you have a

44. natural urge for teaching, you have a natural flair for teaching as an individual,

45. h...o, that is very interesting because some people, they come to teaching field

46. not because they wanted to do but something, e...m, led them to it. Ok that is

47. very interesting. How are teachers motivated in your school? I mean what are

48. the things helping teacher to be motivated in the school?

49. Mr Johnson: No, it...is a thing of, one, telling himself of e...m, why is he here at

50. work, I personally feel one does not need that motivation as long as you have

51. got a passion in teaching. That passion itself must be a self-motivating factor.

52. Greg: Very good, very good, that means that naturally you have the flair for it.

53. That is interesting. Ha sir, what are the challenges in the teaching profession that

54. may want you to quit teaching, may be from what you have gone through, from.

55. your experiences, what are those things that may want you to leave the system.

56. Mr Johnson: E...m currently, though we have got a discipline problem, but, there

57. is nothing for now that I can really say, can make me to quit teaching.

58. Greg: Ok that is e...m.

59. Johnson: The challenges that I have are the challenges that one is able to, to

60. address, the problem one is able to solve. For now, there is nothing to make me
61. quit teaching.

62. Greg: Ok. Sir what do you teach them, the students, what is your discipline sir,
63. your discipline area sir?

64. Mr Johnson: E...m, my learning area is mathematics, I teach mathematics.

65. Greg: Oh, beautiful because, in fact e...m, only few teachers are very good in
66. mathematics, looking at South Africa as a case study, I found out that teaching
67. mathematics is not an easy thing, in fact, it only takes somebody who really loves
68. the subject. Ok looking at that sir, you as an individual, what have you been
69. doing to sir to upgrade yourself, e...m what are your personal way of trying to
70. meet the challenges in mathematical aspect of teaching, I mean what are the
71. things you are

72. doing personally to upgrade yourself so that you can provide better e...m, class
73. content, e...m, teaching when you teach them, sir?

74. Mr Johnson: E...m, this is related to personal development, one has got to, to
75. acquit himself with new changes that e...m, are coming in, for example the use
76. of technology nowadays in teaching mathematics, so through the attendance of
77. courses and e...m, workshops and that is one is able to, to develop himself.

78. Greg: That is very good, it shows you really have strategies of trying to upgrade
79. yourself and that is very interesting, sir. H...a, back to my question on
80. motivation, how are the government, the principal, parents and students
81. motivating teachers to teach?

82. Mr Johnson: E...m, it is always you know, they indicate to us to let us realise the
83. importance of us as being teachers, what is actually our roles as teachers, you
84. know, for examples when you look at the parents, they look at us as people
85. who can be trusted, that is why they give us their kids to teach them, they know
86. that, they actually get benefit from us.

87. Greg: Ok, that is very good sir, e...m because it really shows that, e...m you as
88. individual you believe that, e...m, you can be trusted and without trust to get
89. you motivated as teachers in the system, that is very interesting. E..., m, to what
90. extent do you really enjoy teaching? To what extent?

91. Johnson: E...m, I enjoy it very much, to the extent that I even go an extra mile
92. of giving the learners, E...m, extra classes especially, those who are struggling
93. in mathematics.

94. Greg: Ok.

95. Johnson: I organise extra classes to teach them.

96. Greg: That is good. E...m, very good because looking at the literature personally,
97. I found out that students are doing very bad in mathematics many of them are
98. not doing well in anything related to mathematical aspect of teaching and things
99. like that, well we want to believe that, your effort is a nice one and that, I want to
100. pray and encourage you to continue, now looking at school climate, e...m in
111. terms of what is happening in the school system, the school climate. What
112. leadership style currently operates in your school?

101. Mr Johnson: E...m, well it's a democratic one, e...m because everyone has
102. got a say and e...m, the open-door policy, ("yea" I cut in) is practised by the
103. institution.

104. Greg: So, sir, e...m, looking at other teachers in terms of in the system, e...m,
105. is there anything like e...m, or what do you understand by teacher professional
106. behaviour or how do you teachers go along with doing your work here, do you
107. relate very well, is there anything like cordial relationship, do you people help
108. each other to perform your task in the school system?

109. Mr Johnson: We have got this thing of self-leadership, that e...m, we are able
110. to work without being supervised, because we actually know what our role is.

111. Greg: Ok, looking at what you have just said sir, what are the leadership style,
112. do you really know, and which one do you prefer, as a teacher?

113. Mr Johnson: E...m, like I indicated I prefer a democratic style.

114. Greg: Ok, why sir?

115. Mr Johnson: E...m, you know it allows me to, to interact and to give a room
116. for each and every people to air their own views.

117. Greg: Fine sir, that is a very good point, looking at your social system, what
118. are the things that you can say you enjoy from fellow colleagues during the day
119. to day activities in the school, what do you enjoy from your fellow colleague in
120. the school system?

121. Mr Johnson: Is that we, we are united, we are a family.

122. Greg: Ok.

123. Mr Johnson: E...m, we work as a unit.

124. Greg: Very good sir, now looking at your students, sir, how would you describe,
125. in terms of academic performance, and attitude towards teachers and their
126. fellow students, the student now sir?

127. Mr Johnson: Our, students are respectful and e...m, though we have got some
128. other challenges but e...m, in general their performance in general is
129. satisfactory.

130. Greg: Ok, what of the subject mathematics itself, I mean, what you can say
131. about their performances in mathematics?

132. Mr Johnson: Yea, their performance is, you know..., their performance is not
133. yet satisfactory because one will be satisfied when you have got e...m, 80% of
134. the learners getting more than 70%, because you need to look at the quality of
135. the result.

136. Greg: Does that mean that looking at this problem in the school system, have
137. you been trying to improvement on the students' achievement in school?

138. Mr Johnson: Ye, that is actually we have got this thing we called SIP, the School
139. Improvement Plan, y...a, it actually focuses on that as well.

140. Greg: Oh, that is very interesting, now coming back to the parents, what you
141. can say about parental influence in your school?

142. Mr Johnson: E...m, you know the, the we have got good working relationship
143. with the parents to an extent that sometimes we have what we call the parent-
144. teacher meetings.

143. Greg: Ok....

144. Mr Johnson: The parents are being updated with regards to their learners'
145. performance.

146. Greg: Ok.

145. Mr Johnson: Y...a and they, they are actually involved.

148. Greg: Very good sir, looking at the school climate as a whole, what and how
149. the school climate can be improved from you experience, how best can we help
150. the school system to be improved sir?

151. Mr Johnson: You know if, if the learners can also have a knowledge about the
152. usage of e..m, technology, nowadays everything is going digital, that is

153. something is still lacking, and it will be a great thing if that can happen in the
154. school.

155. Greg: That means to say that we still have a long way to go, looking at
156. technology what are the issues you want improved upon by the stake holders
157. of education in order to boost teachers' commitment, because now we know
158. that teachers today in the system they are more or less the fulcrum that
159. everybody believes that we rely upon to make changes, so for teachers to be
160. more committed, what areas do you want the stake holders of education to
161. come in now to boost teachers' commitment in the system, sir?

162. Mr Johnson: You know the first thing is if there are incentives, if there are
162. incentives for teachers and that will be a great deal to make sure that the
163. situation is always conducive for teaching and learning, because nowadays
164. because of the usage of the drugs, learners are using drugs at school and the
165. issue of security in some certain schools, teachers are pointed with guns, and
166. you know, it is the issue of discipline, if it can be improved by the stakeholders
167. as well.

168. Greg: Thank you very much sir, am really happy for being here with you I just
169. want to ask two or three questions then I will be up for this interview. Sir now,
170. looking at the classroom setting because normally, we have teacher and
171. students in the class, do learners pay attention to learning in the classroom by
172. being calm, do they really have the time to pay attention in the classroom or
173. they, are distracted?

174. Mr Johnson: No, they do, they do, they do pay attention, though we have got
175. certain groups of learners who sometimes don't pay attention.

176. Greg: So are you saying that in the class students contribute to students
177. teacher classroom interaction?

178. Mr Johnson: Y...a, they do, they do.

179. Greg: Ok, so sir in the class. In the class sir, tell me what are the things that
180. you may want to see as, in your classroom is there anything like feedback from
181. the students in terms of to show that they are really getting what you teach
182. them, sir.

183. Mr Johnson: Yes, they, they write class test, they write home work so that
184. help to monitor that level of component.

185. Greg: Thank you very much sir e...m, we want to end up this interview, it's

186. being a good time to have you around, am very grateful God bless you.

187. Mr Johnson: Aright.

Interview with Mary (Tshwane South School 1 Participant 2)

1. Greg: Good morning.

2. Mary: Morning.

3. Greg: E...m my name is Gregory Adewusi, a PhD student from the University of

4. Pretoria, am here get data for my analysis so that I would be able to e...m, really

5. get to answer some of the questions that will be posed to you as a teacher,

6. educator in this institution. Ma, as I have said earlier on, am looking at school

7. climate and teachers' organisational commitment with respect to Grade 12,

8. educators, h..., ma if I may start this way, how long have you been teaching and

9. what are your experiences, ma?

10. Mary: e...m Ok, I have been teaching now for about seven years, I have taught

11. life orientation and English but at the moment am only teaching English.

12. Greg: H...o, ok ma, e...m ok, so your teaching experiences, I mean, how can,

13. what, what, can you and what and what do you have really experienced as a

14. teacher, as an educator, what are the experiences that, you really have?

15. Mary: E.....m, ok we are obviously give interaction with learners, e...m but, the

16. things that I noticed is discipline can be a problem, but it depends on how you

17. treat the learners, if you difficult with them, they will obviously be difficult with

18. you.

19. Greg: Ok. So ok ma, currently in your school here, how long have you been

21. teaching and what are your experiences in this school that you are here?

22 Mary: Ok, this is my 5th year that am here.

23. Greg: 5th year? Ok.

24. Mary: Y...a, and ever since am being here, I have only taught English.

25. Greg: Ok, so looking at the environment, what and what can you say about the

26. environment in terms of your personal relationship with people concerning

27. relationship in the school system?

28. Mary: Am because we are so busy we don't get that much time to interact with
29. our colleagues and because you know it's always teaching, assessment and
30. exams so the isn't much time for that, and am I can say, the school is ok, am we
31. could do better wise management skills, we could do better wise, e...m, you
32. know the way we, where staff are given certain instructions.

33. Greg: Ok ma, oh, ma, what are your educational qualifications?

34. Mary: Am I have degree in education, so is my B.Ed. degree.

35. Greg: B.Ed. degree in Education and you teach English language?

36. Mary: Yes.

37. Greg: Oh, that is very interesting, e...m ma, if one may ask you from your
38. experience and all what you have really gone through as an educator, why have
39. you decided to be in the teaching profession, ma?

40. Mary: I think South Africa definitely need teachers because if we don't teach, the
41. country will not develop and also for that, e...m, because of the effect on the
42. economy we do need teachers, not just teachers but teachers that, know what
43. they are doing that are motivated to be teachers so for me that is a motivation
44. that, the best way to help the youth is to educate them.

45. Greg: So, if I may get you very well ma, you are saying is that you are in to the
46. teaching profession because you want to educate the younger ones and
47. probably e...m, help them to do better in academics?

48. Mary: Yes.

49. Greg: That is a very good one, e...m is, is a good decision on your part ma,
50. now ma, how are teachers motivated to work in your school, what are the things
51. that are being done to motivate teachers, educators to work I mean to continue
52. to work here?

53. Mary: To be honest we are not actually motivated to teach, oh, I oh don't really
54. feel like that, that the school is motivating us, the only thing that actually
55. motivates you to push harder is your learners. They are the key thing motivating
56. you to work because honestly you want to see them succeed but as far as the
57. school system, I don't see that happening.

58. Greg: Oh... ok, we, don't worry we will come to that later just to make it broader,
59. now ma what are the challenges in teaching profession that may want you to

60. quit teaching?

61. Mary: OK, the e...m, the size of the classrooms is definitely an issue, e...m, the
62. amount of work load that we have, a.., there is a lot of tedious, at Monday we
63. are supposed to do, there is a lot of paper work, and am one of the things that
64. annoys me is personally, is the fact that, the learner will do nothing and at the
65. end of the year you find out that the department just passes the child to the next
66. grade, is like all your efforts are in vain before the year.

67. Greg: Ye, if I may get you very well, clearly ma, are you saying that e...m, one
68. of the challenges, is the fact that e...m, there is e...m, you are talking about
69. class size what do you mean by class size? I mean....

70. Mary: Sometimes there might be too many learners in one class, so it is difficult
71. to get to every child.

72. Greg: OK, so, in that case am is like the school is somehow, over populated in
73. terms of class, learners in the classroom, ok and that is not really helping
74. teachers or educators to teach better because of the crowdedness in the class,
75. in the school system? Ok, am, ma, madam, if I may ask you this question ma,
76. looking at the contemporary issues in terms of e...m bringing education to the
77. limelight of ah making students to do better and e...m taking cognisance of the
78. fact that we are in the computer age, we are talking about the internet and what
79. have you, so information dissemination is here and there and student could
80. have access to a lot of information if they want to do so, now ma, personally
81. what are your development strategies in updating your knowledge and skills in
82. your area of discipline?

83. Mary: Ok, e...m, I use different strategies, normal question and answer and
84. e...m I make use of slides, video clips e...m the projections am obviously work
84. sheet as well so there is a whole verity of strategies that, I actually use.

85. Greg: That you use, ok these are the strategies that you probably put in place to
86. teach your students, ok. What am saying is as an educator, personally how do
87. you develop yourself, how do you up grade yourself in teaching?

88. Mary: Obviously, I keep up with what is happening in e...m, technology as well
89. as what happening in the news, so they are always updated upcoming new things
90. that are happening.

91. Greg: Ok, so in your field, you do a lot of personal studying to upgrade yourself,

92. and come up with contemporary realities of, of what is happening in your field,

93. that is very interesting?

94. Mary: Yes.

95. Greg: Looking at the whole scenario, e...m, education as a whole, how is, the

96. government, the principal, parents and students motivating teachers to teach?

97. Mary: Well am, h...un, (she laughs slightly), I can't, ok apart from the, you know,

98. like the random salary increase in the e...m, I don't really see teachers getting

99. motivated, so it is easy for us to leave the profession.

100. Greg: But you just told me that, there is e...m salary increments and e...m

101. things like that, so why would you want to quit since the government is trying

102. its best to probably, upgrade?

102. Mary: No, appreciation for profession is not in showing in money, you know

103. e...m there, there is, it will be nice if they have motivational speakers and or

104. actually they have ways to motivate us teachers for us to know that we do a

105. good job, we are in the right profession, because at the end of the day the

106. salary is just money which we do need, but at the same time for me to boost

107. myself and to be motivated, am not getting that from my salary because

108. obviously am putting in certain amount of work which I feel I deserve from my

109. salary, so they need to build that practical motivation from the other sources to

110. make sure that e...m, teachers stay motivated and for them to feel that they

111. are not fighting and losing the battle.

