DETERMINANTS OF AFFECTIVE ORGANISATIONAL COMMITMENT AND THEIR RELATIONSHIP TO THE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN ZIMBABWE

BY

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THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT TO

ZIMBABWE OPEN UNIVERSITY

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NOVEMBER 2017
ABSTRACT

Performance of secondary school students has been declining since 1984 to date. Although much has been done to improve conditions of teachers the Ordinary level ZIMSEC examinations appear to be declining. Factors contributing to the teachers’ effectiveness have not been well researched. Whereas teachers could be motivated by employers, what contributes to their affective commitment to the organisations in which they work is not known. The primary aim of the study was to make a critical analysis of variables contributing to affective organisational commitment of teachers. Stufflebeam’s (1971) Context Input Process and Product Model informed the study. A mixed methods methodology approach was used. The study used statistical tests such as multiple regression analysis and step wise regression analysis on quantitative survey data. The quantitative data were gathered using two seven point Likert scales from 230 teachers, proportionately, stratified and systematic randomly sampled from 2340 teachers. SPSS was used to analyse the relationship between school performance and teachers’ organisational commitment. Linear multiple step wise regression analyses were performed in order to find out the significance of the variables. The qualitative data were collected from purposively sampled 12 teachers, 2 heads of departments, 2 deputy heads, 4 school heads, 5 education inspectors and 1 Deputy Provincial Education Director. Semi-structured interviews and focus group discussion were used in order to generate data which were analysed using NVivo. The study established factors such as biographical, organisational, the community policies and teacher efficacy as strong determinants of affective organisational commitment. One of the significant outcomes of the study was an informed conceptualised BLOTPAS affective organisational commitment model that illustrates the relationship between the factors and teachers, as well as students and schools’ performance. The study recommended to revamp education system operations.
ACKNOWLEDGEMENTS

In the course of producing a thesis, one accumulates numerous indebt. This is particularly true in my case. I am grateful to many individuals and organisations that supported, encouraged and assisted me in completing this thesis. To all those who made tremendous contributions to the successful completion of this thesis but whom I do not mention by name, I beg for your forgiveness.

To education officials, inspectors, secondary schools heads, deputy heads and teachers who facilitated this work by agreeing to become respondents and participants of my study in Mashonaland Central Province, I profusely thank you. You spent time sharing with me your perspectives and answering endless questions. I am deeply indebted to the Ministry of Primary and Secondary Education and Provincial Education Director (PED), District Education Officers (DEOs). I thank you for all your kindness and support, especially for allowing me to use raw data of percentage pass rates from 1984 to 2014 as well as giving me access to the information.

I would like to thank my supervisor, Prof. Ignatius Isaac Dambudzo who has always believed in me more than I have. He agreed to be associated with this research when it was still in its raw form and helped to transform it to what it is now. I am so grateful for his patience, guidance and invaluable support which sometimes transcended beyond academia. Above all, he always impressed me with his immense knowledge in the domain of educational research development planning and his love and dedication to the field. It is my inspiration and fervent hope that this thesis would be the beginning of our collaboration in research.
From the Zimbabwe Open University Higher Degrees Unit, I have had the pleasure of getting help from more people. Special thanks go to Dr. Adolph S. Chikasha and his team for providing the much needed support during the course of this thesis. To all Supervisors of Doctoral studies at the Zimbabwe Open University, I say thank you for your constructive criticisms and suggestions. In particular, I am indebted to Dr. Mufunani Tungu Khosa, Dr. Pindani Sithole, Dr. Tavonga Njaya, Dr. Basopo Moyo, Prof Thembinkosi Tshabalala and Prof Tichaona Mapolisa for their critical comments on analysis of qualitative and quantitative data, use of mixed methodology, citation of related literature and how to ensure reliability of instruments using KR20. Dr. Cuthbert Majoni’s place is also special in the whole process. Above all, he was a constant reminder and inspiration that the thesis must be permanently resolved. My thanks go to my colleagues Dr Elisha Chamunorwa Kujeke and Dr Virginia Mawere for their valuable comments and advice.

Mr. Nataniel Muzvidziwa, Mr. Munyaradzi Damson and Mr. Martin Masvaure are thanked for their everlasting patience and sharing of their inexhaustible knowledge in capturing data on SPSS and computing it. Mr. Tawanda Muyambo and Dr. Pindani Sithole, thank you for assisting me on capturing and computing qualitative data. Ms Chipo Lorraine Kadzomba and Makandireki, thank you for assisting on word processing, data cleaning, management and analysis. You all managed to make the most difficult part of my thesis amusing.

The memories of my late daughter Penelope Magwenzi Madziva, who is my only offspring in life, continued to be a source of inspiration. Was she here today! Bvumavaranda, Basvi Sahai, I know she would have been so proud.
As always, my family has been the best moral support for me during my studies. My sister Netsai and brothers Chakanyuka, Stanley and Tinei were a source of inspiration. However, special thanks are indebted to my father Zakaria Muchemwa and my sick mother Esnath Josephine for whom I, at times, stole their caring time, and if it were not of them, I wouldn’t have produced this thesis. Their parental upbringing made a great contribution and enabled me to embark on thesis writing. I am deeply indebted to them.

Above all, I thank God for making this a possibility.
DEDICATION

This thesis is dedicated to the memories of my late daughter, Penelope Magwenzi Madziva who entirely inspired me; and my parents, Zakaria Muchemwa and Esnath Josephine Mangwiro Kasowe who inculcated in me a strong sense of discipline and hard-work.
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<td>ANOVA</td>
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<td>BLOTPAS</td>
<td>Biological, Leadership, Organizational, Teacher Efficacy, Policy, Affective commitment and School Performance</td>
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<td>CDU</td>
<td>Curriculum Development Unity</td>
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<td>CIPP</td>
<td>Context Input Process Product</td>
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<td>DEO</td>
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<td>Performance Lag Address Programme</td>
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<td>POS</td>
<td>Perceived Organizational Support</td>
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<td>SPSS</td>
<td>Statistical Package for the Social Scientists</td>
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<td>STEM</td>
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<td>UNICEF</td>
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CHAPTER 1

INTRODUCTION

1.1 Background to the study

The educational organisation is one of the most important social institutions in a society. The effectiveness and positions of an educational organisation in a society firmly depends on its sound coordination in the direction of social expectations. However, a human being is the most important input of any organisation, hence needs to be deeply committed to the organization. Considering this, researchers have made considerable effort in uncovering factors that influence commitment of teachers.

In the United Kingdom and United States of America and where remuneration is favourable, teachers’ performance has been noted to decrease due to teacher affection. Celep (2000) posits that effectiveness of schools seem to be closely related to affective organisational commitment of teachers which is derived from psychological satisfaction of the individual. Salimova, Makolov and Enaleeval (2011), in their study of policy analysis, established that the European Commissions of 2005 and 2007, reacting to the decline of pupil performance, urged and recommended the national governments to pay attention to the quality of teachers. Meta-analyses studies conducted in India on teachers’ affective commitment, established that affective commitment of teachers was negatively related to turnover, absenteeism, counter-productive behaviour and positively related to job satisfaction and increased motivation (Cooper-Hakim and Viswesvran, 2005; Dalal, 2005). A similar study conducted in the United States of
America revealed that affective organizational commitment of teachers is explained by perceived fairness, organizational tenure, perceived organizational support and teachers’ age (Hawkins, 1998). Simseck (2002) and Karrasch (2003), in their studies, conclude that gender influence affective commitment of teachers, with men portraying stronger and constant feeling of affective organisational commitment than women. Contradictory results emerged from research conducted by Kamer (2001) and Dixon, Cunningham, Sagas, Turner and Kent (2005) as they established that females have higher affective organisational commitment than men. However, a study in Turkey demonstrates that gender does not affect the organisational commitment of teachers (Balay, 2000). Meyer and Allen (1991), in their study of Measurement and Antecedents of Affective Commitment’s Job – model, also argue that affective organisational commitment has implications for on-the-job behaviour since it is a psychological state, characterised by the desire to maintain employment in an organisation, hence is not significant to gender.

Chimbganda (1999) in Botswana identify workload classes together with working conditions as affecting teacher commitment whilst Nwibere & Olu-Daniels (2014) in Nigeria establishes heads of schools as being on the forefront in affecting teacher performance due to less conducive school climate. A similar study conducted by The National Professional Teachers’ Organisation of South Africa (2002) identifies poor leadership style, lack of support received, continuous change in methodology, policy, poor salary, poor communication, lack of educational resources, amount of authority to take own initiative, and lack of promotion prospects as factors affecting organisational commitment of teachers. However, an exploratory study on teachers’ affective commitment by George, Louw & Badenhorst (2008) in Namibia found out that
significant levels of dissatisfaction emanate from intrinsic factors like emotional exhaustion, school area and rank. Bosomtwe (2015) argue that affective commitment, enables teachers to create conducive learning environments, if they are psychologically stable in the organisation. Thus, literature above reveals that despite different contexts, affective organisational commitment plays a pivotal role in any educational organisation, hence the need for the current study.

1.1.1 Zimbabwe’s experience and its performance at Ordinary level from 1984 to 2014

In Zimbabwe, apart from factors like harsh economic conditions and high enrolments, highlights are that teachers are being blamed for absenting from work (Chivore, 1989). On the other hand, the Director’s Circular Number 36 of 2006 and Circular No 5 of 2009 page 3 Section 4:2 notes that pass rates at Ordinary level, are unacceptable. This has raised concern amongst parents and stakeholders, who apportion the blame to teachers for their lack of affective commitment to their profession. Figure 1.1 confirms the sentiments. Figure 1 shows that the problem of academic achievement exists in Zimbabwean schools. The Ordinary Level pass rate, since 1984, has been hovering below 30% and even went far down to below 10% in 2007 nationwide. It reveals an indication of 70% to 90% failure rate in the past 30 years as shown in Figure 1.1
1.1.3 Stakeholders’ sentiments

Sentiments expressed by stakeholders in the press: The Daily News of 7 March 2012; Daily News of 6 February 2013; Zim Patriot of February 6 2013; Newsday of 6 February 2013; The Herald of 5 March 2013 and 6 March 2014, after the publication of Ordinary level results, reveal that performance of students in secondary schools have been poor and generated a heated debate, placing the teacher at the centre as a major key player. For example, teacher qualifications, age and work experience have been examined but nothing on affective teacher commitment, hence the need to find out more factors that have an impact on teacher performance and learners’ outcomes. Most of the stakeholders namely parents, employers and the community are calling for an overhaul of the education sector, particularly on teachers’ commitment to their profession. Some complained of teachers’ greediness as a contributing factor and highlighted brain drain.
of teachers as having impacted negatively on the quality and number of teaching days lost. A commentator like Titus (2015) argues that leaders were being hampered by the economic situation to reconsider better working conditions for the teachers, hence the need to take political will and provide incentives to motivate the teachers. Some stakeholders, blamed education authorities for being corrupt, by not assessing progress and problems of teachers in schools.

Others, like parents and employers, felt the education system was creating half-baked teachers, who are not committed. Some parents, singled out the political and economic crisis from June 1997 as having affected teachers, since teachers were being humiliated, intimidated, murdered and this affected their performance. Parents, as stakeholders, highlighted the issue of sexual, physical and emotional child abuse by uncommitted teachers, who are minding their own business (Newsday, January 2013). On the other hand, Zimbabwe Patriot of February 6 2013 highlighted that teachers of the 1970’s were different from current teachers, who are unmotivated, ridiculed by the society, and view their occupation as being linked to some kind of failure in life. Others identified teachers as the primary source of instilling discipline and indicated the importance of discipline as the foundation of success. Learners are now being viewed as digital natives, as a result of technological revolution whilst teachers are digital immigrants who are professionally handicapped and impacting negatively on student performance (Prensky, 2001). This is in line with Livingstone (2009) who argues that the use of technology in the classroom, gives students increased enjoyment, motivation in learning inclusivity and levels of self-confidence.

It is with great concern that in the Daily News of February 2013, stakeholders revealed teachers’ engagement in informal trading, leaving core duties and concentrating on
proliferation of extra tuition in the education system. This is also highlighted by Masundire (2012) who pointed out that many people in Zimbabwe were advocating for the end of teacher incentives in secondary schools. This, of late, has forced the employer, the Ministry of Primary and Secondary Education, to cancel incentives in schools, according to the Secretary’s Circular Minute No. 6 of 2014, and to regularize holiday extra lessons for public examination classes namely Grade 7, O and A Levels. This has been done to redress unforeseen loss of learning time, capitalize innovative use of teacher expertise and to compensate limited infrastructure without payment of teachers according to Education Secretary’s Circular No. 12 of 2014.

Sentiments being raised indicate that the teacher is the key player and is more valued than the school leadership in student performance, since the students spend most of their learning time with the teacher. This tallies with observations by Gates (2008) who report on the importance of the teacher. All these sentiments reveal that the single most important factor in determining variability in student attainment within any single country is teacher quality and his/her affection to the organisation. The role of teachers in promoting quality teaching and learning is paramount. The Herald of February 2011 stated that sixty percent (60%) of the rural secondary schools produce better pass rates than schools in urban set up with favorable conditions. However, it is worth to note that, teachers in rural areas and in some places where infrastructural development and climatic conditions are not most favourable for conducive working are performing better than those situated in schools where working conditions are rather favourable (Gumbo, 2012). In 2012, the Ministry of Primary and Secondary Education in conjunction with United Nations Children Education Fund (UNICEF) introduced a manpower development programme to upgrade teachers to enhance their professional
skills. More so, the current Minister for Primary and Secondary Education, Dr. L. Dokora, has specifically planned to pay impromptu visits, supervising school teachers. Dr L. Dokora in Nehanda radio 2015 alludes to the fact that, all issues that impact on the learners should be addressed with the aid of research evidence. All these developments reveal that something is amiss on part of the teachers and the value today’s teacher assigns to work, an indication of lack of affective commitment to their profession.

This study, therefore, sought to identify factors that are contributing to teachers’ level of affective commitment resulting in an effort to improve learner outcomes in Zimbabwean secondary schools. Thus the main question is; which factors could be related to affective commitment of teachers?

1.2 Statement of the Problem

Teaching is a difficult, demanding and complicated job that demands time, patience, effort and knowledge. Even though some teachers have all these components, they do not obtain good results with their learners. In Zimbabwe, the poor results have been attributed to many factors. However, very little has been said about teachers’ affective commitment towards their work. It is in this context that affection given by teachers becomes crucial in the student’s learning process. It is possible to link the affective relationship between a teacher and a student because the affection given by a teacher can make big changes in the student’s academic success. Thus, it was this study’s aim to uncover determinants of affection of secondary school teachers in their work.

The foregoing observations revealed that something is amiss on the part of the teachers and the value today’s secondary teacher is assigning to work, an indication of lack of
affective commitment to their profession. In the case of Zimbabwe, literature on affective commitment is very thin, except on other factors like teachers’ perceptions on causes of poor performance of pupils at ordinary level public examinations (Mapolisa and Tshabalala 2014). Hence the question ‘which affective commitment factors could be contributing to performance of teachers?’

1.3 Purpose of the study

The main purpose of this study was to determine if selected organisational factors, biographical factors, and leadership factors significantly explained variance on affective organisational commitment of secondary school teachers since affective commitment determine learners’ outcomes. The study also intended to explore characteristics such as teacher efficacy, distributive leadership, organisational factors, and biographical factors on secondary school teachers’ affective commitment and policy implications on affective organisational commitment of secondary school teachers in the Zimbabwean education system.

1.4 Objectives

The study was guided by five objectives namely to:

1. Determine the relationship between biographical factors (age, gender, teachers’ qualifications, position in the school, working experience, organisational tenure) and teachers’ level of affective organisational commitment.

2. Determine the relationship between organisational factors (autonomy, workload, classes, that is, teacher pupil ratio, support, fairness, school characteristics) and teachers’ affective commitment.
3. Evaluate the role of distributive leadership factors on teachers’ affective organizational commitment.

4. Ascertain the role of teaching efficacy of teachers on their affective commitment.

5. Recommend measures to improve teacher affective commitment for policy and practice.

1.5.1 Research questions

The study has sought answers for the five sub-questions which are as follows:

1. To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?

2. How do relationships between organisational factors and several factors of affective organisational commitment affect teachers’ performance?

3. How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?

4. What is the role of teacher efficacy of secondary teachers on affective organisational commitment?

5. How best can schools promote teacher affection to their work for improved performance of students?

1.5.2 Null Hypotheses

In addition to the research questions, the study also tested the following hypotheses:

1. There is no relationship between biographical characteristics (such as age, gender, professional qualifications and position in the organisation,
organisational tenure and affective organisational commitment of secondary school teachers.

2. There is no relationship between organisational factors (such as job security, reward, feedback, promotion, opportunity for growth, psychological contract organisational support, management and worker relationship, autonomy, workload, fairness, salary, support) and affective commitment of secondary school teachers.

3. There is no relationship between distributive leadership and teachers’ affective commitment.

1.6 Assumptions

In carrying out the study, the researcher made five assumptions. First, most schools are not paying attention to affection of teachers towards their jobs. Second, all secondary schools adhere to policies that promote teacher effectiveness. Third, information that the foregoing participants and respondents provide would be sincere and reflecting the true picture of the situation obtaining in the schools with regards to factors contributing towards teacher affection of their work. Fourth, the Permanent Secretary for the Ministry of Primary and Secondary Education would authorize the researcher to gain entry into the research sites in order to enable her to complete the research cycle on time. Fifth, the heads of schools and unit heads would avail to the researcher valuable documents regarding strategies to motivate teachers to help the researcher conduct interviews.
1.7 The Significance of the Study

The effectiveness of educational organisations depends on the interaction of the teachers, the community and the students. In this regard, taking the positive effects of organisational commitment into account became an issue of great importance to be dealt with in this study because it helps to increase employee performance (Shore and Martin, 1989; Meyer et al., 1993; Meyer et al., 2007; Siders et. al., 2001; Jaramillo et al., 2005), and helps to minimize turning up late to work, absenteeism, and leaving the profession for greener pastures. Affective organisational commitment has become a major focus of a number of studies (Siders et al., 2001; Jaramillo et al., 2005). In this respect, teachers ought to commit themselves to their schools, students, teaching activities, occupation, and colleagues because they spend most of their time with students. In addition, teachers do possess the expertise because they have been trained to impart knowledge skills and values to students, unlike the community which offer a supportive role to schools respectively.

On the other hand, the external rewards also known as extrinsic reinforcers (Akin-Little, Eckert, Lovett, and Little, 2004) which include physical or tangible recognition like certificates of high performing decent accommodation, car and housing loan facility, good health and safety facilities that the organisation provides, act as important inputs. In addition, the internal rewards (Meyer et al., 1993) that are supplied from working environments like good climate, culture, autonomy and fairness also act as inputs in the concept of professionalism performance (Jaramillo et al., 2005).

Absence of affective commitment immensely affects the effectiveness of a school and cause teachers to be less officious and successful in their professional performance or
force them to leave the profession (Shore and Martin, 1989; Meyer et al., 1993; Meyer et al., 2007; Siders et al., 2001; Jaramillo et al., 2005). Considering that low remuneration is affecting Zimbabwean teachers, this could also be applicable to them and if it is so, which variables and factors could be contributing to low performance of students? Knowledge about factors could assist in improving the education system, considering that secondary education is a linking pin between primary and tertiary, unemployment and employment creation; brain drain and curbing brain drain; underdevelopment and development of Zimbabwe.

Theoretically, this study would add to the body of knowledge on the general subject of employee commitment. From a practical point of view, there is link between affective organisational commitment and productivity (Meyer and Allen, 1997) in terms of job performance. This study would be of interest to the third world countries like Zimbabwe, specifically its Ministry of Primary and Secondary Education and, the employer, the Public Service Commission, and stakeholders who work with teachers and other ministries that receive the end products from the education system. Practically, affective organisational commitment of teachers would enable the education sector to focus on Science Technology Engineering and Mathematics (STEM) and Science Technology Engineering Arts and Mathematics (STEAM), for productivity. This in turn would improve the socio-economic growth of the country since education is one of the driving forces for economic development of any country. The findings would have important implications for both organisation theory and the practice of management. The organisation being served by the education system would stay abreast of formal and informal developments in the education system.
1.8 Delimitation of the study

The study focused on determinants of affective organisational commitment contributing to performance of secondary school teachers in Zimbabwe. Given the geographical dispersion of Zimbabwe’s secondary schools, financial and time constraints, it was not possible to study all the ten provinces in the country. Therefore, the study was confined to one province, that is, Mashonaland Central, a Commerce and Industry Agriculture based industry province; targeting teachers employed by the Public Service Commission, with relevant professional qualifications. Regarding the literature review, the study was confined to the main concept of affective organisational commitment contributing to teacher performance. The theories that guided the study were the Context Input Process and Product evaluation model by Stufflebeam (1971) revised in (2007); Hislop’s (2003) Commitment trust theory and Marquardt’s (2004) model of action learning. In terms of methodological theory, the study used the mixed methods approach and used the survey research design. Both probability and non-probability sampling were used. The study was carried out between January 2012 and July 2015 and was confined to affective organisational commitment of qualified secondary school teachers, in Mashonaland Central Province.

1.9 Limitations

This study was conducted with a sample of teachers in the Public Service Commission only because in Mashonaland Central region there are no registered private schools. Thus, exclusion of the private schools acts as a limitation, since products from both schools service the same industry and contribute to the country’s economic development. This study was limited to only affective organisational commitment one of the three types of commitment which contributes to performance of teachers. The
mixed methodology used, was essentially on knowledge building in origin-questioning whether one can ever combine the differing approaches to understanding and making sense of the social world, that positivists and constructivist perspectives offer. There were also issues relating to the validity of combining quantitative and qualitative research findings because the researcher could at times encounter difficulties in interpreting findings within the context of different methods. Managing conflicting data findings was at times confusing. This was necessitated by the fact that in most cases quantitative research used closed ended questions, whereas qualitative research used open ended questions, allowing for greater respondent interpretation. The researcher encountered difficulties in interpreting findings, within the context of different methods.

Since the study also involved qualitative data, it was limited in that the participants were purposefully selected rather than randomly selected. With purposeful selection of participants, there is always the chance that the participants may not reflect the opinions and views of the greater population (Patton, 2002; Creswell, 2002). Thus, part of this study was limited because the participants comprised a very small group of twenty six key informants including twelve teachers, whose responses could not reflect the true opinions of the general population. Researcher bias could be another limitation to this study. Because this researcher has some strong opinions about this topic and had previously been a teacher, it was difficult to obscure certain biases and opinions. Therefore, this study was open to outside scrutiny to avoid subjectivity. The researcher could not conduct the research in all provinces of Zimbabwe, the sample was rather more homogeneous and could affect results. However, one province with similar characteristics resembling the other provinces (urban and rural) was used in order to generalize the findings. The economic crisis in the country hindered establishment of
variables and explanation of factors contributing to affective organisational commitment as participants focused on remuneration and bread and butter issues only, hence affecting generalisability of findings in a just manner. On quantitative data analysis, multiple regression analysis techniques were used to analyse data. However, due to use of these techniques, data collected was non-experimental or quasi-experimental. Hence, multicollinearity occurred because of more than two predictor variables for example gender and age were inter-correlated and very difficult to separate. This was due to the fact that this study was not a designed experiment. In experiments it would not occur because the researcher would manipulate each variable, for example, age and affective commitment. At practical level, mixed methods appeared to be expensive in terms of researcher time, the number of participants needed, and the time the participants required to engage with research (Gray, 2009).

1.10 Definition of terms

Secondary school teacher
Is viewed as one who teaches one or more subjects within a prescribed curriculum to secondary school students and promotes students’ social, emotional, intellectual and physical development (www.careercentre.dtwd.wa.gov.au/occupational/pages/secondary-school-teacher.aspx 26.02.2017). In this study it was viewed as one who facilitates learning or provides education for students and is assigned to empower students with knowledge values and skills for behaviour modification and nation building. In the Zimbabwean context, the term means teachers who are professionally qualified and are on fixed appointment in the Ministry of Primary and Secondary Education. They would have been in this case trained to provide instruction in secondary schools. The secondary teachers as used in
the study encompasses those individuals who hold professional teaching qualifications. These include teachers who were trained to teach in secondary schools and were teaching, including education officers, district education officers and inspectors.

**Determinants**

(UNICAFOntline Distance Learning) views it as a factor which decisively affects the nature or outcome of something. It is a factor, circumstance that influences or determines. According to [ww.merriam-webster.com/dictionary](http://www.merriam-webster.com/dictionary), a determinant is a thing that controls or influences what happens. It is also regarded as an element that identifies the nature of something or that fixes or conditions an outcome. Words that rhyme with determinant is abstinent serving to determine or affect. In this study it was regarded as an influencing element or factor that controls what happens.

**Performance**

A performance, generally comprises an event in which a performer or group of performers behave in a particular way for another group of people, ([Performance - Wikipedia, the free encyclopedia](http://en.wikipedia.org/wiki/Performance)). The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. ([http://www.businessdictionary.com/definition/performance.htm](http://www.businessdictionary.com/definition/performance.htm))

In this study it meant the accomplishment of a given task measured against preset known standards of accuracy, which are organisational goals completeness, cost and speed.
**Ordinary Level**

O Level (Ordinary Level) is a subject-based qualification conferred as part of the General Certificate of Education. It was introduced as part of British educational reform in the 1950s alongside the more in-depth and academically rigorous Advanced - level (official title of qualification: General Certificate of Education - Advanced Level) in England, Wales and Northern Ireland. In Zimbabwean context it is the education cycle which is post primary and consists of a four year course from forms one to four that prepares students for Zimbabwe School Examinations (ZIMSEC) and or General Certificate of Education(GCE) Ordinary Level (‘O’ Level).

**Secondary Schools**

A secondary school is a school which provides secondary education, between the ages of 11 and 18 after primary school and before higher education (en.wikipedia.org/wiki/Secondaryschool). According to (www. the free dictionary.com/secondary/school) it is a school that is intermediate in level between primary -elementary school and college and that usually offers general, technical, vocational, or college preparatory.

In the Zimbabwean Education system these are schools which are post primary and which offer four year ordinary level subjects according to the Education act 1987. In this study they are regarded as schools which offer four year secondary school courses with students writing Public examinations after four years (Ordinary Level).
Model

McQuail and Windahl (1989) define a model as something which simplify reality, select elements and indicate relationships.

In this study it is viewed as a simplified representation of the real thing.

Stepwise regression

An approach used to select a subset of effects or a semi-automated process of building a model by successively adding or removing variables based on the t-statistics of their estimated coefficients.

NVivo

A qualitative data analysis specialist software (www.qsrinternational.com) which has the capability of organising and enabling in-depth analysis of rich and voluminous data sets from interviews, focus group discussions, observations and other. The software is compatible with other applications like Ms Word, and Microsoft Excel.

Failure

Inability to pass and meet the minimum requirements which is a symbol of C or better at Ordinary Level.

Failure rate

In this study the term means the percentage of pupils who pass less than five subjects at Ordinary Level as a fraction of those who pass five subjects with a C or better symbol.

Organisational commitment

Organisational commitment is a force that binds an individual to a course of action of relevance to one or more targets (Meyer et.al, 2007), whilst McMahon (2007) views it
as a psychological state that binds an employee to an organization. Meyer and Herscovitch (2001) describes it as a mindset that takes different forms and binds an individual to a course of action that is of relevance to set targets. Organisational commitment as a concept in this research had to do with the degree of commitment and loyalty that teachers exhibit towards achievement of students’ learning and meeting goals of the education system in Zimbabwe.

**Affective organisational commitment**

(Agarwal and Ramaswami, 1993) define affective commitment as the employee’s positive emotional attachment to the organization which reflects the strength of an individual’s identification with and involvement in a particular organization. It is related to organisational spontaneity, pro-organisational individual behaviour outside a prescribed role without consideration of reward, and being associated positively with organisational citizenship behaviours and negatively with turnover (Meyer et.al, 2007). From the definitions provided above this study viewed affective commitment as that which is not explicitly recognized by a formal reward but associated with more extra-role behaviours such as organisational citizenship behaviour that contributes to organisational commitment and effectiveness.

**Efficacy**

Gordon (2001), says that, “Teacher efficacy is sometimes considered to be an indicator or prediction of teaching effectiveness” (Richardson, 2011). Confidence is regarded as a more contemporary word for efficacy. If a teacher feels confident that he or she can teach all students, regardless of their race, ethnicity, learning ability, or background, and set objectives, then that teacher would be described as being highly efficacious
In this study teacher efficacy is viewed as the confidence teachers have and how they feel about their ability to impart knowledge, skills, and values to secondary students.

**Teaching efficacy**

Teacher efficacy has its roots in social cognitive and self-efficacy theory proposed by (Bandura 1997), and represents the recognition that in order to function competently one must possess the necessary skills and confidence to use them effectively. In this study teaching efficacy was viewed as the secondary school teachers’ beliefs in their own ability to influence student learning developing self-efficacy. However self-efficacy is manifested in a teacher’s esteem and ability to effect positive change in the classroom (Osborne, Walker, and Rausch, 2002). Self-efficacy is revealed by the response a person gives when asked, “How well can you perform that task?” Highly efficacious teachers face their tasks with a great degree of optimism and are very confident in their ability to do that job well (Gordon, 2001). They have the ability to persist in the most difficult situations, remain level headed, and turn those difficult situations around with successful results (Gordon, 2001; Scharlach, 2008). When *teacher efficacy* was used in this study, it implied the confidence of a teacher to gain the respect of each student and effectively teach them, even under difficult circumstances (Cubukcu, 2008; Gordon, 2001; Rimm-Kaufman and Sawyer, 2004; Scharlach, 2008). However, this goes contrary to the thinking that a teacher cannot do much to change the thinking and behaviour of students because a student’s ability to be successful at school depends on his home environment (Guskey and Passaro, 1994).
**Distributive leadership**

Distributive leadership is mobilizing leadership at all levels in the organisation and not just relying on leadership from the top but engaging the many rather than the few in leadership (Spillane, 2006). In this study, distributive leadership is viewed as a conceptual and analytical approach to understanding how the work of leadership takes place among the people and in context of a complex organisation like a secondary school including groups such as; stakeholders, the entire community, employers, school administrators, teachers and the school prefects.

1.11 **Organisation of the Thesis**

Chapter 1 focused on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, and assumptions of the study, significance of the study, delimitation of the study, limitations of the study, definition of terms used and organisation of the whole study as well as the summary of the chapter.

Chapter II presented reviews of related literature. The literature search provided the proposed study with the basis of a conceptual and theoretical framework on the issues of affective organisational commitment of teachers. It also presented a review of previous studies undertaken on affective organisational commitment. Literature was reviewed in order to establish how other researchers have handled issues of the same nature in their studies. Literature was also reviewed so as to ascertain what strengths and weaknesses were inherent in the designs of the previous studies and therefore, paved way for the avoidance of the same pitfalls and identified the gap of knowledge that this proposed study sought to fill in.
Chapter III presents the two major philosophies and later on justified the philosophy, the paradigm the research methodology adopted for the proposed study. The chapter discussed the research paradigm, the design and instruments used in the processes of data collection and generation. The means of enhancing trustworthiness, credibility, transferability and consistency of the data was presented. Furthermore, the participants, sample and sampling procedures were highlighted. The chapter also discussed the issues of gaining entry, showing how the study was undertaken. Lastly, the chapter looked at how the data generated would be presented, analysed and discussed.

Chapter IV presents, analysed and discussed data generated from the participants through the use of questionnaires and interviews. The results thus obtained were concerned with factors affecting teacher commitment in Mashonaland Central. Results from inferential statistics regression analysis were presented quantitatively in tables, graphs and pie charts to summarise results and qualitative data was presented using the grounded theory following a thematic approach which brought about thick descriptions of results.

Chapter V presents a summary of the study, highlighting the major findings of the study. The chapter also presented conclusions drawn from the results and new knowledge developed. Recommendations drawn from the conclusions were presented lastly. The study was conducted within three (3) years. The research was self-sponsored.
1.12 Summary

This chapter discussed the background to the study, statement of the problem, aim and objectives of the study, assumptions of the study, significance of the study, definition of terms, organisation of the study and a summary. The next chapter, which is Chapter Two, reviews related literature on the subject of the research.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter is divided into four sections. Section 2.1 provides the theoretical framework; that is, how the Context Input Process Product (CIPP) model of evaluation is related to teacher performance in schools. The conceptual framework for affective organisational commitment is also discussed as a lens for the researcher to visualise the direction of the research. Section 2.2 discusses variables identified by different authorities for their link to affective organisational commitment of employees in different contexts and countries. The rationale and justification of the research is explored.

2.2 Conceptual framework of the study
The conceptual framework guiding this study is Affective Organisational Commitment by Agarwal and Ramaswami (1993). This researcher’s focus was on one of the dimensions of organisational commitment that is identified as affective organisational commitment and its influence on outcomes. However, in order to understand what entails the concept of affective organisational commitment, in this study it was paramount to understand the meaning of organisational commitment as viewed by different scholars and how organisational commitment is related to affective commitment. This provided a clear view of how affective organisational commitment is regarded as the conceptual framework for this study.
2.2.1 **Meaning of organisational commitment**

Research shows that there has been a steady increase in the study of organisational commitment as a workplace construct (Mottaz, 1988; Smith, 1993; Allen and Meyer, 1997). Organisational commitment is defined as the overall strength of an employee’s identification and involvement in an organisation (Cole and Bruch, 2006). This paves the way for teachers/employees to be satisfied with the organisation in which they work. This is regarded as crucial as providing goods and services to employees (Cole and Bruch 2006). Meyer and Allen (1991) analysed an extensive amount of commitment literature. In their review, they define organisational commitment as a psychological state that characterises the relationship that the employee has with the organisation; a relationship that influences the decision of the employee to stay in or leave the organisation (Meyer and Allen, 1991). It is viewed as the level of involvement and identification with a given organisation, embracing three elements namely: the acceptance of organisational goals and a strong belief in these goals; willingness to perform on behalf of the organisation; and having a definite desire to maintain organisational membership (Uygur and Kilic, 2009). O’Reilly and Chatman (2014) classified commitment into three forms; compliance, identification, and internalization. Thus organisational commitment is defined and operationalised in many ways. Organisational commitment researchers have devoted much attention identifying the organisational determinants linked to desirable organisational outcomes such as pupils’ performance (Meyer and Allen, 1997).

It is noted that the current teachers work in a multiple-commitment environment, that is, the job itself and the environmental factors, hence all compete for teachers’ loyalty (McElroy and Morrow, 1993; Randall and Cote, 1991; Tyree, 1996). Teachers may
develop commitment to organisational management, or may experience different
degrees of commitment to various school aspects as organisational philosophy (Meyer

Research has established that commitment can take different forms, and is a complex
construct (Meyer Allen and Smith, 1993; Mottaz, 1988). Research, however, does not
present readers with any standard set of dimensions (Meyer and Allen, 1997).
Eisenberger, Huntington, Hutcheson and Sowa (1986) suggest the value of studying the
organisation's commitment to the employee. However, it should not be only the teacher
who is committed to the organisation but also the organisation need to meet the needs
of the teachers. Eisenberger et al. (1986) suggest those employees' perceptions of the
organisation's commitment to them, referred to as Perceived Organisational Support (POS),
are based on employees' global beliefs concerning the extent to which
the organisation values their contributions and cares about their wellbeing. Using a
social exchange framework, Eisenberger et al. (1986) argue that employees who
perceive a high level of organisational support are more likely to feel an obligation to
"repay" the organisation in terms of affective commitment and work-related behaviour
(Eisenberger et al., 1986; Robert, Fasolo, and Davis-LaMastro, 1990). Indirect support
for this contention is shown in Podsakoff, Mackenzie, Paine, and Bacharach's (2000)
study, in which they found that organisational commitment behaviour (OCB), is not
influenced by affective commitment but is influenced by the fairness of overall
organisational treatment. Despite O'Reilly and Chatman (2014) and Podsakoff,
Mackenzie, Paine, and Bacharach's (2000) inclusion of Perceived Organisational
Support (POS) in their study designs; it is not possible to determine conclusively
whether Perceived Organisational Support (POS) influenced the differential results.

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Clearly, additional research is needed to determine whether the present pattern of relationships exist across other settings and also to examine the notion of common cause.

As broad context of organisational commitment is reviewed, research by Caudron (1996) indicate that some writers raised concern as to whether or not commitment was a reasonable expectation for employees in today’s work environment where changes in leadership and organisational focus may occur rapidly. McElroy and Morrow (1993) report that, the notions concerning the lack of commitment to organisations today serve as a catalyst for the further study of organisational commitment and its effects on outcomes. Organisations, schools in particular that are characterised by organisational change still need a core of employees, especially educationists, who are committed to the values and goals of the organisation (Caudron, 1996; Meyer and Allen, 1997). However, McElroy and Morrow (1993) identify more than 25 ways in which organisational commitment was conceptualised and measured, Affective commitment has been found to be positively related to performance parameters in most of the studies, hence the need to study the role of affective organisational commitment of teachers in Mashonaland Central on secondary schools learner outcomes.

2.2.2 Affective organisational commitment

In light of the above discussion of organisational commitment, the present study focused on the development of affective commitment since it is this form of commitment that has the most influence on desired organisational outcomes. Affective organisational commitment is defined as the magnitude with which an employee identifies with the organisation (Meyer, Allen, and Smith, 1993). It is viewed as an
emotional attachment to the organisation, a psychological link between the employee and his or her organisation. The link affects the employee’s inclination to the organisation (Allen and Meyer, 1996). This implies that, the strongly committed individual identifies with, involved in, and enjoys membership, in the organisation (Meyer and Allen, 1997).

Affective commitment is one of the first distinguishable components of commitment, comprising three commitment subcomponents namely: the emotional attachment to the organisation, the identification with the organisation and the involvement in the organisation (Allen and Meyer, 1990; Meyer and Allen, 1991). Meyer and Allen (1997) propose that the commitment can be conceptualised in three forms of desire (affective commitment), obligation (normative commitment) and cost (continuance commitment). However, from these forms of commitment, affective commitment is deemed the most important (Kaptijin, 2009). It is assumed that employees who are strongly committed to their work want to stay employed in the organisation (Kaptijin, 2009). More so, empirical research has shown that affective commitment predicts employee performance (Meyer, Paunonen, Gellatly, Goffin, and Jackson, 1989), absenteeism (Sagie, 1998), turnover (Tett and Meyer, 1993) and organizational citizenship (Meyer, Stanley, Herscovitch and Topolnytsky, 2002; Organ and Ryan, 1995) better than the other components of commitment. How affective commitment predicts and affects employee performance is shown below as viewed by (Allen and Meyer, 1996).
2.2.3 Conceptual framework of the Study

Figure 2.1 Conceptual framework of the Study
Source: Adapted from Meyer and Allen (1991)

Figure 2.1 shows how affective commitment is developed, and there are five categories of attributes/characteristics namely: organisational structure, work experiences including comfort and competence, personal, behavioural commitment and causal attribution resulting in affective commitment which in turn affect turnover and personal responsibility (Meyer and Allen, 1991). These attributes, are linked to the teacher characteristics (concerning affective commitment) and school characteristics and the interrelationship that need to exist to produce desirable performance of secondary schools understudy.

Affective commitment is the alignment that employees feel between their organisation and their personal value. It is found to relate positively to job performance, citizenship behaviour, lower turnover and lower absenteeism and work-related outcomes (Mathieu and Zajac, 1990; Kanovsky; Companizano, 1991; Organ and Byan, 1995; Allen and
Hence the study intended to find out which determinants of affective commitment related to teachers performance for teachers to produce desirable performance.

Meyer and Allen (1997) conclude that the employee with strong affective commitment to the organisation becomes a valuable employee. Despite the fact that affective commitment represents employee commitment to the organisation for goal achievement, research by Eisenberger, Huntington, Hutchison, and Sowa (1986) suggest the value of studying organisation’s commitment to the employees as well since affective commitment is related to desirable performance in secondary schools.

Therefore, analysis of determinants of affective organisational commitment for secondary school teachers remains a suitable topic, for study in developing countries like Zimbabwe which is being affected by multifaceted problems mostly among them the decline of secondary school pass rates, inflation, droughts and economic hardships.

Affective commitment occurs, with continuance and normative commitment, under the umbrella of attitudinal commitment which is defined by Brown (1996), as both a state of positive obligation to an organization and a state of obligation developed as a by-product of past actions. Under the umbrella of attitudinal commitment, teachers tend to remain in schools because they want to. Teachers with strong continuance commitment tend to remain in a school because the options to leave the organisation are limited (Meyer and Allen, 1997). Teachers with strong normative commitment tend to remain in schools because they feel it is a duty which they owe and ought to perform. This duty arise from ethical motives, mere wish to perform the work well and thoroughly prescribed by set of values which they feel are not legally bound to fulfill (Hawkins,
Hence teachers/employees consider the duty as a moral obligation to remain in the school (Meyer and Allen, 1997; Hawkins, 1998). Thus this research intended to establish whether the moral obligations are inherent in Zimbabwean secondary teachers.

Affective organisational commitment, therefore, is one dimension of a multi-commitment work environment (Hawkins, 1998). Explaining what it is that contributes to affective organisational commitment of Zimbabwean teachers is the challenge that prompted the researcher.