112. Greg: Ye, you said psychical motivation, e...m what do you mean, what exactly

113. do you want the government to do for you?

114. Mary: If they are coming to school with motivational speakers or they have you

115. know within the school you know they award teachers not on big scale, you

116. know just, as a form of gratitude, you know gratitude goes a long way, so that

117. point I feel teachers are feeling like we are not really appreciated if I can use

118. that word, we are not appreciated so it makes them feel like this profession can

119. actually be a waste of time.

120. Greg: OK, in the issue of the principal, e....m how does the principal motivate

121. teachers to teach, the principal?

122. Mary: It doesn't happen that often, but you know, the old few here,

123. it does happen.

124. Greg: Oh, e...m, let look at the parents, parents are the parents contributing
125. anything positive or negative or whatever to make you...

126. Mary: Usually we call parents when we have problem with the children, e...m,
127. but also on the parents you find those parents that would come in whose
128. children are doing ok and what then I can honestly say, the parents e...m
129. some of them are e...m, very grateful, they would offer, you know gratitude and
130. they are very appreciative of how we help their children.

131. Greg: Ok, then the students in terms of what happen in your class,
132. environment, and the students are they really motivating teachers to continue
133. to teach them?

134. Mary: E...m, well from the things that I teach I really say they do motivate me
135. because I have very good relationship with them, so it is that point I can really
136. speak very openly then, it is that point you will find them being actually grateful
137. and say ma thank you so much for what you have done, so you can actually
138. see, where you are making difference in their lives.

139. Greg: E...m to what extent, looking at all what you have just said now, to what
140. extent do you really enjoy teaching?

141. Mary: I really do enjoy my job, e...m especially in my interaction with the kids
142. e...m I think I wouldn't have lasted all that long If didn't' enjoy my job.

142. Greg: Oh, ok in the, that means that e...m, if I may get you very well, naturally
143. you enjoy doing what you as an educator in the education ministry?

144. Mary: Yes.

145. Greg: Ok, in education ministry, e...m ok ma, hum there is no how we look at
146. the system without e...m, actually, looking at the leadership style, because
147. e...m, it goes a long way to really determine what e...m happening in the school
148. system, e...m, ma, what kind of leadership style currently operates in your
149. school?

150. Mary: Ok, we have e...m, the HODs, that automatically becomes the
151. management and e...m, along with the Deputy Principal and the principal, they
152. basically, make decisions for the school.

153. Greg: Ok, e...m, is it autocratic leadership style or democratic leadership style?

154. Mary: I will say autocratic!

155. Greg: Autocratic! How do you mean by autocratic madam? (“H...a”, I laughed).

156. Are you saying?

157. Mary: E...m, because a lot of decisions are made, and we are told about them,

158. is not like we are parts of all the decisions they decide on.

159. Greg: Ok, so, so from that, it shows that teachers are not being carried along

160. in terms of decision making.

161. Mary: No.

162. Greg: E...m, ok.

163. Mary: We are not.

164. Greg: Ok, ma, e...m, ok what is your knowledge, e...m about e...m collegial

165. leadership style? I mean that, e...m, collegial leadership style in terms of, the

166. principal being able to carry along teachers, and he or she looks at teachers

167. as if they are colleagues and they work as team members, I mean what is your

168. knowledge about this kind of leadership style ma?

169. Mary: Ok they are like, e...m certain organisation within in the school where

170. teachers are involved, but in terms of the running of the school and procedures

171. that need to be followed, in that sense the management in charge of about

172. decision we are not really involved in those decisions.

173. Greg: So, are you trying to tell me is that e...m, leadership wise your principal

174. does not really give you the opportunity to contribute in terms e...m, of decision

175. making? (“decision making”, she breaks in to ask to affirm what I was trying to

176. say), ok ma, having said that, what kind of leadership style would you prefer

177. and why?

178. Mary: I will actually prefer that we are involved in the decision making, because

179. at the end of the day we are the one that need to carry out all those decisions,

180. so, if its conflicting, e...m, with us, it makes teacher unhappy which makes

181. them demotivated which obviously makes them not want to work, so if we are

182. part of it, we actually feel like we belong here, we are part of the process, is

183. not like a military style we just told what to do, so in that sense, I feel better if

184. we are part of the decision.

185. Greg: So, impliedly, you are talking about democratic system of leadership?

186. May: Yes.

187. Greg: Ok, that is to say that, (“we are part of the decision making”, she cuts in)

188. ok, you would subscribe to e...m democratic leadership, democratic system of
189. leadership, and that would be better so as to run the school system, its ok.
190. Mary: Yes.
191. Greg: Now ma, e...m looking at the system that you are and of course your
192. school, are teachers, professional in terms of how they go about their tasks
193. here?
194. Mary: Yes, I would say, the teachers are, they can be professional, but you
195. know you do get your odd situations to certain conflicts that happen, but on the
196. general I would say the teachers can be professional.
197. Greg: Oh, they can be?
198. Mary: Yes.
199. Greg: But you are not really sure they are?
200. Mary: Well, they can be, which means majority of the time they are
201. professional, but like I said you know, we are human, and we do disagree with
202. one another so, we will conflict at such and such times.
203. Greg: Yes, looking at teachers' professionalism, ma, am talking about e...m,
104. ("in terms of how they treat", she cuts in) ye how they go about, ("with learners
105. they are very professional, I can't deny that", she cuts in again), Ok.
106. Mary: Y...a, the teachers do know, how to be professional.
107. Greg: And they help a lot to make sure that students are well taught, learners
108. get the best and e...m, interact with fellow teachers, fellow educators to see
109. how best they can help the students?
109. Mary: Yes.
110. Greg: Ok now, ma, looking at your school system, e...m your principal, if we
111. may, come back to the principal now, does he or she set standard that ought
112. to be accomplished in terms of performance of students' in the school?
113. Mary: Yes, e...m, it is often emphasised that, academic progress, does come
114. first, e...m, we have to try our best to make sure that learners are succeeding
115. academically.
116. Greg: Ok, then, in terms of teachers' collegial a kind of e...m fellowship, in
117. terms of support, do you gain e...m social support from your colleagues, I mean
118. what are the kind of interaction or look or form like here?

119. Mary: Ok, we do have system where we have grade heads which are called
120. the tutors, so if there is any problem with the experience of learners, we do
121. write a report on the learner, the tutor is there and support with the teacher and
122. the parents and they ask social workers and there is the psychologist at school
123. to help all those types of issues.

125. Greg: Yes, looking at the kind of interactions that go on within the teachers
126. now, do you enjoy any social support from your fellow colleagues, or...?

127. Mary: Social support meaning?

128. Greg: Meaning that, looking at the system, your colleagues, do you, kind of
129. e...m, enjoy interpersonal relationship, in terms of e...m, its cordial, do you?

130. Mary: Yes, we do, we do, with one another and but obviously, is limited
131. because majority of our time is, but unfortunately.

132. Greg: All the same there is no how, the system is a social system may be a
133. times you interact with one another, a times you enjoy...

134. Mary: Usually we do have towards the end of the year staff functions, those
135. are the little time we get to socialise with one another.

136. Greg: Thank you very much, Madam, e...m how would you described students,
137. in terms of academic performance and attitude towards teachers, and their
138. fellow students in your school ma?

139. Mary: E...m we do have a big problem with learners not taking their studies
140. seriously so, the attitude towards learning is not all that strong and a lot of
141. them are very weak in certain subjects which makes us realise that, certain
142. foundations were not set properly for them, it really difficult for us to mould the
143. building when the, the foundation were not there, so in terms of the relationship
144. with the fellow learners they get along pretty well, and e...m, yes, would say
145. they do respect us as teachers as well.

146. Greg: Then among themselves as students what happens?

147. Mary: No, usually among themselves they do get along well, yes, they have
148. very friendly atmosphere, is not like they hate one another or there is constant
149. fight or anything.

150. Greg: Ok, e...m, if I may understand, in your school that means you don't
151. normally record, e...m, cases of indiscipline, is that what you are trying to say?

152. Mary: We do record discipline, if we, there are situations we, discipline is really

153. a problem, and then reports are written on them and the tutor handles that and
154. e...m, and parents are called in for parent meeting.

155. Greg: What kind of indiscipline activities go on here with the students?

156. Mary: Ok, for example let say if a child is being disgruntle for work not done,
157. he comes late to class, because we have what we call behaviour robbery, on
158. this as a teacher, I write everything that the students is doing wrong, from there
159. I send it to my tutor and she determines, ok yes, that this is urgent, and we
160. need to call the parents, then we call the parents and the parents come in, then
161. we have a parent meeting to discuss those specific problem so that he doesn't
162. continue.

163. Greg: Ok, now the other time when asked you question in terms of, e...m the
164. students' e...m, performance, you told me e...m they lack some basic or
165. knowledge which e...m, is actually constituting a kind of difficulty in the
166. students being able to catch up with some, now, there is a kind of e...m, belief
167. in literature or the mass media that e...m, primary school teachers e...m, do
168. say that, the failure of grade students or matric students should be blamed on
169. the educators in the secondary school system, and e...m once in a while you
170. do here that e...m, educators in secondary school do say that e...m, we should,
171. the blame should be on the teacher at the secondary school level, that e...m
172. while the students were moving from one class to the other in the primary
173. school system, they were not taught some basic elements, so which camp do
174. you belong ma, do you believe that, the primary school teachers are to be
175. blamed or the secondary school teachers are to be blamed for the general
176. deficiency in the normal basic
177. rudimentary aspect of knowledge?

178. Mary: Honestly, e...m, are really do believe both are to be blamed because,
179. there were certain foundations which were taught in primary and this child is
180. not able to know it, then at the primary should be blamed and also, we have
181. this problem in the secondary children have been pushed from grade to grade
182. based on age, which means they are going to the next grade on age not based
183. on the lack of knowledge, so obviously when he gets there now in high school,
184. there is this problem of age versus the knowledge we try to accommodate

185. them, having extra classes and intercession helping them, but another time
186. you find that the older ones are already frustrated in the system because now
187. they feel like they cannot be taught these small things, but it is these small
188. things that they don't know that is holding back from actually acquiring further
189. knowledge, So, I will actually say, both are to be blamed.

190. Greg: So, madam, e...m, if I may really understand you very well ma, is like
191. you don't really subscribe to the issue of e...m, students, learners being pushed
192. from one grade to the other when those students are not actually doing very
193. well academically?

194. Marry: Actually, those kind of children, if they were identified with certain
195. problems, e...m, they should have been referred to special schools, you know,
196. unfortunately, we need to make this fact that, not all our learners are A
197. students, not all of our learners are scientists and doctors and engineers, so
198. we need to work with what the child is actually capable of doing, so in primary
199. if we see for example the children struggling with reading, and we send him for
200. extra classes and there is intervention in the programme, but still not helping,
201. that means the main stream school is not working for this child, this child needs
202. one on one attention. But also, the system encourages them to go to the next
203. grade and see what happens, they fail again, so are parents also, don't want
204. to accept that, there is something actually different about my child.

205. Greg: So, e...m, ma, what you are saying is that e...m, as an educator, from
206. your experience, it is not a good thing to push students ("no", she cuts in) from
207. one class to another when they are not academically ("exactly", she cuts in)
208. qualified to move, in that case, we should talk to the government to look into,
209. that as a critical aspect of e...m.

210. Mary: So, if you actually look at it, is one of the reasons South Africa, has such
211. a low matric pass rate because over the years now we are pushing these kids
212. till they get to grade 12, you understand, so when they get to grade 12, they
213. are probably between 17 and upwards, but by that time also they have not yet
214. achieved the significant knowledge, so when they experience those exams
215. papers, obviously, they are going to fail.

216. Greg: Ok, I think I really get you ma, ha now looking at, what you just said ma,
217. the students' problems in terms of academic performance, what extra effort are

218. you making into improving students' achievement in your school?

219. Mary: Ok, usually, e...m at the beginning of the year, I e...m, identify my

220. learners that are weak, e...m from there I make ensure that, there are extra

221. classes twice a week for them, e...m, during the exam I hold workshops for

222. them to prepare them for the exam and e...m, the ones that are really, really

223. weak I actually give them work sheet to cover the basics of what they should

224. know by now, and e...m obviously, we try our best to help this session as often

225. soon as possible.

226. Greg: Ye, as you have said in the interview, you told me at the commencement

227. of this interview that you teach English Language, so, looking at the grade 12

228. Learners and e...m probably previous e...m, candidates who sat for matric, in

229. your subject, what can you say in terms of performance in matric, are the

230. students, I mean can you say you have recorded success or what is the state

231. of passes in terms of the rate of performance of students passing your subject

232. that you teach them?

233. Mary: Ok, as far as English is concern, I would say that, the performance is

234. average, is not fantastic, like it could be better in terms of the scale of how high

235. the marks are, but learners are trying to pass the subject.

236. Greg: Oh, you are trying to improve?

237. Mary: Yes, to improve.

238. Greg: E...m, madam, looking at the general problem of school system in South

239. Africa ma, teachers from some literature, we discovered that, some teachers

240. don't really come to school, they are fun of absenting themselves from classes

241. and things like that, I mean what can you actually say, about, this challenge in

242. terms of e...m the school system?

243. Mary: Are you talking of teachers' absence?

244. Greg: Yes, some of them are somehow, they e...m, what am trying to say is

245. that, some of them are lethargic in terms of e...m, how they go about the

246. teaching activities in the school, what can you say about this ma, because is

247. posing a kind of challenge to education in South Africa.

248. Mary: Ok, I won't deny that, the attitudes of the teacher determine, also the

249. performance of the learners, so if we are lazy, we are often absent, e...m, we

250. don't really care about the subject so, do they, you know, I have noticed that

251 learners behave also according to the teacher, so for example, I don't really
252. have discipline problems for I can be friendly and strict with them at the same
253. time and you will find that; some learners can be totally rude to a teacher
254. because the discipline is not strong.

255. Greg: Ok, like e...m, from what we here, in the mass media and e...m literature
256. or what we read in literature, we understand that, some teachers really
257. subscribe to the colonial era in terms of Education, what was happening then,
258. I mean the apartheid era that e...m teachers were well disciplined, they really
259. did their work very well then and that e...m, some teachers then, most
260. teachers actually, attended to their work without being coerced, and things like
261. that, now looking at the democratic system now, we have, where do, where is
262. the problem coming from, because we discover that, democracy in South Africa
263. should really allow people to be free to do things the way that are to be done,
264. without e...m, I mean not necessarily creating problems, now would you want
265. to say that or subscribe to some of the disciplines, disciplinary system that was
266. in operation in apartheid regime which really helped some teachers to be
267. focused and e...m, I mean can you say something about that ma?

268. Mary: I not really sure am, e...m, I think also the, the generation of children we
269. have now is very different from before, e...m, like when I was in school, we
270. were very, very focused on our education, you know, even if the teacher gave
271. us a second chance we don't wait for the teacher, we will immediately go and
272. give it in, so actually, also, there is a high irrelevant the children also have for
273. the school work, is also making teachers feel like ok, if you don't care about
274. your work, then why should I, you know is a thing, we cannot be forcing them
275. to learn, also, is coming a lot from the teacher, I mean from the children and
276. also from the parents, e...m, a lot of the children that we experience problem
277. with, are the same children whose parents never pick up for parents' meeting,
278. or who really don't take concern in their work, so it's, that cycling that, are
279. actually a creating problem.

280. Greg: Actually, what I, really want you to talk about is about in terms of
281. teachers' commitment, teachers' commitment in the contemporary e...m, time
282. and teachers' commitment during the apartheid.

283. Mary: Yes, things are different, I won't lie, our current commitment level is much
284. lower than the people that taught during apartheid.

285. Greg: From your experience ma, what is responsible for this?

286. Mary: I honestly don't know, I can't really say, it could be a whole lot of factors,
287. you know, it could be classroom size, it could be personal life style also, it could
288. be, a whole lot of contributing factors, it could actually be anything.

289. Greg: Ok e...m madam, what you would like to say about parental influence in
290. your school, are there some who are somehow very e...m involved then e...m,
291. and what are things I mean, talk about parental influence.

292. Mary: There are those that are involved, that we are communicating with, their
293. children don't give us problem, but the children that e...m often, what is
294. incomplete, you know bad behaviour, it also problems that are happening at
295. home, if the parents are devoicing it also in the family, e...m you know, the
296. parents might start dating again, or they are working, so much all of those are
297. contributing factors, so it makes them a lot more unavailable for them to attend
298. to the needs of their children.

299. Greg: Ok, so, impliedly what you are trying to say is that, parents have their
300. own problems, in terms of e...m

301. Mary: Yes, they are not giving the needed attention that these children
302. need.

303. Greg: Ok, ma, from your varied knowledge about teaching and learning how
304. can we improve school climate, how can the school climate be improved, ma?

305. Mary: I definitely believe that; our schools need to be more technologically
306. advanced because our kids are technological, they are not like the old
307. generation where they could just read and listen, you know, they want to see
308. things, they wona, see visuals, they want to, because they are technological
309. themselves, so that actually helps a lot, and also, I e...m, truly believe that, if
310. teachers are involved in decision making it will actually encourage them to feel
311. like, yes, I belong here I do play a role here, am so it will make them feel like
312. they do have a purpose, so if we can combine those two and try to eliminate a
313. lot of unnecessary admin, it will make teaching all of easier.

314. Greg: Ok, thank you, ma, just to ask you two or three more four questions then,
315. we are done for today, are ma, looking at the e...m, the environment and e...m

316. education as a whole, what would you think, e...m should be done by stake
317. holders of education in order to boost teachers' e...m, commitment?
318. Mary: Well, I know for fact, for, e...m for example, if you take a country,
319. Germany, e...m, teachers are e...m, the highest paid profession in the country,
320. e...m and I feel like we are the building block of this country, and, it seems like
321. we are the lowest, you know like people look down on you because you are a
322. teacher, o my God! you begin with teacher, there is nothing you could do with
323. your life, so, is like somehow, there is a disgrace attached to the teaching
324. profession, and instead there should be a pride, so, I, honestly, I believe, if we
325. could adopt, you know, policy like that where teachers are the highest paid in
326. the country, that will boost teachers' pride that, yes, I need to be proud of my,
327. profession and they will actually go out of their way, to make sure that, e...m,
328. you know, they feel, or their subject is the best.

329. Greg: Ok, what you are saying is that, you want to implore stakeholders of
330. education to really assist teachers, educators to feel that, I mean to have a
331. sense of belonging and also to be respected in the society and as a way this
332. could actually, boost teachers' commitment because as you have just said, you
333. need your ego as teachers to be protected, you want to feel involved in the
334. society in a way that you will be given acknowledgment as teachers. Ma,
335. looking at e...m, your classroom setting now, I want to ask ma, you teach
336. English Language in grade 12, do your learners pay attention to learning in the
337. classroom, e...m, do 341. they really pay attention when you teach them?
338. Mary: Yes, I can definitely say they do, because I can see e...m, the result in
339. the work they do in class hence, they won't be able to do the work, and the fact
340. that they are listening, shows, in the work they do.

341. Greg: Ok, what am trying to say is, classroom setting now, are they always
342. calm, they listen with rapt attention, or they are distracted a times?
343. Mary: E...m, apart from the children that, are for example, in aged grade those
344. are the ones that, easily get distracted. In general, I would say they are
345. focused.

346. Greg: Ok do learners contribute to lesson being taught by you by asking
347. questions or answer questions or make contributing statement in your class to
348. demonstrate they learn something from your class?

349. Mary: Yes, they do, I, do try to make it open for discussion, because obviously
350. the question and answer, are the only way to ensure they do know what is
351. going on. Yes, that happens often.

352. Greg: Yes, why am asking this question is that, English Language in South
353. Africa, well, we all know that, it is the language of instruction, commerce,
354. education and e...m, just name it, and e...m, in this part of South Africa, we
355. e...m, know that, the language being the language of instruction, is not their
356. mother tongue, some of them are learning English Language as their second
357. or third language, e...m, I mean, and you as a teacher of English Language,
358. what are the challenges that, you face in class because of the fact that, these
359. students English Language is not their mother tongue?

360. Mary: Well, am they are not, how can I say, they look at English as a challenge,
361. you know because, like you say, a lot of them are is not their mother tongue,
362. e...m, so they are trying, actually what causes a lot of problems is you are
363. looking the set work, is not based on South African literature it's based on for
364. example Shakespeare or international literature, western, a lot of them actually
365. prefer if they were to learn something that were South African, it will motivate
366. them to be more interested in English, so I think that is also a contributing
367. factor.

368. Greg: So, I mean in the classroom setting, this create a lot of problems?

369. Mary: E...m, I wouldn't say it actually creates a problem but e...m, it makes
370. them less e...m, willing and interactive for the context, because is not
371. something they are familiar with, if we teach something they are familiar with
372. in or that adds to their background, that will add to the future, it will make a
373. different.

374. Greg: Its ok, oh, what you want, or indirectly, e...m impliedly one should, e...m,
375. mean your advice is that, the system as a whole, should look for how we can
376. integrate South African cultural background.

377. Mary: Yes, if you look at other countries, they are not following South African
378. history, but we are following theirs so in actual sense it will make more sense
379. for us to follow our own literature and is not to say we are lacking in literature,
380. we do have literature.

381. Greg: Ok, that would make the students to do better.

382. Mary: Exactly.

383. Greg: What kind of communication does a teacher use may be in trying to

384. communicate to students, is it for instance, in your own class, what kind of

385. communication system do, you put up, is it e...m, what I mean is that is it just

386. teacher talking alone while students listen or you?

387. Mary: It is interactive; it is interactive the whole time.

388. Greg: So, what you are saying is that, you do get a feedback from the students

389. when you teach them by their responses to questions being asked in class?

390. Mary: Yes.

391. Greg: Yes, ok, ma, e....m, if I may ask you this, how do you really want to,

392. e....m, kind of assess your students, I mean, what I mean is that, how do you

393. make sure they compered, e...m, they understand what is being taught in the

394. class, how do you get to know this ma?

395. Mary: Well a lot of class work, e...m, I try to minimise the homework, because

396. by the time they get home they don't really, may, be they might not remember

397. or might just do the work just to get answer, so when they work in class, it gives

398. me an opportunity to actually work around and see, what they know and what

399. they don't, from there, the one they don't, I can usually further assist, them.

400. Greg: Thank you ma, in a class ma some teachers don't, we find that, come to

401. class with teaching aids to help the students, in your class as English teacher

402. what kind of teaching aids do you put in place to further help students to grasp

403. what is being taught, ma?

404. Mary: Ok, oh, well my class is full of very colourful charts and I have projector

405. in my class, so it makes is easy for me to show video clips or, for them to

406. understand what the something looks like and for them to get understanding,

407. so, its constant visual aids that also help them a lot.

408. Greg: Oh, very interesting, the last question will be that, e...m, looking at the

409. teaching method of some teachers, you as an individual, what kind of teaching

410. method do you really put in place?

411. Mary: Well I try a whole lot of different stuff, like I said, e...m teaching and

412. answer and visual aids, e...m, you know it's a whole lot of different variety that

413. benefit, them.

414. Greg: And your application of these methods has really helped the students a

415. lot?

416. Mary: It does help.

417. Greg: Let me say thank you very much for being part of this e...m, interview

418. and this research, am grateful to have you around and to be candid with you,

419. I have really been exposed to a lot of things which e...m, I was in the dark in

420. the past, so, ye I really want to thank you so much for creating time and e...m,

421. being able to tap from your wealth of experience so that I could have a better

422. comprehension of the topic, I mean, school climate and organisational

423. commitment of teachers, e...m, thank you so much, ma and very grateful to

424. have you around.

425. Mary: You are welcome.

Interview with Caro (Tshwane South, School 1 Participant 3)

1. Greg: E...m, good mooring ma.

2. Caro: Good morning.

3. Greg: E...m, like I said during my last visit, I said that, e...m, my research is

4. basically on school climate and teachers' commitment with respect to teachers in

5. grade 12, E...m, ma as I said the other time, this interview is not meant to show

6. case whatever you are going to tell me here on radio or media or anywhere at all

7. this interview is basically meant for research and research alone, so, feel

8. comfortable and feel relaxed, ma, to be able tell me things that I will be asking

9. you with respect to my research. Once again, let me say I am a student from the

10. University of Pretoria, as I said, am looking at the topic with reference to school

11. climate and teachers' organisational commitment, looking at grade 12, e...m

12. madam, how long have you been teaching and what are your teaching

13. experiences, ma?

14. Caro: I have been teaching for thirty-four years.

15. Greg: Thirty-four? That is interesting, three four, wao! It shows, you must be

16. highly experienced, ma, that is very interesting, ok, e...m, thirty-four years, ma,

17. what are your teaching experiences from, looking at the period of times you have

18. been teaching, ma? What are your experiences, ma?

19. Caro: When coming to e...m, learners, I can say that, there is a difference

20. between learners we started teaching when I started teaching. (a teacher

21. knocked at the door, so the participant stopped her discussion with me, after
22. about 6 minutes of break, she continued with her discussion, “yea”, I tried
23. bringing her back from
24. where she stopped).

25. Greg: You mentioned that, e....m, there is a difference ...

26. Caro: Yea, there is a difference.

27. Greg: Ok.

28. Caro: Yea, there is a difference, you know, earlier there was a progress, learners
29. were fine, they were doing fine, especially, the disciplined ones and they were
30. working hard because they knew that, if they were not doing well, they were
31. children of responsible parents, their parents responsible, they would support
32. the school and learners would come, and by then, we were not even, learners
33. we're passing, but now it is so difficult, difficult lower to the standard of education,
34. they have lowered the standard of education, they say learners must pass with
35. thirty percent, at the same time, even learners are not even reaching the thirty
36. percent, they are indisciplined, their parents, I don't know because they younger,
37. most of them are young, (“they are what?” I asked), they are young, I taught
38. them and they are still young, these learners are a little bit difficult when it
39. comes to discipline, they don't do their work, their project, assignment and so
40. on, they are not giving you what you want and again at the other side we are
41. being blamed by district, for them, but now, you can take a horse to the river but
42. you cannot force a horse to drink water, teachers are doing all what they can,
43. now here as a deputy principal, am doing enough to see that teachers are doing
44. what they are supposed to do, they are taking extra miles, some of them are
45. here on Saturday, holidays they are always here, but you, know learners are not
46. coming, during the holiday, they say they go back home, Eastern Cape wherever
47. they are, therefore, their parents took them because of work, therefore they don't
48. attend, then it's so frustrating these days in such a way that you don't enjoy your
49. work like we did before.

50. Greg: Yea, ma, from what you have just told me, ma, e....m, are you trying to
51. say that, the time you taught in the good old days, those were the days of
52. apartheid and now that we are now having the democratic system of
53. government, is like there is a shift from the old to the new, I mean what am

54. saying is that, during the apartheid regime, there was discipline, everybody did
55. things correctly, teachers were really doing their best, they were working very
56. hard, now that we are now having a kind of democratic government, there are
57. changes, I mean, is that what you are trying to say, ma?

58. Caro: You, know what am trying to say is that because children, learners, starts
59. to know more about their rights but they don't know about their responsibilities.

60. Greg: Hun!

61. Caro: They don't know their responsibilities any longer, they are quick to take
62. teacher to the district but they don't know their responsibilities instead they don't
63. know the reason why they are in school, this my school, my problem again is
64. that they are paying at the end of every month but the parents who are the ones
65. that are paying this money are the one who are supposed to be responsible
66. making sure, that their children are studying, this and this in school every day,
67. but they are the one, even when we call the parents here, they don't come, we
68. don't get help, you see that this one is even struggling to control the learner,
69. takes drugs, until in school you take drastic action, in some other instances you
70. have to let the learner go, because you can't tolerate it any more.

71. Greg: Yea, ma, in literature, we read that teachers really did well, they (the
72. interview was cut short as a teacher came in to see the participant, she later
73. apologised for the break and then I continued the discussion) yes ma, from
74. literature we read that in the apartheid time, regime, teachers were disciplined,
75. they were highly committed but now in the democratic setting that, is like
76. teachers are no longer committed compared to what really happened in the
77. apartheid, I mean, what is your take up, from that description, ma?

78. Caro: You know generally, we teachers, my teachers are committed here, they
79. are committed, but generally, teachers I think don't understand the meaning of
80. the unions, and so on, they think that, if they belong to certain union, they can
81. behave as they wish, come late as they wish generally, but here at school, I
82. don't experience that, everybody is pulling up his or herself, you can find out
83. that it is only one, but if we call him, we don't hesitate to call a teacher when a
84. teacher is not pulling up, but generally I think it's there, teachers now they are
85. demotivated generally, they are demotivated the that is why more and more

86. teachers take, (“they are what?”, I questioned because I was not familiar
87. with the phrase, she used) staying at home (“ok,” said I, to make here continue
88. her discussion).

89. Greg: What is the problem, ma?

90. Caro: You don’t normally enjoy coming to school, you must enjoy coming
91. (“exactly”, I cut in to support the assertion of the participants, on enjoying and
92. motivation, coming to work), so that you are looking forward for the next day,
93. that is

94. Greg: So, from what you have said, ma, from what you have said now, who is
95. responsible for teachers’ demotivation, who?

96. Caro: The....., system, the system itself the way it is, as I had told you, that
97. learners don’t know their responsibilities any longer and then you get
98. demotivated, as teacher you are teaching them they don’t listen, in other
99. schools, teachers are even afraid to go to class, do you know that, they are
100. afraid, they are afraid of learners who don’t understand why they are here, but
101. COSA, who is responsible 98. for learners when they are disciplined (for the
102. third time the interview was interrupted because a teacher needed to talk to
103. the participant, immediately the teacher finished conversation with the
104. participant, I tried bringing her back to where she stopped in her conversation)
105. “you said learners are no longer, am listening to you, ma, they are not
106. disciplined?” I asked) yea, they are no longer disciplined, if a teacher can
107. be afraid to go to class, because of learners then it is a problem (I tried
108. cutting in with a statement, but she quickly continued) how are you going to
109. look forward to going to work if you know that I am just going to stay in the
110. classroom, am not going to class, because of the indiscipline learners and
112. there is nothing that you can do, if you take steps against them, there is COSA,
113. the union and so on.