It is usual to hear educators speak about the importance of commitment, and to hear slogans about the value of commitment at work. Studies such as this one would assist with the understanding of educators’ commitment from an empirical point of view. Affective organisational commitment is important because of its link with desired organisational outcomes as regular attendance, less employee turnover, and increased productivity and teacher efficacy. Hence the study of affective commitment in Zimbabwean secondary schools is not static or a dead end, but the intent was to use any new information about teachers’ affective commitment to help schools achieve worthwhile goals and increase performance pass rates.

2.3 Theoretical Framework

This study was guided by Context Input Process and Product model of evaluation by Stufflebeam (1971) revised in 2007. It is a decision facilitation model considered by the researcher to be applicable to educational organisations. However, before espousing on how this model is related to the study, some theories like the Commitment Trust Theory (Hislop, 2003) and Marquardt’s (2004) model of action learning and development of organisational commitment were examined. These theories link with

2.3.1 Commitment trust theory

According to Morgan and Hunt (1994)’s Commitment Trust Theory, organisational commitment is understood from a learning and development perspective. Organisations are constantly engaged in devising employment practices to retain employees and induce in them higher levels of commitment (Hislop, 2003). Employees exchange their contribution with the inducement that the organization offers (Penley and Gould, 1988). It assumes that tenure dictates growth (Campbell, 2002). Organisations are compelled to become emergent and provide growth opportunities in order to retain their workforce (Morgan and Hunt, 1994). According to Commitment Trust Theory, variables such as; job scope, work design, participation, training and development are transactional in nature and assumed to have significant developmental components. The theory assumes that employees become committed to an organisation if they perceive learning opportunities in that organization (Morgan and Hunt, 1994). Psychological commitment is perceived to be higher among employees who believe they are being treated as resources to be developed rather than commodities to be bought and sold (Dessler, 1999). Employees become committed to the extent that they believe the organisation is providing a long-term developmental employment opportunity. There is a reciprocal relationship between organisations that are committed to employee development, well-being and provision of opportunity for actualisation and high commitment of employees (Dessler, 1999). Organisations that provide competence enhancing experiences, in turn, promote affective commitment (Meyer and Allen, 1997). Human Resource Development (HRD) variables such as (1) career development,
(2) development oriented appraisal, (3) comprehensive training and (4) employee friendly work environment have the strongest correlation with organisational commitment (Paul and Anantharaman, 2004). Organisational learning subsystems such as knowledge sharing and employees perception of their learning and development opportunities influence organisational commitment (Nonaka, 1994). In this study, the theory was related and applicable to organisational factors influencing affective commitment of employees, the main focus of objective and research question two. The theory enhances an understanding of what influences employee’s organisational affective commitment hence its importance for the study.

2.3.2 Limitations of the theory

A few empirical studies have been undertaken to understand the relationship between organisational commitment and knowledge sharing (Cabrera, Collins and Salgado, 2006; Hoof and Ridder, 2004), and between knowledge based structures and organisational commitment (Brooks, 2002). The theory lacks empirical evidence to understand whether participation in knowledge sharing activities affect commitment (Hislop, 2003).

2.3.3 Marquardt’s model of action learning and development of organizational commitment

This model links the framework of the motivational bases of affective commitment to propose a theoretical model for the development of organisational commitment using action learning (Marquardt, 2004; Eby et al., 1999) model. The model describes the process by which affective commitment develops among employees in an organisation. The model assumes that development of organisational commitment can be enhanced
using action learning (Marquardt, 2004). Action learning is a key methodology utilized to develop leaders, teams and individuals (Coughlin, 2002; Marquardt, 2004, 2006).

Action learning is regarded as a Human Resources Development process, used to develop employees’ knowledge, skills, and values enabling them to solve complex problems (Marquardt and Waddill, 2004). Salient features of action learning are; emphasis on insightful questioning, reflective listening, taking action on the problem and a commitment to learning (Marquardt, 2006). Action learning is built on the application of new questions to existing knowledge as well as reflection about actions (Marquardt, 2004). Authority and responsibility for analysis and implementation is conferred on individuals who psychologically own the problem and live with the proposed solution (Garratt, 1997).

Action learning involves actions taken by people in resolving real problems they encounter in learning (Marquardt, 1999; 2004). According to Marquardt (2004), central components to action learning are problems, projects, challenges, issues, or tasks resolutions which are of high importance to individuals, teams, or the organisations. The learning aspects of action learning are; understanding organisations as learning systems, building the learning organisation and the learning framework. Action learning is a very effective tool for learning at individual, group, and organisational levels. It has proved to be a powerful tool to increase significant learning in individuals and teams in relatively short periods of time (Marquardt, 2004). It is linked to the current study on determinants of affective commitment of school teachers and their performance in Zimbabwean secondary schools since the model describes the process through which commitment develops and takes into account complex patterns of relationship among psychological antecedent to affective commitment.
On a more elaborative focus, the model identifies four psychological states (Marquardt, 2003) that lead to intrinsic motivation which are:

1. **Meaningfulness**
   Meaningfulness brought about by working conditions such as skill variety, task significance, and task identity.

2. **Responsibility**
   Responsibility brought about by working conditions such as autonomy.

3. **Knowledge of results**
   Knowledge of results brought about by working conditions such as feedback from the job, and feedback from the school leadership and others like the employer and the stakeholders.

4. **Empowerment and exchange**
   Empowerment and Exchange in the working environment is brought about by working conditions such as participation of teachers, supportiveness, and fairness provided by employers and school leadership.

The primary focus of action learning is the learning that is critical and crucial for the group to be more effective to solve complex problems in complex organisations. The group, however, does not only work on problem solving through the action learning process simultaneously, but it develops its internal learning capacity and learns how to learn. Thus, action learning appears to be an ideal tool to build organisational commitment, hence the relevance of the theory for the current study (Marquardt, 2004).

The current study is linked to the action learning model because its focal point is teaching efficacy which emphasises questions and reflection about statements and
opinions by focusing on what one does not know, as well as on what one does know, hence one is never sure an idea or a plan will be effective until it has been implemented (Marquardt, 2004).

2.3.4 Limitations of Action learning

Existing literature or empirical evidence has not explored linkages between action learning and organisational commitment. Very few studies have tested theoretically based alternate models of commitment (Mathieu and Zajac, 1990). However, despite lack of linkages and elaborate theoretically tested models of commitment, this study explored some elements of what was contributing to affective organisational commitment of secondary school teachers.

2.3.5 The CIPP Model of evaluation

In order to establish variables and factors contributing to affective organisational commitment and to answer the research sub questions of the main question, the study used the Stufflebeam’s (1971) Context Input Process Product (CIPP) Model of evaluation. The model has four core parts which are context, input, process, and product evaluation. In general, these four parts of an evaluation respectively ask, where? (Context). What is needed for implementation? (Input). What should be done and how is it being done? (Process). What is the outcome of the process of implementation or did it succeed? (Product).

In the last checklist, “Did it succeed?” or product evaluation part is divided into impact, effectiveness, sustainability, and transportability evaluations. Respectively, these four product evaluation subparts ask, Were the right beneficiaries reached? Were their needs
met? Were the gains for the beneficiaries sustained? Did the processes that produced the gains prove transportable and adaptable for effective use in other settings apart from the education organization? (Leacock and Nesbit, 2007). The checklist is designed to help evaluators evaluate programs with relatively long-term goals with reference to the study on determinants of affective organisational commitment contributing to performance of secondary school teachers in Zimbabwe. It is most suitable in this study where affective organisational commitment of teachers is established after undertaking a programme because it is a comprehensive analysis framework in formative and summative evaluations of the education program in secondary schools. In this study on teachers’ affective commitment, the CIPP model enabled focusing on how well organisational goals are being implemented by teachers in order to achieve desirable performance of secondary pupils. CIPP is an evaluation model based on decision-making, according to Leacock and Nesbit (2007). Similarly, Boulmetis and Dutwin (2005) view the process involving identifying the needs of stakeholders (learners, managers, and instructors) by:

- Considering needs of stakeholders – teachers, administrators, board of education, parents, the entire community and students.
- Gathering quantitative data to connect specific curricular objectives with supporting materials.
- Gathering qualitative information regarding how effectively teachers are able to utilize newly purchased materials.

According to categorization of Eseryel (2002), CIPP is considered a system-based model, while in Hew et al.’s (2004) categorization, CIPP is considered as a macro
model meaning to say it can be applied to the whole organisation which is the Ministry of Primary and Secondary Education in Zimbabwe. That is, each of the four different types of evaluation that comprise CIPP model have an influence on teachers’ affective commitment in secondary education system as alluded by Williams (2000) as well as Smith and Freeman (2002) that it has an important role to play in a larger whole. The functions of each evaluation can be applicable to determine how secondary teachers are affectively committed to their organisation following Stufflebeam (1971) CIPP’s description that:-

**Context evaluation** serves planning decisions by identifying unmet needs, unused opportunities and underlying problems that prevent the meeting of needs or the use of opportunities (Williams, 2000; Smith and Freeman, 2002). Context evaluation assesses needs, assets and problems within a defined environment (Stufflebeam, 2007). In the present study, this implied secondary schools and their education’s intended organisational goals. The intended organisational goals would be obtained by compiling and assessing the background information of stakeholders, employers and students’ performance expected at the end of their secondary school program. The beneficiaries included; employers, learners, parents and the entire society. Context evaluation was used to clarify the intended beneficiaries. Program leaders and teachers who were the key informants were interviewed in order to review and discuss their perspectives on teachers’ commitment, and beneficiaries’ needs. This was done to identify organisational problems the secondary education program needs to solve. Context evaluation is also used to review and revise as appropriate the program’s goals to assure intended needs are properly targeted (Freeman, 2002). The interviewed key informants assisted in gaining further insight into affective commitment of teachers, needs of
students, assets of intended beneficiaries and potential problems for the program. Context evaluation findings were used in reviewing and revising the program’s goals to assure the educational goals properly target assessed needs (Williams, 2000). Advantages of pertinent community and other assets from the program were to be obtained through context evaluation. Program’s effectiveness and significance in meeting beneficiaries assessed needs were to be obtained from context evaluation. Context evaluation in this study was used to assess program goals, selecting and/or clarifying the intended beneficiaries, whilst assessing needs and potentially useful assets (Williams, 2000; Smith and Freeman, 2002). Thus in the study, the context encompassed the organisational factors: such as autonomy, fairness, autonomy, workload classes, support, and school characteristics on teachers’ affective commitment and its influence on pupils’ performance.

**Input evaluation** serves structuring decisions by projecting and analyzing alternative procedural designs of employees (Boulmetis and Dutwin, 2005). In the study it encompassed secondary school teachers’ skills and capabilities which are biographical factors together with what the organisation provides namely organisational factors for accomplishment of set goals. Input evaluation assesses competing strategies and the work plans and budgets of the selected approach. Existing programs that could serve as a model for the contemplated program were identified and investigated. Input evaluation findings in this study were to be used to devise a program strategy, that is, socially, politically scientifically, economically and technologically defensible (Boulmetis and Dutwin, 2005). The program’s proposed strategy for responsiveness to assessed needs and feasibility were assessed. The program’s feasibility whether it is meeting the assessed needs of the targeted goals in this study was to be determined by
input evaluation. In addition, the program’s strategy against pertinent research and development literature needed to be assessed using this type of evaluation. The staff would be acquainted with issues, skills and ways that would ensure successful implementation of the secondary education program. The merits of teachers’ affective commitment, the program’s strategy in the form of organisational factors and distributive leadership factors were to be compared with alternative strategies to improve secondary school pupils’ performance.

Input evaluation findings, according to Williams (2000) as well as Smith & Freeman (2002), are used for accountability purposes in reporting the rationale for the selected organisational programme strategies and the defensibility of the operational plan. The programme’s key result areas and performance targets work plan and schedule for sufficiency, feasibility, and political viability would be assessed using input evaluation. However, through input evaluation, the study borrowed some of the features of commitment trust theory which stipulates that employees exchange their contribution with the inducement that the organisation offers (Penley and Gould, 1988) were linked to input evaluation. It is so because the theory assumes that tenure dictates growth (Campbell, 2002). Hence organisations like secondary schools have to become emergent and provide growth opportunities which are linked to input evaluation in order to retain affectively committed teachers who are their workforce. According to this theory, variables such as job scope, work design, participation, training and development affect or influence each other and have a significant developmental component (Campbell, 2002). The commitment trust theory’s assumptions are that employees become committed to an organisation if they perceive learning opportunities in that organisation. These learning opportunities are determined by input evaluation.
Process evaluation serves implementing decisions by monitoring project operations (Eseryel 2002). Process evaluation encompasses monitoring, documenting, and assessing program activities (Stufflebeam, 2007). This entails how teachers are affectively committed to their work input, portraying their belief and capabilities of influencing pupil performance which is teaching efficacy. Managers coordinate and strengthen teachers’ activities through process evaluation, by monitoring, supervising, observing, maintaining and providing periodic progress reports and guiding on program implementation that is how teachers are teaching and delivering their lessons to accomplish intended organisational goals. This is determined by distributive leadership factors. Process evaluation findings are used to maintain a record track of timetable allocations, how subjects are being taught and program’s progress being made and problems being encountered in accomplishing organisational goals. The findings are used on how best the programme can be implemented that is, to strengthen the programme’s design. Beneficiaries, program leaders who are heads of schools, heads of departments, senior teachers, and classroom practitioners are periodically interviewed to obtain their assessments of the programme’s progress through the Performance Management System (Williams, 2000; Smith and Freeman, 2002). This would be beneficial to the programme’s financial sponsors in Zimbabwe who are; the parents, the community, the government, the Public Service Commission and, the Ministry of Primary and Secondary education.

In addition to the above, it also encompasses what the organisation provides for teacher performance and student attainment in terms of rules, regulations and policies through policies and statutes. Thus, it also borrows from attributes of Marquardt’s (2004) model
of action learning and development of organisational commitment. Marquardt’s (2004) model emphasizes questions and reflection about statements and opinions by focusing on what one does not know, as well as on what one does know. This study wanted to find out whether the secondary teachers are sure and confident that their ideas indicated on work plans are effective before they have implemented them. Thus, this relates to teaching efficacy of secondary school teachers.

Product evaluation serves recycling decisions by determining the degree to which objectives have been achieved and by determining the cause of the obtained results (Eseryel, 2002). This type of evaluation also determines the impact of programmes. Impact evaluation assesses whether a programme has reached the target audience. The impact evaluation findings are made to assure that the programme is reaching or did reach intended and appropriate beneficiaries. Assessment and judgment of the extent to which the served individuals and groups are consistent with the programme’s intended beneficiaries are obtained through school based, cluster based and ZIMSEC Standardised examinations. Impact evaluation findings are made to judge the extent to which the programme is serving or did serve the right beneficiaries (Eseryel, 2002). It is also used to judge the extent to which the programme addressed or is addressing important community needs. Periodically, stakeholders such as community leaders, employers, schools, the Ministry of Primary and Secondary Education, and the Public Service Commission, are interviewed on how the programme is influencing the community and contributing to the economic, social and political development in the country. Impact evaluation is used for accountability purposes regarding the program’s success in reaching the intended beneficiaries. The extent to which the program reached an appropriate group of beneficiaries is determined through product evaluation. Product
evaluation is also used to assess the extent to which the program inappropriately provided services to a targeted group.

Thus, in this study the CIPP model of evaluation was used to analyse secondary school teachers’ affective commitment and their performance in relation to pupil performance in order to answer the main research question. Teachers would act as the inputs to the organisation including their biographical factors, their teaching efficacy and role played by distributive leadership. The process would involve the influence of organisational factors on teachers’ execution of their duties, that is, the actual teaching. Their beliefs that they possess relevant skills to influence pupils’ acquisition of relevant skills, knowledge and values expected by the organisation and stakeholders would be determined by process evaluation. The product would encompass student performance which is expected by both the organisation and the society. The end products are pupils who will in turn develop themselves at the same time contributing to economic social and political development in Zimbabwe.

2.4 Determinants of Affective Organisational Commitment

In the following sections, related literature pertaining to the empirical evidence on some of the determinants of affective commitment and how researchers view their relationship to the development of affective organisational commitment was reviewed. The intention was to answer the following questions:

1. To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?
2. How do relationships between organisational factors and several factors of affective organisational commitment affect teachers’ performance?

3. How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?

4. What is the role of teacher efficacy of secondary school teachers on affective organisational commitment?

5. How best can schools promote teacher affection to their work for improved performance of students?

Research by Meyer and Allen (1997) reveal that researchers analysed the relationship between affective organisational commitment and certain variables and came up with two categories; namely; biographical characteristics such as gender, age, qualification, position in the organisation, work experiences and organisational tenure; and organisational characteristics such as; workload, support, autonomy, fairness, organisational size, and decentralization. Most of the organisational commitment research effort has been directed towards the discovery of determinants for outcomes of organisational commitment (Becker, 1998) and not on the affective organisational commitment domain alone. Employee commitment has consistently resulted in positive correlations with affective organisational commitment (Meyer and Allen, 1997).

2.4.1 Effects of biographical traits of individuals on organisational performance

To study the organisation behaviour means to learn and understand the behaviour of people who form the organisation. The success of an organisation rests on the characteristics of its people. Successful managers can observe the employees’ behaviour to understand their individual characteristics, which helps to improve the
employees’ performance. Therefore, performance of employees is directly related to their biographical characteristics and abilities (Hoy, 2004). These factors affect employees’ interaction with others and reaction to various situations in the workplace like secondary schools. Thus, to understand how these characteristics affect teachers there was need to know first in this study what biographical characteristics are. Biographical characteristics are personal characteristics such as age, gender, professional qualifications, academic qualifications and marital status that are objective and easily obtained from personnel records and the teachers themselves (McElroy, 1987).

2.4.2 Employee age and affective organisational commitment

It is very critical to have a look and focus at the first characteristic-age and how authorities view its influence on affective commitment. The issue about age and performance is quite controversial (McElroy, 1987). Some view aged workers having lower level of performance. In some organisations, for example in the mining industry (Perry, 1981), the answer is to some extent yes. People’s physical condition is inevitably degenerating when they are aging. They do not have as much energy as the young have in everyday time whilst experience is gained when one gets older. A study conducted by Angle and Perry (1981) on organisational commitment which involved 24 organisations which operated fixed route bus services in the United States indicate a positive correlation of age with commitment. The commitment was measured by an affective oriented instrument, known as Commitment Questionnaire (Porter, Steers, Mowday and Bouglaian, 1974). A study conducted by Morrow and McElroy (1987) involving a sample of 2,200 employees of which 78% were male, established the differences in the levels of organisational commitment based on career stages that were
defined by employee age ranges. Their sample included a variety of employee groups which were: administrators, technical and professional employees, clerical and office workers, and service workers. Seven-point Likert scales were used to measure commitment in the study. The mean obtained for each age range or category were: trial employment period that is ages 30 and under, the mean rating was 4.13 (SD=1.01); stabilization employment period that is ages 31-44, the mean rating was 4, 31 (SD =1.03; and maintenance employment period that is ages 44 and above, the mean rating was 4 .76 (SD=0 92).Thus, differences in the levels of organisational commitment based on career stages were defined by employees’ age ranges. The F-ratio was significant 73.33 at the .01 level (Hawkins, 1998). Similarly, Allen and Meyer’s (1993) study on the relationship between age and affective organisational commitment, obtained a positive mean correlation between age and affective organisational commitment. Basing on the findings of Morrow and McElroy (1987), which included participants from transportation company, and Allen and Meyers’(1993) study involving teachers, the current study intended to determine whether age of secondary school teachers is related to their level of affective organisational commitment in Zimbabwe.

In contrast to the findings of Morrow and McElroy (1987), as well as Allluto, Hrebiniak, and Alonso (1973), a curvilinear relationship between age and employee organisational commitment in their study involving 318 elementary and secondary school teachers and 395 professional nurses was obtained. Mean levels of employee commitment by age categories were: 26 years or less, 10.68; ages 27-44, 10.53; and, ages 45 years and up, 10, 94. This reveals that as the age ranges changed, there was no direct relationship to affective organisational commitment of employees. Shin and
Reyes (1991) studied affective organisational commitment of public and private school Catholic administrators. In their study, a positive correlation \((r=0.9)\) was obtained between affective organisational commitment and age. This reveals that age had a high and positive relationship with affective commitment. Similarly, various researchers (Dorstein and Matalon, 1989; Kushman, 1992; Morrow and Wirth, 1989) have established that age is related to affective organisational commitment of employees, meaning to say, as employees grow older the degree of commitment also increases. However, Hawkins (1998) establishes that there is no statistically significant correlation between age and affective organisational commitment of homogeneous narrow age range group of principals. With these contradicting findings in other countries, this study intended to find out whether Zimbabwean secondary teachers’ age was related to their affective organisational commitment considering that the country is a third world country, still struggling to develop with its crippling economy in which majority of school levers are unemployed and education sector is mainly providing employment for the majority.

2.4.3 Gender and affective organisational commitment

The study of gender and affective organisational commitment literature has been approached from both the gender-model and the job-model (Aven, Parker and McEvoy, 1993). From the gender-model, Loscocco (1990) establishes that women accept family roles as a chief source of their identity and fulfilment, leading to a different orientation to work for men. Thus, this study intended to establish whether gender was related to teachers’ affective commitment considering Zimbabweans’ different gender cultural values. In contrast, proponents of the job-model view, indicate that there is no difference in the work attitudes of women and men. Aven, Parker, and McEvoy (1993)
in their meta-analysis studies of the relationship between gender and organisational commitment identified both positive and negative correlations during the research process negating that there are gender differences with respect to organisational commitment. They conclude that commitment can be won from both males and females when organisations treat all employees fairly. On the other hand, Mathieu and Zajac (1990), in another meta-analytic study of 7420 employees, report a correlation that indicates stronger advantage for female employees with respect to affective organisational commitment. However, Aranya Kashmir, and Valency (1986), in their male dominated profession of Canadian Chartered Accountants study, establish that female accountants demonstrated less affective organisational commitment than their older male counterparts. Kushman (1992) used the job-model approach in a study involving urban elementary and middle schoolteachers and came out with no statistical significant relationship between gender and organisational commitment. Job-model research by Aven, Parker and McEvoy (1993) indicates that men and women are similar with respect to affective organisational commitment. However, a research by Hawkins (1998) concludes that gender did not enter the stepwise multiple regression equation as a factor that explains any of the variation in affective organisational commitment. Thus, motivated by contradictions of study undertaken elsewhere and none in Zimbabwe, the study intended to find out whether in Zimbabwe gender has any relationship with affective organisational commitment of secondary school teachers.

2.4.4 Organisational tenure and affective organisational commitment

Shoemaker, Snizek, and Bryant (1977), in an organisational tenure study that involved federal rangers and state rangers, obtained a positive correlation between organisational tenure and affective commitment of federal rangers. However, the correlation for state
rangers was not statistically significant (Shoemaker, Snizek, and Bryant, 1977) revealing some other factors could have been contributing to organisational commitment. Similar findings of positive correlations are reported by Kushman (1992), in a study of affective organisational commitment involving urban, elementary and middle school teachers. A positive and weak correlation between the number of years in teaching and organisational commitment was reported.

Mathieu and Zajac (1990), in a study of affective organisational commitment, reviewed 38 samples and established that organisational tenure correlated positively with organisational commitment. There is general support in the literature for the notion that there is a positive correlation between affective organisational commitment and organisational tenure (Kushman, 1992; Mathieu and Zajac, 1990; Meyer and Allen, 1997; Sheldon, 1971), although in other studies the correlation, though positive, is weak. Meyer and Allen (1993) in their study establish that analyses of organisational tenure generally showed a mild curvilinear relationship whereby middle tenure employees possess less measured commitment than new senior level employees. They conclude that employees need to acquire a certain amount of experience within an organisation to become strongly attached to it, and long—service employees retrospectively develop affective attachment to their organisation. In a study that included 290 non-management employees, clerks, nurses, secretaries, radiologists, and cardiopulmonary specialists, Gregersen (1993) measured affective organisational commitment to a sample of ninety (90%) female and ten (10%) male by Occupational Commitment Questionnaire and established a positive correlation between the length of service in the organisation and affective organisational commitment.
In Gregersen’s (1993) study of 290 non management employees, a statistically significant difference was established. The mean scores for medical professionals with less than two years of service and for medical professionals with more than eight years of service were different. A study conducted by Hawkins (1998) also indicates that there is a direct, positive relationship between organisational tenure and affective organisational commitment. Considering that these findings were not obtained from Zimbabwe and that they used professionals who were not secondary school teachers, the researcher intended to establish whether there would be a relationship between organisational tenure and affective organisational commitment of secondary school teachers in Zimbabwe taking into cognizance the effects of Economic Structural Adjustment Program (ESAP), inflation, sanctions, the economic conditions and brain drain prevailing in Zimbabwe.

2.4.5 Professional qualifications and level of affective commitment

Level of education and professional qualifications in particular are expected to have a stronger negative relationship with affective organisational commitment. It is proposed and argued that the rationale for this prediction is that people with low levels of education and qualifications generally have more difficulty in changing jobs because of lack of expertise and fear of the unknown (Chughtai and Zafar, 2006). On the other hand, those with high qualifications have the ego of exploring greener pastures. Employees who fear changing jobs usually show greater commitment to their organisation (Chughtai and Zafar, 2006; Steers, 1977; Glisson and Durick, 1988). Considering these findings, the current study intended to determine whether professional qualifications relate to affective organisational commitment of secondary school teachers in Zimbabwe.
2.5 Organisational Factors and Affective Organisational Commitment

According to Rickli and PerdeckNolost (2012), fundamental organisational factors, are related to work outcomes with mediation effects of both intrinsic and extrinsic motivation. Organisational factors form the foundation of the organisation and lie within both the organisation and the employees (Rickli and PerdeckNolost, 2012). For employees to reach their full potential and optimum well-being, certain organisational factors overshadow others (Rickli and PerdeckNolost, 2012). For example, autonomy, job security, reward, feedback, opportunity for growth, organisational support, promotion opportunities, psychological contract, social work relations, status, transactional leadership, transformational leadership, challenge, skill variety, self-efficacy, experienced meaningfulness and conscientiousness are some of the organisational factors (Rickli and PerdeckNolost, 2012). However, according to Rickli and PerdeckNolost (2012), employees are influenced by these factors both positively and negatively resulting in development of intrinsic and extrinsic motivation. Hence this study’s thrust was to determine whether what Rickli and PerdeckNolost, (2012) found is related to secondary teachers’ affective organisational commitment.

2.5.1 Job security and development of affective organisational commitment

Job security is defined as the probability that an individual will keep his or her job and income (Robbins and Judge, 2009). A job with a high level of job security means that the person with the job will have a small chance of becoming unemployed (Robbins and Judge, 2009). A high job security is important to increase the extrinsic motivation of employees. Furthermore, high job security leads to more effort and better performance (Robbins and Judge, 2009). However, according to Robbins and Judge (2009), job
security does not show any relationship with intrinsic motivation. This study explored whether similar findings would be obtained on job security, affective organisational commitment and performance of Zimbabwean secondary school teachers considering unemployment rates in the country.

2.5.2 **Reward and development of affective organisational commitment**

Reward is defined as a payment often offered as an incentive for the accomplishment of a task (Marcus and Van Dam, 2007). A higher reward will also lead to an increase in extrinsic motivation (Siegrist, 1996) which causes the employees to put in more effort and performance (Marcus and Van Dam, 2007; Robbins and Judge, 2009). Similar to job security, reward is not positively or negatively related with intrinsic motivation. Attributes raised under appropriate working conditions were: remuneration and incentives, effective supervisory systems, communication networks, interrelationships, school climate and reduced teacher/pupil ratio. The findings reveal that teachers in Zimbabwe are motivated by Maslow’s lower order needs (Burleson and Thoron, 2014) which are physiological needs such as; safety, love, water, food shelter and Herzberg’s hygiene factors (Schultz and Schultz, 2010) which eliminate job satisfaction which are company policies, supervision, relationship with supervisors and peers, work conditions, salary, status, and security respectively. This observation confirms a research conducted by Kiggundu (1988) which revealed that workers in African countries are motivated by financial gains and security of employment so as to meet extended family obligations. Second in rank on the motivating agenda was the availability of teaching and learning.
2.5.3 Feedback and development of affective organisational commitment

Feedback is defined as the extent to which employees are informed of their performance whether they are doing their jobs correctly and meeting organisational expectations or not (Spector, 2006). Due to the fact that job components consist of many aspects such as written, spoken, and appearance, among others, feedback can be provided on one or more of these aspects. Feedback is an important variable for organisations as it is a strong booster of intrinsic motivation and has a bearing on affective commitment (Robbins and Judge, 2009). Moreover, feedback increases employee satisfaction (Fried and Ferris, 1987), affective commitment (Mathieu and Zajac, 1990), work engagement (Demerouti, Bakker, Nachreiner, and Schaufeli, 2001) responsibility and performance (Hackman and Oldham, 1976) and correction of mistakes. However, feedback is not a mechanism that influences extrinsic motivation.

The present study was designed to examine the relationship between feedback as a leadership function and affective organisational commitment of secondary school teachers. Results obtained from similar studies conducted by Oredein (2006), Jung and Berson (2003) and Laka-Mathebula (2004) show that there is significant relationship between affective organisational commitment and transformational leadership; and affective organisational commitment and transactional leadership. When multiple regression analysis was computed by Laka-Mathebula (2004), transformational leadership made the highest contribution to the variance in organisational commitment, and this was followed by affective commitment and transactional leadership. These results are similar to the work of previous researchers, who found significant correlations between organisational and transactional leadership styles (Bass, 1990; Bass and Avolio, 1990; Bass, Avolio, Bycio, Hachett and Allen, 1995; Chiok, 2001;
Koh, Steers and Terborg, 1995). These patterns of results suggest that increase in transformational and transactional leadership styles is associated with an increase in affective organisational commitment.

2.5.4 Promotion opportunities and development of affective organisational commitment

Promotion opportunities are characterised by an advancement of an employee’s rank or position in an organisational hierarchy system (Spector, 2006). Promotion is viewed as an employee’s reward for good performance, that is, positive appraisal. Moreover, promotion opportunities increase employees’ effort and performance resulting in the development of affective organisational commitment (Robbins and Judge, 2009). Two studies report a positive relationship of employees' perception of being valued and cared for by the organisation with (a) conscientiousness in carrying out conventional job responsibilities, (b) expressed affective and calculative involvements in the organisation, and (c) innovation on behalf of the organization in the absence of anticipated direct reward or personal recognition. In Study 1, involving six occupations, positive relationships of perceived support with job attendance and performance were found (Spector, 2006). In Study 2, using manufacturing hourly employees and managers, perceived support was positively related to affective attachment, performance outcome expectancies, and the constructiveness of anonymous suggestions for helping the organization (Robbins and Judge, 2009). These results favour the extension and integration of emotion-based and calculative theories of organisational commitment into a social-exchange approach.
2.5.5 Opportunity for growth and affective organisational commitment

Opportunity for growth is defined as the opportunity to learn from the work that has to be done, whether the work stimulates personal growth and whether talents are fully used in the job (Spector, 2006). Interestingly, opportunity for growth increases both intrinsic and extrinsic motivations which are components of affective organisational commitment. Moreover, opportunity for growth decreases turnover intention (Spector, 2006) and increases work engagement (Demerouti et al., 2001), affective commitment (Mullins, 2007), satisfaction (Fried and Ferris, 1987), functional flexibility (Marcus and Van Dam, 2007), effort and performance (Robbins and Judge, 2009). Grant, Dutton, and Rosso (2008) and Pajo and Lee (2011) allude that opportunity for growth /Employer sponsored voluntarism accomplishes altruistic ends associated with increased affective organisational commitment, a result suggested by (Fried and Ferris, 1987), and if employees place more value on altruism, then employer sponsored voluntarism may have a more positive impact on their organisational commitment.

However, Peloza, Hudson, and Hassay (2008) report that employee voluntarism is motivated more by egoistic and organisational citizenship behaviours than by altruism. Thus employers should note that as a result of participating in employer sponsored volunteerism, employees report increased agreement with organisational values and an increased perception that the organisation and the employee share common values. Employees participating in organisational sponsored voluntary programs report a number of benefits from volunteering. They report feeling proud of their employer, satisfaction over helping others, and an increase in the extent and effectiveness of their networks at work (Poloza and Hassay, 2006).
2.5.6 Psychological contract and affective organisational commitment

A psychological contract represents the mutual beliefs, perceptions, and informal obligations between an employer and an employee (Mullins, 2007). It sets the dynamics for the relationship and defines the detailed practicality of the work to be done. A good psychological contract increases both the intrinsic and extrinsic motivation of employees (Robbins and Judge, 2009). Moreover, psychological contract increases a whole variety of work outcomes which are effort and performance (Robbins and Judge, 2009), work engagement (Demerouti et al., 2001) well-being (Keyes, Smotkin, and Ryff, 2002), satisfaction (Fried and Ferris, 1987), responsibility (Hackman and Oldham, 1976) and functional flexibility (Marcus and Van Dam, 2007). This study's intention was to establish whether psychological contract relates to affective commitment of school teachers in Zimbabwe.

2.5.7 Perceived organisational support and development of affective organizational commitment

Organisational support is the degree to which employees believe that their organisation values their contribution and cares about their well-being (Rhoades and Eisenberger, 2002). Research has shown that organisational support creates a lower turnover intention (Spector, 2006), more functional flexibility (Marcus and Van Dam, 2007), work engagement (Demerouti et al., 2001) willingness to work longer (Robbins and Judge, 2009) and more commitment to the organisation (Mathieu and Zajac, 1990).

Perceived organisational support is defined by (Eisenberger, Fasolo, and Davis-LaMastro, 1990:52) as “the extent to which employees perceive that the organisation values their contribution and care about their well-being. In a school, it would entail
teachers contribute to the way the school is administered and managed. Teachers are consulted on issues for example, school policies, ways of improving the school, and how best to accomplish the mission statement derived from the organisation. Teachers’ concerns would be addressed amicably by heads of departments (HODs), school heads, education officials, the employer and school communities. This would be done during consultation days, Prize and Speech days, meetings, staff development meetings, workshops and through teachers’ representative(s), if not hindrance would be highlighted and in some instance discussed. In this case, all ways of communication need to be at a centre stage and accepted. Hence were these activities done in secondary schools, in order to increase teachers’ affective commitment in Zimbabwe’s secondary schools?

Research evidence of perceived organisational support and affective organisational commitment was reported on a multinational firm by Mottaz (1988), Reyes (1992) and Meyer and Allen (1997). They discover a positive relationship between perceived organisational support and affective organisational commitment of employees. Eisenberger, Huntington, Hutchison and Sava (1986) establish that employees exchange commitment to the organisation for greater care, concern, and support from the organisation. These findings raise questions about the role of the organisation in terms of what the organisation should provide to employees. Shore and Wayne (1993) and Hawkins (1998) conclude that organisational support is an important factor with respect to employee organisational behaviour. In their studies, they establish that there is a positive correlation between organisational support and affective organisational commitment. Thus this study intended to establish whether in Zimbabwe’s secondary schools teachers’ affective commitment is related to their organization considering
remuneration that is below poverty datum line. However, considering Herzberg’s two factor theory on motivation, money is not a motivator but a dissatisfier. What motivates teachers are organisational factors, but is this applicable to Zimbabwean situation?

2.5.8 Perceived fairness and development of affective organisational commitment

Perceived fairness is considered in the literature under several names such as procedural justice, distributive justice, and organisational justice. Perceived fairness concerns the way in which employees are treated by the employer (McFarlin and Sweeney, 1992; Bennet, 1996; Meyer and Allen, 1997). Procedural justice is the manner and processes that a school or other organisations use to operationalise major functions. It is the means by which the school, district or organisation gets things done. Distributive justice on the other hand, concerns outcomes or the end product of the means and processes used by a school or organisation. Organisational justice is basically a combination of procedural and distributive justice (Greenberg, 1990; Martin and Bennett, 1996).

In a study concerning procedural justice (fairness) amongst employees and managers in a national cable television company and their families, Moorman, Niehoff, and Organ (1993) report a correlation of .50 between affective commitment and procedural justice (fairness). These employees were relocated from one geographical area to another. A weak but positive correlation was obtained between treatment and affective commitment.

In a similar study, Witt (1990) establishes a correlation of .43 between organisational commitment and fairness in work assignment amongst mixture of employees of a military training center. This could have been necessitated by the fact that military training provides security services and acts on commands in an effort to defend national
interest unlike in education sector where teaching is regarded as a calling and as service industry. Thus this study intended to establish whether there is a relationship between fairness and affective organisational commitment of secondary teachers in Zimbabwean schools.

2.5.9 Perceived autonomy and development of affective organisational commitment

The first organisational factor is autonomy and is defined as the freedom employees have to do their jobs as they see fit (Spector, 2006). Research indicates that the greater the autonomy of employees the greater their intrinsic motivation (Robbins and Judge, 2009). Moreover, when looking at the relationship between autonomy and the work outcomes, research has shown that autonomy increases satisfaction (Fried and Ferris, 1987), commitment (Mathieu and Zajac, 1990), responsibility and performance (Hackman and Oldham, 1976). According to these findings, autonomy does not, however, show any relationship with extrinsic motivation.

Autonomy permits employees to use fully their talents and ingenuity and causes employees to assume personal responsibility for work. Research findings conducted by Posen (1988), Mottaz (1988), and Mathiew and Zajac (1990) establish that affective organisational commitment and autonomy are positively related. Autonomy creates an organisational climate where affective organisational commitment can be nurtured and developed. A study conducted by Colarelli, Dean, and Konstans (1987), also yields positive correlation between organisational commitment and autonomy and concludes that lack of autonomy and use of close supervision in organisations result in diminished performance and employee stress.
Further evidence of positive correlation between affective organisational commitment and autonomy were established by Durham, Grube, and Castaneda (1994), in a study of police officers, professional administrative personnel, volunteers for cancer health, education organisation, and part-time employees from various organisations. Positive correlations were obtained for seven tests that were designed to measure task autonomy and affective commitment. In five out of the seven tests, statistically significant relationships were obtained. Contrary to this, Hawkins (1998), in similar study, establishes that autonomy does not explain any variation in affective organisational commitment. However, considering that there are different cultural values, education system, different economy between the United States and Zimbabwe, Could what was established in the United States by other researchers be similar or different to what is affecting Zimbabwean teachers?

2.5.10 Work load and development of affective organisational commitment

A study on the relation between proactive personality and affective organisational commitment was undertaken in Germany (Moritz, 2011). Furthermore, it was explored whether job stressors, workload, role ambiguity and role conflict had a moderating effect on this relationship. The results of a questionnaire among 170 employees of a German administrative governmental agency suggest that proactive personality is positively related to affective commitment. Furthermore, all of the three job stressors had a negative effect on affective commitment. The findings revealed a buffering effect of role conflict on the relationship between proactive personality and affective organisational commitment (Moritz, 2011). The influence of workload and role ambiguity on the relationship with proactive personality was not found to be significant.
(Moritz, 2011). Considering the teacher-pupil ratio of above 1 as to 40 in secondary schools, this study's intention was to establish whether there is a relationship between teachers’ affective organisational commitment and work load. The escalating enrolments is being necessitated by the demand for education responding to statutes enacted in the Education Act of 1987 which paved way for majority education for all irrespective of colour or creed and implementation of the automatic promotion policy.

2.5.11 Organisational identification, fit and affective organisational commitment
Organisational identification (OID) is viewed as adoptions of one’s own goals and values of the organization (Unal, 2014). Persons’-organisation values and goal congruence” is very essential for identification with the organisation and attempts toward aligning the values and goals of the organisational members with the organisation. These are viewed as essential and beneficial for the well-being of both employees and organisation as well. DeCotiss and Summers (1987) point out that employees are likely to exhibit affective commitment when they have a strong identification with their organisational goals and values, or have a strong willingness to work hard. Unal (2014) alludes that employees enter an organisation with specific skills, desires, values, goals, and expect a work setting where they can use their skills, satisfy their desires, find value congruence, and achieve their goals. In turn, the organisation is perceived as facilitating these ends, and affective organisational commitment is likely to increase (Unal, 2014). In the same vein, according to Westerman and Cyr (2004), individuals choose the organisations which they will work for according to similarity between their fundamental characteristics and the organisation’s goals. When individuals feel closer to their organisation emotionally and involve themselves with the organisation’s values and goals, they have strong affective...
commitment and continue to work in the organisation voluntarily (Westerman and Cyr, 2004). It is assumed that when employees experience affective commitment towards their organisation, they tend to reciprocate with positive attitudes, including identification and loyalty. For instance, if employees perceive that they are working in a “true organisation”, they form positive images about it (Dutton et al., 1994). Employees feel proud to identify with such a true organisation, develop their self-esteem, form affective bonds with the organisation, develop a sense of loyalty, and make effort to perform better and benefit the whole organisation (Dutton et al, 1994). Basing on the above discussion on affective commitment and organisational identification, the mandate of this study was to establish whether that relationship discussed is also eminent among secondary school teachers and their organisation in Zimbabwe.

2.6 Distributive Leadership and development of Affective organisational commitment

Distributed leadership is an idea that is growing in popularity in organisations (Harris, 2007). Distributive leadership is the sharing of leadership between two or more individuals. This type of leadership has many names, such as shared, dispersed, relational, roving, collective, group-centred, broad-based, participatory, fluid, inclusive, and supportive leadership (Spillane et al., 2004). In schools today, as the workload of administrators is constantly increasing, shared leadership is becoming widespread. A distributed leadership perspective recognises that there are multiple leaders (Spillane, Halverson, and Diamond, 2004) and that leadership activities are widely shared within and between employees. A distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are
formally designated or defined as leaders (Spillane et al., 2004). Distributed leadership is derived from a psychological theory that knowledge lies not only within the individual but also in the individual’s social and physical environment (Hutchins, 1995). Distributed leadership is also central to system reconfiguration and organisational redesign which necessitates lateral and flatter decision-making processes (Hargreaves, 2007).

In a theoretical sense, distributed leadership can be located in the general area of situated and distributed cognition which is a moral obligation arising out of consideration of right and wrong (Spillane et al., 2001). Distributive leadership is a duty one owes, and ought to perform but which he/she is not legally bound to fulfil. Here distributed leadership is best understood as ‘practice distributed over leaders, followers and their situations (Spillane et al., 2001).

There is increasing research evidence that distributed leadership makes a positive difference to organisational outcomes and student learning (Leithwood et al., 2007). Most recently research has shown that the patterns of leadership distribution matters within an organisation and that distributed leadership practice is more likely to equate with improved affective organisational commitment, performance and outcomes (Leithwood et al., 2004; 2007). A distributed view of leadership “incorporates the activities of multiple groups of individuals in a school who work at guiding and mobilizing staff in the instructional change process” (Spillane et al., 2001: 20). It implies a social distribution of leadership where the leadership function is stretched over the work of a number of individuals and the leadership tasks are accomplished through the interaction of multiple leaders (Spillane et al., 2001). Moreover the concept is best understood as practice distributed over leaders, followers and their situations.
Spillane et al. (2001) view distributed leadership as incorporation of the activities of multiple groups of individuals in a school who work at guiding and mobilizing staff in the instructional change process and results in employees’ affective commitment. In Zimbabwean secondary schools multiple groups include individuals such as; the community/stakeholders, parents, guardians, the employer, education officials, school heads, deputy heads, heads of departments, senior masters, senior women, and school prefects. Distributive leadership is concerned with how the organisation maximises the potential of distributed leadership for organisational commitment, improvement and transformation (Harris, 2007).

A distributed leadership perspective recognises that there are multiple leaders (Spillane et al., 2004) and that leadership activities are widely shared within and between organisations (Harris, 2007). A distributed model of leadership focuses upon the interactions, rather than the actions, of those in formal and informal leadership roles (Spillane et al., 2004). It is primarily concerned with leadership practice and how leadership influences organisational and instructional improvement (Spillane, 2006). At a theoretical level, distributed leadership is an analytical frame for understanding leadership practice (Harris, 2007). Spillane et al., (2004) argue that the distributed perspective can serve as a tool for school leaders by offering a set of constructs that can be harnessed to frame diagnosis and inform and motivates employees thereby leading to affective commitment of employees.

Bennett et al. (2003) talk about ‘distributed or devolved leadership’ while Kets de Vries (1991) defines distributed leadership in terms of effective team, working linked to social activity theory. Recently, Leithwood et al. (2004: 59) note that “the concept of
distributed leadership overlaps substantially with shared collaborative and participative leadership concepts”. This accumulation of allied concepts not only serve to obscure meaning, but also presents a real danger that distributed leadership simply be used as a ‘catch all’ term to describe any form of devolved, shared or dispersed leadership practice (Kets de Vries, 1991). In practical sense, it could be contended that it is nothing more than shared leadership practice. The evidence base suggests that there is something powerful and important about distributed leadership (Woods, 2004).

Distributive leadership entails that school redesign is unlikely unless patterns of leadership practice are dramatically altered and flattened (Harris, 2007). The presence of the different groups who have a role to play in the management of the school also known as multi-agency are highlighted in distributive leadership. There is increased collaboration among key groups namely; stakeholders, administrators, teachers, and prefects who contribute to the development of leadership capacity in the school (Woods, 2004). These key groups enhance development of excellence and capacity building across the school system. In the school, leadership development priorities are identified, innovation generated, expertise and new approaches developed also known as Multi-school capacity building (Scottish Executive, 2005). Multi-school capacity building is done in order to contribute to a general strengthening of leadership capacity in the school. If multi-school configuration is practiced it entails, working in phases is simply not possible without the reconfiguration of leadership as practice rather than role (Woods, 2004). Harris (2007) identifies an increasing number of studies that highlight a powerful relationship between distributed forms of leadership and positive organisational change. This would lead to the development of affective commitment of teachers, and they would be in a position to change and come up with new innovations.
to develop the school. Leithwood et al. (2004) note that the concept of distributed leadership overlaps substantially with shared collaborative and participative leadership concepts. Links have also been identified between distributed leadership and democratic leadership (Woods, 2004) and connections have been made to teacher leadership (Harris and Muijs, 2004). This accumulation of allied concepts not only serves to obscure meaning but also presents a real danger that distributed leadership be simply used as a ‘catch all’ term to describe any form of devolved, shared or dispersed leadership practice. Distributed leadership has been proven to be related affective commitment of teachers, based on knowledge gained by means of direct and indirect observation or experience and empirical power (Mcleod, 2007).

In this respect, distributed leadership can serve as both a diagnostic and design tool that offers a lens on leadership practices within schools and between schools. It offers schools the opportunity to stand back and think about exactly how leadership is distributed and the difference made, or not made, by that distribution. The analytical frame galvanises attention towards leadership as practice rather than leadership as role; focusing attention on the complex interactions and nuances of leadership in action (Harris and Muijs, 2004). It offers an alternative and potentially illuminating way of tracking, analysing and describing complex patterns of interaction, influence and agency.

Distributed leadership also poses some critical questions for schools: How is leadership distributed in the school, is the pattern of distribution optimum and practice developed and enhanced? Distributive leadership depends on the context within which leadership is distributed and the prime aim of the distribution. Flattening the hierarchy or
delegation of leadership does not necessarily equate with distributed leadership, nor does it automatically improve performance (McLeod, 2007). It is the nature and quality of leaders of leadership practice that matters. For some, it takes distributed leadership into the realm of the abstract and away from the practical realities of schooling. For others, it offers the real possibility of looking at leadership through a new and alternative lens that challenges the tacit understanding of the relationship between ‘leaders and followers’. It suggests that ‘followers’ may actually be a key element in defining leadership through their interactions with leaders. Moreover it raises the possibility that leadership has a greater influence on organisational change and employee commitment when leadership practice is purposefully distributed or orchestrated (McLeod, 2007).

Thus basing on what is discussed about distributive leadership, contextually in secondary schools entails mobilizing leadership at all levels in the organisation not just relying on leadership from the top but engaging all groups mentioned earlier on rather than the few in leadership as shown diagrammatically below.
As shown in Figure 2.2 Distributive leadership has six components namely internal School managers, external school managers, parents and guardians, the community, Heads of departments (HOD) and the school prefects. Affective organisational commitment has three components namely, Organisational commitment, Professional development and student performance. Hence affective commitment is influenced by distributive leadership. Affective commitment has three components which are the end product namely organisational commitment of teachers, professional development and finally student performance.

The external school managers are education administrators in the Ministry of Primary and Secondary education who include the Deputy Provincial director, District Education Officers and Secondary schools’ Education inspectors representing all subjects taught in secondary schools. Internal School managers include, heads of schools, and their deputies, senior men, women and heads of departments(HOD,’s). The employer is the Public Service Commission and their inspectors constituted those
involved in leadership. Within students, the school prefects are involved in school leadership. Parents and guardians of students, School Development Associations or School Development committees is another category of leaders. Within the community, responsible authorities of the schools, the Political hierarchy, beneficiaries who are employers constitute another level. In Zimbabwe all these levels contribute to what happens in schools. Thus the study wanted to establish whether in secondary schools distributive leadership has an influence on secondary school teachers’ affective organisational commitment.

2.7 Teacher Efficacy and the Development of Affective Commitment

2.7.1 Description and critique of scholarly literature

In today’s education society, student motivation and academic performance are assumed to be the result of the teacher’s diligence and hard work. Rotter (1996) proposes that teachers who motivate students and boost academic achievement even among difficult students were considered highly efficacious. Bandura’s (1997) theory identify teacher efficacy as a type of “self-efficacy” – the product of a social cognitive process in which people form beliefs about their own capacity to perform at a given level of competence (Henson, 2001; Goddard, Hoy, and Hoy, 2000). The works of these theorists have developed into various viewpoints about teacher abilities and effectiveness in educating students.

According to research, the characteristics of efficacious teachers are:

- Better organisation
- A willingness to try new ideas to meet students’ needs.
- Being less critical of students whenever they make mistakes,
• More positive about teaching,
• A reluctance to refer students to special education services,
• More likely to implement positive classroom management strategies (Henson, 2001; Pinkston-Miles, 2003; Scharlach, 2008).

Therefore, teachers with high levels of self-efficacy are linked to high student achievement; these teachers have the ability to work hard under difficult circumstances and to motivate students to attend school and do well (Gordon, 2001; Lin and Tsai, 1999; Muijs and Reynolds, 2002).

2.7.2 Definition of teacher efficacy

Teacher efficacy is a belief in one’s ability to perform tasks or activities (Penny, 2007). A teacher’s efficacy belief is a judgement of the teacher’s capabilities to achieve designated learning goals and bring about desired outcomes of student engagement and learning even among those students who may be difficult or unmotivated (Hoy, 2004; Moran and Hoy, 2001; Henson, 2001). Teachers’ efficacy beliefs relate to their behaviour in the classroom. Efficacy affects the teachers’ efforts they make in teaching. Teachers with strong sense of efficacy tend to exhibit greater levels of planning and organization and are more open to new ideas, willing to experiment with new methods to better meet the needs of their students (Hoy, 2004). Teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers’ persistence, enthusiasm, commitment and instructional behaviour as well as student outcomes such as achievement motivation and self-efficacy (Moran and Hoy, 2001). Cubukcu (2008:149) defines self-efficacy as “a person’s judgment of his or her capabilities to organize and execute courses of action required to attain designated types
of performances”. Thus, according to Richardson (2011), self-efficacy is the response of a person to the question, “Can I do this task well?” Research shows that people who are highly efficacious have the ability to show higher levels of effort and are resilient in their efforts, even in difficult and challenging situations (Gordon, 2001; Roberts, Henson, Tharp, and Moreno, 2000; Scharlach, 2008).

It can be deduced from the above different definitions of self-efficacy that the teacher who possesses high efficacy characteristics is able to step into challenging roles with the confidence and ability to change the students’ opinion about school and learning, while at the same time cultivating a strong desire within the student to learn (Richardson, 2011). These types of pedagogical strategies help students to become motivated, focused on learning, and succeed academically (Henson, 2001). This definition of teacher-efficacy, which the literature supports, was used in this study to ascertain the role of teaching efficacy of secondary school teachers on their affective commitment and its relationship to school performance.

2.7.3 Philosophical camps of teacher efficacy

Two levels of teachers’ efficacy are mentioned in the literature: a humanistic level, and a custodial level (Richardson, 2011). According to Gordon (2001:13), a highly efficacious teacher with “a humanistic approach towards control, is more likely to possess beliefs that emphasize an accepting, trustful view of students” and empower students to work harder as well as take more responsibility for their action. Similarly, Robertson (2011) states that a teacher with a custodial approach, expresses beliefs that emphasize the maintenance of order, distrust and students develop a moralistic stance towards deviant behaviour. On the other hand students are considered as being
irresponsible and untrustworthy, lacking in respect and obedience, and in need of firmness, strictness, and punishment (Gordon, 2001; Lin and Tsai, 1999). This calls for a committed teacher to deal with aforementioned student characteristics in order to produce desirable performance. Thus the study intended to establish determinants of affective commitment.

2.7.4 Internal and external efficacy

Another dimension of teacher efficacy has to do with internal efficacy, which is concerned with the degree to which a teacher believes he or she has the influence, will, and ability to affect students teaching (Richardson, 2011). The internal efficacy view takes into consideration the personality, confidence level, and teaching strategies embraced by the teacher (Coladarci, 1992). Teachers with internal efficacy believe strongly in their ability to teach all students regardless of race, gender, ethnicity, or social background, and can assist them to be successful academically (Richardson, 2011). On the other hand, external efficacy is the view that a student’s background, family status, and social upbringing are key factors that influence student learning in the classroom (Goddard, Hoy, and Hoy, 2000; Guskey and Passaro, 1994). Both views seem to be present in the classroom. However, this study considered the internal efficacy view where teachers are expected to assume most of the responsibility for student learning, despite some other factors which contributes to student performance such as; relationship with parents, value placed in education by parents and the economic environment.
2.7.5 Benefits of teacher efficacy

Teacher efficacy has been linked to student outcomes in a number of studies (Gordon, 2001). In each case, they have shown that students whose teachers scored high on efficacy did better on standardised tests than their peers who were taught by teachers with lower efficacy scores (Henson, 2001; Gordon, 2001; Lin, 1999; Muijs and Reynolds, 2002). Thus there is a direct connection between student academic achievement and a teacher’s sense of efficacy (Goodwin, 2010 and 2011). Teachers who lack high efficacy qualities have low expectations of students, cast blame on students when things don’t go as planned, and have a negative outlook about student learning and their behaviour (Ferguson, 2003; Gordon, 2001; Scharlach, 2008). Therefore, literature seems to support the idea that efficacious teachers have more positive and effective results in the classroom (Robertson, 2011), hence the study sought to determine the role of secondary teachers teaching efficacy to influence student performance.

2.7.6 Subject specific efficacy

Since in secondary schools teaching is based on subject specialization, it was paramount in this study to discuss on subject specific efficacy. Teachers’ academic skills can have considerable impact on student’s achievement (Peske and Haycock, 2006). High efficacy teachers are more likely to support positive student attitudes in the classroom (Henson, 2001; Rimm-Kaufman, and Sawyer, 2004). According to Roberts et al. (2000), a teacher may feel very comfortable in his or her ability to achieve student learning in one subject area and may not have the same degree of confidence to do so in another. Teachers may feel efficacious in delivering certain curriculum to certain students in specific settings, and they may feel more or less efficacious doing so under
different circumstances (Goddard, Hoy, and Hoy, 2000). Teacher efficacy may grow with time and experience (Ross, 1994). Teacher efficacy constantly changes. Most often, it improves with time and experience, but sometimes it diminishes and gets worse, especially with teachers who may be disillusioned with their jobs or may be getting ready to retire (Ross, 1994). Thus the study sought to determine the relationship between teachers’ age and their affective commitment.

2.7.7 Teacher beliefs and efficacy

Teachers’ beliefs are related to teacher efficacy (Henson, 2001; Scharlach, 2008). Researchers report that pre-service and in-service teachers’ beliefs influence their teaching behaviours (Cagle, 1998; George and Aaronson, 2003; Gordon, 2001; Lin and Tsai, 1999; Henson, 2001; Maxton, 1996; Scharlach, 2008). Beliefs about children who are prone to struggle academically can influence the decisions and practices of new teachers (Lin and Tsai, 1999; Scharlach, 2008). New teachers may not have the experience in dealing effectively with struggling or difficult students. They may not have high expectations or the degree of stamina required to develop them. As a result, the teacher’s actions and expectations may prohibit the students from performing well. Thus the students may achieve no more than what was expected by the teacher. This negative aspect is what Cagle (1998) describe as the “self-fulfilling prophecy.” This happens when students give back to their teachers what they perceive is expected of them. Hence this approach can have positive as well as negative implications for students in the classroom.

Hill, Phelps and Friedland (2007) demonstrate in their study how new teachers’ beliefs affect their expectations for students. A lesson on the historical event of the Amistad
uprising revealed the assumptions that pre-service teachers held cultural diversity in urban middle schools. What the pre-service teachers encountered in this educational setting was very different from what they expected to find. The pre-service teachers found that in the urban schools, students were knowledgeable, hardworking, enthusiastic, and well behaved (Richardson, 2011). Could this also be similar to secondary school teachers in Zimbabwe? Teacher beliefs can also have adverse effects on students’ ability to learn in an environment where they may not feel comfortable. Researches do indicate that when students study a topic which they are able to relate, they become immersed in their learning, and demonstrate engagement and productivity (Richardson, 2011). It appears, for students to become engaged in meaningful learning, they must see the relevance of the material to their lives and their surroundings (Fry and DeWit, 2010; 2011). Teachers, therefore, need to be sensitive to students’ culture and learning styles when developing lessons (Ladson-Billings in Hills, Phelps, and Rhem, 2015) emphasize the importance of making positive connections with students through relationship building to avoid the self-fulfilling prophecy. When teachers expect students to do well and show intellectual growth, they generally do (Rhem, 2015). Similarly, Cagle (1998) emphasize that, how teachers believe the world is and what they honestly think can become. In a study carried out by Skiba and Leone (2002), some teachers were made to believe that certain students in their classrooms were gifted, when they really were not. As a result, the students were treated as if they were gifted by their teachers, and the students rose to their teachers’ expectations and performed like gifted students (Cagle, 1998; Cooper, 1979; Jacobson, 2007; Maxton, 1996). In this study, the teachers’ misconceptions about the students’ abilities were to be based on teacher-formed beliefs rather than on internal efficacy and expectations so as to influence student learning.
Basing on the above literature it appears teachers have various attitudes to their working organisations. These attitudes are often defined in terms of job satisfaction, job involvement and commitment. Of particular interest to this work is teacher efficacy. According to Bandura (1977; 1986, and 1997), teacher efficacy has its roots in the social, cognitive and self-efficacy theory which they proposed and self-efficacy represents the recognition that in order to function competently one must possess the necessary skills to use effectively and be confident. Bandura (1977; 1997), identifies four sources of efficacy beliefs namely; performance accomplishment, vicarious experience, verbal persuasion and physiological and emotional state. Bandura (1997) argues that teachers’ expectations are raised because of their perception that teaching has been successful from (accomplishment or mastery) through massive work. Efficacy belief lowers if teaching has been a failure and prompts the feeling of future failure unless clues of potentially successful strategies are revealed in the failure (Hoy, 2004). This study, therefore, sought to determine whether teachers’ efficacy has lowered and is contributing to student performance.

Vicarious learning experiences are the second domain where persons derive expectations to complete tasks through the use of observation of others completing the task. Observers believe that they intensify and persist in their efforts (Bandura, 1997). Pajares (1997) opines that an individual’s life course and direction is often influenced by a significant model. In the teaching profession, the experienced teachers can be role models for the novice teachers and students they teach. The third domain, verbal persuasion is the use of conversation and collaboration to reach a level of self-efficacy (Bandura, 1977). Students’ evaluation of their teachers’ teaching can be a form of
verbal persuasion for better or worse. Persuaders play an important role in the
development of the individuals’ self-beliefs to the extent that persuasive boosts in
perceived self-efficacy lead people to try hard to succeed (Bandura, 1997). Persuasive
boosts promote the development of teaching and learning skills and a sense of personal
agency, that is, self-actualization which is the belief that the teacher can perform the task
(Bandura, 1997). Employees depend on their physiological state in making judgment
about their capabilities. They interpret their stress reaction and tension as signs of
vulnerability to poor performance. Teaching efficacy in this circumstance can be raised
by improving and increasing teachers’ capabilities (Bandura, 1994). Teacher efficacy’s
importance is its cyclical nature effort and persistence which brings about greater
performance and ultimately culminates in higher efficacy. Without teaching efficacy,
the teacher lacks confidence to perform tasks hence leading to low performance in
impacting knowledge and skills to pupils. Could this be what is determining poor
performance in Zimbabwean secondary schools?

The confounding nature of these findings may not be unconnected with different
perspectives on the conceptualisation and operationalisation of efficacy construct.
Bandura (1997) conceptualised teacher efficacy as the teacher’s capacity to influence
student learning (general teaching efficacy), whilst Rotter (1996) as well as
McLaughlin, Bass, Pauly and Zellman (1997) view it being grounded in two sets of
beliefs namely (1) the belief in one’s own ability to influence student learning (self-
efficacy) and (2) beliefs about teachers group abilities to influence student learning
(general efficacy). Research shows that teacher efficacy is affected by the support,
structure, and efficiency by which the teacher is capable of controlling success
experiences for students (Erdem and Demirel, 2007). As such, “teacher efficacy” may
be viewed as both an outcome and as a moderating variable relative to implementing innovations, that is, as teacher efficacy increases, the perception of responsibility for and capacity to effect outcomes also increases, thus reinforcing the strength and direction of teacher-student interactions (Guskey & Passaro, 1994).

Evidence of how teacher efficacy is developed in the educational context is provided through a variety of studies about the relationship of improving teaching learning outcomes for students and teachers. It is noted that in classrooms where teachers possess a high level of efficacy, there appears to be a facilitative influence upon cognitive performance of students, which may be associated with improvement in teaching skills and concurrent elevation of self-efficacy on the part of teachers (Bandura, 1997). Basing on sentiments expressed by authorities in other contexts different from Zimbabwean context, this study intended to determine whether secondary school teachers’ affective organizational commitment is related to their level of teaching efficacy.

A comparison of teachers with high and low efficacy reveals that high teacher efficacy is associated with greater teacher-student interaction characterized by greater emphasis upon positive reinforcement of student learning (Gibson and Dembo, 1984). Tschannen-Moran, Hoy, & Hoy (1998) note that various measures of teacher efficacy construct are found to be related to student achievement (Anderson et al., 1988; Amor et al., 1976; Ashton, 1985; Ashton and Webb, 1986; Berman et al., 1977; Gibson and Dembo, 1984; Ross, 1992), motivation (Midgley et al., 1989) and students’ own sense of efficacy (Anderson et al., 1988). Deducing from literature, teachers’ sense of efficacy appears to be related to behaviours that affect student learning. These include teachers’
willingness to try new instructional techniques (Allinder, 1994; Berman et al., 1977; Guskey, 1984; Rose and Medway, 1981; Smylie, 1988; Stein and Wang, 1988), teachers’ commitment towards students (Ashton et al., 1982; Gibson and Dembo, 1984; Rose and Medway, 1981) and their persistence in trying to solve learning problems (Gibson and Dembo, 1984). Teachers’ sense of personal teaching efficacy is related to their level of planning and organisation (Allinder, 1994) and their practices, for example, the use of more effective, hands-on science techniques (Enochs et al., 1995; Riggs et al., 1994). Teachers’ sense of preparedness and sense of self-efficacy seem to be related to their feelings about teaching and their plans to stay in the profession and linked to their enthusiasm for teaching (Allinder, 1994; Guskey, 1984) and their commitment to teaching (Coladarci, 1992; Evans and Tribble, 1986). Perhaps not surprisingly, teachers’ sense of their ability to influence student learning appears related to their stress levels (Parkay et al., 1988) and attrition from teaching (Glickman & Tamashiro, 1982). Basing on findings and sentiments expressed by authorities in other contexts different from Zimbabwean context, this study intended to find out whether secondary school teachers’ affective organisational commitment is related to their level of teaching efficacy.

2.8 Consequences of Affective Organisational Commitment

Empirical research shows that affective commitment predicts employee performance (Meyer, Paunonen, Gellatly, Goffin, and Jackson, 1989), absenteeism (Sagie, 1998), turnover (Tett and Meyer, 1993) and organisational citizenship (Meyer, Stanley, Herscovitch, and Topolnytsky, 2002; Organ and Ryan, 1995) better than other components which are obligation termed as normative commitment and continuance commitment. One major interest for schools is what they might gain by having teachers
who are highly committed to the organisation (Caldwell, Chatman, and O’Reilly, 1990). The outcomes such as attendance, employee performance, and decreased turnover are some of the possible outcomes of affective organisational commitment. Could this be also applicable to the Zimbabwean context?

Concerning attendance, there is a positive but modest, correlation with affective organisational commitment (Mathieu and Zajac, 1990; ERandall, 1990; Steers, 1977). Highly committed employees are less likely to be absent for reasons that they can control (Meyer Allen, 1997). Researchers have consistently found an inverse relationship between turnover as the outcome and affective organisational commitment (McCaul, Hinsnz, and McCaul, 1995). Affective organisational commitment is not an end product, but a means to desired outcomes. The issue of commitment outcomes provided the researcher with information about the full model and rationale for studying affective organisational commitment amongst Zimbabwean secondary school teachers. Thus some illustrative affective organisational commitment outcomes were reviewed in this study in relationship to the following independent variables mainly gender, age, professional qualification(s), academic qualifications organisational tenure, and teaching experience. The outcomes reviewed here were employee attendance, performance, turnover and teaching efficacy. Considering that the majority of findings were from non-educational settings and educational settings different from Zimbabwean setting, could similar findings be established in Zimbabwean secondary schools educational setting? Thus the study sought to find out whether there is relationship between affective organisational commitment and secondary school teachers in different categories from high and low performing schools taking cognisance of Zimbabwean context.
2.9 Summary

Chapter two dealt with theoretical framework which is the Context Input Process and Product model of evaluation. It is a comprehensive framework for guiding formative and summative evaluations of a system. However, before discussing the model, some aspects of Commitment trust theory and Action learning theory were outlined since some of their characteristics were borrowed to comprehend the model. The features are linked to the Context, Input, Process and Product evaluation model. Affective commitment which is a psychological link provided the conceptual framework. Before discussing what affective commitment entails, meaning of organisational commitment was provided. Affective commitment covered the lens as it would be through which the researcher visualized the direction of the research. Review of related literature focusing on independent variables subdivided into biographical factors and organisational factors was provided. Biographical factors focused on employees’ ages, gender and organisational tenure. Organisational factors which were discussed providing their link to affective organisational commitment basing on empirical evidence were work load, perceived autonomy, perceived fairness, job security, reward, and promotion, and feedback, opportunity for growth, psychological contract, perceived organisational support and distributive leadership. In varying degrees, all of the independent variables were reported in the literature as having positive correlations with affective organisational commitment except for gender. Gender was discussed as not a factor that explained affective organisational commitment due to its curvilinear relationship established by empirical evidence examined. Interactions rather than actions of those in formal and informal leadership were discussed to show how distributed leadership influence affective organisational commitment of employees.
Rationale for the study, argument and justification was given since empirical evidence established variables and factors that determine and are related to affective commitment of workers in different setups including the educational organisation none other than in Zimbabwe. Teacher Efficacy as it represents the recognition that in order to function competently one must possess the necessary skills and confidence has been reviewed and discussed. Its philosophical camps, benefits and teachers’ beliefs were highlighted including internal and external efficacy. Related literature on determinants of affective organisational commitment and factors were established in other contexts and not in Zimbabwe. They were discussed to provide a basis for addressing the research question on factors contributing to affective organisational commitment of secondary school teachers in Zimbabwe. The chapter finally ended up discussing consequences of affective organisational commitment and summarizing what would have been tackled in all the sections and what this research intended to find out.
CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.0 INTRODUCTION
This chapter examines the methodological perspectives on which the whole study is anchored. In the process, the research approach, its epistemological and ontological orientations, research design, data collection and generation as well as data analysis methods employed are discussed. The chapter also justifies selection of respondents as well as participants and also ethical considerations observed in this study.

3.1 Research Approach/Paradigm
A research paradigm is a set of beliefs, values and assumptions that a community of researchers has in common regarding the nature and conduct of research (Guba and Lincoln, 1994; Johnson & Onwuegbuzie, 2004). These beliefs include the nature of reality (ontology), how we gain knowledge about what we know (epistemology), the role of values (axiology) and the process of research (methodology), aesthetic beliefs as well as the language of research (rhetoric) (Cohen, Manion and Morrison, 2011; Creswell, 2009; Creswell and Clark-Plano, 2007; Guba and Lincoln, 1994; Johnson and Onwuegbuzie, 2004; Patton, 2002). Blaikie (1993) argues that these aspects are relevant to social science like in the education system where the humanistic element introduces a component of free will that adds a complexity beyond what is seen in the natural sciences. According to Blaikie (1993), an understanding of these parameters is important to ensure that approaches, appropriate to the nature and aims of a particular
inquiry are adopted whilst understanding, exposing and minimising the researcher’s biases. These aspects are part of a series of choices that the researcher had to consider and link to the original research problem (Blaikie, 1993 and Blaikie, 2009). If this is not achieved, methods incompatible with the researcher’s stance may be adopted resulting in the final work being undermined through lack of coherence (Blaikie, 1993). Basing on Blaikie’s (2009) sentiments, the researcher in this study was compelled to discuss and demonstrate awareness and understanding of three major ways of thinking about research paradigm namely, ontology, epistemology and axiology. Two research paradigms, namely, positivist and interpretivist are discussed thereafter. The section concludes by describing the research paradigm adopted in this study as a prelude to the research design.

3.1.1 Ontology

Ontology describes our view on the nature of reality (Guba, 1990; Johnson and Onwuegbuzie, 2004) and the interactions between social structures and individuals (Bryman, 2001). It is the study of being and is concerned with ‘what is’ the nature of existence, and the structure of reality (Crotty, 1998). Ontology is also defined as the science or study of being; and in social sciences, it encompasses claims or assumptions that a particular approach makes about the nature of social reality, what exists, what it looks like, what units make it up and how these units interact with each other (Blaikie, 1993). According to Blaikie (1993), the researcher may be blinded to certain aspects of the inquiry if these underlying assumptions are not identified and considered. There are two aspects of ontology (Bryman 2001), namely, objectivism and subjectivism. Objectivism describes the position that social phenomena (entities) and their meanings have an existence that is independent of social actors (Bryman, 2001). This ontological
position is closely related to the positivist paradigm and natural science and seeks not only to describe situations but tries to identify and link causal variables. In contrast, subjectivism is linked to the interpretivist paradigm and holds that social phenomena are created from perceptions and consequent actions of those social actors concerned with their existence (Bryman, 2001). Furthermore, social reality is regarded as the product of processes by which social actors or researchers together negotiate the meanings for actions and situations hence in order for social research to inform policy, these interrelationships should be studied from various dimensions (Bryman, 2001).

While it is possible to discern two distinct belief systems, such a clear dichotomy rarely exists in practice and much research combines elements of both approaches Silverman (2010). This is the approach which was adopted in this study since this research did not only seek to describe what influence affective organisational commitment of teachers but also sought to understand the effect of teachers’ perceptions, on how they are contributing to learner performance. Thus for the researcher to understand this without being involved was impossible. This leads to the next area of consideration which deals with the researcher’s values (axiology) during the study.

3.1.2 Axiology

According to Cohen et al. (2011), axiology is a branch of philosophy that examines values of the researcher and the extent to which such values enter into the research process. Researchers demonstrate their axiological skills by being able to articulate their values as a basis for making judgments about what research they are conducting and how they do it (Heron, 1996). Cohen et al. (2011) argue that whereas the positivist paradigm strives to be value-free, there is no research that is value-free. They hold that
researchers create their own values through their own experiences and conventions. In this study, the researcher sought to understand what is determining and related teachers’ affective organisational commitment, that is, their perceptions and belief systems on their professionalism. This made it difficult to remove the researcher’s involvement. In order to ensure self-reflection during data collection, the researcher identified and noted any feelings, preconceptions and assumptions or beliefs held about determinants of affective organisational commitment contributing to performance of secondary schools under study. When considering that different views exist regarding what constitutes reality and the role of values in shaping reality, another question is how that reality is measured and what constitutes knowledge of that reality. This leads to the discussion of epistemology.

3.1.3 Epistemology

While ontology considers what constitutes reality, epistemology describes the nature, sources and limits of knowledge (Blaikie, 1993; Easterby-Smith, Eriksson and Kovalainen, 2008). The researcher’s ontological assumptions influence the choice of the epistemology selected (Hitchcock and Hughes, 1995 cited in Cohen et al., 2011). In view of the link between ontology and epistemology, it is easier to understand the position of the researcher. However, both objective and subjective epistemological views exist within ontology (Eriksson & Kovalainen, 2008). Objective epistemology presumes that a world exists that is external and theory neutral; and things do exist as meaningful entities independent of consciousness and experience (Easterby-Smith et al., 2008). Things have truth and meaning residing in them as objects, therefore, careful scientific research can attain that objective truth and meaning. Thus, this is the epistemology underpinning the positivist stance. Whereas within a subjective
epistemological view, no access to the external world beyond our own observations and interpretations is possible.

However, describing constructionism or subjectivism epistemology, Saunders, Lewis, and Thornhill (2009) argue that data collected from objects that exist separate to the researcher are less open to bias and, therefore, more objective and that if social phenomena are studied, these must be presented in a statistical rather than narrative form in order to hold any authority. However, Blaikie (2009) disagrees and contends that since social science research involves many choices, the opportunity for researchers’ values and preferences to influence the process makes it difficult to ultimately achieve true objectivity.

The discussions of ontology, epistemology and axiology lead the researcher to the next area of consideration which is described by Blaikie (2009) as the “research paradigm” and by (Saunders et al., 2009) as the “research philosophy”. A research paradigm is viewed by Denzin and Lincoln (2003) as an interpretive framework, whilst Guba (1990), views it as a basic set of beliefs that guides action. Within philosophy, (Saunders et al., 2009) distinguish between three philosophical views of developing knowledge or epistemology namely; positivism, interpretivism and realism. While it was outside the scope of this study to provide an extensive critique of each paradigm, the central features of each approach were discussed because of their prevalence in social sciences like education and the fact that they all form the basis from which other paradigms are developed.

Similarly to (Saunders et al., 2009) contentions, Lewis and Thornhil (2009) explicate that positivism is based on phenomenalism and data must be from direct experience

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whilst nominalism means words have fixed meanings. Interpretivism, according to Creswell(2009) assumes that individuals seek an understanding of the world in which they live and work. Subjective meanings of their experiences are developed by individuals and are directed towards certain objects or things varied and multiple. Hence the meanings are negotiated socially and historically (Crotty, 1998 and Crotty, 2002). Interpretivism is based on the following assumptions:

1. Meanings are constructed by human beings as they engage with the world they are interpreting.
2. Humans engage with their world and make sense of it based on their social and historical perspectives.
3. The basic generation of meaning is always social, arising in and out of interaction with a human community (Crotty, 1998; Crotty, 2002 and Creswell, 2009).
4. In order to understand the researcher’s obligation on determining determinants of affective organisational commitment contributing to the performance of secondary schools, two separate ontological and epistemological views were used. The ontology guiding objectives one on biographical factors and two organisational factors and three on leadership factors under study was objectivism. The gaining of knowledge (epistemology) related to this was in positivism philosophy or theoretical lens/spirit (Creswell, 2009). In line with this philosophy, the study engaged in quantitative methodology, used survey research and employed statistical analysis of data, to determine the relationship between biographical factors, organisational factors, distributive leadership
factors and affective commitment. The first view is shown diagrammatically in Figure 3.1

Objectivism

- Positivism
  - Quantitative methodology
    - Survey research
      - Questionnaires
        - Statistical analysis

Figure 3.1 Quantitative Methodology

Source: Adapted from Yates (2004).

The second view is shown diagrammatically below in Figure 3.2. The ontology guiding research sub questions; one on biographical factors, two on organisational factors, three on distributive leadership, four concerning teacher efficacy and five on policy implications is subjectivism and the gaining of knowledge(epistemology) is related to interpretivism philosophy or theoretical lens/spirit(Creswell, 2009). Hence the study engaged in qualitative methodology, used the survey research to generate data and developed themes from the generated data. The main aim was to gain a deeper meaning and understanding of determinants of affective commitment’s contribution to performance of secondary school teachers in Zimbabwe.

Subjectivism or Constructivism

- Interpretivism
  - Qualitative methodology
    - Survey research
      - Interviews and focus group
        - Thematic approach narrative form

Figure 3.2 Qualitative methodology

Source: Adapted from Yates (2004).
Use of both methodologies in this study is in line with Roth and Mehta (2002) that social science research constructs reality by harmonizing both the positivist and interpretivist approaches. The division between objectivist research associated with quantitative methods against subjectivism / constructionist research associated with qualitative methods is far from justified, according to Crotty (2002). In order to establish what contributes to affective commitment of teachers there was need to embrace both qualitative and quantitative methods addressing different sub problems or research questions. What seemed to be problematic was an attempt to be objective and subjective at the same time (Crotty, 2002). On the face of it to say that there is objective meaning and in the same breath to say there is no objective meaning certainly appeared contradictory (Crotty, 2002; David and Sutton, 2011). The realist approach recommends that people should be allowed to interpret the world the way they see it, implying that the rules or principles can be applied to further social life and can also be discarded if they become impediments or hindrances to knowledge and decision making (David and Sutton, 2011). Realism recognises that people’s opinions change with situational factors, hence there is need to take the middle ground of positivism and interpretive (Perry, 2001). Thus the choice to use deductive or inductive approach depended on epistemological and theoretical concerns and the research questions addressed. However, in order to address the main research problem on determinants of affective organisational commitment’s contribution to performance of secondary school teachers in Zimbabwe the researcher had to use both approaches.

3.1.4 Epistemological positions

Two schools of thought that dominate social and behavioural sciences are positivists and interpretivist. They generate a great division which results in hostile and antagonist
camps (David and Sutton, 2011). This has negative consequences in that researchers pledge allegiance to one camp or another. This is the most serious argument. It states that the two approaches are philosophically irreconcilable (David and Sutton, 2011). This means there is an epistemological distinctiveness since the two approaches constitute different paradigms.

As mentioned earlier, quantitative methodology emanates from an objectivist position, that is, reality exists independent of the researcher; truth is out there whilst the qualitative methodology emanates from constructivism paradigm which argues that truth and meaning are constructed by individuals Teddlie and Tashakkori (2006). This ends up with scholars holding the view that quantitative and qualitative approaches are mutually exclusive/incompatible (Teddlie and Tashakkori, 2006).

In this study, use of the mixed methods methodology took into consideration that though the two approaches are seemingly opposite, they in fact support and complement each other in research.

Mixed method research and its use of mixed methods lie in six major domains which are,

1. Basic definitions;
2. Utility of mixed methods research;
3. Paradigmatic foundations of mixed methods research;
4. Design issues;
5. Drawing inferences; and
However, in this study of exploring and examining variables and factors contributing to affective organisational commitment of secondary school teachers, seven dimensions in organising different views of mixed methods research borrowed from Teddlie and Tashakkori (2006) were considered. They entail:

1. The number of methodological approaches to be used.
2. The number of phases or strands.
3. Implementation process in the research considering the type.
4. The stage(s) at which the integration of approaches occur.
5. The priority given of equal emphasis to the approaches. Purpose and function of the study.
6. Theoretical perspective in the research (Teddlie and Tashakkori, 2006).

Though this generates controversy amongst other researchers who argue against mixing of research methods, the central issue on affective commitment being dealt with in this study was to subscribe to mixed method research so as to gain a clearer insight of the problem. Mixed methods research is simply the adoption of a research strategy that utilizes more than one type of research method. There are different interpretations as to what might constitute a mixed methodology approach. Some define it as a mix of qualitative and quantitative methods (Creswell, 2009).

Creswell (2007) defines mixed methodology as a mix of quantitative and qualitative methods. In this study of determining and establishing variables and factors contributing to affective organisational commitment of secondary school teachers in Zimbabwe, mixed methodology approach was the main research strategy.
The researcher considered use of mixed method and multi model studies as necessary tools for working in virtual and networked societies like teachers from different categories of schools so as to discover that the ‘rules’ which govern traditional quantitative and qualitative research need to be adapted and reappraised (Cohen, Manion and Morrison 2011). Mixed methods methodology in this study seems the best to convey the concept of gathering both quantitative and qualitative data. It suggests the concept of integrating or “mixing” the forms of data, which clearly is the strength of this type of methodology (Creswell, 2009). Mixed methods research methodology brings together pragmatism theory of incooperating qualitative and quantitative research in some meaningful way at a specific stage in the process, so the two forms help strengthen each other (Cohen, Manion and Morrison, 2000). For example, the integrated data might be used to strengthen an understanding of a problem, to build on one another so that there is a meaningful follow-up to probe results in more detail (Cohen et al., 2000).

Quantitative and qualitative research methods have traditionally been associated with conflicting research paradigms based upon quite different epistemological positions (David and Sutton, 2011). Despite traditionally conflicting camps this study used both to capitalize on their strength to triangulate data.

3.2 Research methods in education

Social sciences and particularly in educational research methods are often divided into two main types: quantitative and qualitative methods. There is a distinction between the two methods. Despite a distinction between these two methods, this study used both. However, before use of the methods this research gives a clear distinction and what
encompasses each. Quantitative research is often placed in opposition to qualitative research (David and Sutton, 2011). In most cases, this turns into a ‘paradigm war’ which is seen to result from apparently incompatible world views underlying methods (Polkinghorne, 2005). This idea is linked to what are seen as the different underlying philosophies and worldviews of researchers in the two ‘paradigms’ also called ‘epistemologies’ (Crotty, 2002). The form of qualitative data as discourse has significant differences from the form of quantitative data as numbers, (Polkinghorne, 2005). To show the differences between the two this research provides a clear overview of each and its limitations inclusive.