114. Greg: COSA, what is COSA, what does COSA do, ma?

115. Caro: COSA, is representative for learners.

116. Greg: Ok, if I may really understand you, is like the system has given more
117. opportunities in terms of telling the students, they say they can express
118. themselves, are free, is like they misuse the opportunities, the freedom that
119. they have been given, ma, is that what you are trying to say, ma?

120. Caro: That is why am saying they no longer know their responsibilities, they
121. are misusing the freedom, they are being given.

122. Greg: Do you have the case of learners coming to school with drugs (" ha a lot"
123. she cuts in) or they shoot in some places or other schools? (She cuts in again
124. "a 119. lot, a lot"), a lot?

125. Caro: They are now allowed to be pregnant at school ("wao...", I made an
126. exclamation at her saying learners could be pregnant and still come to school,
127. this was rather strange to my background, West Africa, especially Nigeria,
128. where pregnant students would be ashamed to come to school, should this
129. happen), and when they are here, they are tired, you know, you know if you
130. are pregnant, you need rest to look after yourself, they must come to school
131. and if they didn't rest, what are you going to say? If you are a teacher what are
132. you going to do, or you gave them many home works, and they said we were
133. tired? (I cut in and added "there is nothing you can do") what are you going to
134. do, there is nothing if you use this method of discipline, is not working, if you
135. use this one, is not working, you say go out and write outside and she calls to
136. say, "I was taken out of class", and it's wrong according to policy, you are not
137. supposed to do that, "there is no text book, you are going to use text book",
138. you say, you say "go out because we are using text book, you, you don't have
139. a book", my problem is that, still they expect better results, this is very
140. frustrating these days.

143. Greg: Ok, madam, in this present school that you are, how long have you been
144. teaching in this your present school?

145. Caro: E...m, I have been teaching, this is the fourth year, no, this is the fifth
146. year

147. Greg: Ok, what are your experiences in this your current school, where you are
148. now, in this school?

149. Caro: I have learners who are not doing well, learners who are not pulling up
150. and so, I have called their parents, parents don't respond when you call them
151. for parents' meeting, you know, if you call a parent meeting, only parents of
152. learners who are doing well are the ones that are coming, problematic learners'
153. parents don't come, and you need them, you don't need those who are here
154. who came to the meeting, you need those who are not at the meeting.

155. Greg: Yea, actually, that should mean, there is something really wrong at
156. home, for them not coming to see the authority in the school when they are
157. being called upon, that mean that something is really wrong at home with them.

158. Caro: Yea, that is the lack of support from parents.

159. Greg: Hun, ok, ma, what are your educational qualifications, ma what are your
160. educational qualifications?

161. Caro: My usual.

162. Greg: No, your educational qualifications.

163. Caro: I have done my B.Ed., with distance University, now is South African
164. University, I have also done my BA degree with Unisa and then I have done
165. my teachers' and I have done teachers' diploma and I have got these OBE,
166. courses, I have got so many courses, so many smaller courses I have done.

167. Greg: Ok, that is very interesting, ma looking at what you have just told me
168. about the indiscipline, life style in the system, why have you decided to be in
169. the teaching profession?

170. Caro: You know, when I started I didn't want to become a teacher, you know,
171. children that time, you were, after matric, because blacks, blacks will go to
172. either for police, teacher or nurse, then I wanted to become a nurse (we had
173. another interruption as another teacher came in to see the participant, I tried
174. to bring her back on track immediately the teacher left, so she continued her
175. discussion about wanting to become a nurse, but later could not) I end up
176. becoming a teacher ultimately because of space, it was difficult to get a space
177. during therefore, I ended up being in teaching till today, now I enjoy
178. teaching.

179. Greg: Ok, you enjoy teaching.

180. Caro: Yea, I wanted to work with people I started enjoying.

181. Greg: That is very interesting, ma, e...m, looking at the current system, ma,
182. how are teachers motivated in your school?

183. Caro: You know, I normally call them and ask them to work even though they
184. are experiencing challenges, and I always most of the time, they discuss the
185. challenges they have and how I can help, in most cases I am very busy
186. because I must help them so there can be progress in class, am the one who
187. is responsible for discipline so that, they don't become demotivated because if

179. because of discipline you are demotivated then you will never be productive in
180. class, what am doing, am taking the responsibility of discipline, whether I told
181. them learners whether you hate me or not, here is a school, there are rules
182. that they must follow, I am the one responsible for doing that, then for teachers,
183. can you see now, they are coming in and out even during school hours, I do
184. have classes, but I will go out of my class to go and discipline, to go and... yea.
185. Greg: So, in a way you try to carry the teachers along, motivate them, so that
186. they can (she cuts in "what can you do, how can we help each other, because
187. you know, others are very frustrated, if you can't help them because they
188. cannot even discipline them, ultimately you find out it is about yourself, but
189. we are working together". Yea, you mentioned challenges, what are the
190. challenges in the teaching profession that may want you to quit teaching?
191. Caro: Lack of discipline, that is the most frustrating one, lack of discipline,
192. like I said, other teachers in other schools cannot go to class because of
193. teachers, ha because of learners, if you are in class, I am in class now and
194. here is a learner that is making noise, or am busy teaching and I say, "keep
195. quiet," and he doesn't keep quiet and I say, "keep quiet", and he doesn't keep
196. quiet, then I say, "go out", if give them..., let say I say, "go and sweep outside",
197. they know that they are going to sweep if you say, "go out", they say "where is
198. the broom?", now they are not here to learn but to sweep and look at other
199. learners, they are losing, at the same time, that is really frustrating, at the end,
200. the problem is that, district want progress from you, at the end, they will give
201. you, methods that are not working in your school (just then, a call came in from
202. the phone of the participant, she was sorry for the interruption but answered
203. the call, when the telephone conversation between the caller and the
204. participant ended, I asked her a question to continue the interview).
205. Greg: Looking at e...m the subject that you teach, you teach them, life
206. orientation, is that true? (She nodded in affirmative, I then continued with my
207. question), ma, as a teacher in grade 12, e....m, what are your strategies that
208. you put in place to develop yourself, I mean, what are the strategies you put in
209. place to upgrade yourself so that you can effectively teach these students

210. because we know that the world we are today, is the world of the internet, the
211. world of information dissemination, so as a teacher what are the things that
212. you put up to develop yourself, ma to be current?

213. Caro: I attend so many courses, we have so many courses, we are trying to
214. improve, I was born before technology, but I am able to use the laptop.,
215. unfortunately, I am ...you can't use in classes we don't have the white board
216. but teaching istechnology but we are preparing before going to class every
217. time, so that you are able to teach ... interesting. Now the other thing with life
218. orientation, is like you teach learners how to be responsible outside, now what
219. I have realised is that, they know, when you teach them, they take them as for
220. writing exam ("not develop themselves" I cut in), because how can you find a
221. learner that is pregnant if you are teaching, ...they have learnt about
222. abstaining, protection abstaining and so on, ...yet the learner is pregnant, ...this
223. is for exam not for them, that is the problem with our learners and I have told
224. them several times, this is how you must live, this is your development, you
225. must help others.

226. Greg: The other time you mentioned that learners are pregnant, is it true that
227. learners who are pregnant allowed to stay in school?

228. Caro: Yes, they are allowed by the government they can, yes, ("Even when
229. they are pregnant?" I cut in to show my amazement about government allowing
230. pregnant learners to stay in school if they wish doing so") if you say "go home
231. and rest", they just write a letter to the NUC, straight not to the district but to
232. the NUC, for your information and you will get email and you must respond to
233. why because, according to policy this and this, according to this and this, what,
234. what, is so difficult therefore, (just then we heard the siren for break over, and
235. the participant pleaded ending the conversation as she needed to attend to
236. other school administrative assignment) am just worried about the new comer,
237. people don't worry about anything anymore ("this is frustrating, I said,") very,
238. very.

239. Greg: Ok let us look at the stakeholders of education, the government, the
240. principal, including the parents and the students. Now, what are government
241. doing to motivate teachers to teach, ma?

242. Caro: You know they are taking us to so many courses, they are trying their
243. best to take us to many courses, but what about, am talking about the teaching
244. in class, now, I can have enough knowledge which I must impart to learners
245. but if learners are not ready to listen to me, they around they are doing this and
246. this, you know in class you are busy teaching, here is a learner that is talking,
247. you reprimand the child, you reprimand the child, at the end of the day you are
248. losing some of the things you would have done with the learners, every time
249. you are reprimanding the child, take the child outside you are wrong, and the
250. child will also say this and this and this because ultimately you won't talk nice,
251. you will talk nice for the first time, you are making noise, you are making noise
252. but the first time, third time, you have to be very firm.

253. Greg: Now, let us look at the principal now, how does the principal kind of
254. motivate teachers to teach?

255. Caro: As am saying, we are having meetings, now and again we discuss our,
256. challenges, because if we, the challenges are the ones that demotivate
257. teachers we are discussing the challenges and how can we solve the
258. challenges, they also participate and ultimately, and we don't allow learners to
259. discuss....us, if they do if to one learner, and one educator, they would take
260. you to the government,
261. because if you leave it with one teacher...

260. Greg: Now, coming to the parents, are parents motivating teachers to teach?

261. Caro: Parent?

262. Greg: Yes.

263. Caro: I am telling you that they don't come to meetings if we call them, only
264. parents of good learners of learners who are trying, you know, you don't need
265. to be intelligent, you need, you must be a hard worker, only those parents, I
266. cannot say all parents, because we have parents who are.... their children,
267. majority.

268. Greg: And of course, the ...do they motivate teachers to teach in your school,
269. here, your students?

270. Caro: We do have problem, we do have problem as am saying, but we are still
271. better as compared to others.

272. Greg: Now, looking at your school, because in literature, we read that some

273. schools are functional, and some are dysfunctional.

274. Caro: They are all functional, but the problem is that, they become, you cannot
275. say they are dysfunctional, but they are not the way they are supposed to, like
276. when I started teaching, when you get in class, children will be quiet, and you
277. will go on and you will only be given a chance when they are asking question
278. there are there, or you ask them question, you are told sometimes you are
279. discussing, only when you are discussing or only when you have question or
280. answer from them or do they or raise up their hands to question you, now some
281. of the learners if you don't force them to answer they will keep quiet, you know
282. the method that I am using in class, ask them of what you have just said,
283. before, learners answer, all will stand up, you will only sit down when you have
284. given me an answer, is then they will listen attentively before they can give you
285. an answer for us you teach them, and you ask them, something that you have
286. just said, they don't give you an answer, why are they in class, one or two 287.
287. you are given answer by one or two, then, only sit down if you have given me
288. an answer, then is they will listen attentively, but they can give you answers.

289. Greg: Now, the other time you were talking about resources, is your school
290. under resourced or resourced?

291. Caro: Under resourced.

292. Greg: Under resourced, meaning that you still need some things that the
293. government ...

294. Caro: So many, so many, can you see the school itself, can you see the school
295. itself, we need a new building, we need a new building.

296. Greg: Ok, If I may ask, looking at what is happening in education in South
297. Africa, are you saying that there are some schools which are actually
298. resourced, compared to what you have here, that are better resourced than
299. your school?

300. Caro: Very, very, very.

301. Greg: What do you think is responsible for this?

302. Caro: I don't know the reason, the reason, is that, it was a library before and
303. then, after that, another school started here and then they build the school
304. somewhere and then they created our school, the new one, then we get a
305. building somewhere.

306. Greg: Looking from your experience, ma, what are the reasons why students
307. fail in grade 12 fail matric, on yearly basis, we keep reading from literature (she
308. cuts in, “no commitment, no commitment, I was telling my principal that, I have
309. talked from January, I think now I must keep quiet, may be if am quite they will
310. ...every day am talking about them, every day you warn them.... seven o clock
311. in the morning they will come... after school you will see them, these learners”.
312. ma, you just mentioned the word commitment, ma.

313. Caro: Yes.

314. Greg: We read from literature that, educators in primary school are saying that,
315. do not blame us, why learners fail in grade 12 or fail in secondary school, that
316. the teachers in secondary schools are really not doing their best, that they have
317. done their best, now when we know ask the teachers in secondary school, they
318. said that, no that teachers in primary schools actually failed to teach the student
319. some basic, rudimentary things they ought to know, as a result now, we are
320. confused, where do we go, I mean the blame shifting, were do we take it to, is
321. it the secondary school or to the primary school teachers?

322. Caro: I am saying it's true, it's true, that teachers from primary school don't
323. teach them, basics, our children are lacking basis, (I cut in, “basics?”) that is
324. why science is problem, it is a problem.

325. Greg: Ok, why are they not being taught theses basics, is it because they
326. teachers themselves are not academically sound or what, ma?

327. Caro: I think is because, you, I don't know, because the primary school
328. teachers when you blame them, they also shift the blame, you know now
329. learners must pass whether they cannot meet the standard, they cannot
330. repeat, they must pass.

331. Greg: Now from what you have (she cuts in “they will tell you that this learner
329. supposed to pass, whether you like it or not”) I think on the part of government
330. the system or the basic education department, what you are saying is that,
331. e....m, students whether they fail or pass, they just push them to the next class
332. (she cuts in again, “yea” to confirm my observation on mass progression of
333. learners). From your experience, ma, as an educator, parent do you think,
334. what would you want to be changed from what you have just told me, ma,

335. should it continue like that, that students are being pushed from one class to
336. the other.

337. Caro: There is nothing that, we can do if you ask other authorities they would
338. tell you they don't have answers because it's really frustrating even when the
339. learners are not committed, that learner can go to the next class.

340. Greg: Ok, ma, from what you have just said now, to what extent do you really
341. enjoy teaching?

342. Caro: I teach because, you know, now you work by force when they say, you
343. are going to do my things whether I like it or not. I don't like it that way but, now
344. afraid children are afraid of you, I want learners should be able to love what
345. you are doing, you know, they have come to a stage when you would only do
346. your work, in my class they would do it, but the other one they are not afraid
347. of, they must do as they wish, they must do like that when a teacher is,
348. reprimanding them they must not argue with the teacher.

349. Greg: E...m, ma, looking at your school here, what kind of leadership style
350. currently operates in your school, what kind of leadership style do you practice
351. in your school, in this school?

352. Caro: We allow learners to participate when we are making choices but at the
353. same time we consider that they are learners they cannot take decisions which
354. parents do take because if you give them the free will as they want, they will
355. do it, ... but we do allow them to participate we have got the LRC, in the school.