3.2.1 What is Qualitative Research methodology?
Qualitative research is viewed as being ‘subjectivist (Denzin and Lincoln, 2005; Marshall and Rossman, 2006). Subjectivism points to the role of human subjectivity in the process of research. According to this viewpoint, qualitative researchers are subjectivists. They see reality as being in part constructed by human beings using their observations. There is no pre-existing objective reality that can be observed. The process of human beings observing reality changes and transforms it and, therefore, subjectivists are relativistic (Marshall and Rossman, 2006). According to this viewpoint, all truth is seen to be only relative, and is never definitive (Marshall and Rossman, 2006). Basing on these assumptions, qualitative research, therefore, encompasses a broad approach to the study of social phenomena with various genres being naturalistic, interpretive and critical whilst the genres draw on multiple methods of inquiry (Marshall and Rossman, 2006). It is mainly based on understanding the social phenomenon from participants’ perspectives. The understanding is acquired by analysing the many contexts of the participants and by narrating participants’ meanings
for those situations and events. Qualitative data are not necessarily or usually numerical and, therefore, cannot be analysed by using statistics. Attitudes, behaviour and experiences are explored and fewer people take part in the research, however, the contact with these people tends to last a lot longer.

Qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people’s lives. Data are generated primarily in the form of spoken or written language rather than in the form of numbers. It is generated through such methods as interviews or focus groups as was done in this study. The data are usually transformed into written text for analytic use. Selection of interview participants requires purposive and interactive strategies (Cohen et al., 2011; Denzin, 2005). In this study, there was production of interview data on determinants of affective organisational commitment contributing to performance of secondary school teachers. There was an awareness of the complexity of self-reports and the relation between experience and language expression was considered. Practiced skill and time were required to generate interview data of sufficient breadth and depth. Production of useful data from other sources was addressed (Polkinghorne, 2005). Qualitative research is somehow subjective. Multiple approaches in qualitative research could be organised under five different traditions: biography, phenomenology, grounded theory, ethnography, and case study (Olsen, 2007). However, part of this study was organised under phenomenology. The diverse qualitative approaches enabled the researcher to ask and answer different kinds of research questions and made use of different analytic tools.
A primary purpose of qualitative research in this study was to describe and clarify teachers’ experience of as these issues are lived and constituted in awareness. Unlike the objects of nature, the layers of experience are not rigidly ordered and related to mathematical patterns (Polkinghorne, 2005). Methods designed to study physical objects are not a good fit for the study of experience (Olesen, 2005). Qualitative methods in the study were designed to focus on experiential life of teachers dealing with the life-world in secondary schools as it is lived, felt, undergone, made sense of, and accomplished by the teachers who were the objects of part of the study (Schwandt, 2001). Qualitative research is actually an umbrella term encompassing a wide range of methods, such as interviews, case studies, ethnographic research and discourse analysis, to name just some examples Silverman (2010). However, this study utilized interviews and focus group interviews only.

Considering that qualitative methods are specifically constructed to take account of the particular characteristics of human experience and to facilitate the investigation of experience (Schwandt, 2001; Denzin and Lincoln, 2011), however, the experience has a vertical depth, and methods of data gathering, are inadequate to capture the richness and fullness of an experience. Assumptions behind qualitative approach are that people have access to much of their own experiences, but their experiences are not directly available to public view (Creswell, 1998; Denzin 2003). Thus, the data generated for this study of affective organisational commitment needed to consist of first-person or participants’ own experiences.

Use of qualitative research, in order to study teachers’ affective organisational commitment and their experiences in schools required that data be derived from an intensive exploration with participants. Such an exploration results in what is called
language data (Schacter, 1999; Polkinghorne, 2005). Generated data is not simply single words but interrelated words combined into sentences and sentences combined into discourses (Sutton, 2011). The interconnections and complex relations of which discourse data was composed made it difficult to transform it into numbers for analysis (Cohen, Manion and Morrison, 2011). This is so because qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Examples of qualitative methods include:

- Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework;
- Case study research - a case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context;
- Ethnography - the ethnographer immerses her/himself in the life of people s/he studies and seeks to place the phenomena studied in its social and cultural context (Denzin and Lincoln, 2005). However, some of the salient features of all the methods were incorporated in this study on determinants of affective organisational commitment’s contribution to performance of secondary school teachers in Zimbabwe.

Limitations of qualitative research

Qualitative data, whether in oral or in written discourse, are not identical to the experience they are describing. Qualitative data is also termed ‘accounts’ in their oral form since they are a product of the interaction between participants and the researcher (Vidich, 2000). The purpose of data generation in qualitative research was to
provide evidence for the experience from secondary teachers and key informants. The evidence was in the form of accounts participants gave of their experiences. Printed words could not be analysed by counting how many times a particular word appeared in the text. Apart from lack of numeric or languaged translation of these thoughts, there was the additional concern about the construct validity of qualitative instrument. Rather, the evidence was ideas and thoughts that had been expressed by the participants. Evidence about human experience has inherent limitations compared with data about human behaviour. Because experience is not directly observable, data about it depended on the participants. Another issue was did the instrument’s series of questions actually capture the fullness of and variations within the experience?

Although self-report evidence is necessary and valuable for inquiry about human experience, it is not to be misconstrued as mirrored reflections of experience(Denzin, 2007). People do not have complete access to their experiences (Olsen, 2007). The capacity to be aware of or to recollect one’s experiences is intrinsically limited. People do not have a clear window into their inner life. Any gaze is always filtered through the lens of language, gender, social class, race, and ethnicity(Denzin, 2007). Participants are seldom able to give full explanations of their actions or intentions; all they offered were accounts about what they did and why (Denzin, and Lincoln, 2005). Often, the initial descriptions offered by the participant are restrained. Descriptions in this study reflected what teachers wanted to reveal, or the surface of a remembered experience. Too often, interview-produced data contain only initial reflections of participants without explorations into the depth and breadth of the experience(Olsen, 2007). Qualitative research is time consuming because, in order to obtain interview data of sufficient quality to produce worthwhile findings, researchers need to engage with
participants in more than a one-shot session. In the first session, researchers need to attend to establishing a trusting, open relationship with the participant and to focus on the meaning of the participants’ life experiences rather than on the accuracy of their recall (Polkinghorne, 2005). The second interview would be more focused to allow time to explore the experience in depth. In the third interview, researchers would then review the transcripts of the first two interviews. Researchers would ask follow-up questions to fill in and to clarify the accounts, and participants can add newly remembered information. Thus quality interview data usually involve multiple sessions with participants, including follow-up interviews to clarify and expand participant descriptions during the analytic process. However, in this study, the three processes were not followed as it was a one short session (Polkinghorne, 2005).

Access to one’s experiences is not straightforward; it often requires patience, assistance and probing to discover and explore areas of the experience that did not emerge initially. The interviewers need to help in participants to unpack their life experiences in order to gain access to deeper levels and more distinctive descriptions of the experience. Because of the individual differences of interviewees and the unpredictable flow of research conversations, qualitative interviewing could not be reduced to a set of techniques or instructions, rather, it relied on the skilled judgment of the interviewer to move the conversation along (Denzin and Lincoln, 2011).

As a means for gaining access to the meaning experiences of participants, researchers often ask participants to explore and give accounts of past experiences, not of those they are presently having. But the accounts produced through interviewing are not mirrored images of the participants’ experience as they actually occurred in the past.
Hence memories are reconstructions of the past, not simply retrieval. Human memory is not an infallible system (Schacter, 1999). Thus exploration of remembered events is not to produce accurate recalls but to provide an occasion for reflection on the meaning these events have for the participants (Vidich, 2000). Moreover, producing interview data is unlike the production of questionnaire data. In questionnaire data, the questions are held to be a constant stimulus so that the only variation in answers can be assumed to originate from the participants. In producing interview data, the questions vary and are adjusted to the individual being interviewed. The presence and variety of questions posed by the researchers affect participants’ recall, and, thus the produced accounts are sometimes referred to as co-creation (Olesen, 2005). The interviewers’ presence and form of involvement—how they listen, attend, and terminate responses—is integral to participants’ accounts. It is in this specific sense that a “story is a joint production” (Mishler, 1986: 82).

Although the produced accounts are affected by researchers, it is important that the participants remain the authors of the descriptions. The function of the researcher was more like a supportive editor whose assistance leads the author to produce a fuller and deeper account. Because the recall of an experience is elusive and subject to interviewer’s suggestions, researchers’ needs might infiltrate the account. They need to manage their influence and bring focus to the participant’s own understandings. An account that is authentically the participant’s description depends on the integrity of the interviewers and their awareness of their own readiness to generate accounts that match their own expectations. Yet this defeats the purpose of interviews of producing alternative perspectives on the experiences under study. New aspects that appeared during a participant’s description enriched the collection of data and called for the
researcher to probe and explore those aspects further. The production of quality data through participant interviews required skilful exploration with each participant. Although training in counselling interviewing is helpful in qualitative research interviewing, it is not directly transferable (Vidich, 2000). Research interviewing has different goals and requires different skills. In this study, attaining sufficient skill in research interviewing required a lot of practice and clear instructions. In addition to what has been highlighted above vigorous, condensed and thorough interviewing skill practice and mastering needed to be done before beginning a qualitative study. Also, to achieve full scrutiny of their experience by participants, sufficient time more than the 50 minutes interview with them was required to probe further on determinants of affective organisational commitment’s contribution performance of secondary school teachers in Zimbabwe.

Evidence about human experience has inherent limitations compared with data about human behaviour. Because experience is not directly observable, data about it depends on the participants’ ability to reflectively discern aspects of their own experience and to effectively communicate what they discern through the symbols of language (Polkingtorn, 2005). Expression might further distance the evidence of participants’ experiences from the real experiences themselves due to life experiences rather than the participants to give a narration on the accuracy of their recall Polkingtorn (2005).

3.2.2 What is quantitative research?

The study also used quantitative methods to explain the phenomenon of secondary school teachers’ affective organisational commitment by collecting numerical data concerning biographical, organisational and leadership factors. Quantitative methods
are described as being ‘realist’ or sometimes ‘positivist’, and the worldview underlying realists is to uncover existing reality. It assumes that the truth is out there and it is the job of the researcher to use objective research methods to uncover that truth (Cohen et al., 2000). This meant that in part, the researcher needed to be detached from the research as possible, and used methods that maximised objectivity and minimized the involvement of the researcher in the research (Cohen et al., 2011). This is best done by methods taken largely from the natural sciences, which are then transposed to social research settings (such as education). Similarly positivism is the most extreme form of this worldview. According to positivism, the world works according to fixed laws of cause and effect (Cohen et al., 2000). This implies that theories about these laws need to be tested using scientific thinking either rejecting or provisionally accepting them. In this way, human beings get to understand the truth about how the world works. Positivism assumes that by developing reliable measurement instruments, the physical world can objectively be studied (Cohen et al., 2000). Basing on this assumption, use of quantitative methods in this study, was viewed as being an explanation of phenomena obtained by collecting numerical data that were analysed using mathematically based methods such as statistics (Aliaga and Gunderson, 2000). The statistics were generated through the use of large-scale survey research, by employing such methods as questionnaires. Quantitative researches, give a quantitative answer to a question, and generalize findings to a population (Creswell, 2009). They are based on testing of an existing theory mathematically. In the context of quantitative research, the meaning of data is linked to the “sense data” of observations. “In contemporary usage, data has come to mean an array of information, as in data set or data bank” (McLeod, 2001: 137). Bits of information are connotated. In addition, in the quantitative context, data implies that its information is a direct reflection of the thing it is about and is
independent of the researcher who gathered it. Hence the emphasis was on collection of numerical based methods data. In other words in order to be able to use mathematically based methods, the data were in numerical form. Unlike in qualitative research, quantitative research is essentially about collecting numerical data to explain a particular phenomenon, and particular questions seem immediately suited to being answered using quantitative methods (Cohen et al., 2011). There are four main types of research questions that quantitative research is particularly suited to find an answer:

Questions that demand a quantitative answer for example how many years of teaching experience or what is your age were asked. There are many phenomena which do not seem to produce any quantitative data. However, many data that could not naturally appear in qualitative form was collected in a quantitative way. This was enhanced by designing research instruments aimed specifically at converting phenomena that do not naturally exist in qualitative form, which could be analysed statistically. Examples of such data were affective organisational commitment of teachers concerning biographical, organisational, and distributive leadership factors, basing on Likert scales of strongly agree to strongly disagree. The final activity for which quantitative research was especially suited was in the testing of hypotheses. Quantitative research is most suitable for descriptive and inferential data. It looks at certain characteristics (variables) and endeavoring to show something interesting about how they are distributed within a certain population (Cohen, Manion and Morison, 2000).

However, the nature of the research questions which focused on biographical, organisational, and distributive leadership factors determined the variables in which the research was interested in establishing. Variables are only manipulated in quantitative
research and only measured for the purpose of quantitative analysis. Data were collected concerning many variables, through questionnaires. The questionnaires focused on dependent and independent variables. A quantitative method in this study was well suited for the testing of hypotheses which are tentative explanations that accounts for sets of facts and also for theory testing. Hence the methods focused on cause and effect (causality, as it is known), unlike in qualitative research (Cohen, Manion and Morison, 2000).

Quantitative research methods were originally developed in the natural sciences to study natural phenomena (Hohmann, 2005). However, examples of quantitative methods now well accepted in the social sciences and education includes:

- Surveys;
- Laboratory experiments;
- Formal methods such as econometrics, and
- Numerical methods such as mathematical modelling (Hohmann, 2005).

From quantitative research, data that were collected could:

- Describe variables in terms of distribution: associations and correlations variance between independent variables such as biographical factors, organisational factors distributive leadership factors and dependent variable affective organisational commitment.
- Infer significant generalisable relationships between variables (Bryman and Cramer, 1999).
Limitations of quantitative research

In fact, relatively few phenomena in education actually occur in the form of ‘naturally’ quantitative data. Some phenomena are better studied by using different (qualitative) methods. The use of statistics to analyse data is, however, the element that puts a lot of people off doing quantitative research, as the mathematics underlying the methods seems complicated and frightening. This view that there is a true reality out there that we can measure completely objectively is problematic (Flick, 2011).

Human beings are all part of the world they are observing, and cannot completely detach themselves from what they are researching. Ipso facto historical research has shown that what is studied, and what findings are produced, are influenced by the beliefs of the people doing the research and the political/social climate at the time the research is done. The first situation where quantitative research fails is when a researcher wants to explore a problem in depth. Quantitative research is good at providing information in breadth, from a large number of units, but when researchers want to explore problems or concepts in depth, quantitative methods become too shallow. In order to really get under the skin or in-depth of a phenomenon, ethnographic methods, interviews, in-depth case studies and other qualitative techniques are used instead of quantitative methods (Denzin and Lincoln, 2011). Quantitative methods cannot develop hypotheses and theories but test them. Quantitative research reaches many more people, and the contact with those people is much quicker than it is in qualitative research. However, quantitative research is not ‘better’ than qualitative research and neither is qualitative better than quantitative. They are just different and both have their strengths and weaknesses (Flick, 2011).
Qualitative and quantitative results converge, mutually confirm, and support the same conclusions. In addition to that, in this study, both results focused aspects of an issue of affective organisational commitment and were complementary to each other and led to a fuller picture. However, it is worth to note that qualitative and quantitative results were convergent and divergent or contradictory since they were addressing same and different questions. Hence the outcomes were helpful because the interest was in combining qualitative and quantitative methods in order to focus and know more about the determinants of secondary school teachers' affective organisational commitment (Flick, 2011).

In this research in order to address the study's objectives on organisational factors, biographical factors, leadership factors, teacher efficacy and policy factors mixed methodology was used. The researcher started from two closed approaches which were differentiated and combined without the concrete methodological of combing them. Mixed methodology was used to look at both breadth and depth, or at both causality and meaning. Using Mixed-methods research was a flexible approach, where the research design was determined by what the researcher wanted to find out rather than by any predetermined epistemological position. This methodology is known as a third methodological movement (Tashakkori and Teddlie, 2003). Neither qualitative nor quantitative components predominated but both had equal status (Flick, 2011). It incorporated multiple approaches in all stages of the study which were; the problem identification, data collection, data analysis, and final inferences. The logic for triangulation meant that qualitative data could support quantitative data, and vice versa (Tashakkori and Teddlie, 2003). Both were combined to provide a more general picture of the issue of affective organisational commitment understudy. Structural features
pertaining to biographical and organisational factors and distributive leadership factors were analysed with quantitative methods while Processual aspects on, biographical, organisational, distributive leadership teaching efficacy, and policy factors were analysed with qualitative approaches.

The perspective of the researcher drove quantitative approaches, while qualitative approaches emphasised the viewpoints of the participants (Tashakkori and Teddlie, 2003). According to the problem of generality, this research could be solved for qualitative research by adding quantitative findings, whereas qualitative findings facilitated the interpretation of the variance obtained in quantitative data sets (Bryman, 2004). The relationship between micro that is qualitative data and macro that is quantitative data levels in the area understudy which is determinants of secondary school teachers’ affective organisational commitment could be clarified by combining both approaches which were appropriate in different stages of the research process. The determinants focused were concerning contribution and relationship between biographical factors, organisational factors, distributive factors, teaching efficacy, and policy implications and affective organisational commitment of secondary school teachers.

3.3 Pragmatism

Use of mixed methodology was guided by the pragmatism paradigm, hence adopted a pragmatic perspective (Creswell, 2009; David and Sutton, 2011 and Punch, 2011). The pragmatism paradigm arises out of actions, situations and consequences rather than antecedent conditions. It is not committed to any one system of philosophy and reality (Creswell, 2009. It implies that individual researchers are free to choose the methods,
techniques and procedures of research that best meet their needs and purposes. According to this paradigm, truth is what works at the time, and is not based in a duality between reality independent of the mind or within the mind but on the external world independent of the mind as well as that lodged in the mind (Creswell, 2009; Crotty, 1998).

Pragmatism interprets truth in terms of the practical effects of what is believed, and, in particular, the usefulness of these effects. Truth of an idea is dependent on its workability. It is experience-centred philosophy which emphasizes change (Punch, 2011). This paradigm focuses its attention on the research problem in social science research and then uses pluralistic approaches to derive knowledge about the problem (Creswell, 2009; Punch, 2011; David and Sutton, 2011). Hence it involves theoretical lens that are reflective of social justice, focusing on what works, in addition considering research questions logically prior to paradigms (Creswell, 2009). It adopts what Cohen et al. (2011: 23) call “a methodologically eclectic, pluralist approach to research, drawing on positivism and interpretive epistemologies based on the criteria of fitness for purpose and applicability, and regarding reality as both objective and socially constructed”. Methods used depend on questions asked; substantive issues come before methodological and paradigmatic issues. Pragmatist approach to research, make use of different methods depending on the research question(s) being answered in some cases, a theory is tested mathematically; in other cases, qualitative methods are employed and in many cases, a mixed-methods approach of combining quantitative and qualitative methods is appropriate (Cohen et al., 2000). The main contentions of pragmatism as a philosophy are that the meaning and the truth of any idea are a function of its practical outcome(s) (Creswell, 2009).
Pragmatists strongly oppose the absolutism viewed as a key part of most other philosophical beliefs (Cohen et al., 2000). They feel that too often a chosen philosophy is put in opposition to other philosophies. The key question for pragmatists is does it work (Menand, 1998).

In this study, a pragmatic approach to research methods, was taken to address questions on biographical factors, organisational factors and distributive leadership factors which are best answered by using quantitative as opposed to qualitative methods?' and vice versa (Cohen et al., 2000).

Pragmatism deals with Transformative design which adopts Humanistic approach to evaluation (Creswell, 2009). This approach views human beings and their performance being affected by the environment they are living in, and being composed of concepts which include, the self-worth, self-image and ideal self which are the feelings of self-worth developed in early childhood, how the persons think, see themselves, that is the influence of body image, on inner personality and how the person perceives good or bad. This study was not a slave to methodological loyalty but a new community of practice which adopts the principles of mixed methods approach in terms of a community of practice whereby research always occurs in social, political, historical and other contexts (Denscombe, 2008).

Pragmatism is a deconstructive paradigm that advocates the use of mixed methods in research, “side steps the contentious issues of truth and reality” (Feilzer 2010: 8), and “focuses on ‘what works’ as the truth regarding the research questions under investigation” (Tashakkori and Teddlie, 2003b: 713). It adopts a methodologically eclectic, pluralist approach to research, hence drawing on positivism and interpretivism.
epistemologies based on criteria of fitness for purpose and applicability, and regarding reality as both objective and socially constructed (Johnson and Onwuegbuzie, 2004). It assumes that what works to answer the research questions is the most useful approach and be it a combination of different methods to enhance the quality of the research (Sutter, 2005). Mixed methods are unavoidable if one wishes to discover what works. In that sense, pragmatism rejects a position between the two opposing viewpoints (Denscombe, 2008). In other words, it rejects the choice associated with the paradigm wars. In other words pragmatism is not an anything goes, sloppy, unprincipled approach, it contains own standards of rigour, which entail that the research must answer the research questions and deliver useful answers to questions put by the research (Denscombe, 2008). It is not aligned to a single paradigm but accepts methodological pluralism as this enabled errors in single approach to be identified and rectified. Use of this paradigm in this study gave room for the data to be probed, allowing corroboration and triangulation to be practiced, richer data to be gathered and new modes of thinking to emerge where paradoxes between two individual data sources were found (Onwuegbuzie and Turner, 2007).

The study was driven by the research sub-questions which required both quantitative and qualitative data to answer them in an effort to address the main question of determinants of affective organisational commitment for secondary school teachers in Zimbabwe. The methodology followed from the purposes and questions in the research rather than purpose and questions following from the methodology (Greene, 2008). Similarly, Bryman (2007) alludes that when using mixed methodology, quantitative and qualitative components mutually illuminate. Mixed methods approaches enabled a more comprehensive understanding of affective organisational commitment phenomena. The
approach addressed both the what, why, and how research questions which focused on both numerical and qualitative data. In this study the mixed methods research adopted parallel mixed designs also known as concurrent designs (Creswell, 2009). Both qualitative and quantitative approaches were run simultaneously but independently in addressing research questions (Cohen, Manion and Morrison, 2011). In this study, on analysis of factors and how they are related to affective organisational commitment of secondary teachers, factors were provided. Descriptive and analytical methods of research were used to find a systematic influence of affective organisational commitment. This entailed the use of both the deductive and inductive approaches to collect and process data. This is in support of Branmen (2005) and Perry (2001) as they contend that social research frequently involves both approaches, hence there is need for the researcher to take a middle ground of a balance of the two, striking the position of what is called the theory of confirming/disconfirming approach. In this study, the researcher confirmed and disconfirmed answers obtained from objectives addressing biographical factors, organisational factors and distributive factors, and questions addressing biographical factors, organisational factors, distributive factors, teaching efficacy, and policy issues.

3.3.1 What is inductive approach?

Inductive reasoning has its place in the scientific method and used to form hypotheses and theories (Bradford, 2015). It is a logical process in which multiple premises, all believed to be true or found to be true most of the time, are combined to obtain a specific conclusion. It was a reasoning used in which the premises sought to supply strong evidence for the truth of the conclusion. Inductive reasoning makes broad generalisations from specific observations. It is often used in applications that involve
prediction, forecasting, or behaviour (Bradford, 2015). In this study, on establishing determinants of affective organisational commitment of secondary school teachers, use of inductive approach enabled the researcher to begin by collecting data that is relevant to the topic of interest. Once a substantial amount of data was collected, the researcher took a breather from data collection, stepping back to get a bird’s eye view of the data. Observations were made as the researcher looked for patterns in the data and patterns were discerned. The researcher then inferred an explanation or a theory working to develop a theory that could explain those patterns. Finally, generalisations were made. Thus, when the researcher took an inductive approach, she started with a set of observations and then moved from those particular experiences to a more general set of propositions about those experiences. In other words, there was a move from data to theory or from the specific to the general. The steps involved with an inductive approach to research followed are outlined below on Figure 3.3.

**Inductive Reasoning/ Approach**

<table>
<thead>
<tr>
<th>Specific level of Focus</th>
<th>General level of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather data</td>
<td>Look for Analysis</td>
</tr>
<tr>
<td></td>
<td>Formulate</td>
</tr>
<tr>
<td></td>
<td>Hypothesis</td>
</tr>
</tbody>
</table>

**Figure 3.3 Inductive Reasoning/ Approach**

**Source Adapted** from Blackstone (2004).

However, in science there is a constant interplay between inductive inference (based on observations) and deductive inference (based on theory), until the researcher gets closer and closer to the 'truth,' which can be only approached but not ascertained with
complete certainty (Blackstone, 2004). Despite the fact that all of the premises in a statement are true, inductive reasoning allows for the conclusion to be false. Here’s an example: "This teacher is professionally qualified. He is a competent teacher. Therefore, all qualified teachers are competent”. The conclusion does not follow logically from the statements.

**3.3.2 What is deductive approach?**

Deductive reasoning is a basic form of valid reasoning. Deductive reasoning or deduction starts out with a general statement, or hypothesis, and examines the possibilities to reach a specific, logical conclusion (Gulati, 2009). The scientific method uses deduction to test hypotheses and theories (Babbie, 2010; Gulati, 2009 and Wilson, 2010). In deductive inference, the researcher held a theory that is Stufflebeam’s (1971) Context Input Process and Product evaluation model. A theory was held and based on it; prediction(s) were made of its consequences. In this study, the researcher predicted what the observations would be by hypothesising what should be if the theory was correct. The researcher moved from the general that is the theory to the specific which were the observations. Basing on this, in deductive reasoning, if something is true of a class of things in general, it is also true for all members of that class. For example, "All teachers are trained. John is a teacher. Therefore, John is trained.” However, for deductive reasoning to be sound, the hypothesis must be correct. It is assumed that the premises, "All teachers are trained” and "John is a teacher" are true. Therefore, the conclusion is logical and true.

However, deductive inference conclusions are certain provided the premises are true. It is possible to come to a logical conclusion even if the generalisation is not true. If the
generalisation is wrong, the conclusion may be logical, but it may also be untrue. For example, the argument, "All qualified teachers are good teachers and able to discern information. Mr. TX is a qualified teacher. Therefore, Mr. TX is a good teacher and can discern information is valid logically but it is untrue because the original statement is false (Babbie, 2010).

A common form of deductive reasoning is the syllogism, in which two statements - a major premise and a minor premise - reach a logical conclusion (Babbie, 2010). Syllogisms were considered a good way to test deductive reasoning to make sure the argument is valid. Deductive reasoning allows the researcher to apply the theories to specific situations (Babbie, 2010; Gulati, 2009; Wilson, 2010). A deductive approach is concerned with developing hypothesis or hypotheses based on existing theory, then designing a research strategy to test hypothesis (Wilson, 2010). Deductive approach can be explained by means of hypothesis which can be derived from the propositions of the theory. It is an approach which is concerned with deducting conclusions from premises or propositions. Deduction begins with an expected pattern that is tested against observations (Babbie, 2010). Deductive means reasoning from the particular to the general. However, if a causal relationship seems to be implied by a particular theory, it might be true in many cases. A deductive design might test to see if this relationship or link was obtained on more general circumstances (Gulati, 2009). In other words, when a deductive approach was being followed in the research the researcher formulated a set of hypotheses that needed to be tested. Then, through implementation of relevant methodology the study had to prove formulated hypotheses right or wrong as indicated diagrammatically below:
Beiske (2007) informs that deductive research approach explores a known theory or phenomenon and tests if that theory is valid in given circumstances. “The deductive approach follows the path of logic most closely (Beiske, 2007). In this study, the reasoning started with a theory and lead to new hypotheses. These hypotheses were put to test by confronting them with observations that either lead to confirmation or rejection of the hypotheses (Snieder and Larner, 2009).

Moreover, deductive reasoning can be explained as “reasoning from the general to the particular” (Pellisser, 2008:3). In other words, deductive approach in this study involved formulation of hypotheses and their subjection to testing during the research process addressing questions one to three.

Steps followed in the study using deductive approaches

The researcher:

1. Formulated null hypotheses in operational terms whilst proposing relationships between variables.
2. Tested hypotheses with the application of relevant method.
3. Examined the outcome of the test.
4. Modified theory because the hypotheses were not confirmed (Blackstone, 2004).
In other words, the researcher started with a social theory, that is, Stufflebeam’s (1971) Context Input Process and Product model of evaluation that was considered to be appropriate and found compelling and then tested its implications with data. Thus the researcher moved from a more general level to a more specific one. According to Blackstone (2004), a deductive approach to research is typically associated with scientific investigation.

The researcher studied what others had done on affective organisational commitment of employees from diverse disciplines, read existing theories of whatever phenomenon was understudy, and then tested hypotheses that emerged from those theories. Steps involved with a deductive approach to research which the researcher followed, are outlined diagrammatically below on Figure 3.3.

**Deductive Research**

```
<table>
<thead>
<tr>
<th>Theorize Hypothesize</th>
<th>Analyze Data</th>
<th>Hypothesis Supported or not</th>
</tr>
</thead>
<tbody>
<tr>
<td>General level of focus</td>
<td>Specific level of focus</td>
<td></td>
</tr>
</tbody>
</table>
```

**Figure 3.5** Deductive Research

Source: Adapted from Blackstone (2004)

Theories structure and inform research, in this respect, research also structure and inform theory (Peligser, 2008). Thus use of both inductive and deductive approaches to research in the same study enabled the researcher to obtain the reciprocal relationship
between theory and research. In both cases, theory is crucial. But the relationship between theory and research differs for each approach. Inductive and deductive approaches to research are quite different, but in this study they were complementary (Pelisser, 2008).

In order to understand the process embedded in both the inductive and deductive approaches the following table provides their salient features that guides the choice of specific approaches used in this study on establishing determinants of affective organisational commitment’s contribution to performance of secondary school teachers in Zimbabwe.

**Table 3.1 Salient features of Deductive and Inductive approaches**

<table>
<thead>
<tr>
<th></th>
<th>Deductive approach preferred</th>
<th>Inductive approach preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wealth of literature</strong></td>
<td>Abundance of sources</td>
<td>Scarcity of sources</td>
</tr>
<tr>
<td><strong>Time availability</strong></td>
<td>Short time available to complete the study</td>
<td>There is no shortage of time to complete the study</td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td>To avoid risk</td>
<td>Risk is accepted, no theory may emerge at all</td>
</tr>
</tbody>
</table>

Source: Adapted from Blackstone (2004)

However, despite the two approaches having conflicting salient features, this study utilized both.
3.3.3 Abductive reasoning

However, there is the third approach to reasoning which is not applicable to social science research known as abductive reasoning. It is another form of scientific reasoning that does not fit in with inductive or deductive reasoning. Abductive reasoning usually starts with an incomplete set of observations and proceeds to the likeliest possible explanation for the group of observations (Blackstone, 2004). It is based on making and testing hypotheses using the best information available. It often entails making an educated guess after observing a phenomenon for which there is no clear explanation. Abductive reasoning in the study was useful for forming hypotheses to be tested. However, Abductive reasoning is often used in medical field by doctors who make a diagnosis based on test results and by junior staff who make decisions based on the evidence presented to them (Blackstone, 2004).

3.3.4 Approaches employed in this study

Complementary approaches were used in this study to determine factors and variables contributing to affective organisational commitment of secondary school teachers though inductive and deductive approaches to research seem quite different. In this case, the researcher planned to include multiple components, one inductive and the other deductive in order to establish determinants of affective commitment’s contribution to performance of secondary school teachers in Zimbabwe. Here is an example of each such case.

In the case of a collaborative research on determinants of affective organisational commitment, the researcher began the study knowing that both deductive and inductive approaches were to be used. A quantitative survey was administered in an effort to
obtain responses which could be analysed in order to answer research questions one to three concerning biographical factors, organisational factors, and distributive leadership factors and tested hypotheses. The researcher conducted qualitative interviews addressing research questions one to five concerning biographical factor, organisational factors, distributive leadership factors, teacher efficacy, and policy implications with a number of the survey participants. The descriptive survey data were well suited to a deductive approach; it enabled the researcher to analyse data, test the hypotheses that were generated based on biographical characteristics, organisational factors, distributive leadership factors, teacher efficacy, and policy implications factors. The survey interview data were well suited to an inductive approach focusing on biographical factors, organisational factors, distributive leadership factors, teaching efficacy and policy implications factors. The research looked for patterns across the interviews and then tried to make sense of those patterns by theorizing about them.

Thus the research undertook the following into consideration:-

- The inductive approach involved beginning with a set of empirical observations, seeking patterns in those observations, and then theorizing about those patterns.
- The deductive approach involved beginning with a theory, developing hypotheses from that theory, and then collecting and analyzing data to test those hypotheses.
- Inductive and deductive approaches to research were employed together for a more complete understanding of the topic on determinants of affective organisational commitment for secondary school teachers contributing secondary schools’ performance in Zimbabwe (Cohen et al., 2000).
3.3.5 Critical analysis of use of both approaches

Though some researchers do not always set out to use both inductive and deductive strategies and argue against use of both approaches in their work, they sometimes find that new questions arise in the course of an investigation that can best be answered by employing both approaches. In this study, the approaches provided an opportunity for multiple methods, different worldviews and different assumptions as well as different forms of data collection and analysis entailed in the mixed methods that is a combination of quantitative and qualitative study (Creswell, 2009; David and Sutton, 2011; Punch, 2011). A number of authors including Tashakkori (2008), Clemence (2011), David and Sutton (2011) and Punch (2011) advocate for a combination of the two research methods in order to improve the quality of research. In this study, it was employed to investigate organisational phenomena and allowed the researcher to overcome some of the weaknesses of a single approach and thus allowing research questions to be explored from a multidimensional perspective. This approach was in line with the theoretical framework of Stufflebeam’s (2007) Context Input Process Product evaluation model and Affective organisational commitment conceptual framework of the study.

The fundamental rationale behind the use of mixed methodology was that the researcher learned more about what is contributing to affective organisational commitment of secondary school teachers to influence their performance. There was need to combine the strengths of quantitative methods with the strength of qualitative methods. More so, there was compensation for weaknesses of each method also known as the fundamental principle of mixed methods research (Johnson and Onwuegbuzie, 2004). This research chose a more pragmatic view of the methodological pluralism in order to capitalize on
the strengths of both approaches. This was done in an effort to establish the determinants of affective organisational commitment for Zimbabwean secondary school teachers and their contribution to schools’ performance. In addition to this, mixed methodology was useful in this research because it came to prominence in the 1980’s as a more pragmatic approach to social science research like in education, which is linked to the real world problem based research particularly found in evaluation research (Tashakkori and Teddlie, 2008). It was useful in understanding how teachers are affectively committed to their organisation, and how this contributed to secondary schools performance the problem being studied (David and Sutton, 2011). According to Creswell and Clark (2007), mixed methodology research involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process.

3.3.6 The nature of data in quantitative approach and qualitative approach

The quantitative approach generated data in the form of numbers is reliable and rigorous because of association with science (Creswell and Clark, 2007). The qualitative approach enabled the researcher to generate rich or deep data in the form of text (Creswell and Clark, 2007). However, in qualitative approach, surveys collected qualitative comments, whereas in quantitative approach, the number of times a word or a phrase occurred was measured through a frequency count yielding numerical data.

Emerging schools of thought

The study highlighted the similarities and differences between quantitative and qualitative research. The views reflected above fell into three alternative schools of
thought: **Purists, Situationalists and Pragmatists** (Eriksson and Kovalainen, 2008; Perry, 2001; Tashakkori and Teddlie, 2008).

Purists argue that: quantitative and qualitative are mutually exclusive (Tashakkori and Teddlie, 2008). They argue that the two stem from different **ontological** and **epistemological** positions about the nature of reality (Eriksson and Kovalainen, 2008; Perry, 2001; Tashakkori and Teddlie, 2008).

**Situationalists argue that:** both quantitative and qualitative have value, but certain research questions lend themselves more to quantitative approaches others to qualitative (Tashakkori and Teddlie, 2008). Therefore, the two were potentially complementary but representing fundamentally different epistemological traditions.

**Pragmatists argue that:** the debate between the two approaches is a false dichotomy (Eriksson and Kovalainen, 2008). Quantitative methods are not necessarily positivist and qualitative methods not necessarily hermeneutic. The differences have been exaggerated (Perry, 2001; Eriksson and Kovalainen, 2008).

This research did not focus at a research problem from a position of epistemological purity but began with research questions to select the most appropriate methodology which was use of mixed methodology research.

### 3.4 Definition of mixed methodology research

Mixed methodology is now recognised as a third major research approach or paradigm. (Gray, 2010). Mixed methodology is “the collection or analysis of both quantitative and qualitative data in a single study in which data are collected concurrently and are given
a priority, and involve the integration of data at one or more stages in the process of research” (Gray, 2010:204).

Philosophically, mixed methodology adopts a pragmatic method and system. It is based on the view of knowledge as being both socially constructed and based upon the reality of the world as we experience and live in (Cohen et al., 2011). Hence the use of mixed methodology approach in the study, employed inductive reasoning to identify patterns/themes; and deductive reasoning to test theory and hypotheses. It is an approach that is driven by pragmatism that yields real answers to real questions which are useful in the real world that avoids mistaken allegiance to either quantitative or qualitative approaches on their own (Creswell, 2007). Use of this approach enabled rich data to be gathered which afforded the triangulation that respects the mixed, messy real world and which increased validity and reliability and delivers what was being focused on. This concurred with Cohen et al.’s (2011) sentiments that mixed methodology has its own ways of working and methodologies of enquiry, ontology, epistemology and values.

This study considered the view that research methods are not determined according to a set of assumptions that flow from one paradigm to another, but flow from the nature of the research questions concerning factors contributing to teachers’ affective organisational commitment being sought so as to obtain best useful and workable answers (Tashakkori and Teddlie, 2008).

The researcher used mixed methodology so as to triangulate data. Mixed methodology recommends between-methods triangulation because bias of the methodology from one paradigm could be counter balanced by methods from the other (Creswell, 2009;
Tashakkori and Teddlie, 2008). The researcher in this study integrated the two methodologies in a single study, utilising the strength of both and the mixing was at both data collection and data analysis.

Use of mixed methodology in this study enabled triangulation of data. Breath and range of inquiry was expanded by using different methods from different inquiry components in an effort to understand what is determining affective organisational commitment of secondary school teachers and contributing to secondary schools’ performance in Zimbabwe.

The philosophical assumptions of mixing both approaches in tandem were that the overall strength would be greater than either qualitative or quantitative (Creswell, 2009). Qualitative methods generated data and quantitative methods collected data. Qualitative was interactive while quantitative was deductive. Uses of Qualitative methods assume a more naturalistic approach by gaining information about the social setting not altering the environment (Baker, 1999). The researcher considered modern researchers’ stance of recognizing and combining quantitative and qualitative methodology (Cohen et al., 2011; Tashakkori and Teddlie, 2008). Similarly, Olsen (2007) alludes that, in social science research, there is an emerging consensus that combined approaches and mixed methods offer substantial benefits in terms of data quality, depth of understanding and policy analysis. Hence concurrent triangulation approach (Creswell, 2009) was used. The researcher collected both forms of data at the same time in an effort to converge and merge quantitative and qualitative data so as to provide a comprehensive analysis of the research problem concerning secondary school teachers’ affective organisational commitment by integrating the information in the interpretation of the overall results. Mixing of the two types of data occurred at all
stages, that is, during the data collection, the data analysis, and interpretation process (Creswell, 2009). Smaller forms of data were embedded within another larger data collection in order to analyse different types of questions thus the qualitative addressed the process while the quantitative the outcomes (Punch, 2011).

However, the researcher had to attend to several important decisions as highlighted by (Greene, 2008) that mixed methods research needs to take into consideration:

1. Priority, that is, whether quantitative or qualitative approaches dominate, or are given equal weight at the stages of data collection in this study they were given equal weight.

2. Implementation/timing, that is, where quantitative or qualitative data collection and analysis occur concurrently or one after the other in this study the researcher collected quantitative data followed by qualitative data.

3. Integration, that is, where and at which stages the integration of quantitative and qualitative `methods occurs. In this study, the integration occurred during discussion of findings in chapter four.

4. Around what issues the mixed methods occur, for an example at the levels of constructs, variables, research questions, purposes of the research. In this study issues that mixed methods occurred were the purposes of the research and research questions.

5. Independence /interaction, that is, the extent to which different methods are conceptualized, designed and implemented independently or interactively. In this study the methods were conceptualized both independently and interactively.
6. Transformative intention, that is, whether the research has an explicitly political agenda. However, this had no political agenda but an educational reform study.

7. Scope, that is, whether the mixing of methods occurs within a single study or across more than one study in asset of coordinated studies within a single programme of research. The scope of this study mixing of methods within a single study.

8. Strands, that is, the number of different strands that are mixed in a study. The strands in this study which were mixed were four namely research questions, methodology, data collection methods data analysis methods and discussion of findings.

9. Methods characteristics, that is, the nature and extent to which there are offsetting differences (Greene, 2008).

Mixed methodology in this research was applicable because of the different types of research questions being addressed and how it could aid in the answering of organisational factors, biographical factors leadership factors, teacher efficacy and policy factors. In this study, it was based upon different and same types of research questions, sampling procedures, data collection methods and data analysis.

3.4.1 Weaknesses of mixed methodology

Despite the strengths of mixed methodology it was, however, affected by issues relating to the validity of combining variables and factors in quantitative and qualitative methods. Rather than adding additional depth, understanding and validation to research findings, to what is influencing affective organisational commitment of teachers, conflicting results in other instances like the influence of age and gender seemed to
cause confusion, adding complexity that was difficult to understand and interpret as alluded by (Creswell, 2008). Running quantitative and qualitative arms concurrently with the same participants had the potential to bias data. In addition, literature reveals little discussion about how these two trends intersect and the extent they are compatible. Thus this could lead to further complications in reporting findings and how they are presented to the intended audience. However, even though quantitative research dominates the organisational and management fields, most researchers recognize some value in qualitative explorations with their rich, contextual understanding of a phenomenon (Currall & Towler, 2003). While there is a generous representation of both types of studies in these fields, qualitative and quantitative methods mostly operate in separate tracks (Currall and Towler, 2003).

To succumb these weaknesses, the researcher had to differentiate carefully the data collection and measurement tools used in the quantitative research, see Appendices ‘8’ and ‘9’ and for qualitative see Appendices ‘10’, ‘11’and ‘12’ in different phases of the research (Sutton, 2011; Creswell, 2009; Yates, 2004; David and Sutton, 2011; Creswell, 2009 and Baker, 1999). The quantitative measurement tool contained questions which could be generalized whereas the qualitative tool was designed to obtain a deeper inner meaning of research questions concerning biographical factors, organisational factors, distributive leadership factors, teaching efficacy and policy issues being addressed.

3.5 Research Design

The design adopted in this study was a survey design. It was useful for both large and small quantities that are imbedded in quantitative and qualitative methods(Haslam and McGarty, 2003; Yates, 2004). On quantitative methods, this design typically enabled
the researcher to identify the relationship amongst different variables concerning biographical factors, organisational factors and distributive leadership factors, in which the researcher was interested and analysed the relationships in order to determine what is contributing to affective organisational commitment of Zimbabwean teachers. The survey design is termed as a co-relational design (Haslam and McGarty, 2003; Yates, 2004). The researcher did not manipulate variables but established relationships/variance between variables. This design also allowed the researcher to make predictions about the relationship between particular variables. It was economic, and accommodated the rapid turnaround in data collection. It enabled the researcher to identify attributes of a large population from a small group of individuals. The results from the sample surveyed were generalised to the population, that is, they were used to estimate the characteristics of the population of interest who are secondary school teachers; hence it was generalisable to the target population. The survey provided social scientific pictures of how teachers are affectively committed to the organisation by combining positivist ideas with the practical need to deal with actual social practices and their values. Surveys tend to be concerned with measuring naturally occurring relationships between variables (Yates, 2004). On quantitative methods, the use of the survey design enabled administering and recording answers, more so facilitated use of advanced statistical analysis like multiple regression analysis and stepwise regression. The survey enabled geographic flexibility and adaptability, that is; it could be applied to any secondary school, and could be conducted to any of the qualified teachers. There was no interviewer response bias and anonymity in response was maintained when quantitative research questions one to three concerning biographical, organisational and distributive leadership factors were being addressed. It allowed the researcher to explain observed relationships between variables and is suitable for a larger population. It was
usually quite easy to administer anywhere, that is, in any of the secondary schools in Mashonaland Central Province.

Since this study used mixed methods, use of the survey on qualitative questions one to five on biographical factors, organisational factors, distributed leadership factors, teaching efficacy, and policy implications factors enabled the researcher to describe some phenomenon. It provided a picture of what the researcher was trying to figure out or look for on what is contributing to affective organisational commitment of secondary school teachers. The survey gathered data at a particular point in time with the intention of describing existing conditions (Cohen and Manion, 1987). It was applicable for both descriptive and explanatory research, that is, when dealing with quantitative data and when dealing with qualitative data research procedures (Haslam and McGarty, 2003). However, questions that accurately measured variables were difficult to develop and in-depth data was difficult to obtain because only variables were used instead of getting an in-depth view of how the teachers are affectively committed to their work performance. Due to its use in different forms of data, it was somehow affected by possible recording errors and interaction errors. There was minimal flexibility because the interviews were semi structured. It was worth noting that the focus was not on what entails affective organisational commitment but variables and factors impacting on the end product, that is, teacher commitment and students’ performance. However, its key problem was that on qualitative data the applicability of findings were limited to small group of key informants who were understudy though the main focus here was to obtain an in-depth understanding of a phenomenon which is affective organisational commitment. To overcome this limitation, a representative sample with similar characteristics from Mashonaland
Central Province acted as research participants for both quantitative methodology and qualitative methodology.

3.5.1 Population

The target population for this study were all qualified secondary school teachers under the Public Service Commission, including school heads, deputy heads, heads of departments (HODs), District Education Officers (DEO’s) and Public service Inspectors Deputy Provincial Education Director and Provincial Education Director. The total population in the data base at the time of the study was two thousand three hundred and forty (2340) qualified secondary school teachers, 1 Deputy Provincial Director and 15 Education Inspectors in Mashonaland Central Province identified from Human Resources unit and Educational planning unit of Mashonaland Central Province.

3.5.2 Sample and sampling procedures

The sample choice was guided by the research questions and hypotheses considered. According to Flick (2012), sampling is the selection of cases for the study from a larger population or variety of possibilities. In this study the sample comprised teachers extracted from categories of schools. Due to the nature of the study which used mixed methodology, more than one kind of sample (probability, and non-probability was used using different sizes, scope and types.

The sampling methods used produced the most representative sample termed by Yates (2004) as the General universe. This universe entails how the researcher chose to study and how the sample obtained was tightly bound up with the theory which is the Context
Input Process and Product (CIPP) evaluation model and the null hypotheses tested on secondary school teachers’ understudy. There was need to consider to which cases the researcher could actually gain practical access and this represented the working universe (Yates, 2004). The sampling procedures chosen produced the most representative sample in other words teachers from all categories were included in the sample. The three universe explained and used are shown diagrammatically below.

![Diagram of three sampling universes](source)

**Figure 3.6** Three sampling universe

**Source:** Adapted from Yates (2004).

For the purpose of this study, both probability and non-probability sampling were used. For the quantitative data, the aim of all quantitative sampling approaches was to draw a representative sample from the population, so that the results of the study could then be generalized back to the population. The selection of appropriate methods depended upon the aim of the study.

For quantitative sampling, probability sampling procedures used were stratification, proportionate representation and systematic random sampling techniques. The researcher firstly used stratified structured sampling, according to categories of schools, to come up with Boarding Schools and Day schools. Thus the sampling frame was categories of schools or school types. Stratification ensured that all categories of
schools were included in the sample in a representative manner (Borg, and Gall, 1996). After stratification, probability proportionate representation was employed to ensure that every member of the sampling frame had an equal probability of being selected as shown in Table 3.2

Table 3.2 Sampling procedures

<table>
<thead>
<tr>
<th>Categories</th>
<th>Boarding schools</th>
<th>Day schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stratum</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number of schools</td>
<td>12</td>
<td>108</td>
</tr>
<tr>
<td>Sampling ratio for categories of schools</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Number of schools sampled</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Total number of teachers</td>
<td>243</td>
<td>2097</td>
</tr>
<tr>
<td>Total number of teachers sampled</td>
<td>26</td>
<td>204</td>
</tr>
</tbody>
</table>

Source: Author (2016)

The sample was deliberately designed to select proportionately to the size of the strata or cluster area using the sampling ratio of 1:9. The ratio was based sequentially on one (1) representing boarding schools and nine (9) representing day schools. Stratum 1 had 26 participants systematically randomly sampled to participate in the study and stratum 2 had 208 qualified teachers systematically randomly sampled to participate in the study. The total number of schools understudy was 20. The schools understudy represent approximately six (6 %) of the total number of registered secondary schools in the province excluding satellite schools. The total sample was 230 qualified teachers using a sampling ratio of ten percent (10.2%) and the researcher assumes it was adequate.
This is in line with Baker’s (1999) argument that if the population is very large a smaller sample of ten percent relative to the size of the population may work better.

Probability sampling allowed the researcher to make statistical inferences about variables contributing to secondary school teachers’ performance from a broader sample and the numerical approach was predominant (Baker, 1999). Considering that the makeup of the population being sampled was made up of teachers who had many similarities in terms of their professional training, the population was homogeneous, hence a smaller sample size was considered to be adequate. Secondary schools were stratified according to categories. The categories included; Mission schools, Government schools and council schools. From each category proportionate representation using the ratio 1:9 was made to ensure all the categories were well represented. Finally, systematic random sampling was done from each stratum to obtain a representative sample of teachers from all categories. Thus for probability sampling stratification was done first followed by proportionate representation and finally systematic random sampling. Thus on probability sampling 230 teachers were drawn as respondents from Mashonaland Central Province.

For qualitative data the concern was more about concepts and looking for incidents that shed light on teachers. Thus, the researcher looked for variation, not sameness (Strauss and Corbin, 2008). Variation is important in theory building because it increases the broadness of concepts and scope of theory. In this study, to encompass the above mentioned notion, critical purposive random sampling which is a form of non-probability sampling where participants to be selected seem to meet the study’s needs was employed to come up with a sample of 12 teachers and 14 key informants who are
Education officials, so as to obtain data. Non probability sampling is more appropriate for qualitative methodology (Flick, 2012). Since the researcher was not interested in ‘how much’ or ‘how often’, but sought to understand the meaning of a phenomenon from the perspectives of the participants, it was important to select a sample from which most could be learned. Teachers who could provide relevant descriptions of an experience were primarily those who have had or are having the experience of teaching. Key informants who are in administrative positions from where success and failure are typical were sampled. This sampling technique considered the most common characteristics of the type which was desired to sample, tried to figure out where such individuals could be found from each category of schools then studied them. Non probability is that all teachers have a chance of 0% or 100% chance of being picked in both provinces. The researcher selected twelve (12) teachers and fourteen (14) key informants from the province. Every teacher had the chance of being picked but the probability was unknown. However, non-probability sample cannot be generalized to wider defined population. It is used to explore ideas that are undeveloped. Within purposive sampling, structural sampling was used from a set of related categories in educational hierarchy as shown diagrammatically below.
Figure 3.7 Structural Sampling of participants:

Source: Ministry of Primary and Secondary Education Mashonaland Central Province in Zimbabwe

These included twelve (12) teachers, (3) Heads Of Departments (HODs), one (1) from each category of schools summing up to three (3), three (3) Deputy heads of schools, four (3) School Heads, four (4) Provincial Education Inspectors, one (1) Deputy
3.6 Data collection/ generation instruments and procedures

A questionnaire and an interview were used as research instruments. These two instruments augmented each other enabling for data triangulation. The use of combined instruments afforded opportunities to compare responses on items repeated.

3.6.1 Pilot testing of the instruments

A pilot study was conducted with 10 teachers from the population under study. These teachers were not selected from the study sample. This was done to ensure the instruments’ reliability; that is, the extent to which findings or measures could be repeated with similar results, consistency of measures and the validity of the instruments, that is, the extent to which instruments measured what they were intended to measure. Pilot testing of self-completion survey allowed the researcher to gather information on the appropriateness of the questions predefined responses categories for each question and how the overall survey format and structure would actually function. It was useful to judge the effects of piece of research on participants. Some words were reworded and some of the questions merged since the merged questions were seeking for same information. Piloting in this study enabled the researcher to identify the appropriateness of the instruments. Draft version of the structured
questionnaire was tested in several rounds of small scale pilots to enable refinement in readiness for survey.

3.6.2 Validity of the instruments

Content validity for the Teacher survey was established by asking recognized experts namely education officials and teachers in the field to review the survey instrument for clarity, comprehension, and consistency of question format. In addition to consistency, the researcher ensured that the instruments were measuring what they were supposed to measure and psychologically assessing the phenomenon under study, which are determinants of affective organisational commitment contributing to performance of secondary school teachers.

3.6.3 Reliability of the instruments

In this study, in order to test for internal consistency of the instruments, the Kuder–Richardson Formula 20 (KR-20) a measure of internal consistency reliability for measures without continuous choices was used. The formula employed to compute KR-20 for an example for a test with \( K \) test items numbered \( i=1 \) to \( K \) was

\[
r = \frac{K}{K - 1} \left[ 1 - \frac{\sum_{i=1}^{K} p_i q_i}{\sigma_X^2} \right]
\]

Where \( p_i \) is the proportion of correct responses to test item \( i \), \( q_i \) is the proportion of incorrect responses to test item \( i \) (so that \( p_i + q_i = 1 \)), and the variance for the denominator is

\[
\sigma_X^2 = \frac{\sum_{i=1}^{n} (X_i - \bar{X})^2}{n}
\]

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Where \( n \) is the total sample size, unbiased operators were used and the sum of squares were divided by degrees of freedom \( (n - 1) \) and the probabilities were multiplied by 

\[
\frac{n}{n - 1} V
\]

Source (Higgins, 2005).

It is often claimed that a high KR-20 coefficient (for example KR-20 > 0.90) indicates a homogeneous test instrument. Measuring values of coefficient can range from 0.00 to 1.00 (sometimes expressed as 0 to 100); with high values indicating that the examination is likely to correlate with alternate forms (a desirable characteristic) (Higgins, 2005). It is worth to note that the coefficient for the instrument obtained was KR-20 > 0.95, thus the instrument contained desirable characteristics, ensuring internal consistency, an indication of the extent to which findings or measures could be repeated with similar results (Higgins, 2005).

### 3.6.4 Credibility or trustworthiness

A pilot study was conducted to practice asking the questions and having someone answer them because testing is a key step in the process of data generation (Creswell, 2009). Pilot testing enabled to see relevant questions and provide an opportunity to determine if enough questions were prepared to gain an in depth insight into what constitutes affective organisational commitment contributing to performance of secondary school teachers, and this was not different for interview guides. By piloting substantial interviews and gathering thorough responses from each participant, the researcher created and developed a pool of useful questions pertaining to teacher efficacy, biographical factor, organisational factors, distributive leadership factors and
policy factors. Nonetheless, six questions were thrown away since they were being addressed in the main questions.

### 3.6.5 Questionnaire for teachers

A questionnaire involving combined seven-point Likert Scales with items developed by the researcher was used to measure the independent variables. The scale ranged from strongly agree, agree, slightly agree, neutral, slightly disagree, disagree to strongly disagree. An example of a statement addressed by participants was *Please indicate the answer which best describes how you are satisfied with your job security.* The dependent variable, affective commitment, was measured by a 30 item Affective Commitment Scale see page 8 and 9 from pages 315-319. The scale was adapted from Allen and Meyer (1990) Appendices A and F. to suit Zimbabwean secondary education sector. The scale created a pool for the purpose of developing affective measures of employee commitment and was developed on the basis of a series of 7-point Likert scale ranging from strongly agree, agree, slightly agree, neutral, slightly disagree, disagree and strongly disagree. An example of a statement considered by the participants was; *the school, my organisation and students I teach have a great deal of personal meaning for me.* The scale included both positively and negatively keyed responses for each statement.

Nevertheless, the instrument was adapted on organisation and occupational status of teachers to address the dependent variable of the research topic which is affective organisational commitment and suit Zimbabwean secondary education context. If the instrument was to be adopted as it is, it would contain all the fifty four items, hence it would have been taxing and the participants were likely to get bored and fail to
comprehensibly provide data required. Appendix 8 addressed independent variables. The first part of Appendix 8, that is, from questions 1 to 7 sought information concerning biographical factors whereas the second part from question 1 to 20 contained 20 items which sought to address organisational factors and distributive leadership factors (see Appendix 8). Appendix 9 contained 30 items which sought to address affective commitment variables.

The advantages of using the questionnaire were that it was an efficient data collection mechanism, relatively quick to collect information, and was administered with participants who had a considerable amount of education in this case the qualified secondary school teachers. It was based on nominalism and phenomenalism. Nominalism and phenomenalism entail dealing with different meanings that participants attributed to the words, ideas and terms the research used in the questions and beliefs, feelings, attitudes and personal values which are not directly experienced phenomena (Yates, 2004). Furthermore, the questionnaires were more objective, less expensive and required less skill to administer and could be administered to a large number of participants simultaneously covering a wide geographical area. The participants completed them at their own convenience, in their homes, workplace and at their own pace. Questionnaire minimized interview bias and allowed privacy of reporting with consequent advantages of validity and it provided privacy (Creswell, 2009).

Conversely, this instrument has the following disadvantages; in some situations they could take a long time to analyse, participants appeared to have answered superficially and in some instances they were not willingly wish to reveal the information, it
appeared they thought they would not benefit from responding as also alluded by (Creswell, 2009; David and Sutton, 2011; Yates, 2004; Silverman, 2010; Silverman, 2011) To overcome the limitations, participants were constantly reminded why the information was being collected and how the results would be beneficial and if their responses were negative it would be just as useful as more positive opinions. The questionnaire was precise to avoid ambiguity For example “Please indicate the answer which best describes how satisfied you are with the following features: –The physical working conditions.” (see Appendix 8) The response rate was one hundred percent (100%) because the researcher sent follow up letters and phoned respondents.

3.6.6 Interview with teachers, HODs, deputy heads, school heads, education inspectors and the Deputy Provincial Education Director

In this research, a semi-structured interview with teachers (see Appendix 10) and with HODs, Deputy heads, Schoolheads, Education inspectors and the Deputy Provincial Education Director (see Appendix 11), provided the best of both worlds. Interviews were used as data generation instruments because they brought “the interviewer and the interviewee into dialogue around the phenomenon from different directions, approaching it from different concrete or potential contexts” (Booth, 2008: 452). Under this format, the researcher prepared an interview guide, but also allowed the conversation to flow naturally, meaning that questions did not necessarily have to be asked in order. Additionally, there was an opportunity for the researcher to go “off-script” and ask additional questions of the participant to gain greater detail in their responses. Creating an interview guide is a crucial step in the qualitative interview process. The wording of the questions was key in that open ended and not leading questions were developed. Suggestive language was not used; instead the participants
were able to share their experiences or ideas with the researcher without feeling as though the researcher wanted to hear a specific answer. Questions were clear, sharp, well focused, and straightforward and free of jargon (see Appendix 10 and 11). The questions were worded in such a way that they were easy to be understood by the participants so that they could feel comfortable throughout the interview process (Creswell, 2009; David and Sutton, 2011; Yates, 2004, Silverman, 2010; Silverman, 2011).

When creating the interview guide, the researcher wrote questions ranging from basic demographic information to specifics about the experience the researcher was interested in sharing with the participants. The guide started with the basic demographic information needed for analysis, as a way to break the ice and made the participants feel comfortable. Additionally, this demographic information helped in creating participants profile too. There was need to move questions into broader areas regarding determinants of affective organisational commitment contributing to performance of secondary school teachers in Zimbabwe by avoiding “Yes or No” questions. For example, what challenges do you encounter when imparting knowledge skills and values? The statement started with language such as “tell me about” or “describe what sort of meaning does the word professional mean to you”. Using this type of language when preparing the interview guide, helped to ensure asking questions that elicited more in depth responses from the participants. If the participants’ answers were still short in nature, the researcher probed questions further in the interview guide to enable obtaining detailed responses as possible. Examples of probing questions were: “Tell me more about X” or “You said X, can you elaborate on what you mean?” The final question in the interview guide was something to the effect of, “Is there anything you
would like to add?” Asking this allowed the participants to share something that could not have directly been asked in an earlier question or a thought that was relevant to an earlier question that just dawned on them.

All of the questions created were focused around one specific research question of factors contributing to affective organisational commitment contributing to performance of secondary school teachers. This helped to ensure that the data generated was useful to the research and not a waste of time. The researcher avoided not to have a narrow focus for an interview study because it would have caused the data gathered to be too general; leading to being less effective in determining the factors. Creating and editing the interview guide helped to ensure that the questions led to rich answers from participants. Being aware of the language used by the participants was key to developing an effective interview guide in this study.

The total sample of participants interviewed was 16 comprising two (2) teachers and fourteen (14) key informants who are two (2) Heads of Departments (HODS), two (2) Deputy Heads of schools, four (4) Heads of schools five (5) Public Service Education Inspectors, and one (1) Deputy Provincial Director.

In the face to face interview, the researcher was the instrument for data collection (Denzin, 2007). The positions, interests, and biases of the researcher necessarily became part of the study (Baker, 1999). Prior to conducting the interview, the following broad areas were considered. Firstly, the designing aspect that is construction of questions considering the themes and questions. Secondly, how the researcher had to get access to participation and management of herself with the data. Thirdly, interview skills which were managing the interview interaction, establishing rapport, eliciting
thick description, openings, closings, reinforcement and listening were considered. Fourthly, how the researcher would move up from one to one to group interviewing (Creswell, 2009; David and Sutton, 2011; Yates, 2004; Silverman, 2010; Silverman, 2011). Interviews are focused on getting a rich and detailed account of participants’ understandings, feelings, knowledge events, adopts values from the perspective of the person being studied (Silverman, 2010). Use of the interview in this study aimed at describing the social world more validly at the same time emphasizing interaction, its symbolic importance, and attempting to uncover the rules which govern human interaction that is what the secondary teachers’ life worlds in schools look like. The constructs that people use in order to render the world meaningful and intelligible to them was the key focus of a phenomenological grounded social science (Schultz, 1967). In general, such a position argues that human behaviour is a product of the way people interpret their world; that is to say, the meanings given to things in the world are also those by which participants explain them to themselves. The researcher assumed that there is a multiplicity of worldviews and not everyone shares the same worldview in their career.

Interviews were intended:

- To achieve an in-depth understanding and detailed description of what is contributing to teachers’ performance in schools.
- To explore how individuals or group members give meaning to and express their understanding of themselves as teachers, their experiences and/or their worlds.
- To find out and describe in detail social events in secondary schools and to explore why they are happening, rather than how often.
To explore the complexity, ambiguity and specific detailed processes when conducting the analysis of the data (Yates, 2004).

Face-to-face interviews were conducted to elicit participants’ perceptions, views and opinions about their performance and students’ performance from purposively selected secondary school teachers from each category of the schools. Interviews are flexible because they are a good way of exploring participants’ subjective meanings (David and Sutton, 2011; Silverman, 2011). Questions could be tailored to the on-going concerns and questions of the participants; they could talk about things the researcher might not have thought of at the outset of the project. They allowed exploration of complexity, ambiguity, contradictions and processes. Thus, social situations cannot be considered delicate or impossible within a restricted structured interview or questionnaire (Silverman, 2010). In an interview the researcher explored and negotiated potential meanings of how teachers personally consider what they view could be contributing to their performance. Questions and answers were explored by the researcher to gain an insight of participants’ perspectives on their performance (Yates, 2004).

Interviews conducted enhance the appropriateness to view how people think and attach meaning to their teaching experiences. Participants’ responses were treated as giving direct access to experience or as actively constructed narratives. Issues were explored in greater depth in the interviews than use of questionnaires and afforded opportunities for clarification. However, the researcher had to balance against the possible greater opportunities for bias due to interviewer effect and reduced anonymity. The interview was useful to the researcher because the participants could not be directly observed. It provided historical information concerning teaching and allowed the researcher control
over the line of questioning whilst enabling interpretation of the language and words of participants. The theoretical bases of the interview were based on how the researcher and participants interpret the world and attempt to merge their horizons of meaning (Silverman, 2010). Use of semi-structured interview had the advantage of ease of data comparison and analysis. It expedited the process for both interviewer and participants. They can be replicated and data reviewed by other researchers. In addition to that semi-structured interview guides afforded reduction of interpersonal bias factors (Silverman, 2011). An element of skills and experience was also required for loosely structured procedures. Hence there was speedy administration and respondents could feel more ready to participate given low time effort commitment.

However, limitations of a semi-structured interview in this case were that data obtained could be trivial and there is narrow range and quality of information gathered. Participants could be constrained and could not express complexities and subtleties of an experience of what is contributing to their performance. The interview was costly option in terms of time and resources more so was affected by the problem of reactivity; that is, some participants seemed to have been affected inwardly by questions being asked and would react then and there hindering probing for more information. The semi-structured interview took 40 minutes hence did not capture meaning in participants’ own terms or unique perspective.

### 3.6.7 Focus group for teachers

Two focus group discussions were conducted with 10 participants purposively selected from the schools. Focus group is a form of group in-depth interviewing. It involved the participants talking, discussing and debating amongst themselves. They were used as
qualitative element within a larger quantitative study such as survey. The discussions had a topic, an object, a text or some other focus. Unlike in the face-to-face interview, this interview had ten (10) participants. The researcher ensured the discussion was addressing the topics in the schedule for the focus group, whilst capturing the responses and recording the answers using a cell phone. The advantages of using the focus group were that they are fast and easy to collect qualitative data. They took less time and effort to generate a similar amount of qualitative data to that of in-depth interviews. By including more than one participant a range of views were collected in less time than during individual interviews. Focus groups generated discussion that brought a variety of issues and were possibly less influenced by the interviewer than during face to face or one to one interviews conducted with individual participants.

Focus groups enabled the researcher to get general impressions of small groups and how they view the service they are providing in secondary schools. Such impressionistic reactions often could be gained from questionnaires and face to face interviews. Thus, moving beyond impressions, a focus group enabled the researcher to dig more deeply into an interest area which is affective organisational commitment. There was balance and stimuli of other members in the focus group and each participant’s ability and motivation to form and verbalize his or her impressions. Use of this data collection instrument enabled the researcher to gain a sense of how participants maintain and pursue their interest about teaching and the terms they use to talk about that interest. It was assumed that discussions that generate impressions and focus on interests may lead to creation and suggestion of new and innovative ideas. They helped to interpret the meaning of data that had already been collected (Silverman, 2010).
According to Stewart and Shamdasani (1990) focus group interviews provide security, that is, individuals may feel less exposed and more comfortable in expressing views that may be shared. Comments from one participant elicited comments from others similar to snowballing. During the group discussion, participants were not required to answer a question they had no interest in; they could jump in with ideas and pick up what was of interest to them. More so, more ideas and information flowed out of this combined interview environment. The researcher was in a position to foster consistent interpretations concerning affective organisational commitment of secondary school teachers. The focus group brought forth unexpected ideas which were beneficial to the study. Above all, there was reduction of time as compared to face to face interviews because it was more of a discussion involving ten participants as compared to dealing with one participant.

In this study, the focus group’s interview order or sequence of questions followed the quintamensional approach (Baker, 1999) which aimed at measuring the intensity of participants’ opinions and attitudes pertaining to their level of commitment. This approach was developed by Gallup polling organisation (1947). The interview questions covered five steps which entailed degree of awareness, uninfluenced attitudes, specific attitudes, reasons given for holding attitudes and intensity of attitudes pertaining to their teaching efficacy, distributive leadership organisational factors, biographical factors and policy factors. A high degree of probing was done (Baker, 1999).

However, the limitations of the focus group method were that it failed to provide in-depth and personal information as interviews did (Yates, 2004; Punch, 2011; Silverman
and David, 2010). In that respect, group interactions were well managed to hinder some participants who dominated the discussion. Moreso, group interviews produced different data than individual interviews especially on biographical and teaching efficacy.

3.7 Data presentation, analysis and interpretation procedures.

The researcher used multiple regression analysis Multiple Regression (R) a statistical tool that allows examining how multiple independent variables are related to a dependent variable. The formula used to compute multiple regressions was:

\[ y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \ldots \]

It describes the effect of two or more explanatory variables acting jointly to predict the value of the dependent variable. It was a powerful tool used by the researcher to predict the value of a variable based on the value of, more than two independent variables. Once having identified how these multiple variables concerning biographical factors, organisational factors and leadership factors related to dependent variable which is affective organisational commitment, the variance was obtained see Appendix 13. Stepwise or Logistics regression was used to determine the extent, if any of the independent variables and was useful in explaining affective commitment among the sample of secondary school teachers in this study. Stepwise regression is a semi-automated process of building a model by successively adding or removing variables based on solely the statistics of their estimated coefficients (JMPsupport @ imp.com assessed : Accessed on 20 April 2015). It is an approach of selecting a subset of effects for a regression model. It was useful in that the researcher interactively explored which predictors seemed a good fit. More so, it improved the model’s prediction performance.
by reducing the variance caused by estimating unnecessary terms. It enabled the researcher to explore all possible models and to conduct model averaging (JMPsupport@imp.com: Accessed on 20 April 2015). Information about all of the independent variables was used to make much more powerful and accurate predictions about why things are the way they are. Use of multiple regression analysis in this study had the following advantages; there was potential of examining trends in data hence the technique enabled to look for patterns beyond linear data representation (Kerlinger & Pedhazur, 1973), and provided more flexibility and conceptual clarity (Kaufman and Sweet, 1974).

The Statistical Package for the Social Sciences (SPSS) (Thompson, 2006) was used by the researcher to perform the required calculations to obtain the variance that exist between organisational factors, biographical factors, leadership factors and level of affective commitment of teachers. Amount of variance explained by each variable was presented. The significance level for Hypothesis testing was 0,05 revealing that 95% chances of the results are a true variation in other words 95% chances of biographical factors, organisational factors and distributive leadership factors which are the Independent variables had effect on affective commitment which is the dependent variable, and it was not by chance or coincidence.

Qualitative data were analysed using NVivo. NVivo is qualitative data analysis specialist software (www.qsrinternational.com Accessed on 10 March 2016) which has the capability of organizing and enabling in-depth analysis of rich and voluminous data sets from interviews, focus group discussions, observations and other qualitative methods. The software is compatible with other applications like Ms Word, and Microsoft Excel.
In this study, the qualitative data from the detailed interviews conducted were captured in their raw state without any summarization, in a specially developed MS Word data capturing template, and afterwards, were imported into the NVivo application. Once capturing and formatting was completed, the data sets were then analysed and the following themes and patterns emerged:

- Age and affective commitment
- Gender, qualifications and affective commitment.
- Economic performance and pupils’ performance.
- Leadership and teachers affective commitment.
- Leadership styles, roles and teacher performance.
- Professionalism and educational outcomes.
- Teacher competence and teachers’ performance.
- Teacher competence and pupils’ performance.
- Resources, supportive of administrative structures and education delivery.
- Training, specialisation, commitment and pupils’ performance.
- Policy formulation and teachers affective commitment.
- Policy implementation and affective commitment.

The themes and patterns were underpinned by the social constructive and interpretive phenomena in qualitative research methodology, across all the 26 education personnel who participated in the study from the Public Service education personnel. It was important in this study to establish the views, knowledge, attitudes, beliefs and analysis based on teachers’ own experience in the secondary education system in Zimbabwe.
The formulated patterns were studied. This software coded data into categories. This process of identifying and “tagging” data for later retrieval and more intensive analysis is called “code mapping” (Seidel, Kjoiseth and Seymour, 1988). Patton (1990) states that the first part of content analysis is to examine what is there and label it. The designation of these categories provided the investigator with a manageable way of describing the empirical complexities of summarizing many of pages of interview transcriptions. The themes were listed and described under more generic heading. They were simply listed, described and organised under more generic headings. They were related back to previous theory and subjected to latent analysis for explanations underlying the themes. The following stages adapted from Braun and Clarke (2006) were used which are:

- Familiarising with the data
- Generating initial codes for example, K11.01 representing Key informant 1
- Searching for themes for example, Leadership and teachers affective commitment.
- Reviewing themes.
- Defining and naming themes.
- Producing the report.

After obtaining qualitative data, data was analysed in order to identify meaning, then conceptualizing that meaning by assigning concepts of the role of biographical factors, organisational factors, distributive leadership factors, teaching efficacy and policy implication issues to stand for what is being expressed. Concepts were scrutinized against further data and added to, modified, or discarded as the products of analysis.
accumulated (Strauss and Corbin, 2008). Coding involved open coding, that is, examining words, phrases, lines and paragraphs of the transcripts to discover and name the concepts expressed. Concepts and categories were labelled with words used by the participants concerning their professionalism, competency, social factors, and policy adoption and implementation, and finally leadership factors to ensure their meanings were captured as closely as possible (Strauss and Corbin, 1990).

Concepts were examined and compared to distinguish their characteristics (properties) and their location on a dimensional range (dimensions) according to categories. This enabled similar concepts to be grouped and abstract categories to be developed. The process of relating codes categories was used to develop the category further, that is, beyond their properties and dimensions by specifying the relationships between each category and its subcategories using what is termed by Strauss and Corbin (1990) the paradigm model.

The paradigm model technique adopted from Strauss and Corbin (1990) specify (a) casual conditions, (b) the context,(c) the actions and interactions, (d) the intervening conditions that would assist or hinder the actions and interactions to be taken, (e) the consequences of the actions and interactions to be taken (Strauss and Corbin, 1990).

Finally, selective coding was used to enable integration of categories through confirmation of core category which is affective organisational commitment and how it is being influenced by biographical factors organisational factors, leadership factors, teacher efficacy and policy implication factors. After obtaining the variance from quantitative data and themes from qualitative data, the researcher interpreted, discussed,
compared and contrasted the two types of data whether there was divergence, or convergence of data collected qualitatively and quantitatively.

**Table 3.3  Relationship between research objectives, research questions and method of analysis**

<table>
<thead>
<tr>
<th>Objectives and research questions addressed</th>
<th>Type(s) of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographical factors</td>
<td></td>
</tr>
<tr>
<td>Objective 1</td>
<td>ANOVA</td>
</tr>
<tr>
<td></td>
<td>Multiple Regression</td>
</tr>
<tr>
<td></td>
<td>and Stepwise regression</td>
</tr>
<tr>
<td>Question 1</td>
<td>NVivo and thematic approach and coding</td>
</tr>
<tr>
<td>Organisational factors</td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td>ANOVA</td>
</tr>
<tr>
<td></td>
<td>Multiple Regression</td>
</tr>
<tr>
<td></td>
<td>and Stepwise regression</td>
</tr>
<tr>
<td>Question 2</td>
<td>NVivo and thematic approach and coding</td>
</tr>
<tr>
<td>Distributive leadership</td>
<td></td>
</tr>
<tr>
<td>Objective 3</td>
<td>ANOVA</td>
</tr>
<tr>
<td></td>
<td>Multiple Regression</td>
</tr>
<tr>
<td></td>
<td>and Stepwise regression</td>
</tr>
<tr>
<td>Question 3</td>
<td>NVivo thematic approach and coding</td>
</tr>
<tr>
<td>Teacher efficacy</td>
<td></td>
</tr>
<tr>
<td>Objective 4</td>
<td>NVivo and thematic approach and coding</td>
</tr>
<tr>
<td>Question 4</td>
<td></td>
</tr>
<tr>
<td>Policy factors</td>
<td></td>
</tr>
<tr>
<td>Objective 5</td>
<td>NVivo and thematic approach and coding</td>
</tr>
<tr>
<td>Question 5</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2016)
Finally results were presented in tables and themes followed by analyses, interpretation and discussion to reveal the findings.

3.8 Triangulation, validity, reliability, credibility or trustworthiness issues under consideration.

3.8.1 Triangulation

Triangulation in this study was used as the process of corroborating evidence from different individuals, types of data, or methods of data collection. This ensured that the study would be accurate because the information was not drawn from a single source, individual, or process of data collection. In this way, it enabled the researcher to develop a report that is both accurate and credible (Creswell, 2002).

Triangulation was used to overcome weaknesses with the particular qualitative or quantitative approach, or a difficulty with a particular method within an approach. More so, it was used to verify the results, leading to greater accuracy of understanding. It sought whether there was convergence, corroboration and correspondence of data from different methods. This was used to increase the validity of results by counteracting or maximizing the heterogeneity of irrelevant sources of variance attributable especially to inherent method bias, to inquirer bias, bias of substantive theory, and biases of inquiry context (Onwuegbuzie and Johnson, 2006). Results for the current study entailed narrative descriptions and variance obtained to support claims made. This form of triangulation facilitated validation of data through cross verification from the sources. Thus, discrepancies in the available data were noted and subsequently discussed.
3.8.2 Validity in mixed methods

Since the study integrated quantitative and qualitative methods, there was need to overcome problems encountered in mixed methods. Onwuegbuzie and Johnson (2006) identify specific validity requirements and argue that the term validity be replaced by the word legitimation in mixed methods. Hence in this study, the nine types of legitimation were:

(i) Sample integration; that is the extent to which same and different sizes of the same samples in qualitative and quantitative research enabled high quality inferences made.

(ii) Inside–outside; that is, how the researcher used to combine and balance both insiders’ views known as (emic research) and outsiders’ views known as (etic research) in the study in describing and explaining what is influencing affective organisational commitment of secondary school teachers in Zimbabwe.

(iii) Weakness minimization; that is, the extent to which any weaknesses that arose from one approach were compensated by the strength of the other approach appropriately weighting the strength and weaknesses.

(iv) Sequential, that is, how far the researcher minimised order effects of quantitative to qualitative and vice versa not reversing the order of inferences made without loss of power to the meta inferences.

(v) Conversation; that is, the extent to which qualitising numerical data or quantitising qualitative data could assist in yielding good meta-inferences.

(vi) Paradigmatic mixing; that is, how successful was the combination of the ontological, epistemological, researcher’s values (axiological methodological
beliefs and practices in yielding useful results since the study used pragmatism paradigm.

(vii) Commensurability; that is, the extent any meta-inferences made from the data showed a mixed worldview.

(viii) Multiple validities; that is, fidelity to the canons of validity for each of the quantitative and qualitative data gathered.

(ix) Political; that is, how the meta-inferences deriving from combining qualitative and quantitative methods could be accepted by the stakeholders who are the beneficiary of this study (Onwuegbuzie and Johnson, 2006).

The nine methods attempted to overcome problems in mixed methods research of:

(i) Representation; that is, using largely or only words to catch the dynamics of lived experiences at the same time unfolding emergent situations on affective organisational commitment of secondary school teachers.

(ii) Legitimation; by ensuring that results obtained are dependable, credible, transferable, plausible, confirmable and trustworthy.

Integration, that is, combining and using qualitative and quantitative methods each with its own forms of validity. In qualitative method, small purposive samples were used and in quantitative method, large stratified, proportionately and randomly selected samples were used in this study. However, despite the fact that the study used two different methods with different forms of validity, the methods were placed on equal footing due to the nature of the research questions addressing affective organisational commitment contributing to performance of secondary school teachers (Onwuegbuzie and Johnson, 2006).
3.9 Ethical and legal issues

In order to consider to ethical and legal issues, a negotiating access checklist adapted from Cohen Manion and Morrison (2011) was used. This entails:

1. Clear official channels by formally requesting to carry out the study.
2. Speaking to the people who would be asked to cooperate.
3. Submitting the project outline to the head of the institution listing those to be interviewed and those to answer questionnaires.
4. Deciding what was meant by anonymity and confidentiality.
5. Deciding who would be provided with the final report.
6. Informing participants what would be done with the information they are to provide.
7. Preparing an outline of intentions and conditions under which the study would be carried out to hand to the participants.
8. Being honest about the purpose of the study and about the conditions of the research maintaining time specified.
9. Writing a thanking statement at the end of the questionnaire and thanking participants after the interview session.
10. Negotiating access.

Hence in order to adhere to all ethical considerations and guidelines for conducting research with human subjects who were secondary school teachers and educational officials from both the Ministry of Primary and Secondary Education and the Public Service commission, the first stage involved gaining of official permission to undertake the research in the organisation, from the Permanent Secretary of Ministry of Primary and Secondary Education. An application letter along with all necessary documentation
regarding the nature and purposes of this study was submitted to the Ministry of Primary and Secondary Education seeking their approval of this study. Justification of the procedures which raised any ethical concern was made. This stage of access and acceptance at that point was important because it afforded the best opportunity for the researcher to present her credentials as a serious investigator and establish the researcher’s ethical position with respect to the proposed research. At a later point, significant figures such as The Provincial Education Officer (Mashonaland Central Province), District Education Officers (DEOs), Secondary School Heads and Deputy Heads who would be responsible for or assisted in the organisation and administration of the research were contacted. Thus, after receiving the Ministry’s approval, the researcher made initial contact with Provincial Education Director in the province, Deputy Provincial Director responsible for secondary and non-formal education, Public Service Secondary Education Inspectors, District Education Officers, Responsible Authorities and Heads of schools. This enabled the researcher to get past gatekeepers who could control access (David and Sutton, 2011). They were those people who had control or power within the research the researcher proposed to explore. Since the researcher’s potential for intrusion and perhaps disruption was considerable, amicable relations with the participants in particular were fostered expeditiously as possible by negotiating with the stakeholders (David and Sutton, 2011). Nonetheless, access in this study did not present a problem because the survey presented a one off commitment. Having identified the official and significant figures whose permission was to be sought, the researcher needed to clarify the precise nature and scope of the research and how best the findings would be disseminated. Such planning and foresight enabled the researcherto obtaina good idea of the demands likely to be made on both the participants and their organisations. It was a good opportunity to anticipate and resolve
likely problems, especially of practical kind like disruptions of day to day duties, time management and venues.

In this research, the researcher made use of accepted channels of communication in the organisation which is hierarchical. Aims, nature and procedures of the research were provided, with an explicit statement at a fairly general level with one example which is not crucial to the study as a whole.

Survey packets for the teachers contained a letter describing the nature of the study and its intended purpose, and approved Individual Consent Forms stating that their participation in this study was completely voluntary and their anonymity would be protected. The researcher gave enough information about the research to participants to consider participating or not. Full information as to the likely level of discomfort, and emphasis of the voluntary nature of the exercise and the right to withdraw at any time where discomfort would appear to be higher than anticipated was communicated hence participants were not placed under pressure to give reasons for withdrawing. There was need for the building and maintenance of a face also known as face-work.