356. Greg: What is the meaning of LRC?

357. Caro: LRC, is learners' representative.

358. Greg: Ok, among the principal and the teachers, teachers to the principal, what
359. kind of leadership style is used here, is it democratic, autocratic or laissez-
360. faire?

360. Caro: E...m, democratic, its democratic, the main thing is that, people must
361. know why they are here, if people all know why they are here at work, then
362. things become easier.

363. Greg: So, if I may really understand you well, ma, you said you practice
364. democratic system of leadership, that means that, you also understand what
365. is meant by collegial system of leadership, where the principal carries along

366. the teachers, he sees them as colleagues, as friend and people work as a team
367. (she cuts in, "you know communication or whatever, we are unhappy, what
368. makes us unhappy is that we are on duty here and will must perform and then
369. give us what we want, but we team together, and we enjoy it" so impliedly,
370. what we are saying is that, you really enjoy being together as educators, you
371. do your work very well and e...m and you are subscribing to a kind of e...m,
372. democratic leadership?

373. Caro: Yes.

374. Greg: E...m, ma, what do you understand by teacher professional behaviour,
375. I mean, the teachers here, can we say the teachers here are professionals, I
376. mean, the way they do their work, are they really professional?

377. Caro: Yes, they are, ("the way they go about their practice, the way,
378. you do things you can say you are all professionals here in terms of e...m," I
379. asked) we don't have teachers who are not professional, it is against policy, all
380. teachers that are teaching must have teachers' certificate.

381. Greg: Ok, ma, in your school here how would you describe the kind of
382. relationship among teachers here, is it cordial or there is rancour or fight, how
383. would you describe your relationship in this school?

384. Caro: It is mutual, its ok, its ok, fight is always there as long as you are working
385. together but as long as you are able to at the end, leave everything alone while
386. you are here, sometimes there is misunderstanding between and teachers but
387. at the end we agree, even today, tomorrow you go on with life, and then you
388. are no longer, you very angry at a moment, am very angry at a child, but I have
389. never seen teachers fighting physically.

390. Greg: Ok, thank you very much inferably you have what we call a kind of social
391. relationship, very cordial and very ok, in the school system, ok, I have four
392. more questions and we are done, E...m, how would you describe your students
393. in terms of academic performance and attitudes towards teacher and their
394. fellow students? Students in terms of their performance, you teach grade 12,
395. ma, so how would you describe the students in terms of their academic
396. performance in this school?

397. Caro: In terms of what? (She asked, so I could repeat my question).

398. Greg: Academic performance of the students.

399. Caro: Ha, ...the students I know when I started teaching, they were very proud
400. going to school, but as soon as the years go, then it becomes worse and worse
401. because others are less committed, the next group is more less committed
402. than last year, if you are saying this one is worse then, next year you get more
403. worse than the one you said was even worse.

404. Greg: Well that is very interesting, but at the same time, e...m, (just then a call
405. I had been ignoring for many times came in again, thus I had to respond,
406. knowing fully well I was about to end the interview with the participant, I
407. apologised to the participants for the little time spent answering my call
408. and then we continued from where we stopped). Thank you very much
409. for what you just said, I think it's well 408. noted, what is the kind of relationship
410. here between the teachers and the students and students to students
411. themselves, what kind relationship, how do you describe their attitudes to
412. each other?

413. Caro: We don't get too much fight, we love each other, even the grade 12, are
414. beginning to change their relationship, here is like you adopt a child.

415. Greg: What effort are you making to improve students' achievement in your
416. school?

417. Caro: We are doing extra class, can you see now, when you are busy, am
418. trying to help this extra class, so that tomorrow they come to school.

419. Greg: That is very interesting, now, e...m, what can you say about parental
420. influence in your school?

421. Caro: No parents are not supportive, that is what I can say, only a handful.

422. Greg: How can school climate be improved, from your experience as an
423. educator, how can we improve school climate?

424. Caro: Hey, the problem is the policy, that is governing learners, and there is
425. nothing you can do because you must work according to policy, it's very, very
426. difficult, you know with what you have, you have to see how to survive and 425.
427. make things better for yourself.

428. Greg: So, what do you want the government to do for you as teachers in to
429. improve teachers' commitment and motivation, what do you want the
430. government to do for you?

431. Caro: They are trying by giving us extra workshops, as I said earlier, another

432. thing is more of the admin work that we are doing, we are doing so many things
433. , you have to teach you have to make sure that any time, any time you do this
434. and this, is too much for one person and its stressful that is why you find, when,
435. during this time, most of the teachers you find them in hospital (I cut in with
436. cclimation at hearing hospital, "hospital?") yea, in hospital, if you asked, what
437. was the illness, it was stress.

438. Greg: Hun, ok, ma, as you have rightly said, what can be done to improve
439. teachers' commitment, generally, what are those things that you think can be
440. done to improve because that is why we are here, what are the things that can
441. be done because we want teachers to be more committed, so the that these
442. students can get the best from them.

443. Caro: Teachers can be more committed if they are supported by parents,
444. because learners must be taught at home, if you are at school, you are at
445. school, at school you are there to learn and when you are at home you know,
446. we don't say they must study all the time, at home they don't do anything they
447. go to parties they do this while they are writing test tomorrow.

448. Greg: Hun, in your class do learners pay attention when you teach them, are
449. they calm, do they listen very well, in your, class?

450. Caro: They do listen but as for one class, they would talk and if you ask them,
451. you know what am doing, I just say if you are talking while am talking, I don't
452. know what you are talking about, it seems you are a teacher in my class then
453. they stop talking, and then they would keep quiet and start gain talking, then I
454. would say out, but they know that it is totally wrong.

455. Greg: In your class, do students contribute by asking questions or by making
456. some statements?

457. Caro: Yes, I force them, I make them stand up.

458. Greg: And they do obey?

459. Caro: Yea, they do, they do, as am saying that, at least here, we still have
460. learners.

461. Greg: In the class, ma, what kind of communication do you employ, is it you
462. talk and the children just listen, or you talk, and you call them to respond, how
463. do you assess them in the class, to know whether they are getting actually,
464. what is being taught?

465. Caro: I ask them questions, after teaching them, I ask them questions, I give

466. them class work, I give them home work, I test them.

467. Greg: In the class, the you make use of teaching aids so they that they are

468. better taught, do you use teaching aids at times?

469. Caro: Life orientation is easy because you normally talk about the practical

470. things that are happening around, I also teach sometimes, where I use some

471. cards fortunately, our text books are better, they have pictures, so you can

472. teach them and they see the pictures then you can ask question.

473. Greg: Yea, on the last note, in this school do you use tablets, do the students

474. use tablets?

475. Caro: No, we don't have.

476. Greg: Why? Because in some school they have.

477. Caro: We once had but thieves broke in and stole them away.

478. Greg: Thieves came to the school and stole all the tablets?

479. Caro: No, they didn't steal all, we reported so the police and the district they

480. said we must retrieve the reaming from learners, as the school itself Is not safe.

481. Greg: That means you have problem with security as well?

482. Caro: We don't have security, any longer.

483. Greg: Thank you very much, ma, I must really appreciate what you have done

484. today, it has been very interesting to have you in this meeting, in this

485. interview,

486. to be candid, ma, I have learnt a lot, you have given me a lot about what is

487. happening in the school system I now have better understanding of what is

488. actually happening in the school system regards to teachers in general and

489. also grade 12 teachers, that they are really giving their best, only that there

490. are challenges here and there which would be looked into as time goes on,

491. thank you very much, ma, it's really wonderful to have you again, God bless

492. you, ma, I wish you all the best in your further endeavour in the school as a

493. teacher and also, the deputy vice principal, thank you, ma.

Fields notes

<p>Participants in South Tshwane</p> <p>Field notes on informal observation</p> <p>In Tshwane South, my first point of call was in a school located around a busy traffic environment. Most times I could see that teachers were always engaged teaching and attending several meetings. I had a tough time before I was given the opportunity to meet my prospective participants by the gate keeper. To my surprise, the gate keeper initially gave me one grade 12 teacher and two social workers to as participants for my interview. However, after series of undaunted more visits to the school, I was able to get two more Grade 12 teachers who confidently spoke about the subject of my inquiry. So, in all I had three Grade 12 teachers to interview in this Education District; Johnson, Mary and Caroline.</p>	<p>Reflection 5/6/17</p>
<p>P1: Johnson was my first participant, he teaches Mathematics. Johnson looked composed and experienced. He was ready to assist me to gain better understanding of my research topic. It was obvious he had no much time to attend to me but from the little time we</p>	

<p>had together, he confidently told me that South African schools have challenges especially indiscipline problems. I could sense that the major problem Johnson has with schooling in the country is the fact that some schools are not safe and conducive for teaching and learning because there had been cases of learners' violence and chasing of teachers with gun. From my assessment of Johnson, he was a good mathematics teacher from the way he spoke confidently about the subject, the passing rate of learners (though poor) his extra efforts being put to place to assist struggling learners in the subject.</p>	
<p>P 2: Mary, my second participant, from my observation, she looked rather composed and believed so much in organisational justice. She made me to realise that teachers' voice was never heard in most of the school administration deliberations upon by the school authorities. She feels the school administration is more of an autocratic leadership as teachers are always on the receiving ends of some decisions coming from the school management. I could observe that Mary would like to function better in a school climate that allows for democratic leadership. From my further observation of Mary, she likes teaching</p>	<p>I could imagine the situations where teachers are not given a voice in the daily running of the school where they work from, there could be a kind of poor interactional and weak procedural justices insinuated in the school system as teachers are not involved in certain deliberations and decision makings that directly or indirectly affect their daily work life. I equally share the feelings of teachers when they seem looked down upon in the society, they become demotivated and experience weak job satisfaction. The society today should consider the enormity of tasks teachers contend with in our contemporary time.</p>

<p>but very much unhappy that teachers do not get motivation from the members of the society and the government. To her, inability of Stakeholders of education to motivate teachers pushes the teachers into a low self-esteem. Many see teachers as strong nation builder that the society must treat with respect and fair justice. I also observed that she believed so much Africa in the sense that, she advocated for the need to have learners study more of African Literature than Western literature which does not inform learners about their own cultural heritage and experiences. More importantly, I could see from her expression that many South African learners are indisciplined while teachers are also no longer committed compared to the apartheid era.</p> <p>According to Mary learner indiscipline and diminishing teacher commitment could be due to both personal and social problems engulfing the country.</p>	<p>Teachers do not only teach they are also involved in administrative work, discipline and moulding of learners' life. Teachers should be seen as engine power responsible for human capacity development of any nation. Teachers should be better remunerated, motivated and complemented to aid their commitment to duty.</p>
<p>P 3: Caro is my third participant, from the way teachers kept coming to meet her in the office during her interview with me, I could observe that she was a busy, ever engaged and a committed teacher and leader. Most times teachers came to ask</p>	<p>28/7/17</p> <p>From the impression that Caro gave me during our discussion, I began to think that, government may take sides with learners and their parents when there is a clash between teachers and the</p>

<p>her about what could be done to run the school effectively. From Caro's expressions and discussion, I could easily see that the government is rather over protective as learners tend to be more conscious of their rights than their responsibilities. From what she further shared with me, I observed that being a veteran teacher, she was quick at relating to me that the present generation of learners are quite different from those that were taught pre-democratic government. The impression was that learners today are rather lackadaisical academically, indiscipline, rude, quick at claiming rights and lack parental control. Learners could easily report to the government authorities any conflicts they have with the school authority knowing fully well that they will be vindicated even when at fault.</p> <p>I was made to understand that; Caro's school was burgled at a time by thieves who made away with some school valuables such as computer tablets. Up till the time of my visit, government was yet to provide security guards to look secure the school.</p>	<p>parents with their learners. To me if this was true, it may have political undertone. I think government should be an unbiased umpire to maintain organisational justice.</p> <p>Going by the level of crime rate in Gauteng I think the government shouldn't have left the school unprotected from robbery attack. Such neglect on the part of the government is an indication that much is desired to be done by concerned authorities if they are to provide safety and conducive school climate where teacher can be assisted to perform.</p>
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<p>Participants in North Tshwane</p> <p>Field notes on informal observation</p> <p>From the gate to the school, I could see that it was fragile and not well covered and passer- byers could easily see through to have glimpse of what could be going on in the school compound.</p> <p>On gaining entrance to the school premises I could see that the school was not protected from sun rise because most of the trees planted to provide shade for the school were still short, probably they were planted not too long ago. The gatekeeper told me the school was newly founded to serve the people in and around their not too big community. Though a bit neat, but particularly, the school in Tshwane North, lacked school infrastructures such as offices and teacher staff rooms, library and inadequate science laboratory equipment. The principal and the deputy principal where sharing the same office.</p> <p>From my observation it was conspicuous that more furniture is needed for teachers to be more comfortable judging from their sitting position in the staffrooms. The common room I sat revealed that it was demarcated for various activities which indicated that the school authorities was managing space to run daily school administration. For</p>	<p>6/5/17</p> <p>Reflection</p> <p>I strongly feel that the school environment in Tshwane North is not all that conducive because there could be series of distractions coming from passer-byers trying to gaze at what could be going on in and around the school. From the way I saw the school gate, vandals might easily attack the school occupants. Comparatively, to the school I visited in the South Tshwane, the school climate in North Tshwane looked a bit challenging. Government might need to spend more money to equip the school in the North to compete a bit favourably with some better equipped schools in the South. However, I am somehow impressed about teachers organising extra classes to assist struggling learners to catch up with their mates academically. From the little time spent in this school, I sensed that many of the learners must have come from a low socio-economic background living in the interior parts of the district. I equally reasoned that the low socio-economic background of some of the learners could be responsible to their lack of interest studying.</p>
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instance, the teachers complained lack of tonner in printing question papers for examination. Examination activities were delayed until two officers arrived from Johannesburg to supply tonner for printing. I also gathered that sometimes teaching and learning were halted due to interrupted power supply.

However, I was impressed to see that most of the teachers came in good and new cars to the school.

P 1: Clement was my first participant he looked rather composed and ready to share his experience as a teacher. Clement spoke convincingly about learner indiscipline, workload and extra classes he puts in place to assist struggling learners who are learning mathematics. He made me realise that some learners formed the habit of vandalising school furniture at will. Some live under the influence of drugs. From his description of leadership, I could observe that he preferred situational leadership being an encompassing leadership style that relates with how a leader manages a school, based on prevailing circumstances at a certain time.

I think that the school authority should see how best they can give a reorientation to learners on the need to keep safe, school furniture. More importantly, learners' discipline must be stressed to aid school climate and teacher commitment.

P 2: Nota was my second participant; he took me to an untidy big classroom. We

I think government should take a positive step in defining what and how could the

had to manage to sit in one of the furniture to conduct interview with him. From the look on his face, he was not happy with the situation of things in the school. He gave me the impression that the present education system might do better if some of the values of education used in maintaining discipline during the apartheid can be employed currently without segregation and discrimination. I observed from his discussion that most learners presently in school are not disciplined. Nota also strongly felt teachers were being neglected and marginalised. Going by some of the issues he raised in the interview, I noted that sometimes the government is rather unresponsive and negligent when teachers demand incentive to motivate them work better.