The researcher ensured to avoid use of language or words that are biased against persons because of gender, sexual orientation, racial or ethnic group, disability or age (Gray, 2009). The researcher ensured no harm was made to the participants, whether physically or psychologically in an effort to anticipate the possibility of harmful, intimate information being disclosed during the data collection and generation process. This was enhanced by not damaging the participants at all physically through coercion, psychologically, emotionally, professionally and personally. After the study, the researcher ensured the participants were no worse off at the end of the research than
they were at the start of the research. At all times, the welfare of participants was kept in mind by not losing sight of the obligations owed to them. Research participants were kept as subjects rather than objects to be used as instruments by giving them all the due respect (Onwuegbuzie and Johnson, 2006). In order to ensure there was no harm of the participants, the researcher adapted some of Bailey’s (1994) approaches.

These are:

- The need to find a situation in which the negative effects of harm already existed.
- Applying a very low level of potential harm, so that effects are minimal.
- Providing details of the potential negative effects and securing participants’ consent.
- Justifying the research on the grounds that the small amount of harm caused was much less than the harm caused by the situation that existed.
- Used samples rather than complete populations
- Maintained the privacy of participants through the use of aggregated or anonymized data.

The researcher expressed and reflected attitudes of compassion, respect, gratitude and common sense by not being forceful. Participants clearly had a right to expect that the researcher with whom they interacted had some concern for their welfare. Fraudulent practices of suppressing, falsifying, or inventing findings to meet a researcher’s need were avoided. It was important to release the details of the research so that the participants could determine for themselves the credibility of the study. Independence and impartiality of researcher was clear and any conflicts of interest or partiality were
explicit, that is, ensuring the professional integrity of its design, the generation and analysis of data, and the publication of results for no undeclared conflict of interest. In some instance provision of accurate account of the information required debriefing between the researcher and participants or across different data sources. The researcher anticipated the repercussions of conducting the research on certain audiences and not to misuse the results to the advantage of one group or another. There was need to guard against sharing the data collected with individuals not involved in the research. The researcher avoided collecting data from people about people by protecting the participants, developing a trust with them, promoting integrity of research, guarding against misconduct and impropriety that could reflect on their organisations or institutions and cope with new challenging problems.

3.9.1 Privacy

It entailed to all information relating to participants’ physical and mental condition, personal circumstances and social relationships which is not found in the public domain. Privacy entails the freedom to decide when and where, in what circumstances and to what extent participants’ personal attitudes, opinions, habits, doubts, and fears are to be communicated or withheld from others. In order to maintain privacy in this research, the researcher ensured sensitivity of information which referred to how personal or potentially threatening the information being collected by the researcher was. It was assumed certain kinds of information were more personal like that involving biographical factors than others and would be more threatening especially in this instance of dealing with organisational issues. The researcher safeguarded sensitive information and protected the privacy of the participants by not divulging it to none other than the participants. Participants were made to choose to give up their right to
privacy by either allowing the researcher access to sensitive statements like policy issues in an interview. The researcher ensured that participants had the rights not to take part in the research, not to answer questions, not to be interviewed, not to answer telephones or emails, and to engage in private behaviour in their own private place without fear of being observed. It was freedom from as well as freedom for (Onwuegbuzie and Johnson, 2006; Cohen et al., 2011).

3.9.2 Informed consent

In this study the researcher ensured not to engage individuals incapable of making decisions either because of immaturity or with some form of psychological impairment, hence ensuring informed consent. Participants were freely afforded to choose to take part or not. They were made to fully understand the nature of the research by providing a fair explanation of procedures and description of risks to be expected, benefits to be expected and an instruction for participant’s withdrawal consent procedures. This ensured informed consent which is a procedure enabling individuals choose to participate or not. Informed consent involves four elements which are competence, voluntarism, full information and comprehension (Deiner and Crandall, 1978). Competence implied that responsible, mature individuals who are qualified secondary teachers would make correct decisions after having been given the relevant information (Deiner and Crandall, 1978).

The research ensured informed consent without deception by avoiding making false or misleading statements or omitting important information and highly formalised or bureaucratic ways of securing consent were avoided in fostering relationships (Cohen,
et al., 2011). The researcher sought for informed consent by gaining the agreement of individuals in authority to provide access to study participants at research sites.

Informed consent entailed an explanation and description of several factors which are:

(i) The purposes, contents, procedures, reporting and dissemination of the research.

(ii) Any foreseeable risks and negative outcomes, discomfort or consequences and how they will be handled.

(iii) Benefits that would be derived from the research in this case improvement on organisational management and working conditions.

(iv) Right to voluntary non-participation, withdrawal and re-joining the project that when the participants are committed to other obligations hence would resume after completing those obligations. Obligations of participants included attending organisational workshops, seminars and socially related problems.

(v) Rights and obligations to confidentiality and nondisclosure of the research, participants and outcomes.

(vi) Disclosure of any alternative procedures that would be advantageous.

(vii) Opportunities for participants to ask questions about any aspect of the research.

Signed contracts for participation (Cohen et al., 2011).

The researcher on seeking informed consent checked and ensured that the participants really understood the implications of the research before signing the consent form (Creswell, 2009). Participants were to volunteer to participate without being coerced by or pressurised by school heads, deputy heads, senior masters and senior women and
heads of departments. Participants were encouraged not to be pressurised by peers who are other teachers to volunteer to participate or not to participate. Sufficient time was given to participants so as to come to a decision not to participate or participate. In this study, no inducements were offered since they would in some cases distort a genuine relationship between the researcher and the participants who are secondary school teachers and those in administrative posts. However, participants gave their time and effort to the research. The researcher ensured the participants volunteered and had real freedom of choice so as to fulfil the obligation of informed consent. In this study, the researcher required a full indication of how the ethical issues were to be addressed and had to read and think hard about ethical issues. Since this study used mixed methods addressing quantitative and qualitative issues, informed consent was not a one-shot, once-and-for-all affair but had to be continuously negotiated in qualitative emergent research (Wax, 1982). Research staff and participants were fully informed about the purpose, methods and intended possible uses of the research and what their participation in the research entailed. A relationship was established with participants by allowing them to have a say in how their statements were to be interpreted. As a general rule, informed consent formed the basis of an implicit contractual relationship between the researcher and those who were being researched. It served as a foundation on which subsequent ethical considerations were to be structured.

3.9.3 Anonymity

The issue of anonymity in this study was that information provided by participants was in no way revealing their identity (Onwuegbuzie and Johnson, 2006). A participant was, therefore, considered anonymous when the researcher after compiling data could not identify the participant from the information provided, hence to ensure this the
questionnaire were numbered. As for the interview Code names K11 (01) to K11 (16) for teachers and key informants were used. Information gathered was presented in such a way that it was impossible for other persons to identify the participants thus fictitious names like Key informant 1 (K11.01); Key informant 2 (K11.02) extra were used. For the focus group discussion answers were coded as a1 to a5, to refer to participants rather than revealing their names. This protected the anonymity of roles and incidents in the study. Data gathered was not shared with others other than the actual participants. Thus, this ensured confidentiality since it is how the study protected the anonymity of individuals.

The study protected the anonymity of individuals, roles and incidents in the study by not divulging participants’ information; this ensured confidentiality. Anonymity was guaranteed that a participant’s identity would never be revealed when results were to be published. However, when results would be published they would no longer be confidential but would remain still anonymous. Data collected once analyzed, was kept for a reasonable period of time and not discarded so that it would not fall into hands of other researchers who might misappropriate it. The researcher would publish only well-founded and genuine results with conventional support, open to analysis by colleagues and had to pay attention to the possible social effects of research results and assessed these in the prevailing moral and political climate. Treatment of research participants was needed ensuring there was physical and mental protection of participants, informed consent, no deception, debriefing, confidentiality, as well as withdrawal from an investigation. The researcher valued the dignity and worth of all participants, with sensitivity to dynamics of perceived authority or influence over clients with regard to people’s rights including those of privacy and self-determination. In this research, it
was important for the researcher to value the continuing development and maintenance of high standards of competence in the research and preserved the ability to function optimally within the recognised limits of the researcher’s knowledge, skill, training, education and experience. There was need for avoidance of harm and prevention of misuse or abuse of participants’ contribution. The researcher practiced honesty, accuracy, clarity and fairness in the interactions with participants and promoted integrity in all facets of the research. The researcher consulted with disinterested participants as to the seriousness of deception and any feasible alternatives. Each participant was debriefed, revealing the true purpose and aims of the research in an effort to ensure that participants felt the same about themselves. At the end of the research, participants were thanked for participating and the nature and value of the research was explained (Squire, 2012; Onwuegbuzie and Johnson, 2006; Cohen Manion and Morrison, 2011).

3.9.4 Confidentiality

The researcher ensured confidentiality by protecting the participants’ rights to privacy by being confidential that is information of participants was not disclosed in any way that could enable the individuals to be traced particularly by the school leadership responsible authorities, administrators and other teachers. Although the researcher was aware who had provided the information especially in interviews, no connection in any way of the data was made to the public. The boundaries surrounding the shared secret were protected. The researcher had to be sensitive, intimate or discrediting the information at the same time assuring that confidentiality is strong (Squire, 2012).
3.9.5 Protection of the respondents from victimization

The researcher ensured participants were not affected, whether physically or psychologically in an effort to anticipate the possibility of harmful, intimate information being disclosed during data collection process by conducting the interviews in private offices. The researcher did not use language or words that were biased against persons because of gender, sexual orientation, racial or ethnic group, disability or age. Fraudulent practices were avoided by not suppressing, falsifying, or inventing findings to meet the researcher’s needs.

3.10 Summary

The chapter presented research paradigm (Mixed methods methodology), research philosophy (pragmatism) and research design (descriptive survey). It provided the researcher with the research experience to enable the researcher to justify pragmatism paradigm associated with philosophy, epistemology and methods, especially the questionnaire, face to face interview and focus group discussion, as well as use of probability (stratification, proportionate representation and systematic random sampling) and non-probability sampling (purposive) in this study. A synopsis of data collection presentation, analysis and interpretation was presented in line with mixed methods methodology. Approaches to academic rigour in mixed methods research (triangulation, validity, reliability, trustworthiness and credibility) were argued for. Ethical and legal issues that were adopted in this study (institutional approval, informed consent, right to privacy, right to anonymity and confidentiality, and avoiding plagiarism and deception) and duly attended to. The next chapter deals with data presentation, analysis, discussion and interpretation.
CHAPTER 4

DATA PRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Introduction

Chapter 3 outlined the research methodology, design, population, sample and sampling procedures, data collection/generation, instruments and procedures, data analysis and interpretation procedures, triangulation, validity, reliability, credibility or trustworthiness issues under consideration and ethical and legal issues for the study. This chapter presents the results and analysis of quantitative and qualitative findings of the study, conducted in Mashonaland Central Province in Zimbabwe. Section 4.2 provides demographic characteristics of the research respondents and participants. Section 4.3 provides results of ANOVA represented coefficients and models calculated using linear regression of independent and dependent variables, on quantitative survey data collected using 7 point Likert scale ranging from strongly agree to strongly disagree. Data is summarised in the form of graphs and pie charts. Data will show factors related to affective commitment of secondary school teachers and performance represented by pass rates of secondary school students. Themes and sub-themes of qualitative data analysed using NVivo are presented in Section 4.4. Section 4.5 analyses and discusses quantitative and qualitative findings from the survey study. The analysis involves six steps: (1) stating the research objectives and hypotheses tested; (2) presenting the findings in the form of statistics or coefficients from ANOVA, (3) interpreting and presenting the results, (4) stating the hypothesis tested, (5) presenting quantitative findings in graphs and a pie chart. The second part involves presenting MS
word used by NVivo to analyse qualitative data, interpreting the findings and presenting themes derived from research questions.

The last part section 4.6 involves discussion of both quantitative and qualitative findings. The data is discussed using descriptions and interpretation of variance for quantitative data and themes for qualitative data. The themes and variance are compared and contrasted to determine whether there is convergence or divergence of data. The theoretical framework, that is, the Context Input Process Product model and the conceptual framework developed in Chapter Two are used to discuss the findings of the study on determinants of affective organisational commitment of qualified secondary school teachers and their contribution to pass rates in secondary schools. Section 4.7 provides the summary addressing the following research questions and hypotheses:

1. To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?
2. How do relationships between organisational factors and several factors of affective organisational commitment affect teachers’ performance?
3. How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?
4. What is the role of teacher efficacy of secondary teachers on affective organisational commitment?
5. How best can schools promote teacher affection to their work for improved performance of students?
Null Hypotheses tested

1. There is no relationship between biographical characteristics (such as age, gender, professional qualifications, and position in the organisation, organisational tenure and secondary teachers’ affective organizational commitment to the organization autonomy, fairness, salary, support workload classes, school characteristics, distributive leadership, teaching efficacy) and affective organisational commitment of secondary school teachers.

2. There is no relationship between organisational factors (such as job security, reward, feedback, promotion, opportunity for growth, psychological contract organisational support, management and worker relationship, autonomy, workload) and affective commitment of secondary school teachers.

3. There is no relationship between distributive leadership and teachers’ affective commitment.

4.2 Demographic Characteristics of Respondents

N=230

![Pie chart showing gender distribution of respondents]

**Figure 4. 1** Respondents by Gender

*Source: Author (2016)*
Figure 4.1 reveals that 55% of the respondents were males. The above composition shows that males are dominating. Hence this could negatively influence their affective commitment because psychologically it is assumed that female teachers do understand pupils better than males because of their biological inclination to children.

**Figure 4.2**  Age range of respondents

**Source:** Author (2016)

Figure 4.2 shows that more than half (159) of the respondents are from the age range of between 20-40 years. This indicates that majority of respondents are juniors who might have been affected by the harsh economic conditions, hence this is likely to affect their commitment to the organisation because of financial requirements to enable them to sustain desirable living conditions.
The response from teachers shown on Figure 4.3 concerning their academic qualifications, reveal that the majority have academic qualifications which could be relevant to other employment than the teaching career. Thus, this could negatively influence their affective commitment to the education organisation.

**Figure 4.3** Academic qualifications of respondents

*Source: Author (2016)*

The response from teachers shown on Figure 4.3 concerning their academic qualifications, reveal that the majority have academic qualifications which could be relevant to other employment than the teaching career. Thus, this could negatively influence their affective commitment to the education organisation.

**Figure 4.4** Professional qualifications of respondents

*Source: Author (2016)*
Concerning professional qualifications, 150 of respondents have either certificate in education or diploma in education whilst 80 have either first degree or second degree. This implies that less than 50 percent of the respondents have embarked on manpower development programmes to understand more about their profession. This reveals that teachers’ initiative to learn more about their profession is minimal; hence this could negatively influence their affective organisational commitment.

N=230

![Bar chart showing teaching experiences of respondents](image)

**Figure 4.5** Teaching experiences of respondents

**Source:** Author (2016)

Table 4.5 shows that the majority of respondents have teaching experience ranging from 1 to 20 years and a few, that is, 4(2%) of teachers have teaching experience ranging from 31 years and above. This indicates that the older generation which regarded teaching as a calling is no longer teaching. Hence this could influence teachers’ affective organisational commitment.
Three categories of participants comprising 12 teachers and 14 key informants were interviewed. Their profiles are presented in Tables 4.4 below, and more details are presented in Appendix I4.

4.3: Demographic composition of the research participants (N= 26):

- 12 Teacher participants
- 2 Heads of departments participants.
- 2 Deputy heads participants.
- 4 School heads participants.
- 5 Education Inspectors participants.
- 1 Deputy Provincial Education Director participant.

Figure 4.6 Demographic characteristics of participants

<table>
<thead>
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<th>No</th>
<th>Participants characteristics</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tr>
<td>3</td>
<td>Deputy heads</td>
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<td>Deputy Provincial Education Director</td>
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<td>7</td>
<td>Total Participants</td>
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8 Teachers’ Age in Years

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<td>30-39</td>
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<td>40-49</td>
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<td>50-59</td>
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<td>1</td>
</tr>
<tr>
<td>Total</td>
<td><strong>5</strong></td>
<td><strong>7</strong></td>
<td><strong>12</strong></td>
</tr>
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</table>

9 Heads of departments

<table>
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<tr>
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<td>2</td>
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<tr>
<td>Total</td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td>Deputy heads’ age in Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>40-49</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>50-59</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>School heads’ age in Years</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40-49</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>50-59</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Education Inspectors, age in Years</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30-39</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>40-49</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>50-59</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Above60</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Deputy Provincial Education Director’s age</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above 60</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Participants’ Academic Qualifications</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ordinary Level</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Advanced Level</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>First Degree</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Second Degree</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>19</td>
<td>7</td>
<td>26</td>
</tr>
</tbody>
</table>

*Source: Author (2016)*

Demographic composition of the 26 participants who participated in the interview, indicate that 12 were ordinary teachers and 14 key informants in various areas of responsibility. Concerning academic qualifications of the 26 participants, 7 had ordinary level, 4 advanced level, 8 first degree and 7 second degree. An implication drawn from these findings is that information obtained pertaining to determinants of affective commitment for secondary school teachers was varied according to key informants’ possession of high level of special responsibility. This was so because in terms of supervisory practices the researcher had the privilege to interview senior professionals like the Deputy Provincial Education Director. More-so she had an
opportunity to discuss with teachers who possessed vast experience in teaching. The researcher was able to gain informed decisions on what is happening in secondary schools pertaining to determinants of affective organisational commitment of secondary school teachers due to varied demographic composition and characteristics shown on Table 4.4.

4.4: Presentation and Analysis of Quantitative Survey Data

This section presents the results of the multiple regression analysis and step wise regression on quantitative survey data which sought determinants of affective organisational commitment and their relationship to the performance of secondary school teachers in Zimbabwe. A description of the survey data collected using questionnaires is presented in sub-sections 4.5.1 to 4.5.38. Dependent and independent variables were regressed using ANOVA stepping all the independent variables (see Appendix 8 page 326) against each item which explains affective organisational commitment (see Appendix 9 page 329). Thirty affective commitment items developed by Allen and Meyer (Jaros, 2007); and adapted to suit the Zimbabwean context were regressed on the 27 independent variables which determine and explain the level of teachers’ level of affective commitment to their organisation. The descriptive statistics with p-value<0.050 and Beta β=−, which is a standardized coefficient which measures how much the dependent variable changes when the independent variable changes by 1 standard deviation. The greater the coefficient determines strong relationship or a family of continuous probability distributions for each item are presented (see Appendix 13 page 340). The total number of participants for the study was N=230.
Below is a key on significant and insignificant variables presented in Tables 4.5.1 to 4.5.38

Key

: significant variable

: insignificant variable

Results of the quantitative data extracted from Appendix 13 are presented to address research objectives, answer research questions and accept or reject hypotheses in the following sections

4.4.1 Biographical factors and affective organisational commitment

Objective 1: To determine the relationship between biographical factors (‘age gender, teachers’ qualifications, position in the school, working experience, organisational tenure) and teachers’ level of affective organisational commitment.

Research question 1: To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?

Hypothesis 1: There is no relationship between biographical characteristics (such as age, gender, professional qualifications, and position in the organisation, organisational tenure and secondary teachers’ affective organisational commitment to the organization).

The study determined the relationship between biographical factors such as age, gender, professional qualifications, position in the organisation, organisational tenure and secondary school teachers’ affective organisational commitment. Multiple and stepwise regression analysis were computed amongst the variables that explained affective organisational commitment and independent variables (see Appendix 13 page 340).
Tables 4.5.1 to 4.5.7 show how biographical factors (independent variables) relate to affective organisational commitment variables.

**Table 4.1 Feeling of belonging to the school family and affective organisational commitment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>.214</td>
<td>.001</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>.137</td>
<td>.032</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td>.064</td>
<td>.330</td>
</tr>
<tr>
<td>Occupational status</td>
<td>.117</td>
<td>.075</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>-.037</td>
<td>.579</td>
</tr>
<tr>
<td>Position experience</td>
<td>.000</td>
<td>.996</td>
</tr>
</tbody>
</table>

*Source: Author (2016)*

Participants were asked whether they felt they were or were not part of the school family. Multiple regression was computed amongst 6 independent variables which were significant. Affective commitment was strongly associated with sex ($\beta=-.214$) and $p<.001$; highly associated with professional qualifications ($\beta=-.137$) and $p<.032$. All other 4 variables shown in Table 4.5.1 had a weaker relationship and were excluded from the regression equation. On the other hand, of the 4 excluded and removed variables, academic qualifications, occupational status, teaching experience and experience in current position, academic qualifications ($\beta=.117$) and $p>.075$ could have yielded different results if a larger and heterogeneous sample had been used because its $p$-value is slightly above the accepted $p<.050$. 

179
Table 4.2  Teachers’ desire to work in the organisation and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&gt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching experience</td>
<td>.146</td>
<td>.022</td>
</tr>
<tr>
<td>Sex</td>
<td>-.043</td>
<td>.509</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td>-.007</td>
<td>.911</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>.088</td>
<td>.166</td>
</tr>
<tr>
<td>Occupational status</td>
<td>-.087</td>
<td>.176</td>
</tr>
<tr>
<td>Position experience</td>
<td>-.022</td>
<td>.767</td>
</tr>
</tbody>
</table>

Source: Author (2016)

An analysis of data pertaining to teachers’ desire to work in the organisation shows that teaching experience ($\beta=.146$) and $p>.022$ was positively associated with their level of affective organisational commitment. Five biographical factors namely; sex, academic qualifications, professional qualifications, occupational status and position experience shown in Table 4. 5.2 above were not significantly related though positive.
Considering teachers’ feelings concerning professional importance, their level of affective commitment was highly positively associated with occupational status, \((\beta=.165)\) and \(p>.012\). Table 4.3 above reveals that variables such as professional qualifications and teaching experience could have been significant if sample size was increased. Despite having weak significance their p-values are slightly above the critical value of \(p>.050\).

### Table 4.3  Professional importance and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta (\beta)</th>
<th>Significance (p&gt;.050)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational status</td>
<td>.165</td>
<td>.012</td>
</tr>
<tr>
<td>Sex</td>
<td>.005</td>
<td>.942</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td>-.018</td>
<td>.781</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>-.094</td>
<td>.151</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>.084</td>
<td>.202</td>
</tr>
<tr>
<td>Position experience</td>
<td>-.038</td>
<td>.568</td>
</tr>
</tbody>
</table>

**Source:** Author (2016)

### Table 4.4  Teachers’ rights and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta (\beta)</th>
<th>Significance (p&gt;.050)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>.131</td>
<td>.045</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td>.051</td>
<td>.430</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>.095</td>
<td>.146</td>
</tr>
<tr>
<td>Occupational status</td>
<td>.058</td>
<td>.369</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>.025</td>
<td>.697</td>
</tr>
<tr>
<td>Experience in current position</td>
<td>.108</td>
<td>.098</td>
</tr>
</tbody>
</table>

**Source:** Author (2016)
On how teachers felt when their rights are threatened, results shown in Table 4.5.4 above indicate that, sex, ($\beta=-.131$) and $p>.045$ was positively associated with teachers’ affective organisational commitment. Sex, academic qualifications, occupational status, teaching experience and work experience in current position were rejected. All other biographical factors were excluded and removed from the regression equation. However, position experience is slightly above the critical value of $p>.050$ and could have been significant may be it was affected by the sample composition.

Table 4.5  Detachment and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&gt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional qualifications</td>
<td>.136</td>
<td>.038</td>
</tr>
<tr>
<td>Sex</td>
<td>-.042</td>
<td>.522</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td>-.017</td>
<td>.806</td>
</tr>
<tr>
<td>Occupational status</td>
<td>-.013</td>
<td>.847</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>-.001</td>
<td>.992</td>
</tr>
<tr>
<td>Position experience</td>
<td>.078</td>
<td>.237</td>
</tr>
</tbody>
</table>

*Source: Author (2016)*

On teachers’ detachment, that is, lack of personal interest, Table 4.5.5 above indicates that the relationship between professional qualifications ($\beta=.136$) and $p>.038$ relate to teachers’ affective commitment. All other independent excluded variables' significance levels were critically above the critical significance level of $p>.050$.  

182
Table 4.6 Organisational negotiations and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$=</th>
<th>Significance $p&gt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational status</td>
<td>.143</td>
<td>.030</td>
</tr>
<tr>
<td>Sex</td>
<td>-.049</td>
<td>.457</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td>-.025</td>
<td>.695</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>-.039</td>
<td>.554</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>-.026</td>
<td>.700</td>
</tr>
<tr>
<td>Position experience</td>
<td>.034</td>
<td>.603</td>
</tr>
</tbody>
</table>

Source: Author (2016)

Table 4.5.6 above shows that concerning organisational negotiations made by teachers, occupational status with ($\beta=-.143$) and $p>.030$ relate to teachers’ affective commitment. All other variables were above the critical significance level of $p<.050$.  


Table 4.7 Combined and ranked significant biographical factors to affective commitment at p > .050 or at 95% Confidence Interval

<table>
<thead>
<tr>
<th>DEPENDENT VARIABLES</th>
<th>ITEMS OF INDEPENDENT VARIABLES</th>
<th>Unstandardised Coefficients</th>
<th>Standardised Coefficients</th>
<th>Standardised Coefficients</th>
<th>t</th>
<th>Sig. p &gt; .050</th>
</tr>
</thead>
<tbody>
<tr>
<td>School family</td>
<td>Sex</td>
<td>-.674</td>
<td>.202</td>
<td>-.214</td>
<td>-3.339</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>Teaching experience</td>
<td>.160</td>
<td>.049</td>
<td>.207</td>
<td>3.299</td>
<td>.001</td>
</tr>
<tr>
<td>Feelings concerning professional importance</td>
<td>Occupational status</td>
<td>.338</td>
<td>.133</td>
<td>.165</td>
<td>2.543</td>
<td>.012</td>
</tr>
<tr>
<td>Desire to work in the organisation</td>
<td>Teaching experience</td>
<td>.110</td>
<td>.048</td>
<td>.146</td>
<td>2.300</td>
<td>.022</td>
</tr>
<tr>
<td>Teachers’ detachment</td>
<td>Occupational status</td>
<td>-.266</td>
<td>.122</td>
<td>-.143</td>
<td>-2.185</td>
<td>.030</td>
</tr>
<tr>
<td>Desire to work in the organisation</td>
<td>Professional qualifications</td>
<td>-.148</td>
<td>.069</td>
<td>-.137</td>
<td>-2.157</td>
<td>.032</td>
</tr>
<tr>
<td>Teachers’ detachment</td>
<td>Professional qualifications</td>
<td>.175</td>
<td>.083</td>
<td>.136</td>
<td>2.091</td>
<td>.038</td>
</tr>
<tr>
<td>Threatened rights</td>
<td>Sex</td>
<td>-.506</td>
<td>.251</td>
<td>-.131</td>
<td>-2.019</td>
<td>.045</td>
</tr>
</tbody>
</table>

Source: Extracted from Appendix 13.
Table 4.5.7 above show all the biographical factors that are related and may influence teachers’ affective commitment in order of their significance.

**Hypothesis 1:** There is no significant relationship between biographical characteristics such as age, gender, professional qualifications, and position in the organisation, organisational tenure and secondary school teachers’ affective organizational commitment.

Biographical factors and affective commitment

N = 8

![Biographical factors and their relationship to affective commitment](image)

**Figure 4.7** Biographical factors and their relationship to affective commitment

**Source: Author (2016)**

Figure 4.6 shows all the biographical factors collectively and how they are related to teachers’ affective commitment. Viewing the factors, gender explained the variation in affective commitment followed by professional qualifications and teaching experience and occupational status. Thus, Hypothesis 1 which predicted that there was no
relationship between biographical factors and affective commitment was rejected at significance level of p<0.05.

4.4.2 Organisational factors and affective organisational commitment

Objective 2: Determine the relationship between organisational factors (autonomy, workload classes, that is, teacher pupil ratio, support, fairness, school characteristics) and teachers’ affective commitment.

Research question 2: How do relationships between organisational factors and several factors of affective organisational commitment affect the teachers’ performance?

Hypothesis 2: There is no relationship between organisational factors (such as job security, reward, feedback, promotion, opportunity for growth, psychological contract organisational support, management and worker relationship, autonomy, workload) and affective commitment of secondary school teachers. The study sought ascertained whether there is a relationship between organisational factors and secondary school teachers’ affective organisational commitment. Multiple and stepwise regression analysis were computed amongst the variables that explained affective organisational commitment and independent variables (see Appendix 13, page 340). Tables 4.5.8 to 4.5.28 show how independent variables concerning organisational factors relate to affective organisational commitment variables.
Table 4.8 Teachers’ mindset on affective organisational commitment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta β=..</th>
<th>Significance p&gt;.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of responsibility</td>
<td>.073</td>
<td>.330</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.029</td>
<td>.672</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>.082</td>
<td>.227</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.063</td>
<td>.375</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.048</td>
<td>.479</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>.056</td>
<td>.460</td>
</tr>
<tr>
<td>Job security</td>
<td>.027</td>
<td>.689</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.110</td>
<td>.137</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>-.088</td>
<td>.213</td>
</tr>
</tbody>
</table>

Source: Author (2016)

When 9 independent variables (see Appendix 13) were computed to find out whether teachers felt they were part of the school family in order to determine their level of commitment, the way departments were managed was perfectly associated (β=-.253) and p<.000. All the other 8 independent variables shown in Table 4.5.8 were not associated.
### Table 4.9  Happiness and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of variety in the profession</td>
<td>$\beta=.210$</td>
<td>$p&lt;.003$</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>.073</td>
<td>.330</td>
</tr>
<tr>
<td>Salary</td>
<td>-.036</td>
<td>.606</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.029</td>
<td>.672</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>-.002</td>
<td>.973</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.063</td>
<td>.375</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.048</td>
<td>.479</td>
</tr>
<tr>
<td>Job security</td>
<td>.027</td>
<td>.689</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.110</td>
<td>.137</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>-.088</td>
<td>.213</td>
</tr>
</tbody>
</table>

Source: Author (2016)

Participants were required to rate whether they would be very happy to spend the rest of their career in the school system and multiple regression was computed amongst the 10 independent variables indicated in Table 4.9 above. Their Affective organisational commitment was more highly associated with the amount of variety in the profession ($\beta=.210$) and $p<.003$. All other 9 variables had weak significance hence were excluded from the regression equation.
Table 4.10  Emotional attachment and affective commitment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$=</th>
<th>Significance $p&gt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chance of promotion or progression within the organisation</td>
<td>$\beta=-.174$</td>
<td>$p=&lt;.008$</td>
</tr>
<tr>
<td>Relationship between management and workers</td>
<td>.037</td>
<td>.593</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.071</td>
<td>.305</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.033</td>
<td>.628</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>.074</td>
<td>.281</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.041</td>
<td>.531</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>-.005</td>
<td>.944</td>
</tr>
<tr>
<td>Job security</td>
<td>.079</td>
<td>.237</td>
</tr>
<tr>
<td>Workload</td>
<td>.052</td>
<td>.499</td>
</tr>
</tbody>
</table>

Source: Author (2016)

On how teachers were emotionally to their schools, chance of promotion or progression within the organisation revealed a strong association $\beta=-.174$) and $p=<.008$; whilst salary earned by teachers positively associated ($\beta=-.157$) and $p<.023$ with teachers’ level of affective organisational commitment. All other8 variables shown in Table 4.5.10 were excluded from the regression equation.
Table 4.11 Retention and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta=$</th>
<th>Significance $p&gt;$ 0.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload</td>
<td>.145</td>
<td>.028</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>.073</td>
<td>.330</td>
</tr>
<tr>
<td>Salary</td>
<td>-.036</td>
<td>.606</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.082</td>
<td>.227</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>-.002</td>
<td>.973</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.063</td>
<td>.375</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.048</td>
<td>.479</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>.056</td>
<td>.460</td>
</tr>
<tr>
<td>Job security</td>
<td>.027</td>
<td>.689</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.110</td>
<td>.137</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>-.088</td>
<td>.213</td>
</tr>
</tbody>
</table>

Source: Author (2016)

As to why teachers opted to remain in the organisation, workload associated ($\beta=.145$) and $p>.028$ with their affective organisational commitment. All other variables shown in Table 4.5.11 were insignificant hence were excluded from the regression equation (refer to Appendix13).
Table 4.12  Attachment to the school, organisation, student and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta β=</th>
<th>Significance p&gt;.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>The opportunity provided to use on ability in the organization they teach</td>
<td>.132</td>
<td>.048</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>.072</td>
<td>.300</td>
</tr>
<tr>
<td>Salary</td>
<td>-.024</td>
<td>.721</td>
</tr>
<tr>
<td>Relationship between management and workers in the organisation</td>
<td>.010</td>
<td>.883</td>
</tr>
<tr>
<td>The way departments are managed</td>
<td>-.022</td>
<td>.768</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.079</td>
<td>.273</td>
</tr>
<tr>
<td>Workload</td>
<td>-.073</td>
<td>.299</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>.073</td>
<td>.300</td>
</tr>
<tr>
<td>Job security</td>
<td>.033</td>
<td>.640</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.060</td>
<td>.384</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>-.072</td>
<td>.238</td>
</tr>
</tbody>
</table>

Source: Author (2016)

Respondents were asked how they viewed their attachment to the school, organisation and students, affective commitment was positively associated with opportunity provided to use one’s ability in the organization (β= .132) and p=>.048. All other 10 variables shown in Table 4.5.12 were excluded from the regression equation because their level of significance was weak though positive.
Table 4.13 Option to leave teaching and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical working conditions</td>
<td>.171</td>
<td>.009</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-.044</td>
<td>.523</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>.015</td>
<td>.818</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>-.085</td>
<td>.209</td>
</tr>
<tr>
<td>Salary</td>
<td>-.078</td>
<td>.248</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>-.036</td>
<td>.578</td>
</tr>
<tr>
<td>Relationship between management and</td>
<td>-.010</td>
<td>.879</td>
</tr>
<tr>
<td>between management and workers in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The way department is managed</td>
<td>-.038</td>
<td>.565</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.009</td>
<td>.892</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.063</td>
<td>.333</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>-.066</td>
<td>.326</td>
</tr>
<tr>
<td>Job security</td>
<td>-.034</td>
<td>.595</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.087</td>
<td>.188</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>-.023</td>
<td>.728</td>
</tr>
<tr>
<td>Workload</td>
<td>.002</td>
<td>.980</td>
</tr>
</tbody>
</table>

Source: Author (2016)

Respondents were required to state what made them remain in the teaching profession and multiple regression was computed amongst 11 independent variables which were significant. Affective commitment was highly associated with physical working
conditions ($\beta = .171$) and $p > .009$. All other 10 variables shown in Table 4.5.13 were excluded and their levels of significance were weak.

Table 4.14 Availability of alternatives and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p &gt; .050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical working conditions</td>
<td>.178</td>
<td>.008</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>.046</td>
<td>.520</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>.100</td>
<td>.146</td>
</tr>
<tr>
<td>The amount of responsibility given</td>
<td>.039</td>
<td>.578</td>
</tr>
<tr>
<td>Salary</td>
<td>-.067</td>
<td>.335</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.053</td>
<td>.436</td>
</tr>
<tr>
<td>Relationship between management and workers in the organisation</td>
<td>.018</td>
<td>.791</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>-.028</td>
<td>.676</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.026</td>
<td>.706</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.060</td>
<td>.373</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>-.090</td>
<td>.195</td>
</tr>
<tr>
<td>Job security</td>
<td>.095</td>
<td>.149</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.094</td>
<td>.171</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>-.112</td>
<td>.093</td>
</tr>
<tr>
<td>Workload</td>
<td>.020</td>
<td>.773</td>
</tr>
</tbody>
</table>

Source: Author (2016)
Respondents were required to rate whether scarcity of available alternatives hindered their intention to leave the profession, the physical working environment was highly and positively associated ($\beta=-.178$) and $p<.008$ with their affective commitment. However, of the excluded variables in Table 4.14 above chance of promotion or progression within the organization ($\beta=-.112$) and $p>.093$) could have been significant because it is slightly above accepted significance level of $p<.050$. Its lack of statistical significance could have been attributed to the wording of questions, sample size or context in which the study was conducted.

Table 4.15 Reasons for working in the organisation and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with management</td>
<td>.141</td>
<td>.033</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.065</td>
<td>.346</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-.030</td>
<td>.662</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>.085</td>
<td>.207</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>-.012</td>
<td>.859</td>
</tr>
<tr>
<td>Salary</td>
<td>.042</td>
<td>.536</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.085</td>
<td>.227</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>-.021</td>
<td>.765</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.058</td>
<td>.414</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.029</td>
<td>.665</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>.015</td>
<td>.832</td>
</tr>
<tr>
<td>Job security</td>
<td>.013</td>
<td>.854</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>.021</td>
<td>.765</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.004</td>
<td>.948</td>
</tr>
<tr>
<td>Workload</td>
<td>-.048</td>
<td>.480</td>
</tr>
</tbody>
</table>

*Source: Author (2016)*
On the major reasons participants continue to work in education system, the relationship with management revealed an association ($\beta = .141$) and $p < .033$ with their level of affective commitment in the organization though the association is not strong. This implies that management and teacher relationship may influence a teacher’s affective commitment to the organisation preventing them from leaving the education organisation. This could be attributed to organisational culture and climate within schools. All the excluded variables are shown on Table 4. 5.15 above and were above the accepted significance level of $p < .050$.

**Table 4. 16** Obligation to remain with current employer and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p &lt; .050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with management</td>
<td>.213</td>
<td>.002</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>-.035</td>
<td>.625</td>
</tr>
<tr>
<td>Salary</td>
<td>-.034</td>
<td>.614</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.080</td>
<td>.248</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.056</td>
<td>.434</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>.075</td>
<td>.299</td>
</tr>
<tr>
<td>Working hours</td>
<td>.010</td>
<td>.879</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>.043</td>
<td>.596</td>
</tr>
<tr>
<td>Job security</td>
<td>.070</td>
<td>.301</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>.116</td>
<td>.101</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.063</td>
<td>.359</td>
</tr>
<tr>
<td>Workload</td>
<td>.006</td>
<td>.928</td>
</tr>
</tbody>
</table>

Source: **Author (2016)** extracted from Appendix 13.
Table 4.17 above depicts that on teachers’ obligation to remain with current employer, affective commitment was strongly and positively associated with relationship with management ($\beta = .213$) and $p<.002$. However, concerning the variables not statistically significant in this study as shown in Table 4.5.16, recognition for good work is slightly above the critical significance level as compared to other independent variables. Its lack of statistical significance could have been attributed to the wording of questions, sample size or context in which the study was conducted.

Table 4.17 Teachers option to leave the profession and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&gt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between management and workers in the organisation</td>
<td>$.224$</td>
<td>$.002$</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>$-.143$</td>
<td>$.042$</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>$-.065$</td>
<td>$.346$</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>$-.012$</td>
<td>$.859$</td>
</tr>
<tr>
<td>Salary</td>
<td>$-.042$</td>
<td>$.536$</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>$.085$</td>
<td>$.227$</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>$-.021$</td>
<td>$.765$</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>$-.058$</td>
<td>$.414$</td>
</tr>
<tr>
<td>Working hours</td>
<td>$-.029$</td>
<td>$.665$</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>$.015$</td>
<td>$.832$</td>
</tr>
<tr>
<td>Job security</td>
<td>$.013$</td>
<td>$.854$</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>$.004$</td>
<td>$.948$</td>
</tr>
<tr>
<td>Workload</td>
<td>$-.048$</td>
<td>$.480$</td>
</tr>
</tbody>
</table>

Source: Author (2016)
Respondents were asked why they would not opt to leave the education sector, affective commitment was strongly and positively associated $\beta=.224$) and $p<.002$ with relationship between management and workers in the organisation and associated, with recognition obtained after performing good work ($\beta=.143$) and $p<.042$). The other 11 independent variables shown in Table 4.5.17 were excluded because they were above the accepted critical significance level of $p<.050$

**Table 4.18** Teachers’ concerns to leave the teaching profession and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta=$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between management and workers in the organisation</td>
<td>.251</td>
<td>.000</td>
</tr>
<tr>
<td>Amount of variety in the profession</td>
<td>.232</td>
<td>.001</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.155</td>
<td>.031</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.065</td>
<td>.346</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>-.012</td>
<td>.859</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>.085</td>
<td>.207</td>
</tr>
<tr>
<td>Salary</td>
<td>-.042</td>
<td>.536</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.085</td>
<td>.227</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.127</td>
<td>.066</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.058</td>
<td>.414</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.029</td>
<td>.665</td>
</tr>
<tr>
<td>Job security</td>
<td>.013</td>
<td>.854</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.004</td>
<td>.948</td>
</tr>
<tr>
<td>Workload</td>
<td>-.048</td>
<td>.480</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.065</td>
<td>.346</td>
</tr>
</tbody>
</table>

*Source: Author (2016)*
Respondents were asked if they would feel guilty if they leave the education organisation and teaching in particular. Affective commitment was perfectly associated with the relationship between management and workers in the organisation $\beta=.251$ and $p<.000$; highly associated with amount of variety in the profession ($\beta=.232$ and $p<.001$; and associated with the recognition received for doing good work ($\beta=.155$ and $p<.031$.