On the issue of organisational distributive justice, he felt the government was being partial from the treatment accorded teachers compared to other civil servants. On discipline related matter, form the manner of his approach to be subject, I could note that the democratic government had taken so many helpful discipline approaches from the school.

Nota gave me the impression that teachers are defenceless when learners tend to cross their parts. **From my further**

present education system be sustained by looking backward what made discipline possible in schools in the past.

I Began to think that teachers may not actually enjoy interactional justice because Nota and other teachers interviewed so far complained about learner indiscipline as a major challenge in the country. If discipline problem is actually a basic issue for teachers, I wonder how school climate and teacher commitment could be in many schools.

Moreover, it might also be difficult for school authority like the principal to checkmate uncontrollable teacher members in SADTU, this teacher union is reported to be an influential union which is in alliance with the ruling party in government. By implication playing politics in the administration of the school system may not help in fostering education and as a result a compromise in the standard of education as well as school climate and teacher commitment.

discussion with Nota, I could sense that a divide and rule system open

rate in the South African education network. According to Nota some teachers who are members of SADTU, are able to influence the government in securing duty post at the Department of Basic Education. Sometimes, such members absent themselves from the school without due permission the school authorities and are always difficult to discipline when they flout school regulations.

P 3: Jane happened to be my third participant, from the North, she was sharing the same office with the principal, as at the time of my interview her, the principal had left the school for a meeting. Jane was newly promoted to the post of a deputy principal, from all indication she looked vary versed in relating her experiences to me. I noticed that she was friendly but also principled. Jane gave the impression that she hardly absents herself from school to keep the school in order. I got the hint from Jane that the government policy about adjustment on yearly matric results was nothing but a way of giving members of the public a false picture that Grade 12 learners are performing. Jane sees this

If government manipulates the matric results to convince the public that matric result is improving while the true picture is otherwise, then members of the public need rise up to challenge matric outcomes. I reason that it is unfair to politicise SADITU because such act might not help education to thrive.

To me I think the government is over protective and not helping the school in keeping due school climate and teacher commitment. For the learners, they feel they can claim more rights than being more responsible in the school. Moreover, if some unruly learners could assault teachers for taking away

act, as political. I could observe that participants say much about the negative effect of the policy of mass progression by government. I could note that the progression policy could be one of the major reasons for the mass failure of learners in South Africa.

She also expresses that some member teachers, hide under SADITU to perpetuate negligence of duty and lack of commitment.

From her discussion with me I understand that the Department of Basic Education never consulted the teachers or the school authorities before supplying learners with computer tables which today constitute a distraction to most of the learners who have converted the primary academic use of the gargets in to viewing pornography and listening to music. While still discussing with Jane, a male visitor from the Department of Basic Education came and moving around the classes. Not too long, the visiting officer came to the principal's office to complain to the deputy principal during my interview with her that he seized a five-litter bottle of coke from a learner and also confiscated a hand set from another learner while an examination was going. To my surprise the invigilating teacher could not

handsets from them during the school times, then to me the school climate might not be safe for other learners and members of staff. This experience depicts that violence acts perpetuated by unscrupulous learners may be rampant in some public schools in the country.

The questions at this juncture is don't teachers have a say on learners' misconducts? Can learners respect teachers when they try to discipline or control erring learners? Do teachers have to report or wait for the government to act on school exigency matters?

apprehend the misbehaving learners. My question to both the visitor and the deputy principal was why couldn't the school authority seize and destroy handsets collected from learners? To my amazement, the visitor advised that it was not reasonable to impounded handsets from learners because in the past teachers who impounded handsets from learners were reportedly attacked by learners with dangerous weapons and that parents were in the habit of coming to the school to reclaim confiscated handsets from learners.

Participants in Tshwane West

P 1: Victoria was the first participant I interviewed. She looked elderly, calmed, assertive and highly experienced. From her discussion with me I observed that she was not pleased with the current learners lacking discipline compared to the learners in pre-democracy. I sensed that she was not happy about parental poor learner support. Unfortunately, Victoria had been verbally assaulted by a learner she was trying to correct sometime in the past. I could also sense that she was not happy that the government was too learner centred at the expense of teachers' rights. According to her, it took the government too much time before a learner drug

To my thinking, the government in the country should revisit how learners apply their rights when learning in the school. In a situation that learners can flagrantly abusive their teachers, this call for a check and possibly sanctions because teachers do not only impart knowledge, but they equally mould and teach morals in the school. Well, I am aware that some morally weak teachers may assault female learners and sometimes they also take drugs, such teachers could be sanctioned before influencing learners negatively. I also reflect that the issue of poor parental involvement in learners is becoming a recurrent phenomenon from what other participants have shared in

<p>addict could be expelled from her school. To her, the government always blame teachers for every unproductive act of the learners. From my observation Victoria blamed mass failure of Grade 12 learners in matric due to learners' misconduct, parental lapses and government poor responsibility in matters concerning education in the country. Sadly, she made me understand that teachers in the present dispensation are not as committed as teachers who taught during the apartheid era. Victoria looked very busy and kept signalling to me every now and then to round off my interview as soon as possible so she could attend to her classes. I can see for myself that she was committed to teaching and looking after the learners.</p>	<p>the previous interviews. Parents as stakeholders of educations should be more responsible and responsive to the education of their learners as teachers alone might not be able to aid the learners in accomplishing sound education.</p>
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<p>James</p> <p>P 2: My second participant was James, from how he explained to me about the South African schooling system it was obvious that he has been in the teaching system for so many years. He expressed the fact that discipline and commitment have diminished greatly over the years. I could observe that from James' discussion more discipline and commitment were put in place in the school system during apartheid regime</p>	<p>From all what I heard, there might be need, to have all stakeholders of education come together and discuss how they can improve on discipline in school today.</p>
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compared to what is going on in most of the present schools around. James made me to understand that learners performed academically better and teachers gave their uttermost commitment before now.

I equally understand that school climate and teacher commitment can be restored in the present education system if only the system can emulate some of the core values of education employed during apartheid. From the way James went about describing learners' problems, I understand that most parents are not financially capable to meet their learners' needs; for instance, paying school fees. Furthermore, I could note from James' speech that some learners are drug addicts and also control their parents at home.

P 3: Ben happened to be the last participant, from my observation, he is a young man, very energetic and intelligent. From what Ben said at the commencement of his discussion and what other participants also narrated to me, their narratives are close about the general current poor state of learner indiscipline, violence, laziness and weak commitment to learning. Moreover, I could also sense that he gets demotivated when learners do not

I am very impressed to meet a young man who is ready to display his ability to impress learners academically. I reason that the schooling system of today might go a long way if more young and intelligent teachers can be employed to teach learners in the school. For me putting younger teachers in school but being supervised by experienced teachers might help learners to be motivated to learn.

impress him in class. As a young teacher, I could see that he is readily available to assist learners who are willing to take learning very seriously as he sounded very informative and inspiring worthy of emulation of hard work.

11

APPENDIX E

All identified codes based on alpha codes and tallies

1. professional teacher behaviour: highly experienced
2. professional teacher behaviour: highly experienced
3. professional teacher behaviour: highly experienced
4. professional teacher behaviour: experienced
5. learner achievement press: learner indiscipline
6. learner achievement press: learner poor learning habit
7. learner achievement press: learner late coming to school
8. learner achievement press: learner weak academic background
9. professional teacher behaviour: blame shifting
10. professional teacher behaviour: organisational citizenship etiquettes
11. professional teacher behaviour: educationally qualified
12. professional teacher behaviour: self-identity
13. professional teacher behaviour: self-identity
14. professional teacher behaviour: self-identity
15. learner achievement press: learner indiscipline
16. professional teacher behaviour: self-identity
17. professional teacher behaviour: self-identity
18. professional teacher behaviour: self-efficacy
19. professional teacher behaviour: faculty trust

20. professional teacher behaviour: organisational citizenship etiquettes
21. professional teacher behaviour: organisational citizenship etiquettes
22. collegial leadership: procedural justice
23. collegial leadership: teacher autonomy
24. collegial leadership: procedural justice
25. collegial leadership: interactional justice
26. professional teacher behaviour: teamwork
27. professional teacher behaviour: teamwork
28. professional teacher behaviour: general school challenges
29. learner achievement press: unsatisfactory academic performance
30. learner achievement press: improving academic performance
31. institutional vulnerability: parental cooperation
32. learner achievement press: need for IT education
33. professional teacher behaviour: positive motivational influence
34. professional teacher behaviour: school security
35. learner achievement press: learner drug addiction
36. professional teacher behaviour: school security
37. learner achievement press: learner indiscipline
38. professional teacher behaviour: school security
39. learner achievement press: class evaluation and home work
40. professional teacher behaviour: experienced
41. learner achievement press: learner indiscipline
42. learner achievement press: learner school counselling
43. professional teacher behaviour: experienced
44. professional teacher behaviour: organisational stress
45. professional teacher behaviour: educationally qualified
46. professional teacher behaviour: self-identity
47. professional teacher behaviour: self-identity
48. professional teacher behaviour: poor teacher motivation
49. professional teacher behaviour: positive motivational influence
50. professional teacher behaviour: poor teacher motivation
51. professional teacher behaviour: classroom over crowdedness
52. professional teacher behaviour: organisational stress
53. learner achievement press: learner mass promotion

54. professional teacher behaviour: classroom over crowdedness
55. professional teacher behaviour: varied teaching strategies
56. professional teacher behaviour: self-efficacy
57. professional teacher behaviour: poor teacher motivation
58. professional teacher behaviour: poor teacher motivation
59. professional teacher behaviour: poor societal motivation
60. professional teacher behaviour: poor societal motivation
61. professional teacher behaviour: poor distributive justice
62. professional teacher behaviour: poor societal motivation
63. professional teacher behaviour: parental motivation
64. professional teacher behaviour: parental motivation
65. professional teacher behaviour: self-identity
66. **collegial leadership: poor procedural justice**
67. **collegial leadership: poor procedural justice**
68. professional teacher behaviour: poor procedural justice
69. **collegial leadership: poor procedural justice**
70. **collegial leadership: poor procedural justice**
71. **collegial leadership: poor procedural justice**
72. **collegial leadership: procedural justice**
73. professional teacher behaviour: keeping work ethics
74. professional teacher behaviour: keeping work ethics
75. professional teacher behaviour: keeping work ethics
76. professional teacher behaviour: keeping work ethics
77. professional teacher behaviour: keeping work ethics
78. professional teacher behaviour: teacher cordiality
79. professional teacher behaviour: teacher socialisation
80. learner achievement press: poor learning habit
81. **learner achievement press: learner weak academic background**
82. learner achievement press: learner indiscipline
83. learner achievement process: learner discipline process
84. **learner achievement press: learner weak academic background**
85. professional teacher behaviour: blame shifting
86. **learner achievement press: learner mass progression**
87. **professional teacher behaviour: organisational citizenship etiquettes**

88. learner achievement press: learner mass progression
89. **learner achievement press:** poor learner ability classification
90. **learner achievement press:** poor learner ability classification
91. learner achievement press: learner mass progression
92. **learner achievement press:** poor learner ability classification
93. learner achievement press: learner mass progression
94. **learner achievement press:** learner weak academic background
95. **professional teacher behaviour:** organisational citizenship etiquettes
96. **learner achievement press:** unsatisfactory learner academic performance
97. professional teacher behaviour: poor teacher work ethics
98. professional teacher behaviour: keeping work ethics
99. learner achievement press: learner indiscipline
100. **learner achievement press:** generational learner difference
101. learner achievement press: poor learning habit
102. learner achievement press: poor learning habit
103. **institutional vulnerability:** poor parental learner support
104. professional teacher behaviour: poor teacher work ethics
105. professional teacher behaviour: poor teacher work ethics
106. **learner achievement press:** learner parental home challenges
107. learner achievement press: need for IT education
108. professional teacher behaviour: need procedural justice
109. professional teacher behaviour: organisational stress
110. **professional teacher behaviour:** need for distributive justice
111. professional teacher behaviour: poor societal motivation
112. **learner achievement press:** learner good classroom conduct
113. professional teacher behaviour: varied teaching strategies
114. **learner achievement press:** mother tongue challenge
115. **learner achievement press:** western education centred curriculum
116. **learner achievement press:** western education centred curriculum
117. **learner achievement press:** western education centred curriculum
118. professional teacher behaviour: varied teaching strategies
119. professional teacher behaviour: varied teaching strategies
120. professional teacher behaviour: varied teaching strategies
121. professional teacher behaviour: highly experienced

122. **learner achievement press:** generational learner difference
123. **learner achievement press:** generational learner difference
124. **learner achievement press:** lower standard of education
125. learner achievement press: learner indiscipline
126. learner achievement press: learner indiscipline
127. learner achievement press: poor learning habit
128. learner achievement press: poor learning habit
129. **professional teacher behaviour:** organisational citizen etiquettes
130. professional teacher behaviour: low job satisfaction
131. **learner achievement press:** too much learner centred approach
132. **learner achievement press:** too much learner centred approach
133. **Institutional vulnerability:** poor parental learner support
134. **Institutional vulnerability:** weak parental learner control
135. learner achievement press: learner drug addiction
136. professional teacher behaviour: keeping work ethics
137. professional teacher behaviour: general low work ethics
138. professional teacher behaviour: keeping work ethics:
139. professional teacher behaviour: poor teacher motivation
140. **learner achievement press:** too much learner centred approach
141. professional teacher behaviour: poor teacher motivation
142. **learner achievement press:** learner classroom misbehaviour
143. learner achievement press: learner indiscipline
144. learner achievement press: learner indiscipline
145. learner achievement press: learner indiscipline
146. **learner achievement press:** too much learner centred approach
147. **learner achievement press:** too much learner centred approach
148. **learner achievement press:** too much learner centred approach
149. **learner achievement press:** too much learner centred approach
150. **professional teacher behaviour:** stakeholders' poor attention to education
151. **institutional vulnerability:** poor parental learner support
152. **institutional vulnerability:** poor parental learner support
153. professional teacher behaviour: educationally qualified
154. professional teacher behaviour: self-identity
155. **collegial leadership:** leadership teacher school support

156. learner achievement press: learner indiscipline
157. learner achievement press: learner indiscipline
158. professional teacher behaviour: poor teacher motivation
159. **professional teacher behaviour**: stakeholders' poor attention to education
160. professional teacher behaviour: self-effacing
161. professional teacher behaviour: lack of teaching facilities
162. professional teacher behaviour: self-efficacy
163. learner achievement press: learner indiscipline
164. **learner achievement press**: too much learner centred approach
165. professional teacher behaviour: self-efficacy
166. learner achievement press: classroom misbehaviour
167. professional teacher behaviour: general school challenges
168. **institutional vulnerability**: poor parental learner support
169. professional teacher behaviour: general school challenges
170. **learner achievement press**: generational learner difference
171. **learner achievement press**: generational learner difference
172. **learner achievement press**: poor school infrastructures
173. **learner achievement press**: poor school infrastructures
174. professional teacher behaviour: blame shifting
175. **learner achievement press**: learner weak academic background
176. professional teacher behaviour: blame shifting
177. learner achievement press: learner mass progression
178. learner achievement press: learner mass progression
179. professional teacher behaviour: organisational stress
180. learner achievement press: learner indiscipline
181. **collegial leadership**: procedural justice
182. professional teacher behaviour: teaching certificate
183. professional teacher behaviour: teacher cordiality
184. learner achievement press: poor learning habit
185. **professional teacher behaviour**: organisational citizenship etiquettes
186. **institutional vulnerability**: poor parental learner support
187. **learner achievement press**: too much learner centred approach
188. professional teacher behaviour: organisational stress
189. **professional teacher behaviour**: need for parental teacher support

190. learner achievement press: poor learning habit
191. **learner achievement press:** learner classroom misbehaviour
192. professional teacher behaviour: varied teaching strategies
193. professional teacher behaviour: varied teaching strategies
194. **learner achievement press:** lack of teaching facilities
195. learner achievement press: lack of school security
196. professional teacher behaviour: lack of school security
197. professional teacher behaviour: experienced
198. professional teacher behaviour: self-efficacy
199. **professional teacher behaviour:** organisational citizenship etiquettes
200. learner achievement press: poor learning habit
201. learner achievement press: poor learning habit
202. professional teacher behaviour: educationally qualified
203. professional teacher behaviour: self-efficacy
204. learner achievement press: learner indiscipline
205. **learner achievement press:** too much learner centred approach
206. learner achievement press: learner indiscipline:
207. **learner achievement press:** too much learner centred approach
208. **learner achievement press:** too much learner centred approach
209. **learner achievement press:** lack of teaching facilities
210. learner achievement press: poor learning habit
211. learner achievement press: learner drug addiction
212. learner achievement press: learner drug addiction
213. learner achievement press: learner parent control
214. **institution vulnerability:** poor parental learner control
215. **learner achievement press:** unsatisfactory academic performance
216. learner achievement press: learner school violence
217. **learner achievement press:** too much of learner centred approach
218. professional teacher behaviour: self-efficacy
219. professional teacher behaviour: organisational stress
220. professional teacher behaviour: organisational stress
221. professional teacher behaviour: self-efficacy
222. professional teacher behaviour: self-efficacy
223. professional teacher behaviour: self-efficacy

224. **collegial leadership:** leadership teacher school support
225. institutional vulnerability: parent school support
226. **learner achievement press:** participation in extra class
227. professional teacher behaviour: self-identity
228. **collegial leadership:** distributive justice
229. **collegial leadership:** leadership teacher social support
230. **collegial leadership:** distributive justice
231. professional teacher behaviour: teacher socialisation
232. professional teacher behaviour: teacher cordiality
233. **learner achievement press:** improving academic performance
234. **professional teacher behaviour:** organisational citizenship etiquettes
235. **professional teacher behaviour:** organisational citizenship etiquettes
236. **professional teacher behaviour:** organisational citizenship etiquettes
237. institutional vulnerability: parental school support
238. **professional teacher behaviour:** need for stakeholders' positive contribution
239. **professional teacher behaviour:** improvement of school teaching infrastructure
240. **learner achievement press:** more furniture for learners
241. professional teacher behaviour: ensure general school safety
242. **learner achievement press:** learner indiscipline
243. **learner achievement press:** learner counselling
244. **learner achievement press:** learner good classroom conduct
245. **learner achievement press:** learner classroom academic contribution
246. professional teacher behaviour: varied teaching strategies
247. professional teacher behaviour: insufficient teaching aids
248. professional teacher behaviour: varied teaching strategies
249. **learner achievement press:** preference for mathematics literacy
250. **learner achievement press:** learner weak academic background
251. **learner achievement press:** curriculum gap
252. professional teacher behaviour: blame shifting
253. professional teacher behaviour: highly experienced
254. **professional teacher behaviour:** too much learner centred approach
255. professional teacher behaviour: classroom over crowdedness
256. **learner achievement press:** inadequate school infrastructure

257. professional teacher behaviour: educationally qualified
258. **professional teacher behaviour:** organisational citizen etiquettes
259. professional teacher behaviour: poor distributive justice
260. professional teacher behaviour: poor distributive justice
261. professional teacher behaviour: poor teacher motivation
262. **learner achievement press:** learner indiscipline
263. **learner achievement press:** too much learner centred approach
264. **intuitional vulnerability:** weak parental learner control
265. **learner achievement press:** too much learner centred approach
266. professional teacher behaviour: poor teacher motivation
267. professional teacher behaviour: poor societal motivation
268. professional teacher behaviour: politicking education
269. professional teacher behaviour: poor distributive justice
270. professional teacher behaviour: poor distributive justice
271. professional teacher behaviour: self-efficacy
272. professional teacher behaviour: poor teacher motivation
273. **institutional vulnerability:** poor parental learner and school support
274. **collegial leadership:** leadership teacher school support
275. **collegial leadership:** supporting collegial leadership
276. professional teacher behaviour: lack of teaching facilities
277. professional teacher behaviour: lack of teaching facilities
278. professional teacher behaviour: organisational stress
279. professional teacher behaviour: lack of teaching facilities
280. **learner achievement press:** inadequate school infrastructure
281. professional teacher behaviour: low job satisfaction
282. **collegial leadership:** interactional justice
283. **collegial leadership:** leadership teacher social support
284. **collegial leadership:** procedural justice
285. professional teacher behaviour: teacher team work
286. **professional teacher behaviour:** organisational citizenship etiquettes
287. **collegial leadership:** leadership teacher school support
288. professional teacher behaviour: procedural justice preference
289. **collegial leadership:** trust in the faculty
290. **professional teacher behaviour:** professional policy teacher certificate

291. professional teacher behaviour: teacher learner guidance
292. professional teacher behaviour: teacher cordiality
293. **professional teacher behaviour:** need stakeholders' positive school support
294. professional teacher behaviour: teacher IT challenges
295. professional teacher behaviour: teacher IT challenges
296. **Professional teacher behaviour:** organisational citizenship etiquettes
297. Professional teacher behaviour: poor teacher work ethics
298. **Professional teacher behaviour:** organisational citizenship etiquettes
299. **Professional teacher behaviour:** democratic government failure
300. **Professional teacher behaviour:** need for consistent IT education
301. **Professional teacher behaviour:** need for prompt supply of IT gargets
302. **Professional teacher behaviour:** teacher misdemeanours
303. Professional teacher behaviour: politicking education
304. Professional teacher behaviour: politicking education
305. Learners achievement press: learner environmental factors
306. Learners achievement press: learner environmental factors
307. Learners achievement press: learner environmental factors
308. learner achievement press: strict monitor for learners
309. learner achievement press: strict monitor for learners
310. learner achievement press: strict monitor for learners
311. Professional teacher behaviour: politicking education
312. **Professional teacher behaviour:** organisational citizenship etiquettes
313. **learner achievement press:** poor parental learner support
314. **learner achievement press:** need for stakeholders' support
315. Professional teacher behaviour: positive motivational influence
316. **learner achievement press:** teacher learner counselling
317. Professional teacher behaviour: varied teaching strategies
318. **learner achievement press:** unsatisfactory academic performance
319. professional teacher behaviour: blame shifting
320. professional teacher behaviour: blame shifting
321. **learner achievement press:** poor parental social status
322. Professional teacher behaviour: highly experienced
323. **learner achievement press:** learner poor learning habit
324. Professional teacher behaviour: poor learner teacher motivation

325. learner achievement press: poor parental status
326. professional teacher behaviour: educationally qualified
327. Professional teacher behaviour: teacher accountability
328. Professional teacher behaviour: poor procedural justice
329. learner achievement press: misuse of IT gargets
330. professional teacher behaviour: self-efficacy
331. Professional teacher behaviour: poor procedural justice
332. **Institutional vulnerability**: poor parental learner support
333. Professional teacher behaviour: self-identity
334. Collegial leadership: procedural justice
335. Professional teacher behaviour: teacher teamwork
336. **collegial leadership**: distributive justice
337. collegial leadership: procedural justice
338. **learner achievement press**: learner poor learning habit
339. professional teacher behaviour: being a role model
340. learner achievement press: well behaved
341. **learner achievement press**: politicking matric results
342. learner achievement press: policy of adjustment
343. **institutional vulnerability**: poor parental social status
344. **learner achievement press**: learner exposure to adult life
345. **institutional vulnerability**: poor parental learner support
346. **learner achievement press**: inadequate school infrastructure
347. learner achievement press: curriculum gap
348. learner achievement press: learner mass progression
349. **learner achievement press**: poor learner ability classification
350. **learner achievement press**: poor learner ability classification
351. professional teacher behaviour: varied teaching strategies
352. **institutional vulnerability**: poor parental learner and school support
353. **institutional vulnerability**: poor parental learner and school support
354. **institutional vulnerability**: poor parental learner home training
355. learner achievement press: larcener parental bully
356. **institutional vulnerability**: poor parental home conduct
357. **institutional vulnerability**: parental counselling on parenting
358. **institutional vulnerability**: poor parental learner home training

359. professional teacher behaviour: poor teacher work ethics
360. professional teacher behaviour: keeping work ethics
361. professional teacher behaviour: keeping work ethics
362. professional teacher behaviour: keeping work ethics
363. professional teacher behaviour: keeping work ethics
364. professional teacher behaviour: keeping work ethics
365. professional teacher behaviour: varied teaching strategies
366. professional teacher behaviour: highly experienced
367. **learner achievement press:** generational learner difference
368. learner achievement press: learner indiscipline
369. learner achievement press: poor learning habit
370. **learner achievement press:** learner weak academic background
371. learner achievement press: learner indiscipline
372. **learner achievement press:** learner weak academic background
373. professional teacher behaviour: blame shifting
374. **learner achievement press:** learner weak academic background
375. professional teacher behaviour: blame shifting
376. **learner achievement press:** learner weak academic background
377. professional teacher behaviour: classroom over crowdedness
378. professional teacher behaviour: educationally qualified
379. **collegial leadership:** leadership teacher school support
380. **professional teacher behaviour:** organisational citizenship etiquettes
381. learner achievement press: poor learning habit
382. learner achievement press: learner indiscipline
383. learner achievement press: learner indiscipline
384. professional teacher behaviour: self-efficacy
385. professional teacher behaviour: poor teacher motivation
386. **collegial leadership:** leadership teacher school support
387. **institutional vulnerability:** poor parental school support
388. **learner achievement press:** poor learner teacher motivation
389. professional teacher behaviour: poor teacher motivation
390. **learner achievement press:** too much learner centred approach
391. professional teacher behaviour: self-identity
392. professional teacher behaviour: organisational stress

393. **learner achievement press:** generational learner difference
394. learner achievement press: learner indiscipline
395. learner achievement press: poor learning habit
396. **professional teacher behaviour:** teacher declining discipline
397. **learner achievement press:** too much learner centred approach
398. **learner achievement press:** too much learner centred approach
399. professional teacher behaviour: teacher declining discipline
400. professional teacher behaviour: teacher declining discipline
401. **professional teacher behaviour:** teacher declining discipline
402. **collegial leadership:** distributive justice
403. **collegial leadership:** distributive justice
404. professional teacher behaviour: keeping work ethics
405. professional teacher behaviour: teacher team work
406. professional teacher behaviour: teacher team work
407. professional teacher behaviour: teacher cordiality
408. learner achievement press: poor learning habit
409. learner achievement press: learner indiscipline
410. learner achievement press: learner teacher abuse
411. learner achievement press: learner teacher abuse
412. **professional teacher behaviour:** organisational citizenship etiquettes
413. **institutional vulnerability:** poor parental learner and school support
414. **institutional vulnerability:** poor parental learner and school support
415. **institutional vulnerability:** poor parental learner and school support
416. **collegial leadership:** leadership teacher school support
417. **collegial leadership:** leadership teacher school support
418. **learner achievement press:** need for learner discipline improvement
419. **learner achievement press:** need for learner study habit improvement
420. learner achievement press: learner drug addiction
421. learner achievement press: learner school violence
422. learner achievement press: learner drug addiction
423. learner achievement press: learner indiscipline
424. learner achievement press: learner drug addiction
425. **learner achievement press:** too much Lerner centred approach
426. professional teacher behaviour: poor procedural injustice

427. **professional teacher behaviour:** teacher learner reinforcement
428. professional teacher behaviour: varied teaching strategies
429. professional teacher behaviour: highly experienced
430. professional teacher behaviour: highly experienced
431. professional teacher behaviour: self-identity
432. **learner achievement press:** poor learner parental socio status
433. **learner achievement press:** poor learner parental socio status
434. **professional teacher behaviour:** organisational citizenship etiquettes
435. professional teacher behaviour: initial teacher discipline
436. **professional teacher behaviour:** initial stakeholders' commitment
437. **professional teacher behaviour:** initial stakeholders' commitment
438. professional teacher behaviour: initial teacher commitment
439. professional teacher behaviour: educationally qualified
440. professional teacher behaviour: initial teacher commitment
441. professional teacher behaviour: need for teacher up-grade
442. professional teacher behaviour: need for teacher up-grade
443. professional teacher behaviour: self-identity
444. **institutional vulnerability:** poor parental economic status
445. professional teacher behaviour: stakeholders' contribution
446. professional teacher behaviour: stakeholders' contribution
447. professional teacher behaviour: stakeholders' contribution
448. professional teacher behaviour: shortage of teachers
449. **institutional vulnerability:** need for parental cooperation
450. **institutional vulnerability:** need for parental cooperation
451. **learner achievement press:** learner abuse of IT gargets
452. **learner achievement press:** learner parental control
453. learner achievement press: learner parental bully
454. **learner achievement press:** learner parental control
455. **institutional vulnerability:** weak parental learner control
456. learner achievement press: learner parental bully
457. **learner achievement press:** negative peer influence
458. learner achievement press: learner drug addiction
459. **learner achievement press:** learner parental home challenges
460. learner achievement press: curriculum gap