However, of the excluded variables from the regression equation shown in Table 4, 5.18, the way departments are managed ($\beta=.127$) and $p>.066$ was positively associated though not significant. The value was slightly above level of significance of $p<.050$ if the sample composition was revisited because its association is.

| Table 4.19 Teachers’ affective organisational commitment to students’ obligation. |
|---------------------------------|---------|---------|
| **Variable**                    | **Beta $\beta$=** | **Significance $p<.050$** |
| The freedom to choose own methods | .205    | .002    |
| The amount of variety in the profession | .176    | .006    |
| Opportunity to use own ability  | .147    | .036    |
| Physical working conditions     | -.072   | .313    |
| Fellow team members             | -.027   | .677    |
| The amount of responsibility    | .043    | .542    |
| Salary                          | -.062   | .379    |
| Relationship between management and workers in the organisation | .081    | .252    |
| The way department is managed   | -.020   | .776    |
| The attention paid to suggestions made | .088    | .218    |
| Working hours                   | -.004   | .957    |
| Job security                    | .003    | .968    |
| Recognition obtained for good work | -.027  | .699    |
| Chance of promotion or progression | -.081  | .260    |
| Workload                        | -.013   | .859    |

*Source: Author (2016)*
Concerning teachers’ obligations to students and their level of commitment, Table 4.5.19 reveals that affective commitment was strongly associated with the freedom to choose own methods, \( \beta = -0.205 \) and \( p < 0.002 \); highly associated with amount of variety in the profession \( \beta = -0.176 \) and \( p < 0.009 \); associated with opportunity to use own ability \( \beta = -0.147 \) and \( p < 0.036 \). All other variables shown in Table 4.5.19 were excluded from the regression equation because their significance levels were highly above the level of significance of \( p < 0.050 \). This could have been influenced by sample composition and contextual factors in the organisation.

**Table 4.20** Teachers’ feelings about school and student problems and affective commitment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta ( \beta )</th>
<th>Significance ( p ) &lt;0.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition awarded for good work</td>
<td>0.162</td>
<td>0.014</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>0.033</td>
<td>0.619</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-0.028</td>
<td>0.682</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>-0.026</td>
<td>0.700</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>0.065</td>
<td>0.354</td>
</tr>
<tr>
<td>Salary</td>
<td>-0.084</td>
<td>0.237</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>0.112</td>
<td>0.101</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>-0.012</td>
<td>0.863</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>0.085</td>
<td>0.216</td>
</tr>
<tr>
<td>Working hours</td>
<td>0.061</td>
<td>0.363</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>0.085</td>
<td>0.231</td>
</tr>
<tr>
<td>Job security</td>
<td>-0.049</td>
<td>0.477</td>
</tr>
<tr>
<td>Relationship between management and workers in the organisation</td>
<td>-0.051</td>
<td>0.472</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>0.1229</td>
<td>0.077</td>
</tr>
<tr>
<td>Workload</td>
<td>0.053</td>
<td>0.469</td>
</tr>
</tbody>
</table>

**Source:** Author (2016)
Respondents were required to express how they felt about school problems, together with pupils’ performance. Affective commitment was positively associated ($\beta=-.162$) and $p<.014$ with recognition awarded for good work. However, of the 14 excluded independent variables shown in table 4.5.20, chances of promotion or progression within the organisation ($\beta=.129$) and $p>.077$ was marginally outside the significance limit, of $p<.050$.

**Table 4.21 Influence of teachers’ mistakes and affective organisational commitment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload classes</td>
<td>.131</td>
<td>.047</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>.014</td>
<td>.839</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-.056</td>
<td>-.826</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.029</td>
<td>.663</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>.040</td>
<td>.597</td>
</tr>
<tr>
<td>Salary</td>
<td>-.60</td>
<td>.388</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.083</td>
<td>.233</td>
</tr>
<tr>
<td>The relationship between management and workers</td>
<td>-.087</td>
<td>.204</td>
</tr>
<tr>
<td>The way the department is managed</td>
<td>.001</td>
<td>.991</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>.002</td>
<td>.976</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.023</td>
<td>.738</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>-.096</td>
<td>.207</td>
</tr>
<tr>
<td>Job security</td>
<td>-.26</td>
<td>.704</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.076</td>
<td>.305</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.077</td>
<td>.277</td>
</tr>
</tbody>
</table>

**Source:** Author (2016)
On the influence of mistakes made by the teacher, Table 4.5.21 reveals that workload in schools was associated ($\beta = .131$) and $p < .047$ with affective organisational commitment. This implies that workload may influence teachers’ concern about mistakes. All other 14 variables shown in Table 4.5.21 were excluded from the regression equation because they were above the significance level of $p < .050$.

**Table 4.22** Tolerance and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p &lt; .050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>-.161</td>
<td>.014</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.054</td>
<td>.422</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-.004</td>
<td>.950</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>-.029</td>
<td>.662</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>.073</td>
<td>.280</td>
</tr>
<tr>
<td>Relationship between management and workers</td>
<td>-.094</td>
<td>.164</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.113</td>
<td>.089</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.049</td>
<td>.468</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>.016</td>
<td>.815</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.034</td>
<td>.619</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>.012</td>
<td>.866</td>
</tr>
<tr>
<td>Job security</td>
<td>.040</td>
<td>.545</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.083</td>
<td>.243</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.040</td>
<td>.551</td>
</tr>
<tr>
<td>Workload</td>
<td>-.038</td>
<td>.586</td>
</tr>
</tbody>
</table>

*Source: Author (2016)*
Table 4.23 shows that subordinates and students’ mistakes and teachers’ tolerance, salary was positively associated ($\beta=-.161$) and $p<.014$ with teachers’ affective commitment. This is an indication that in secondary school teachers’ salary has a relationship with patience portrayed by teachers. This might be attributed to the fact that teachers are earning salaries ranging below poverty datum line hence are not able to fulfil their daily needs. However, of the 14 excluded variables from the regression equation opportunity to use own ability $\beta=.113$ and $p>.089$ was slightly above the critical level of significance of $p<.050$.

Table 4.23  Teachers’ rights and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to use own ability</td>
<td>.161</td>
<td>.014</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.051</td>
<td>.436</td>
</tr>
<tr>
<td>Freedom to choose own method</td>
<td>-.067</td>
<td>.326</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>-.024</td>
<td>.727</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>-.016</td>
<td>.818</td>
</tr>
<tr>
<td>Salary</td>
<td>-.041</td>
<td>.536</td>
</tr>
<tr>
<td>Relationship between management and workers</td>
<td>.028</td>
<td>.683</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.007</td>
<td>.919</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>-.035</td>
<td>.617</td>
</tr>
<tr>
<td>Working hours</td>
<td>.005</td>
<td>.934</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>-.056</td>
<td>.409</td>
</tr>
<tr>
<td>Job security</td>
<td>-.050</td>
<td>.467</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.039</td>
<td>.562</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.008</td>
<td>.901</td>
</tr>
<tr>
<td>Workload</td>
<td>-.083</td>
<td>.224</td>
</tr>
</tbody>
</table>

Source: Author (2016)
As shown in Table 4.24 all excluded variables are above the critical significance level. On how teachers felt when their rights are threatened their affective commitment was positively associated (β=.161) and p<.014 with the opportunity to use their ability in the organisation. All the other 14 variables were excluded from the regression equation because they were above the critical significance level of p<.050.

Table 4.24 Percentage pass rates in schools and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta β=</th>
<th>Significance p&lt;.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>The opportunity to use own ability</td>
<td>-.170</td>
<td>.010</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.060</td>
<td>.368</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-.048</td>
<td>.482</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>-.034</td>
<td>.621</td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>-.016</td>
<td>.815</td>
</tr>
<tr>
<td>Salary</td>
<td>.057</td>
<td>.394</td>
</tr>
<tr>
<td>Relationship between management and workers in the organisation</td>
<td>.052</td>
<td>.459</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.039</td>
<td>.587</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>.018</td>
<td>.797</td>
</tr>
<tr>
<td>Working hours</td>
<td>.042</td>
<td>.526</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>-.051</td>
<td>.451</td>
</tr>
<tr>
<td>Job security</td>
<td>-.056</td>
<td>.412</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.36</td>
<td>.594</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.006</td>
<td>.930</td>
</tr>
<tr>
<td>Workload</td>
<td>-.013</td>
<td>.847</td>
</tr>
</tbody>
</table>

Source: Author (2016)
Table 4.25, reveals that affective commitment of teachers was highly associated ($\beta=.170$) and $p<.010$ with the teachers’ opportunity to use their ability when multiple regression analysis was computed for 15 independent variables to determine how they felt about poor percentage pass rates in schools. All other 14 variables were excluded from the regression equation.

### Table 4.25  Detachment and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between management and workers</td>
<td>.171</td>
<td>.009</td>
</tr>
<tr>
<td>Salary</td>
<td>.072</td>
<td>.285</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.004</td>
<td>.951</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.011</td>
<td>.870</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>.051</td>
<td>.468</td>
</tr>
<tr>
<td>Working hours</td>
<td>-.022</td>
<td>.736</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>.045</td>
<td>.508</td>
</tr>
<tr>
<td>Job security</td>
<td>-.129</td>
<td>.057</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>.065</td>
<td>.353</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.032</td>
<td>.639</td>
</tr>
<tr>
<td>Workload</td>
<td>-.029</td>
<td>.668</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.068</td>
<td>.319</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-.078</td>
<td>.255</td>
</tr>
</tbody>
</table>

**Source:** Author (2016)
On teachers’ detachment, Table 4.5.25 indicates that when multiple regression was computed for all the 13 independent variables, affective commitment was highly associated ($\beta=.171$) and $p<.009$, with the relationship between management and workers in the organisation. However, of the 12 independent variables excluded from the regression equation, job security ($\beta=-.129$) and $p>.057$; was slightly above the significance expected level of $p<.050$. May be they were affected by either heterogeneous or homogenous sample composition or size.

**Table 4.26** Teachers’ behaviour towards effort demanded and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to use own ability</td>
<td><strong>.189</strong></td>
<td><strong>.004</strong></td>
</tr>
<tr>
<td>The amount of responsibility</td>
<td>-.008</td>
<td>.911</td>
</tr>
<tr>
<td>Salary</td>
<td>-.030</td>
<td>.649</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>.000</td>
<td>.996</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>-.039</td>
<td>.564</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>.000</td>
<td>.995</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.000</td>
<td>1.000</td>
</tr>
<tr>
<td>The attention paid to suggestions made</td>
<td>.051</td>
<td>.467</td>
</tr>
<tr>
<td>Working hours</td>
<td>.040</td>
<td>.545</td>
</tr>
<tr>
<td>The amount of variety in the profession</td>
<td>-.011</td>
<td>.874</td>
</tr>
<tr>
<td>Job security</td>
<td>-.002</td>
<td>.979</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>.052</td>
<td>.447</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.002</td>
<td>.976</td>
</tr>
<tr>
<td>Workload</td>
<td>.040</td>
<td>.560</td>
</tr>
</tbody>
</table>

*Source: Author (2016)*
On teachers’ behaviour towards effort demanded by the organisation, their affective commitment was highly associated ($\beta=.189$) and $p<.004$ with the opportunity to use their ability. As shown in Table 4.5.26, 13 variables were excluded from the regression equation and were above the critical level of significance of $p<.050$.

Table 4.27  Learning from mistakes and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$-</th>
<th>Significance $&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of variety in the profession</td>
<td>.228</td>
<td>.001</td>
</tr>
<tr>
<td>Attention paid to suggestions teachers make</td>
<td>.207</td>
<td>.003</td>
</tr>
<tr>
<td>Job security</td>
<td>.188</td>
<td>.006</td>
</tr>
<tr>
<td>The amount of responsibility given</td>
<td>.116</td>
<td>.091</td>
</tr>
<tr>
<td>Salary</td>
<td>.040</td>
<td>.558</td>
</tr>
<tr>
<td>The opportunity to use own ability</td>
<td>.022</td>
<td>.758</td>
</tr>
<tr>
<td>The way department is managed</td>
<td>.016</td>
<td>832</td>
</tr>
<tr>
<td>Freedom to choose own methods</td>
<td>-.013</td>
<td>.840</td>
</tr>
<tr>
<td>Working hours</td>
<td>.122</td>
<td>.077</td>
</tr>
<tr>
<td>Fellow team members</td>
<td>-.054</td>
<td>.416</td>
</tr>
<tr>
<td>Physical working conditions</td>
<td>-.059</td>
<td>.386</td>
</tr>
<tr>
<td>Recognition obtained for good work</td>
<td>-.024</td>
<td>.736</td>
</tr>
<tr>
<td>Chance of promotion or progression</td>
<td>.027</td>
<td>.721</td>
</tr>
<tr>
<td>Workload</td>
<td>.058</td>
<td>.445</td>
</tr>
</tbody>
</table>

Source: Author (2016)
When multiple and stepwise regression were computed to find out the relationship to which learning from mistakes is significant with independent variables, affective commitment was strongly associated ($\beta = -.228$) and $p < .001$ with the amount of variety in the profession; highly associated ($\beta = .207$) and $p < .003$ with attention paid to suggestions teachers make; and associated ($\beta = .188$) and $p < .006$ with job security. All other 11 independent variables shown in Table 4.5.27 above were excluded from the regression equation. However, of the excluded variables shown in Table 4.5.27, working hours ($\beta = .122$) and $p > .077$; amount of responsibility given ($\beta = .116$) and $p > .091$ are slightly above the critical value of $p < .050$. Lack of clarity of the questions and sample size may have affected the results.
Table 4. 28 Combined and ranked significant organisational factors related to teachers’ level of affective commitment variables at the 95% Confidence Interval

<table>
<thead>
<tr>
<th>DEPENDANT VARIABLES</th>
<th>ITEMS OF INDEPENDENT VARIABLES</th>
<th>Unstandardised Coefficients</th>
<th>Standardized Coefficients</th>
<th>Sig. p&lt;.050</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std Error</td>
<td>Beta β=-</td>
</tr>
<tr>
<td>Felt part of the school family</td>
<td>The amount of variety in your profession</td>
<td>-.233</td>
<td>.072</td>
<td>-.228</td>
</tr>
<tr>
<td>Teacher happiness</td>
<td>Freedom to choose own methods</td>
<td>-.216</td>
<td>.070</td>
<td>-.205</td>
</tr>
<tr>
<td>Emotional attachment of teachers to their school</td>
<td>Relationship between management and workers in the organisation</td>
<td>.254</td>
<td>.080</td>
<td>.213</td>
</tr>
<tr>
<td>Staying of teachers in the organization</td>
<td>Relationship between management and workers in the organisation</td>
<td>.271</td>
<td>.084</td>
<td>.224</td>
</tr>
<tr>
<td>Happiness</td>
<td>The amount of variety in your profession</td>
<td>.279</td>
<td>.092</td>
<td>.210</td>
</tr>
<tr>
<td>Personal meaning of the organisation</td>
<td>The opportunity to use your ability</td>
<td>.190</td>
<td>.065</td>
<td>.189</td>
</tr>
<tr>
<td>Working conditions</td>
<td>The amount of responsibility given</td>
<td>.244</td>
<td>.083</td>
<td>.206</td>
</tr>
<tr>
<td>Learning from mistakes</td>
<td>Your job security</td>
<td>.171</td>
<td>.062</td>
<td>.188</td>
</tr>
<tr>
<td>Emotional attachment</td>
<td>Your chance of promotion or progression within the organisation</td>
<td>.177</td>
<td>.066</td>
<td>.174</td>
</tr>
<tr>
<td>Alternatives</td>
<td>Physical working conditions</td>
<td>-.230</td>
<td>.086</td>
<td>-.178</td>
</tr>
<tr>
<td>Detachment</td>
<td>Relationship between management and workers in the organisation</td>
<td>.198</td>
<td>.075</td>
<td>.171</td>
</tr>
<tr>
<td>Desire to work</td>
<td>The recognition teachers get for good</td>
<td>-.177</td>
<td>.067</td>
<td>-.183</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>t-value</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Options to leave teaching profession</td>
<td>Physical working conditions</td>
<td>-.215</td>
<td>.081</td>
<td>-2.651</td>
</tr>
<tr>
<td>Obligation to students</td>
<td>The amount of variety in your profession</td>
<td>.203</td>
<td>.077</td>
<td>2.631</td>
</tr>
<tr>
<td>Poor percentage pass rates</td>
<td>The opportunity to use your ability</td>
<td>.170</td>
<td>.065</td>
<td>2.597</td>
</tr>
<tr>
<td>Concern of school problems and pupils 'performance'</td>
<td>The recognition you get for good job</td>
<td>-.154</td>
<td>.062</td>
<td>-2.477</td>
</tr>
<tr>
<td>Patience for mistakes</td>
<td>Salary earned</td>
<td>-.134</td>
<td>.054</td>
<td>-2.470</td>
</tr>
<tr>
<td>Threatened rights</td>
<td>The opportunity to use your ability</td>
<td>.173</td>
<td>.070</td>
<td>2.478</td>
</tr>
<tr>
<td>Organisational problems</td>
<td>The recognition you get for good job</td>
<td>-.158</td>
<td>.067</td>
<td>-2.367</td>
</tr>
<tr>
<td>Emotional attachment of teachers to their schools</td>
<td>Salary earned</td>
<td>-.158</td>
<td>.069</td>
<td>-2.291</td>
</tr>
<tr>
<td>Disruption</td>
<td>Your workload</td>
<td>.148</td>
<td>.067</td>
<td>2.215</td>
</tr>
<tr>
<td>Leaving the education system</td>
<td>The way your department is managed</td>
<td>-.183</td>
<td>.084</td>
<td>-2.165</td>
</tr>
<tr>
<td>Sacrifice</td>
<td>Relationship between management and workers in the organisation</td>
<td>.170</td>
<td>.079</td>
<td>2.151</td>
</tr>
<tr>
<td>Obligation to students</td>
<td>The opportunity to use your ability</td>
<td>-.154</td>
<td>.073</td>
<td>-2.108</td>
</tr>
<tr>
<td>Leaving the education sector</td>
<td>The recognition you get for good job</td>
<td>-.144</td>
<td>.070</td>
<td>-2.048</td>
</tr>
<tr>
<td>Mistakes</td>
<td>Your workload</td>
<td>.122</td>
<td>.061</td>
<td>1.998</td>
</tr>
<tr>
<td>Teachers’ attachment to the school, organisation, and student</td>
<td>The opportunity to use your ability</td>
<td>.123</td>
<td>.062</td>
<td>1.985</td>
</tr>
</tbody>
</table>

Source: **Author (2016)** Extracted from Appendix13.
Table 4.5.28 shows all the organisational factors that may have some influence on secondary school teachers’ affective commitment in order of their level of significance.

This intended to either accept or reject the underneath reasonable guess:

**Hypothesis 2**: There is no relationship between organisational factors such as job security, reward, feedback, promotion, opportunity for growth, psychological contract, organisational support, management and worker relationship autonomy, workload and affective commitment of secondary school teachers.

![Organisational factors and their influence on teachers’ affective organisational commitment.](image)

N=3

**Figure 4.8** Organisational factors and their influence on teachers’ affective organisational commitment.

*Source: Author (2016)*

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Figure 4.7 shows all twelve organisational factors which are statistically significant and relate to affective commitment of secondary school teachers. Of the twelve variables, variety in the profession (17%), recognition (17%) and management worker relationship (17%) were identified and emerged as the strongest predictors, followed by opportunity to use own ability (14%), workload (8%), salary (5%), responsibility (5%), physical working conditions (5%), and finally job security (3%), promotion (3%), attention to suggestions (3%) and freedom to choose methods (3%). This reveals that organisational factors are necessary and sufficient factors to affect affective commitment of teachers. Thus, hypothesis 2 is rejected at the .05 significance level.

3.6.7 Distributive leadership factors and affective commitment

Concerning the influence of distributive leadership factors on teachers’ affective commitment, the study had to consider objective 3, Research question 3 and hypothesis 3.

**Objective 3:** Evaluated the role of distributive leadership factors on teachers’ affective organisational commitment.

**Research question3:** How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?

**Hypothesis 3:** There is no relationship between distributive leadership and teachers’ affective commitment.

The study sought to determine whether distributive leadership factors were related to secondary school teachers’ affective organisational commitment. Multiple and stepwise
regression analysis were computed amongst the variables that explained affective organisational commitment and independent variables (see Appendix 13). Tables 4.29 to 4.38 show how independent variables concerning distributive leadership factors relate to affective organisational commitment variables.

Table 4.29 Teachers’ feelings and affective organisational commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$-</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way departments were managed was associated with teacher affective commitment</td>
<td>.253</td>
<td>.000</td>
</tr>
<tr>
<td>The community, parents and guardians of students.</td>
<td>.059</td>
<td>.387</td>
</tr>
<tr>
<td>The external supervisors outside the school but within the organisation</td>
<td>.002</td>
<td>.979</td>
</tr>
<tr>
<td>Internal supervisors</td>
<td>.092</td>
<td>.180</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>.063</td>
<td>.375</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>.083</td>
<td>.223</td>
</tr>
<tr>
<td>The prefect system in the organisation</td>
<td>.068</td>
<td>.309</td>
</tr>
</tbody>
</table>

Source: Author (2016)
When all the 7 independent variables shown in Table 4. 5.29 were computed to find out whether teachers felt they were or not part of the school family in order to determine their level of affective commitment, affective commitment was perfectly associated ($\beta=-.253$) and $p<.000$ with the way departments were managed. All other 6 independent variables were excluded from the regression equation.

**Table 4.30**  Feelings about organisational problems and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>External supervisors</td>
<td>.189</td>
<td>.007</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>.041</td>
<td>.542</td>
</tr>
<tr>
<td>Community, parents and guardians of students</td>
<td>.052</td>
<td>.459</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>-.003</td>
<td>.965</td>
</tr>
<tr>
<td>Internal supervisors</td>
<td>.085</td>
<td>.216</td>
</tr>
<tr>
<td>The prefect system in the organisation</td>
<td>.004</td>
<td>.921</td>
</tr>
</tbody>
</table>

**Source: Author (2016)**

Respondents were required to state how they felt about organisational problems, their affective commitment was highly associated ($\beta=.189$) and $p<.007$ with supervisory practices conducted by external supervisors who are District Education Officers,
Education Officers and Public Service inspectors. The excluded 5 independent variables are shown in Table 4.5.30.

Table 4.31 Emotional attachment and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate bosses</td>
<td>.197</td>
<td>.003</td>
</tr>
<tr>
<td>The community, parents and guardians of students</td>
<td>.059</td>
<td>.387</td>
</tr>
<tr>
<td>The external supervisors outside the school but within the organisation</td>
<td>.002</td>
<td>.979</td>
</tr>
<tr>
<td>Internal supervisors</td>
<td>.092</td>
<td>.180</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>-.063</td>
<td>.375</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>.083</td>
<td>.223</td>
</tr>
<tr>
<td>The prefect system in the organisation</td>
<td>.068</td>
<td>.309</td>
</tr>
</tbody>
</table>

**Source: Author (2016)**

Pertaining to teachers’ emotional attachment to the school, their affective commitment was strongly influenced ($\beta=-.197$ and $p<.003$ by their immediate bosses. All other 5 independent variables shown in Table 4.5.31 were excluded from the regression equation.
Table 4.32  Desire to remain in the education system and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$=</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community, parents and guardians of students</td>
<td>.159</td>
<td>.020</td>
</tr>
<tr>
<td>The external supervisors outside the school but within the organisation</td>
<td>.049</td>
<td>.501</td>
</tr>
<tr>
<td>Internal supervisors</td>
<td>-.005</td>
<td>.940</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>-.009</td>
<td>.892</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>-.128</td>
<td>.058</td>
</tr>
<tr>
<td>The prefect system in the organisation</td>
<td>-.046</td>
<td>.506</td>
</tr>
</tbody>
</table>

Source: Author (2016)

Respondents were asked about what influenced their desire to remain in the education system, their affective commitment was positively associated ($\beta$= .159) and $p<.020$ with community, parents and guardians of students. This might be due to infrastructural development done by the community. This enhances teachers’ affective organisational commitment. All other 5 excluded variables from the regression equation are shown in Table 4.5.32.
Table 4.33 Teachers’ intention to leave the profession and affective commitment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta $\beta$</th>
<th>Significance $p&lt;.050$</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community, parents and guardians</td>
<td>-.166</td>
<td>.013</td>
</tr>
<tr>
<td>The external supervisors outside the school but within the organisation</td>
<td>.038</td>
<td>.612</td>
</tr>
<tr>
<td>Internal supervisors</td>
<td>.050</td>
<td>.486</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>-.026</td>
<td>.706</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>.002</td>
<td>.973</td>
</tr>
<tr>
<td>The prefect system in the organisation</td>
<td>-.001</td>
<td>.987</td>
</tr>
</tbody>
</table>

Source: Author (2016)

Concerning resources and teachers’ intention to leave the organisation, affective commitment was highly associated ($\beta=-.166$) and $p<.013$ with the community, parents and guardians. This could be attributed to the fact that the community as stakeholders provide both material and financial resources. However, all other variables which were excluded from the regression equation are shown in Table 4.5.33.
Table 4.34 Teachers’ obligation to remain with current employer and affective commitment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta β=</th>
<th>Significance p&lt;.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>The external supervisors outside the school but within the organisation</td>
<td>.154</td>
<td>.023</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>.075</td>
<td>.299</td>
</tr>
<tr>
<td>Community, parents and guardians of students</td>
<td>.085</td>
<td>.242</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>.122</td>
<td>.125</td>
</tr>
<tr>
<td>The prefect system in the organisation</td>
<td>.004</td>
<td>.951</td>
</tr>
</tbody>
</table>

Source: Author (2016)

Respondents were asked why they are obliged to remain with current employer and their affective commitment was strongly associated (β= -.154) and p<.023) with treatment they obtain from external supervisors outside the school but within the education system. Table 4.5.34 shows 4 excluded variables from the regression equation.
Concerning teachers’ obligation to students, their affective commitment was strongly associated (β=.227) and p<.001 with the prefect system in the organisation. All other 5 variables were excluded from the regression equation as shown in Table 4.5.35. However, the reason for prefect system being significant could be that prefects do assist teachers to instil discipline and play a complementary role in schools’ management.

### Table 4.35  Obligation to students and affective organisational commitment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta β=</th>
<th>Significance p&lt;.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>The prefect system in the organisation</td>
<td>.227</td>
<td>.001</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>.088</td>
<td>.218</td>
</tr>
<tr>
<td>Community, parents and guardians of students</td>
<td>.033</td>
<td>.644</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>.111</td>
<td>.138</td>
</tr>
<tr>
<td>Internal supervisors</td>
<td>.059</td>
<td>.380</td>
</tr>
<tr>
<td>External supervisors</td>
<td>.032</td>
<td>.647</td>
</tr>
</tbody>
</table>

**Source: Author (2016)**

Table 4.36  Professional importance and affective commitment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>Significancep&lt;.050</th>
</tr>
</thead>
<tbody>
<tr>
<td>The prefect system</td>
<td>.143</td>
<td>.028</td>
</tr>
<tr>
<td>The attention paid to suggestions teachers make</td>
<td>.041</td>
<td>.542</td>
</tr>
<tr>
<td>Community, parents and guardians of students</td>
<td>.052</td>
<td>.459</td>
</tr>
<tr>
<td>Immediate boss</td>
<td>-.003</td>
<td>.965</td>
</tr>
<tr>
<td>Internal supervisors</td>
<td>.085</td>
<td>.216</td>
</tr>
<tr>
<td>External supervisors</td>
<td>.098</td>
<td>.146</td>
</tr>
</tbody>
</table>

**Source:** Author (2016)

Respondents were asked to reveal their feelings concerning professional importance. Affective commitment was associated (β=.143) and p<.028 with the prefect system in schools. All other 5 variables shown in Table 4.5.36 were excluded from the regression equation.
Concerning teachers’ acceptance of mistakes and willingness to learn, affective commitment was highly associated (β=.207) and p<.003 with the attention paid to suggestions teachers make. All the variables which were above the critical significant level of p<.050 are shown in Table 4.5.37.
Table 4.38 A summary of combined and ranked significant Distributive leadership factors related to teachers’ affective commitment at 95% Confidence Interval.

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Items Of Independent Variables</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Std Error</th>
<th>Beta β</th>
<th>t</th>
<th>Sig.p&lt; .050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options to leave the teaching profession</td>
<td>Community: parents and guardians of students</td>
<td>.288</td>
<td>.078</td>
<td>.239</td>
<td>3.716</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Obligation to students</td>
<td>The prefect system in the organisation</td>
<td>.275</td>
<td>.082</td>
<td>.227</td>
<td>3.369</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>Organisational problems</td>
<td>The prefect system in the organisation</td>
<td>.287</td>
<td>.084</td>
<td>.228</td>
<td>3.395</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>Mistakes</td>
<td>The attention paid to suggestions you make</td>
<td>.194</td>
<td>.065</td>
<td>.207</td>
<td>2.995</td>
<td>.003</td>
<td></td>
</tr>
<tr>
<td>Emotional attachment</td>
<td>Your immediate boss</td>
<td>-.219</td>
<td>.073</td>
<td>-.197</td>
<td>-3.007</td>
<td>.003</td>
<td></td>
</tr>
<tr>
<td>Scarcity of available alternatives</td>
<td>Community: parents and guardians of students</td>
<td>.207</td>
<td>.083</td>
<td>.166</td>
<td>2.494</td>
<td>.013</td>
<td></td>
</tr>
<tr>
<td>Desire to work</td>
<td>Community: parents and guardians of students</td>
<td>.185</td>
<td>.079</td>
<td>.159</td>
<td>2.350</td>
<td>.020</td>
<td></td>
</tr>
<tr>
<td>Obligation to remain with current employer</td>
<td>Your supervisor outside the school</td>
<td>-.180</td>
<td>.079</td>
<td>-.154</td>
<td>-2.282</td>
<td>.023</td>
<td></td>
</tr>
<tr>
<td>Professional importance</td>
<td>The prefect system in the organisation</td>
<td>.174</td>
<td>.079</td>
<td>.143</td>
<td>2.211</td>
<td>.028</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2016) Extracted from Appendix13.page 345-379
Table 4.39 shows all the distributive leadership factors which are influencing secondary school teachers’ affective commitment ranked in order of their level of significance.

The following hypothesis was tested.

**Hypothesis 3:** There is no relationship between distributive leadership and teachers’ level of affective commitment.

N=13

![Bar Chart](image)

**Figure 4.9** Leadership factors and their relationship with teachers’ affective organisational commitment

**Source:** Author (2016)

Figure 4.8 shows six leadership factors which are related to secondary school teachers’ affective commitment. In order, the prefect system (29.5%) emerged as the strongest predictor of secondary teachers’ affective commitment followed by departmental management (22.5%), community and guardians of students (22.5%) internal
supervision (8.5%) external supervision (8.5 and immediate boss (8.5%). This is an indication that all are statistically significant predictors of affective commitment. This shows a clear pattern that leadership factors may influence teachers’ affective commitment thus Hypothesis 3 with significance level of p< 0.05could not be sustained.

4.5: Quantitative findings on biographical, organisational and leadership factors.

Figure 4.9 shows how three independent variables namely biographical factors, organisational factors and distributive leadership factors are related to secondary school teachers’ affective organisational commitment.

![Affective commitment and independent variables](image)

**Figure 4.10** Affective commitment and independent variables

**Source:** Author (2016)
The relationship of organisational factors, biographical factors, leadership factors and teachers affective commitment is also shown on figure 4.10.

Figure 4.11 Independent variables and their relationship with teachers’ affective commitment.

Source: Author (2016)

From the results of multiple regression analysis (Figure 4.10) on independent variables concerning biographical factors (17%), leadership factors (23%) and organisational factors (60%) relate to secondary school teachers’ affective commitment. Thus, the three factors all predict teachers’ affective commitment at varying degrees.

The following section presents data generated from qualitative findings.

4.5: Presentation of qualitative data generated from face to face interviews and group discussions

4.6.1 This section presents qualitative data indicating participants’ responses to questions asked (see Appendix 14 page 375) and questions discussed during focus group discussion (see Appendix 15 page 426).
4.6.2 This section presents MS Word qualitative data capturing template showing themes generated from research objectives and research questions one to five concerning participants’ responses:

1. To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?
2. How do relationships between organisational factors and several factors of affective organisational commitment affect teachers’ performance?
3. How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?
4. What is the role of teacher efficacy of secondary teachers on affective organisational commitment?
5. How best can schools promote teacher affection to their work for improved performance of students?

Table 4.40 shows a data capturing template to interpret qualitative responses from participants using NVivo.
Table 4. 39 MSWord data capturing template.

<table>
<thead>
<tr>
<th>Research objectives</th>
<th>Interview questions (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The study sought to establish the relationship between biographical factors (‘age gender, teachers’ qualifications, and position in the school, working experience, and organizational tenure) and teachers’ level of affective organizational commitment.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>2. The study sought to establish the relationship between teachers’ affective commitment on the following organizational factors such as: autonomy, workload classes, support, fairness, school characteristics and several factors of affective organisational commitment.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>3. The study sought to determine the relationship between distributive leadership factors and affective organisational commitment</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>4. The study ascertained the relationship between teaching efficacy and their affective commitment.</td>
<td>✓</td>
</tr>
<tr>
<td>5. The study sought to determine how best can schools promote teacher affection to their work for improved performance of students.</td>
<td>✓</td>
</tr>
</tbody>
</table>

As shown in table 4.40 a tick shows responses from participants.

**Source:** Author (2016)
4.5.3 This section presents qualitative data from participants’ responses in themes which are based on research objectives 1-5 and research questions 1-5 highlighted in Chapter one.

**Research question 1** To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?

The study sought to establish the relationship between biographical factors (age, gender, teachers’ qualifications and position in the school, working experience and organizational tenure) and teachers’ level of effective organisational commitment and themes that emerged are:

**Theme 1: Gender, qualifications and affective commitment**

This study established that to a considerable extent, there is a strong connection between the teachers' biographical factors attributes (age, gender, teachers’ qualifications, and position in the school, working experience, and organisational tenure) and the teachers’ level of affective commitment. This sentiment was mutually shared by both male and female respondents who participated in this study refer to transcripts presented on pages 362-407.

All the seven (7) – (2 female, 5 male) respondents who shared their opinions on this subject matter concurred that indeed there is a nexus between gender, qualifications and the level of affective teacher commitment in the organization. It also emerged that there is greater commitment among senior experienced teachers than inexperienced teachers. This commitment is said to emanate from strong motivation, value and passion for education.
“Definitely we usually come across situations whereby newlyqualified teachers are no more devoted than older teachers, older teachers are determined to work” (Female Deputy Head, K: 05).

**Theme 2: Economic performance and pupils’ performance**

One of the female respondents mooted that in most instances, the economic outlook is a key factor to teachers’ commitment. This was further expressed in the following quotation:

*Well, the economy has a lot to do, when we had the meltdown we saw a number of our teachers opting to look for alternative employment because things were tough. As such it might be true to say that most of these teachers who were caught up in this economic meltdown were the inexperienced ones. The experienced teachers have experience of better times before the economic meltdown term so we might say that to some extent it is true, it looks like the newly qualified teachers now are acting more like mercenaries. They are not as committed as the experienced teachers.* (Male Head, K:04).

It emerged from key informants in this study that the following two crucial aspects are affecting teachers’ levels of commitment:

- **Incentives** – as a key driving force for teachers nowadays especially in view of the need to have a stable livelihood.
- **Economic performance** – which is not performing to the expected standard, forcing teachers to concentrate on other things so as to widen their sources of
income, thereby affecting their commitment to the organisation as well as increasing staff turnover rate.

**Theme 3: Teachers’ age and affective commitment**

On the aspect of age having a contribution on the affective commitment of teachers in the organisation, 12 respondents (three quarters) concurred whilst only one quarter (4) disagreed.

It emerged that:

*Teacher’s age has a contribution; remember junior teachers behave in a way we may not expect but with senior teachers, they are well behaved. The teachers of today are not well versed in their performance or profession so what they do is they just need money but the experienced teachers know it’s their core duty so they perform much better than inexperienced teachers (Male Head, K: 01).*

The above sentiments depict the need for continual re-focusing of teaching so as to enhance learning outcomes for pupils as well as ensuring effectiveness of the inputs and mechanisms that deliver education.

**Research question 2.** How do relationships between organisational factors and several factors of affective organisational commitment affect teachers’ performance?

The study sought to establish the relationship between teachers’ level of affective commitment on the following organisational factors such as autonomy, workload classes, support fairness, school characteristics and several factors of affective organizational commitment.

The following were salient factors cited by respondents in relation to policy, teaching environment and organisational factors.
Theme 4: Organisational factors and affective commitment

Table 4.6.2 below shows all the organisational factors that are influencing secondary school teachers’ affective commitment in order of their significance.

<table>
<thead>
<tr>
<th>Factors that influence teachers’ level of commitment</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, consultations and feedback</td>
<td>√√</td>
</tr>
<tr>
<td>Poor policy implementation</td>
<td>√</td>
</tr>
<tr>
<td>Administrative incompetence</td>
<td>√√</td>
</tr>
<tr>
<td>Policy uncertainties</td>
<td>√√</td>
</tr>
</tbody>
</table>

Source: Author (2016)

In Table 4.6.2 a tick (√) denotes that the aspect was mentioned while the double (√√) means that the issue was emphasised more by the respondents as it emerged from 2 Teachers, 3 Heads of department, and 1 School head that:

Some policies are just imposed and their practicability is rather difficult, where a policy is imposed, for example, if you consider this policy of not sending away pupils for not bringing in school fees, this is affecting directly or indirectly the school. We request some resources from the administration then the administration fails to provide because it has no money to provide those resources, that is how that policy affects teacher performance (Head of Department, K: 15).

“There have been a lot of policy changes in the past, teachers used to get incentives and could also have extra lessons and teachers were getting a lot of money from that but now there are now new policies” (Female Head of Department, K:11).
“Policy gives the guidelines from what needs to be done and policy is clear and teacher’s performance is also clear. When policy is not clear you find teachers do not perform well or they cannot be effective” (Male Education Inspector K: 10).

What emerges from the above three quotations is that policy adoption and implementation are influencing teachers affective organisational commitment.

**Research question 3.** How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?

After evaluating the role of distributive leadership factors and their relationship with several factors of affective organizational commitment the following themes emerged.

**Theme 5: Leadership styles, roles and teacher performance**

This study’s thrust sought to gain in-depth knowledge and understanding of leadership factors in relation to effectiveness, coverage, efficiency, sustainability and outcomes for affective organisational commitment. These issues were explored in relation to their strategic fit and relevance in learning environments and mostly on the delivery of services by teachers and the support rendered by administrative structures.
Table 4.1 Leadership and teachers’ affective commitment.

<table>
<thead>
<tr>
<th>Emerging Issues</th>
<th>Key informants</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female (n=4)</td>
<td>Male (n=11)</td>
</tr>
<tr>
<td>Leadership to closely monitor and manage performance</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Leadership should know its duties, roles and responsibilities</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Good leadership focuses on results and future planning</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Leadership inspires confidence and stirs motivation</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Leadership should champion strategic issues such as staff development as well as mobilizing resources</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Good leaders are good stewards of resources</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Author (2016)

It also emerged from respondents that see Table 4.5.3;

*In most cases some organisational factors such as focus on results and future planning, are not in any way affecting teachers. If a bad leader supervises some teachers normally those factors may also affect the teachers but if you are a good leader definitely you lead them professionally (Male Head, K:01).*
If the leader does not know his/her duties then teachers are bound to be doing whatever they want without supervision or guidance, in the presence of good leadership teachers are bound to be guided and they work to expectations and produce results (Male Head, K: 03).

If school heads encourage teachers in their work and give them responsibilities it appears teachers feel more involved in their work and as a result they seem to perform better once they are given that responsibility. Once they are recognised that they are important in the organisation it appears they become more creative in their day today work as a result their performance increases (Male Head, K: 04;)

What emerged from these sentiments is that the type of leadership influences positively or negatively teachers’ affectiveorganisational commitment.

**Research question 4:** What is the role of teacher efficacy of secondary teachers on affective organisational commitment?

Pertaining to whether teachers’ teaching efficacy related to their affectiveorganisational commitment, the following themes emerged.

**Theme 6:Professionalism and educational outcomes**

Professionalism was defined by one of the key informants as:

“Doing work, how it should be done, we have been trained as teachers and as such we are expected to do work as we were taught” (Male Education Inspector, K,09.

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It means someone who is qualified to do a certain job. I view professionalism as doing my work as it is expected. As a subject specialist, I am expected as a professional to deliver my subject as it is required so that at the end the pupils I am teaching will be able to pass Ordinary Level subjects (Female Head of Department, K: 12).

Concerning professionalism and educational outcomes, the following elements were underscored by 1 teacher and 1 key informant as key in the attainment of learning and educational outcomes particularly in relation to professionalism that teachers should have:

i. Acquire some relevant training to perform duties or functions and.

ii. Subject expertise.