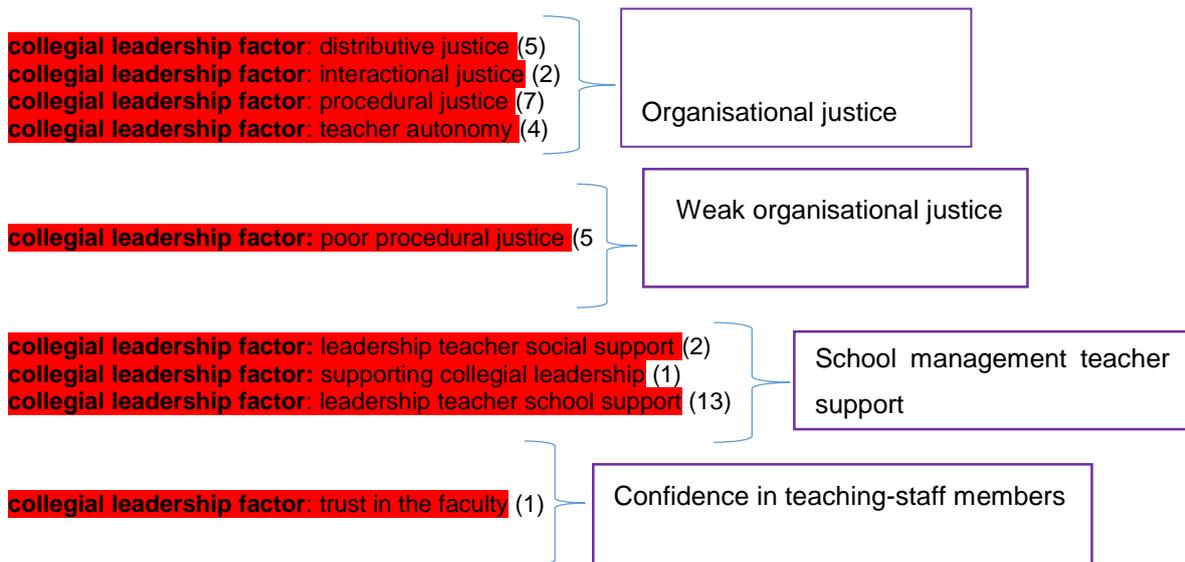
461. **learner achievement press:** learner weak academic background
462. learner achievement press: curriculum gap
463. learner achievement press: learner mass progression
464. learner achievement press: learner mass progression
465. learner achievement press: curriculum gap
466. learner achievement press: curriculum gap
467. collegial leadership: teacher autonomy
468. collegial leadership: teacher autonomy
469. collegial leadership: teacher autonomy
470. collegial leadership: procedural justice
471. **professional teacher behaviour:** poor teacher professionalism
472. **professional teacher behaviour:** poor teacher professionalism
473. professional teacher behaviour: teacher union influence
474. professional teacher behaviour: poor teacher work ethics
475. professional teacher behaviour: teacher union influence
476. professional teacher behaviour: teacher cordiality
477. learner achievement press: learner discipline
478. **professional teacher behaviour:** organisational citizenship etiquettes
479. **professional teacher behaviour:** organisational citizenship etiquettes
480. institutional vulnerability: need for communal support
481. professional teacher behaviour: need for work ethics
482. professional teacher behaviour: school safety
483. **professional teacher behaviour:** discipline and school safety
484. learner achievement press: curriculum gap
485. **professional teacher behaviour:** need for positive motivational incentives
486. **professional teacher behaviour:** maintaining classroom control
487. **professional teacher behaviour:** maintaining classroom control
488. professional teacher behaviour: varied teaching strategies
489. professional teacher behaviour: varied teaching strategies
490. professional teacher behaviour: experienced
491. **learner achievement press:** learner poor learning habit
492. **learner achievement press:** learner poor learning habit
493. **collegial leadership:** leadership teacher school support
494. professional teacher behaviour: educationally qualified

495. professional teacher behaviour: self-identity
496. **collegial leadership:** leadership teacher school support
497. **collegial leadership:** leadership teacher school support
498. learner achievement press: resourced school
499. learner achievement press: poor learning habit
500. learner achievement press: learner indiscipline
501. learner achievement press: learner drug addiction
502. **learner achievement press:** learner school violence
503. professional teacher behaviour: self-efficacy
504. professional teacher behaviour: self-efficacy
505. professional teacher behaviour: self-efficacy
506. **collegial leadership:** leadership teacher school support
507. **learner achievement press:** stakeholders' positive contribution
508. learner achievement press: learner indiscipline
509. **learner achievement press:** learner crucial developmental stage
510. **learner achievement press:** learner domestic home challenges
511. learner achievement press: learner personality
512. **professional teacher behaviour:** contending varied learner challenges
513. **learner achievement press:** parent learner indulgence
514. learner achievement press: learner indiscipline
515. learner achievement press: too much learner centred approach
516. **learner achievement press:** too much learner centred approach
517. **learner achievement press:** too much learner centred approach
518. learner achievement press: low education standard
519. **learner achievement press:** learner mass progression
520. learner achievement press: learner mass progression
521. learner achievement press: learner mass progression
522. learner achievement press: learner mass progression
523. professional teacher behaviour: self-identity
524. **professional teacher behaviour:** teacher declining commitment
525. **professional teacher behaviour:** teacher declining commitment

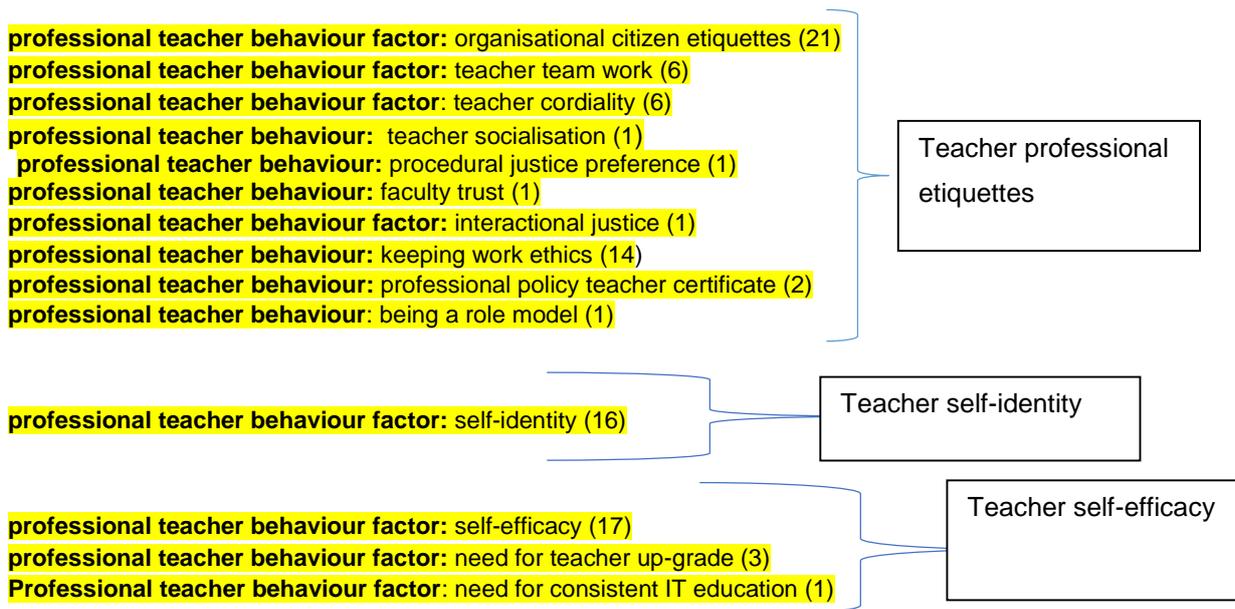
Codes based on research questions

CODES BASED ON RESEARCH QUESTIONS

What collegial leadership factors influence teacher commitment?



What professional teacher behaviour factors influence teacher commitment?



- a professional teacher behaviour factor: poor societal motivation (5)
- 1 professional teacher behaviour factor: poor teacher motivation (11)
- 1 professional teacher behaviour factor: poor distributive justice (5)
- 1 Professional teacher behaviour factor: poor learner teacher motivation (1)
- 1 professional teacher behaviour factor: stakeholders' poor attention to education (2)
- professional teacher behaviour factor: poor procedural justice (4)
- professional teacher behaviour factor: too much learner centred approach (1)
- professional teacher behaviour factor: parental motivation (2)
- professional teacher behaviour factor: positive motivational influence (3)
- professional teacher behaviour factor: improvement of school teaching infrastructure (1)
- professional teacher behaviour factor: stakeholders' contribution (3)
- professional teacher behaviour factor: initial stakeholders' commitment (2)
- professional teacher behaviour factor: initial teacher discipline (1)
- professional teacher behaviour factor: initial teacher commitment (2)
- Professional teacher behaviour factor: teacher accountability (1)
- professional teacher behaviour factor: teacher learner guidance (1)
- professional teacher behaviour factor: teacher learner reinforcement (1)

Lack of teacher motivation

professional teacher behaviour: low job satisfaction (2)

Poor teacher job satisfaction

- professional teacher behaviour factor: insufficient teaching aids (1)
- professional teacher behaviour factor: general school challenges (3)
- professional teacher behaviour factor: lack of school security (2)
- professional teacher behaviour factor: need for parental teacher support (1)
- professional teacher behaviour factor: lack of teaching facilities (4)
- professional teacher behaviour factor: need for stakeholders' positive contribution (1)
- Professional teacher behaviour factor: need for prompt supply of IT targets (1)
- professional teacher behaviour factor: need stakeholders' positive school support (2)
- professional teacher behaviour factor: need for positive motivational incentives (1)
- professional teacher behaviour factor: need for procedural justice (1)
- professional teacher behaviour factor: teacher IT challenges (2)
- professional teacher behaviour factor: school security (4)
- professional teacher behaviour factor: shortage of teachers (1)
- professional teacher behaviour factor: discipline and school safety (1)
- professional teacher behaviour factor: contending varied learner challenges (1)
- Professional teacher behaviour factor: teacher misdemeanours (1)
- professional teacher behaviour factor: classroom over crowdedness (4)
- professional teacher behaviour factor: need for distributive justice (1)
- Professional teacher behaviour factor: democratic government failure (1)
- professional teacher behaviour factor: ensure general school safety (1)
- professional teacher behaviour factor: blame shifting (9)
- professional teacher behaviour factor: organisational stress (9)
- professional teacher behaviour factor: teacher declining commitment (2)
- professional teacher behaviour factor: teacher declining discipline (4)
- professional teacher behaviour factor: general low work ethics (1)
- professional teacher behaviour factor: need for work ethics (1)
- Professional teacher behaviour: poor teacher work ethics (6)
- professional teacher behaviour: poor teacher professionalism (2)

Administrative inhibitive professional teacher behaviour factors

professional teacher behaviour factor: politicking education (4)
professional teacher behaviour factor: teacher union influence (2)

Teacher external
political dominance in
education

What learner achievement press factors affect teacher commitment?

learner achievement press factor: learner mass progression (14)
learner achievement press factor: curriculum gap (7)
learner achievement press factor: learner poor learning habit (20)
learner achievement press factor: learner weak academic background (11)
learner achievement press factor: low standard of education (2)
learner achievement press factor: policy of adjustment (3)
learner achievement press factor: poor learner ability classification (5)
learner achievement press factor: poor learner teacher motivation (1)
learner achievement press factor: preference for mathematics literacy (1)
learner achievement press factor: unsatisfactory learner academic performance (4)
learner achievement press factor: western education centred curriculum (3)
learner achievement press factor: need for learner study habit improvement (1)
learner achievement press factor: learner abuse of IT gargets (2)
learner achievement press factor: need for IT education (2)
learner achievement press: mother tongue challenge (1)

Learner varied
academic problems

learner achievement press factor: inadequate school infrastructure (3)
learner achievement press factor: lack of school security (1)
learner achievement press factor: lack of teaching facilities (2)
learner achievement press factor: more furniture for learners (1)
learner achievement press factor: poor school infrastructures (2)

Deficient school
learning amenities

learner achievement press factor: learner indiscipline (29)
learner achievement press factor: learner late coming to school (1)
learner achievement press factor: learner teacher abuse (2)
learner achievement press factor: need for learner discipline improvement (2)
learner achievement press factor: negative peer influence (1)
learner achievement press factor: learner classroom misbehaviour (3)
learner achievement press factor: poor strict monitor for learners (3)
learner achievement press factor: generational learner difference (7)

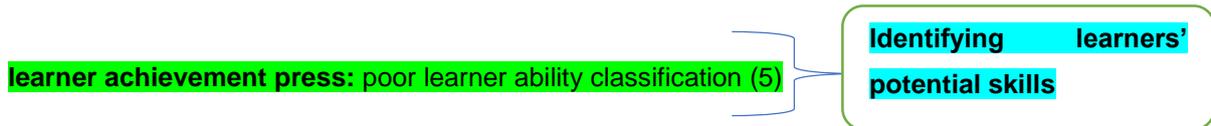
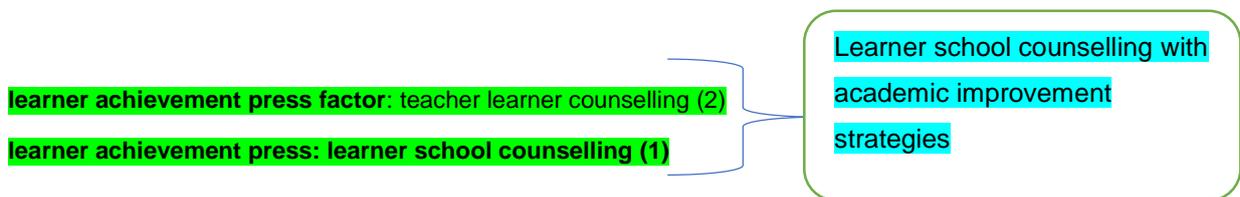
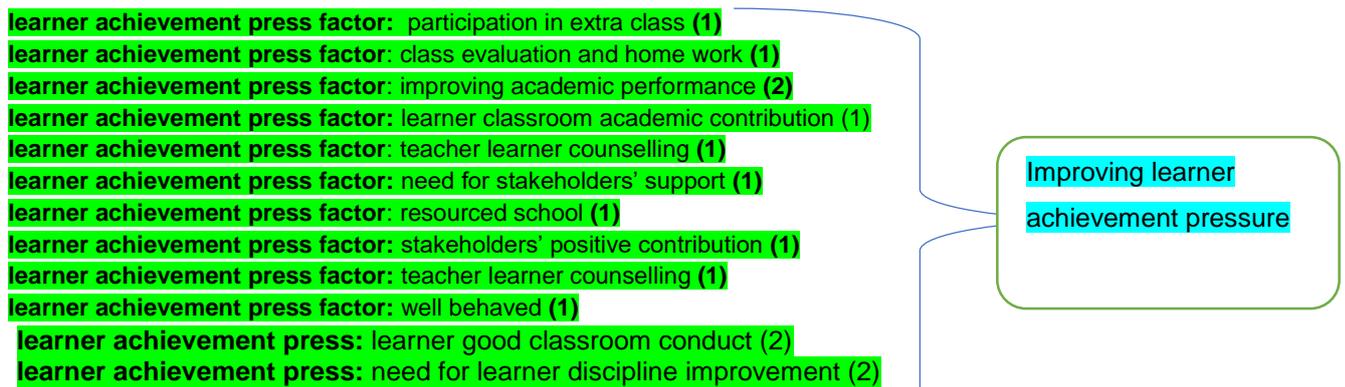
Generational shift in
learner behavioural
pattern

learner achievement press factor: too much learner centred approach (22)

Too much learner
centered approach

learner achievement press factor: learner drug addiction (9)
learner achievement press factor: learner school violence (3)

Learner drug addiction
& school violence



What institutional vulnerability factors influence teacher commitment?