Theme 7: Teacher Competence and teachers’ performance

Teacher competence was highlighted by key informants as affecting teachers’ performance as it emerged from respondents that:

The greatest problem we are finding in our secondary schools is subject mismatch, we find someone who is specialized in a particular area not given that special area to teach. Someone specialized in psychology or sociology, teaches English or Shona that’s where we have the problem of subject mismatch (School head, K: 04)

Respondents concurred that teacher competence is vital especially on pupils’ performance. One of the key informants had this to say,

If a teacher is highly qualified, it is easier for him or her to deliver lessons to the pupils. However, in some cases, you find someone who is not properly
trained with wrong qualifications and because of that you can see a gap on how
the teacher delivers lessons (Female Head of Department, K: 11).

When we look at a scenario whereby Curriculum Development Unit (CDU) provides the syllabi and Zimbabwe Schools Examination Council (ZIMSEC) sets examinations which are to be written in all government and council schools nationwide, the same teachers from the same colleges may be teaching and conducting examinations in classes at same or similar schools but you wonder why the variance in the pass rates is actually beyond expectance. Thus, you can really see that teacher competence contributes a lot towards the pupils’ performance despite the fact that schools now have adequate resources sponsored by Education Transition Fund (ETF) (Male Education Inspector, K.08).

**Results of the focus group discussions**

In the focus group discussions conducted, it emerged that lack of teacher competence is an eminent and this has caused poor academic results, low standards and learning outcomes:

**Theme 8: Teacher competence and pupils’ performance**

To a greater extent we feel that some are not teachers by choice/or calling, they are job seekers. These school or college leavers join teaching by circumstances because today outputs of colleges and universities have increased but the avenues for other jobs are very few OR don’t exist. They end up joining teaching so we have to try our best to assist them while they are still trying to earn a living (Male Deputy Head, K: 02).
Yes, with my colleagues we sometimes question ourselves, is the teacher being produced today the same as the one produced yesterday? Sometimes there is a bit of lowering of standards at colleges or universities. I’m not sure eh! eh! eh! eh!, you find that the teacher is less knowledgeable about things you think a teacher should know and you wonder what went wrong. Even their competences when you analyse their official documents like schemes of work and lesson plans, the lesson plans are not well constructed, there is no coherence, the topic is too broad, the objectives are not very clear, they don’t match what they are intended to achieve. You ask “were you not trained to do these things?” then they say “we thought it was okay”. Then you feel there is need for them to be competent, unfortunately because staff development sessions are not being carried out often because of lack of adequate time, at the end the competences are not well developed and this ends up affecting the children –(Male Deputy Head, K:02).

What emerged from the discussion is that currently trained teachers are not competent enough to influence learners’ performance in secondary schools.

**Research question 5.** How best can schools promote teacher affection to their work for improved performance of students?

Concerning how schools can promote teacher affection to their work for improved performance of students the following themes emerged.

Theme 9: supportive of administrative structures and educational delivery
Key informants advanced the following recommendations relevant to policy and implementation.

i. There is need for continuous availability of financial, technical and human resources for the effective delivery of education by teachers and the supportive administrative structures.

*Well, only if the school leadership could understand our plea in terms of provision of the necessary resources then I think the execution of teaching and learning might be improved* said one (Head of department, K:15).

**Theme 10: Training, specialisation commitment and pupils’ performance.**

i. Teachers should improve their commitment and value for teaching and educating pupils.

ii. To a great extent, teachers need to be trained and specialize in the subjects they teach so as to reduce and eliminate the current skills mismatch.

*Yes, there is a lot of mismatch in the secondary school where teachers are teaching subjects they are not trained to teach and that affects pupils’ performance* (Deputy Provincial Education Director, K:07).

*We need teachers who cannot be pushed, who do not need to be supervised, but teachers who have the feeling to say let me assist these children* (Male inspector K:09).

**Theme 11: Policy formulation and teachers affective commitment**

In terms of policy formulation, teachers and other relevant education stakeholders should be involved to avoid a top-down approach as expressed by key informants, heads and teachers that:
There is need to involve teachers and heads at the grassroots when formulating policies because they are the implementers of policies. That would create ownership of the policies by teachers. When policies are made above and given to the teachers sometimes the teachers seem not to understand the basis on which the policies are made. So teachers do not feel motivated to implement them with great enthusiasm hence affects their commitment (School head, KII 03).

Teachers are not consulted in policy formulation; they are not involved there is this top down approach instead of using the top and bottom up approach (Education inspector, KII 11).

In summary, these recommendations are considered to be crucial in providing guidance; motivating, staff developing and giving standards of performance that are required for effective implementation of the syllabus and enhancing teachers’ affective commitment to the organisation and profession.

4.3: Discussion of what emerges from the preceeding sections of quantitative and qualitative survey data

This section discusses quantitative and qualitative survey data. Before considering the discussion below, the researcher acknowledges the limitations of the dependent variables in quantitative data. Though the researcher implicitly and explicitly invoked the language of causality in some aspects of the argument, the data reported in the first segment above are correlational. However, the findings of this research reveals that the context, according to Stufflebeam’s (2007), CIPP model of evaluation is affecting teachers in secondary schools. The context entails unmet needs, unused opportunities and underlying problems that prevent the meeting of needs and are
influencing teachers’ commitment. Of these needs, are sixteen organisational factors, which are regarded and significantly revealed a relationship to affective commitment of secondary school teachers in the Zimbabwean education system. The organisational factors are; variety in the profession, job security, work load, salary, responsibility, promotion, freedom to choose methods, recognition by the organisation, attention to suggestions, opportunity to use own ability, physical working conditions, management worker relationship, communication, consultations, feedback, poor policy implementation, administrative incompetence and policy uncertainties. These factors are determined by Context, Input, Process, and Product evaluation. Policies incepted serve as inputs which are determined by Input evaluation. The study established that leadership factors namely; the prefect system, departmental management, immediate boss, supervision within schools, leader’s role in performance management, staff motivation, staff development, resource mobilization, community and guardians’ roles, and external supervisors’ roles appeared to affect teachers’ commitment.

Apart from organisational and leadership factors, teachers affective commitment is as well related to biographical factors; namely age, gender, professional qualifications teaching experience and occupational status. These factors were determined by teachers’ skills and capabilities together with what the organisation provides for accomplishment of set goals whilst assessing competing strategies, work plans, budgets of the selected approach through input evaluation. Process evaluation was determined by monitoring, documenting, and assessing program activities in Zimbabwean secondary schools. Training of teachers, specialization, and teacher competences were identified and viewed by teachers as contributing to their teaching efficacy and impacting on students’ performance. Concerning policy and practice, resource
mobilization policy be it human technical and financial were identified as of great importance and needed immediate attention. Much concern was raised on policy formulation whereby it was suggested that the use of both bottom up and top down approaches should be used for ownership and effective implementation of secondary education programmes.

1. Research objective one and question one: The study sought to establish the relationship between biographical factors (age, gender, teachers’ qualifications and position in the school, working experience and organizational tenure) and teachers’ affective organizational commitment.

Biographical factors are linked and obtained through the input evaluation of Stufflebeam’s (2007) Context Input Process Product (CIPP) model of evaluation which, according to prior research, serves structuring decisions by projecting and analyzing alternative procedural designs of employees (Boulmetis and Dutwin, 2005).

Results of stepwise multiple regression revealed four biographical factors which are related to affective organizational commitment of teachers. Of the four, gender was the most significant variable associated with affective commitment of secondary school teachers. These findings confirm and concur with review of related literature concerning the gender–model (Loscocco, 1990) and gender difference to organizational commitment (Parker and McEvoy, 1993). However, the findings contradict Kushman’s (1992) job model’s research and Hawkins’ (1998) research findings that gender does not explain any variation in affective organizational commitment. The situation in Zimbabwe could be explained by economic meltdown conditions leading to
unemployment hence men and women are joining the education sector because it is the main source of employment.

**Professional Qualifications and Work Experience**

Professional qualifications and teaching experience are associated with affective organisational commitment of secondary school teachers. Professional qualifications have emerged as a predictor of affective commitment in Zimbabwe. Teachers who are highly qualified opt to join greener pastures than those who are not highly qualified due to low levels of remuneration. The above findings concur with data obtained from interviews which reveal that there is a strong connection between age, gender and, teachers’ qualifications. Of the interviewed respondents, (7) = (2 female, 5 male) shared the same opinion on this subject matter. They concurred that there was a nexus between attributes of gender, age, qualifications and their level of affective organisational commitment. The rationale for this prediction is that people with low qualifications generally have more difficulty in changing the profession and therefore, show a greater commitment to the organisation. Chughtai and Zafar (2006) have reported findings consistent with these results.

**Occupational Status and Affective Organisational Commitment**

Another biographical factor which galvanizes teachers’ affective commitment is occupational status. Teachers who have greater responsibilities in the education sector for example being the Sports Directors or Heads of Department (HOD) tend to be satisfied with work because their capabilities are realized paving way for new status in the organisation. This implies that policies and practices concerning the movement of teachers, particularly upward movement, contribute to teachers’ status resulting in
influencing teachers’ affective organisational commitment. Evidence from literature indicates that promotion and provision of high compensation lead to a higher organisational commitment, because if teachers note an indication of how much an organisation values its workers they enhance their self-worth and feelings of importance (McElroy, 2001). Consistent with this are observations by Chughtai and Zafar (2006) who posit that status afforded through promotional opportunities is positively related to affective organisational commitment of employees. It emerged from qualitative findings that there is determination to work and greater affective organisational commitment in teachers of the older cohort than in the younger generation which is not devoted. This commitment embedded in old teachers is said to emanate from strong motivation, value and passion for work.

**Age and Affective Organisational Commitment.**

Teachers within the age range of 20-50 years mooted that in most instances, the economic outlook is mostly a key factor hindering their work commitment. Participants from qualitative findings are of the view that the economy has a lot to do, because of the meltdown. Considering their needs and demands, a number of young teachers who are caught up in this economic meltdown era, are opting to look for alternative employment because things are tough for them. However, research participants believe that older teachers’ age ranges above 51 to 65 years are affectively committed to the organisation, because this category of teachers experienced better life before this economic meltdown era and their demands are less as compared to young teachers. Sentiments expressed reveal that young teachers are acting more like mercenaries, hence this is affecting their level of affective organisational commitment.
Thus, on the aspect of age, having a contribution on affective commitment of teachers in the organization, 12 participants from qualitative findings concurred whilst only a few (4) disagreed. It emerged that teacher’s age has a lot of contribution because young teachers behave in a way which may not be expected whilst elderly teachers, are well behaved. It has been noted that young teachers do not perform well because their focus is on money unlike older teachers who are affectively committed, value their job, and perform much better than young teachers. These sentiments tally with findings by Shin and Reyes (1991) as well as Allen and Meyer (1993) who posit that age has an influence on affective commitment, as age increases teachers’ commitment increases and pupils’ performance is raised. However, findings from multiple regression analysis and related literature from Hawkins (1998) as well as McElroy and Morrow (1987) depict that as the age ranges change, there is no direct relationship to teachers’ affective commitment and their influence on pupils’ performance. However, the researcher believes all the two categories of teachers are experiencing similar problems; younger teachers in terms of needs and demands, and older teachers in terms of responsibilities. Of the biographical factors, senior positions in the school for example senior master and senior woman, teaching experience and academic qualifications were not predicting teachers’ affective organisational commitment. This could have been attributed to economic meltdown being experienced in the country which has necessitated the employer to bunch salary grades of teachers hence salary differences are minimal.
2. Research objective two and research question two: The study sought to establish the relationship between teachers’ level of affective commitment on the following organisational factors such as: autonomy, workload/class size, support, fairness, school characteristics and several factors of affective organisational commitment

Organisational factors and teachers’ affective organisational commitment

In part, findings of the present study after computing Multiple Stepwise Regression Analysis (MSWRA) suggest the importance of organisational factors in determining teachers’ affective commitment. This is in agreement with data obtained from key informants through face to face interviews and focus group discussion interview. Key informants stated the following organisational factors as crucial in influencing teachers’ affective commitment and to pupils’ performance. Teacher incentives as an organisational factor are viewed as a key driving force for teachers nowadays especially in view of the need to have a stable livelihood. Secondly, economic performance is also vital because if the economy is not performing to the expected standard, participants highlighted that, teachers tend to concentrate on income generation projects, so as to widen their sources of income and thereby affecting their affective organisational commitment, hence lose focus on improving pupils’ performance. The time devoted to concentrating on performance of pupils dwindles.

Apart from economic performance, salient factors were cited by participants who were interviewed in relation to policy, teaching environment and organisational factors. Consultations and feedback were emphasized as being minimum compared to teachers’ expectations. The sentiments expressed by teachers are in agreement with literature from Robbins and Judge (2009), Mathieu and Zajac (1990) and Schaufeli, Sal nova,
Gonzalez-Roma and Baker (2002) which emphasises the importance of feedback. It depicts that feedback is an important variable for organisations since it acts as a strong booster of intrinsic motivation, increases employee satisfaction, work engagement, affective commitment and enhances pupils’ performance.

Administrative incompetence, policy uncertainties and poor policy implementation were also emphasized more by the participants as it emerged from key informant interviews. Research participants indicated that some policies were imposed and difficult to implement for example, Table 4.4.28 shows all the organisational factors that may influence secondary school teachers’ affective commitment in order of their significance.

Participants highlighted the policy of not sending away pupils to collect school fees as an impediment to their commitment. It emerged from participants that the policy affects teachers’ performance due to lack of adequate resources hence results in lowering their affective organisational commitment and impacting negatively on pupils’ performance. It was alluded that schools and teachers have no autonomy over policy and decision making and independence in implementation.

Ideally what the participants allude to is in agreement with literature from Mathieu, Grube, and Castaneda (1994), Spector (2006) as well as Robbins and Judge (2009) concerning the freedom of employees to do their jobs as they see it fit. Autonomy permits employees to use their talents and ingenuity and causes employees to assume personal responsibility for work there by increasing their affective commitment.
Data obtained show that most of the respondents were affected by policy changes some of which are not clear. From the study, participants revealed that policy changes were affecting their performance due to lack of clear guidelines. They alluded that clear guidelines enable teachers to perform to their best and contribute to their affective organisational commitment, improves their performance and pass rates amongst secondary schools despite economic conditions being faced by the country.

These sentiments contradict literature from Unal (2014) who perceives an organisation as a facilitator of specific skills, desires and value congruence by providing clear guidelines to employees to enhance their affective organisational commitment in an effort to achieve goals. The link between organisational factors and teachers’ affective organisational commitment is plausible as well as consistent with observation of Rickli & Perdeck Nolost (2012) as they allude that organisational factors form the foundation of the organisation and have mediation effects on employee affective organisational commitment. On another note, Hislop (2003) contends that organisations constantly engage in devising employment practices to retain employees and induce in them higher levels of affective organisational commitment for their survival. Employees become committed to an organisation if they perceive learning opportunities in that organisation. Similar findings of the relationship between organisational factors and affective commitment are reported by Meyer and Allen (1997), McElroy and Morrow (1993), Randall and Cote (1991) and Tyree (1996). In their studies, they established that teachers develop commitment to organisational management and experience different degrees of affective organisational commitment to various school aspects.
Specifically in this study, organisational factors such as variety in the profession, recognition and management-worker relationship, surfaced as significant independent predictors and exerted most profound influence on teachers’ affective organisational commitment. Affective organisational commitment tend to be higher among teachers experiencing variety in the profession, the recognition afforded to teachers after they have performed good work and favorable relationships between management and workers in the organisation. All these features of the teachers’ workplace doubtlessly make for a more enjoyable and rewarding professional experience. The relationship between variety in the profession and recognition they are awarded and teachers’ affective organisational commitment is consistent with the studies of Durham, Grube, and Castaneda (1997), Spector (2006) and Robbins and Judge (2009). According to their findings, variety in the profession and recognition pave way for employee autonomy. In turn, autonomy creates an organisational climate which permits employees to explore various ways as well as use fully and freely their talents resulting in the nurturing and development of affective organisational commitment. In addition to the aforementioned two factors, relationship between management and workers is also related to organisational factors. Similar findings of employee management relationship and affective organisational commitment have been established by Mullins (2007) who reports that the relationship emanates from mutual beliefs, perceptions, and informal obligations ending in dynamics for detailed practical work.

Despite variety, recognition and teacher management relationships established in this study as highly associated with affective commitment as revealed in Figure 4.1.28, opportunity to use own ability surfaced as modest predictor of affective commitment. This reveals that, affective organisational commitment tends to be related to teachers’
use of various methods and ideas apart from those prescribed in the organisational charter. Use of various methods and ideas creates a platform for teachers’ professional growth. The relationship between professional growth and affective organisational commitment concurs with Bogler and Somech’s (2004) findings that teachers who perceive to grow professionally, contribute more to the school because their affective commitment increases. Thus considering teachers’ requests, needs, expectations, ideas, initiation, creativity and being accommodative, influence their level of affective organisational commitment. This mirrors similar findings from Rhoades and Eisenberger (2002) and Marcus and Van Dam (2007) that more functional flexibility leads to perceived organisational support and development of affective commitment.

The findings demonstrate that there is a relationship between workload in schools and teachers’ affective organisational commitment. However, previous research, for example Moritz (2011) in a study of employees of a German administrative governmental agency contradicts these findings as he establishes no association between workload and employees’ affective organisational commitment. The results of the present study may imply Zimbabwean situation in schools is different from other contexts. In Zimbabwean schools, teacher student ratio could be a contributing factor. Teachers have classes with escalating teacher-student ratio exceeding the expected ratio of 1:40 for ZJC, 1:33 Ordinary level students in Forms 3 to 4 and 1:20 for those doing practical subjects. That is why there is a positive association between workload and teachers’ affective organisational commitment in Zimbabwean Secondary Schools.

What the above findings from quantitative data (Figure 4.2) above reveal is that salary, responsibility and physical working conditions are fourth in the rank of organisational factors which have an association with teachers’ affective organisational commitment.
The findings regarding for example salary, reveals that teachers are affected by bread and butter issues (Ngwenya, 2015), hence in this context confines them to Maslow’s lower order needs and Herzberg’s maintenance / hygiene factors. This observation confirms prior research from Kiggundu (1998) which reveals that employees in African countries are affectively influenced by financial gains so as to meet extended family obligations. This is in contradiction with literature from Robbins and Judge (2009) that salary as reward afforded in the organisation is positively or negatively related to affective organisational commitment which is a component of intrinsic motivation.

Similarly, responsibility/opportunity for growth is related to affective commitment of teachers. Interestingly, opportunity for growth increases both intrinsic and extrinsic motivations which are components of affective organisational commitment. Moreover, opportunity for growth decreases turn over intention (Spector, 2006) and increases work engagement (Demerouti et al., 2001), affective organisational commitment (Mullins, 2007). These independent organisational factors regarding dimensions of affective organisational commitment appear to be consistent with previous studies (Grant, Dutton, and Rosso, 2008; Pajo and Lee, 2011). They contend that employer sponsored voluntarism which accomplishes altruistic ends may be associated with increased organisational commitment. Alternatively, others (Peloza, Hudson, and Hassay, 2008) report that employee voluntarism is motivated more by their commitment within an organisation that are not part of their contractual tasks. Thus, employers should note that as a result of participating in employer sponsored voluntary /responsibility, employees report increased agreement with organisational values and increases perception and the organisation and employees share common values, hence increase their affective organisational commitment.
Findings from the quantitative data of the study reveal that responsibility physical working conditions and salary have a relationship to affective organisational commitment. Due to escalating enrolments in secondary schools, the infrastructure and teachers’ accommodation are beyond desirable expectations. Physical working conditions, are some of Herzberg’s hygiene or maintenance factors and Maslow’s lower needs of motivation that are essential for employees to perform well. Presence of these needs creates a stress free environment for teachers and maximize better opportunity of interpersonal relationships that enhances professional growth which is related to affective organisational commitment. This concurs with literature from Frank and Jeffrey’s (2009) observations that management need to minimize high feeling of work stress by improving the quality of physical conditions. This mirrors similar findings from Rousseau and Aube (2010) of a strong relationship between physical conditions, job resource adequacy and affective organisational commitment.

Quantitative data revealed that concerning organisational factors and their relationship to affective commitment of secondary school teachers, job security, promotion, freedom to choose own methods and attention paid to suggestions are related affective to organisational commitment though the relationship is not as strong as organisational factors discussed above. However, job security has a relationship with affective organisational commitment of teachers. A high job security in Zimbabwe is important because teachers enjoy strong union protection, hence have a small chance of becoming unemployed. Considering high rate of unemployment being experienced in the country, job security is associated with affective organisational commitment. These findings tally with prior research by Robbins and Judge (2009) whose findings reported that employees with job security have a small chance of becoming unemployed, increases
their extrinsic motivation and lead to more effort and better performance resulting in the development of their affective organisational commitment. On the contrary, lack of job security has a negative effect on work attitudes as alluded to by Ruvio and Rosenblatt (1998), hence have a chance of decreased affective organisational commitment.

The present study found that promotion is also related to affective organisational commitment of secondary school teachers though the association is not as strong as other organisational factors. The contributing factor to this could be that in Zimbabwe, when teachers are promoted, there is not much difference between the salary grade of those promoted and those not promoted. However, promotion opportunities increase employees’ effort and performance resulting in the development of affective organisational commitment (Spector, 2006; Robbins and Judge, 2009). Their studies report a positive relationship between employees' perception of being valued and cared for by the organisation with (a) conscientiousness in carrying out conventional job responsibilities, (b) expressed affective and calculative involvements in the organisation, and (c) innovation on behalf of the organisation in the absence of anticipated direct reward or personal recognition. In Study 1, involving six occupations, positive relationships of perceived support with job attendance and performance were found. In Study 2, using manufacturing hourly employees and managers, perceived support was positively related to affective attachment, performance outcome expectancies, and the constructiveness of anonymous suggestions for helping the organisation. These results favour the extension and integration of emotion-based and rational of organisational commitment (PsycINFO Database Record (c) 2012 APA, April 17(2)).
Freedom to choose methods is also related to affective commitment, according to the current study’s findings. Though teachers are encouraged to choose prescribed methods from the syllabus, they feel certain concepts require them to choose their own methods thereby increasing their affective organisational commitment. According to both quantitative and qualitative findings, attention to suggestions is also related to affective organisational commitment of secondary school teachers. Teachers in Zimbabwean secondary schools work according to prescribed regulations which come as policy guidelines and minute circulars which are directives. Teachers as human beings have their needs of which attention to suggestions is one of them, hence need to be accommodated. Moreover attention to suggestions is enhanced by participation in joint decision-making or shared decision making. Joint decision making affects job satisfaction. This concurs with Rice and Schneider (1994) and Bogler and Somech, (2004) who observe that affective organisational commitment behaviour is enhanced from teachers’ satisfaction with their jobs.

In part, findings of the present study after computing Multiple Stepwise Regression Analysis (MSWRA) suggest the continued importance of organisational factors in determining teachers’ affective commitment. However, organisational factors such as relationship with team members and working hours were insignificant predictors of affective organisational commitment. This is so because there seems to exist a symbiotic relationship between teachers and time on task. Concerning working hours, this finding is significant to prior research that teachers invest large amounts of their substantive emotional selves in pursuing their work with students (Day2004).
3. Role of distributive leadership factors and their relationship with several factors of affective organizational commitment

Apart from organisational factors, the study established from quantitative data that leadership factors and their association with affective commitment constituted 23% (See Figure 4.9 page 233). Of the leadership factors, the prefect system was considered very important by most of the teachers. In part, the prefect system suggests the importance of teachers’ affective organisational commitment to student performance in secondary schools. The link between these two features is plausible as well as consistent with the observations of Woods (2004) identified and discussed in chapter two that key groups like teachers and the school prefects contribute to the development of leadership capacity and enhance commitment of teachers. Similarly, findings from Harris (2007) established that distributive leadership ends up in a powerful relationship between school leadership and teachers, paving way for positive organisational change which leads to affective commitment of teachers. However, information obtained from qualitative findings reveals that the prefect system is not in any way influencing teacher performance because participants interviewed, highlighted that these prefects are chosen by the school in terms of their credibility.

From the findings it also came out that, departmental management, community and guardians of students are associated with affective organisational commitment of teachers. Departmental management builds trust between school managers and teachers in the school. Considering that heads of departments have expertise of content being taught in the departments, they do exert influence directly on the teachers hence this has a relationship with how teachers are committed to the organisation. Moreover, departmental management flattens the hierarchy of leadership and consequently can
improve teachers’ performance leading to or not to their affective organisational commitment depending on the context to which leadership is distributed and the prime aim of distribution. Similarly, data collected from key informants who are Education inspectors, and the Deputy Provincial Education Director emphasises the importance of leadership to closely monitor and manage performance. Two (2) female and five (5) male informants strongly emphasized the need for good leadership qualities to enhance professionalism amongst teachers, thereby contributing to teachers’ commitment to the organisation, resulting in improved performance.

Sentiments expressed from qualitative data and quantitative data obtained are congruent with literature from Mcleod (2007) that highlights the importance of departmental management which takes the teachers from the realm of abstract to practical realities of the school

A comparison of quantitative and qualitative results shows that the community and guardians of students as stakeholders have duties, roles and responsibilities to perform in the school system. Two (2) female and three (3) male participants from key informants agreed that transformational leadership leads to expected results and that the stakeholders immensely contributed to teacher performance through provision of resources and support to school operations. This is so because stakeholders are empowered, according to Statutory Instrument 87 of 1992 and Statutory Instrument 70 of 1993 extracted from policies enacted in the 1987 Education Act as amended in (1991), and can influence development of affective organisational commitment of secondary school teachers and development of secondary schools. Schools have to mobilize leadership, that is, through School Development Committees/ Associations,
responsible authorities of the schools, the political hierarchy and guardians at all levels that is why secondary school teachers’ affective organisational commitment is associated with the community and guardians of students. In this case, the context, according to Stufflebeam’s (1971) CIPP evaluation model is influencing teachers’ affective organisational commitment.

In the present study concerning leadership factors, quantitative findings reveal that there is an association between the immediate boss, supervision within schools and outside the schools and teachers affective organisational commitment. Similarly, data from key informants reveal that leadership inspires confidence and stirs motivation, and good leaders are good stewards of resources. Two (2) female and seven (7) male leaders expressed that teachers need encouragement, involvement, empowerment and recognition to become more initiative in their daily deliberations and this motivates them to exert maximum effort at the same time improving their affective commitment to the organisation. This is enhanced through good supervision. If teachers perform well the school ticks.

Integral to both forms of data is that internal and external supervision creates much more of subordinate’s work environment, at the same time representing the organisation to the subordinates. This is consistent with research findings of Chughtai and Zafar (2004) that supervision is an important predictor of affective organisational commitment. This mirrors with Sergiovanni and Starrat (2002) as well as Charles, Kimutai and Zachariah’s (2012) findings which established a strong theoretical and conceptual base about instructional supervision and organisational commitment advocating that instructional supervision improves teachers’ performance which leads
to the satisfaction of the teachers. Similarly, Madriaga (2014) established that teachers’ commitment to their current school is determined by the level of instructional supervision afforded by school leadership and community leadership.

The level of and forms of supervision as perceived by secondary school teachers in terms of: inspection, assistance and support, oversight responsibilities, leadership skills, professional development and collaboration is influenced by the immediate boss, supervision within schools and outside the schools, that is, from Education Officers, Inspectors, District Education Officers and Provincial Education Officers. It means that all these categories have an influence on teachers’ affective organisational commitment. These findings are in agreement with salient features of Stufflebeam’s (1971) Process evaluation model concerning what should be done and what is being done as articulated during the review of literature. Stufflebeam (1971) contends that staff activities need to be coordinated and strengthened using the process evaluation to monitor, observe, maintain and provide periodic progress reports on programme implementation. In turn, this would enhance teachers’ affective commitment to their organisation. From both quantitative and qualitative findings, it is evident that of all the distributive factors, internal supervisors did not determine teachers’ affective organisational commitment, this could be attributed to time, overloaded curriculum because some of the internal supervisors are teaching. Another reason could be that internal supervisors do understand problems being faced by their core workers and in addition they play a nurturing role to teachers.
4. Teacher efficiency and affective commitments

The study showed that key informants are well acquainted with what they are expected to do as they believe they have been trained and were taught how to do the work. This concurs with literature of Penny (2007), Hoy (2004) as well as Moran and Hoy (2001) which underscores that teacher efficacy is the belief and judgment of their capabilities to achieve designated learning goals and bring about desired outcomes of student engagement and learning in the classroom.

Key informants who are heads of departments, deputy heads, school heads, education inspectors and the deputy provincial director underscored the following elements as key in the attainment of the learning and education outcomes particularly in relation to professionalism:

(i) Acquire some relevant training to perform duties or functions.

(ii) Qualified in the subject area.

(iii) Have requisite qualifications and.

(iv) Specialize in a certain subject area.

Similarly, these findings are of significance in prior research of Richardson (2011) which suggests taking into consideration the personality confidence level and teaching strategies embraced by the teacher. Further, interview commentary from study’s Theme 6 page 242 which describes a professional as someone who is qualified to do a certain job, being a subject specialist, delivering content matter as required to enable students pass and professionalism as doing work as it is expected.

This research revealed that teacher competence and subject mismatch are eminent in schools. Teachers who specialised in, for example, commercials are seen teaching Arts
subjects and Arts teachers teaching science subjects revealing inadequate assistance given to students for them to perform well hence this compromises quality and reveals lack of subject specific efficacy resulting in hindering development of affective organisational commitment. These findings contradict Peske and Haycock (2006), Henson (2001), Rimm-Kaufman and Sawyer (2004) who stipulate that subject specific efficacy based on subject specialisation enhances teachers’ academic skills to support positive student attitudes in the classroom and enhances student performance and development of affective organisational commitment.

Lessons learnt from participants on teacher quality, indicate that some teachers are only job seekers because of unemployment being experienced in the country. Most interesting was the participants’ growing concern on lowering standards at colleges and universities when teachers are being trained. Some of the teachers as observed were unable to perform required and expected tasks despite having been trained. Study participants identified lack of confidence, lack of motivation intimidation and inadequacy of nurturing of trained teachers. These findings contradict with observations from Penny (2007) who argues that professional values and the expectancy of success are essential for achievement. Teachers have to be sensitive to students’ culture and learning styles when developing lessons since pupils become immersed and demonstrate engagement and productivity when they are studying a topic clearly spelt out which they could relate (Richardson, 2011; Fry and DeWit, 2010; 2011). This is linked to Stufflebeam’s (1971) Input evaluation (what is needed for implementation) and Process evaluation (what should be done and how it is being done).
Results from the study show that participants who are inspectors, teachers and school heads agreed that teacher competence is vital especially in pupils’ performance. Ideally, sentiments on teacher competence that were expressed from face to face interviews also emerged from the focus group discussions conducted that teacher competence is a challenge and this has caused poor academic results of pupils, low standards and learning outcomes. From the findings, as revealed in the discussion, it was clear that among the participants in this study the attributes of teacher efficacy were essential to improved student achievement.

5. Recommendations on teacher effective commitment for policy and practice

Key informants advanced the following recommendations relevant to policy and implementation. There is need for availability of financial, technical and human resources for the effective delivery of education by teachers and the supportive administrative structures.

The importance of technical resources concurs with prior research by Jenny (2014) that technology is regarded as only one element that aims to close the 21st –century skills gap. In order to accomplish the goal of 21st - century skills, potential solutions are derived from an integrated instructional system aided by education technology. In the education field, such as secondary education, the number of resources as well as school networks (Jenny, 2014) place heavy emphasis on technology in a bid to minimise deficiencies before secondary students enter college, institutes of high learning, and the labour market. When education technologies are layered, they enable secondary school teachers, schools, school networks and countries to scale up solutions in ways not possible before and potentially deliver better outcomes and learning thereby improving
students’ performance and schools’ pass rates. Technological progress has great implications for the type of knowledge and skills that students are expected to have once they leave the school system. Teachers are expected to develop new knowledge and competencies to be sensitive to the new demands of the knowledge–based society. It can be argued that technology as a resource in teaching has important implications for resource use in schools and allows student data to be generated by teachers from a number of increasing sources.

Study participants emphasized the importance of human resources, for the education system, secondary schools in particular, the need for capacity development needs to be emphasized in a bid to avoid heading for rocks (Olisa, 2001). If capacity building stops, trained teachers end up giving students archaic knowledge, passing down what they were taught years back, notwithstanding the fact that knowledge and new complex technologies are discovered daily. Human capacity development expands human capital in the organisation and the national human resources. It is evident that teachers need to develop their personal and organisational goals, knowledge and abilities in an effort to develop a more superior workforce for individuals to accomplish their work goals and improve student performance. This finding is significant because prior research suggests that if human resources are successfully developed and have requisite skills to undertake a higher level of work and organised learning, they provide the possibility of performance change amongst themselves and students and increase their affective organisational commitment (Tejumola, 2012). This calls for high quality staff development policies with expert facilitators providing the necessary pedagogical support for further development. This is essential to foster relevance in the individual teacher hence increases their affective commitment.
Despite the economic meltdown, study participants believe that financial resources need to be channelled to schools to enable teachers outsource required material resources. Resources are needed to support educational improvement to the greatest extent (Fazekas, 2012). This study also identified the importance of financial resources for improving teacher and pupil performance.

Although UNICEF disbursed books under the Education Transition Fund (ETF) in secondary schools in 2012, the study acknowledged the importance of financial resources for schools’ maintenance and stationery to influence teachers’ level of affective commitment. Educational leaders may be confronted with competing demands from a variety of actors when distributing and allocating resources to different departments in secondary schools. This calls for a policy on resource use. The policy would address issues to do with; cost and effects of different alternatives, level of resources available; prioritization; sources of revenue; resources and school governance; planning of resource use; resource distribution; and implementation of policies to improve effectiveness of resource use. Without clear policy on sourcing and distribution of resources teachers’ motivation is stifled. This negatively affects their commitment to the organisation, performance and value for teaching and educating pupils and student performance.

It is evident from the study that there is a lot of mismatch in the secondary school where teachers are teaching subjects they are not trained hence this affects pupil performance. To a great extent, teachers need to be trained and specialize in the subjects they teach so as to curtail the current skills mismatch. Teacher education programs are meant to train individuals in their subject specialization and teach them the teaching methodology.
Secondary school education programmes, according to sentiments expressed by participants should allow students to major in the area they intend to teach. Teacher education needs to prepare students to become specialized educators. It is of importance that if teachers are specialized and teach in their areas of speciality, they are motivated, compassionate and understanding, as well as knowledgeable and comply with recently introduced Performance Lag Address Programme (PLAP), STEM and STEAM programmes.

Another crucial issue which emerged from the study is commitment of teachers. Inspectors, school heads and heads of departments highlighted that teachers who are committed do not need to be supervised and have a strong psychological link to the school and students. The study established that teachers feel that they are not involved in policy formulation. However, in terms of policy formulation, teachers and other relevant education stakeholders aired that they should be involved to avoid a top-down approach since bottom up approach of policy formulation creates ownership and empowers teachers. Teacher empowerment includes extrinsic and intrinsic power (Lin, 2014). The extrinsic power indicates that, the teacher has the status of affirmation whilst the intrinsic power involves the teacher’s attitude and confidence, in displaying his or her capacity of mastering own work that is teacher efficacy. Thus, empowering teachers paves way for motivation, which in the end enhances achievement of prescribed goals. Participants highlighted that for the teaching career to be attractive to teachers, there is need to provide flexible working conditions; for an example, involving them in decision making to increase teachers’ participation. This in turn enhances the development of teachers’ own skills, interests and personalities. As a result, teachers will have a wider and greater ownership of the school, its vision, priorities, and policies.
Teachers will then be motivated to carry out their tasks, enhancing trust, developing competence opportunities for professional development and affective organisational commitment (Hoy and Tarter, 2003). The growing attention being advocated for in policy formulation is also evident in the work of Hoy and Miskel (2005). The study participants and respondents emphasise the need for democratization and decentralization of policy formulation. This leads to an increase in teachers’ participation (Wadesango and Bayaga, 2012) and increase their affective organisational commitment.

4.4: Summary

The chapter provided the coefficients of dependent and independent variables of determinants of affective organisational commitment leading to performance of secondary schools. These variables addressed research questions one to three of the study. The qualitative data provided complementary evidence to the quantitative survey focusing on research questions one to five. Statistical tests and responses from interviews showed that affective commitment of teachers is being determined by organisational factors, leadership factors, biographical factors, teacher efficacy, teacher competence and policies. The conceptual framework affective commitment developed in Chapter Two and results from quantitative and qualitative findings were merged in the discussion of determinants of affective commitment contributing to performance of secondary school teachers and students. The discussions focused on both quantitative and qualitative findings and were linked to literature reviewed in chapter two whether there was concurrence or disagreement. Gaps related to affective organisational commitment which contributed to low performance of secondary schools were identified. These were; financial resources, lack of capacity development, teacher
competence and subject mismatch, unemployment being experienced in the country, supervisory practices, departmental management, leadership factors roles and responsibilities, freedom to choose own methods, promotion in the organisation, physical working conditions, opportunity for growth, salary, workload in schools, recognition, policy changes and uncertainties, poor policy implementation, age, gender, occupational status and professional qualifications. Chapter Five presents a summary and critical evaluation of the findings, a summary of the study, contribution(s) to existing knowledge, specific policy recommendations and future research directions.
CHAPTER 5:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this research was to make a systematic and critical analysis of factors contributing to affective commitment of secondary school teachers since it is related and contributes to teacher performance. The researcher was motivated to answer the question on determinants of affective commitment and how they relate to teachers’ performance in secondary schools. In this thesis, the researcher argues that addressing the reasons for low performance of secondary schools required a comprehensive factors’ analysis that specified the decline of pass rates despite availability of resources. The study, therefore, sought to answer the following sub-questions:

1. To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?
2. How do relationships between organisational factors and several factors of affective organisational commitment affect teachers’ performance?
3. How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?
4. How is teacher efficacy of secondary teachers influencing their affective organisational commitment?
5. How best can schools promote teacher affection to their work for improved performance of students?
The study adopted the Context Input Process and Product model of evaluation to inform it. This approach helped to identify what contributed and influenced the teacher not to perform well. The first section of this chapter gives an overview of the whole thesis. Section 5.2 summarises the research’s main findings. Conclusions to the study are provided in section 5.3. The research’s contributions to theory, new knowledge, research methodology and practice are presented in section 5.4. A discussion on the weaknesses of the research design and framework are presented in section 5.5. Section 5.6 provides specific policy recommendations while future research directions are presented in section 5.7. The last section presents a summary of the chapter.

5.1 Summary of the Thesis

The first chapter provided the background to the study and motivation for the study and a discussion of what the research was all about and why the researcher undertook such a study. The researcher argues that the economic meltdown being experienced in the country, and policy implications for education for all enacted in 1980 have universally affected the affective commitment of teachers in Zimbabwean Secondary schools. Whilst teachers’ performance is being affected by conditions of service which are not forthcoming due to economic meltdown affecting the country, determinants of teachers’ affective organisational commitment have not been adequately investigated. In this thesis, the researcher argues that various factors and their relationship to the performance of secondary school teachers in Zimbabwe required a comprehensive investigation. This explained partially the differences in performance of teachers in different schools as demonstrated by decline in pass rates despite all teachers being trained and qualified. The primary purpose of the study was to make a critical analysis of affective commitment factors and their relationship to the performance of secondary
school teachers in Zimbabwe. The main research question addressed in the study was: What are the determinants of affective organisational commitment and their relationship to the performance of secondary school teachers? The study tested the null hypotheses on the relationship between different factors and secondary school teachers’ affective organisational commitment. The Context Input Process and Process model of evaluation was used to analyse the factors. The researcher used the framework presented by Stufflebeam (1971) revised in (2007) for performance of employees, context (school) evaluation, input (resources) evaluation, process (teaching, learning and management) evaluation and finally product (learner outcomes/pass rates) evaluation incorporating some of the salient features from Morgan and Hunt’s (1994) Commitment trust theory and Marquardt’s (2004) model of action learning. The theoretical framework was used in order to address the following objectives.

1. To determine the relationship between biographical factors (‘age gender, teachers’ qualifications, position in the school, working experience, organisational tenure) and teachers’ level of affective organisational commitment.

2. To determine the relationship between teachers’ level of affective commitment on the following organisational factors such as: autonomy, workload classes, support, fairness, school characteristics and affective organisational commitment.

3. Evaluated the role of distributive leadership factors and their relationship with several factors of affective organisational commitment.

4. To evaluate teaching efficacy and its relationship to affective commitment.
5. To make recommendations measures to improve teacher affective commitment for policy and practice.

In Chapter Two, the review of related literature from other countries showed that affective commitment distinguished successful from unsuccessful societies and appear to be central to the understanding of both human motivation and systematic maintenance of organisations like a school. In the case of Zimbabwe, no literature on affective organisational commitment has been carried out except on perceptions of teachers on causes of poor performance of pupils at ordinary level public examinations in Zimbabwe (Mapolisa and Tshabalala, 2014) and factors contributing to ineffective teaching and learning in schools (Mupa and Chinooneka, 2015). Key factors identified from literature that helped the researcher to clarify the study problem were determinants of affective organisational commitment such as:

1. Biographical traits and characteristics of individuals such as; professional qualifications, age, tenure, and gender.
2. Organisational factors such as; workload, autonomy, fairness, organisational support, psychological contract, opportunity for growth, promotion, reward, job security, feedback and organisational identification and fit.
3. Distributive leadership components such as; parents and the community, external school managers, internal school managers, heads of departments in secondary schools and school prefects.
4. Teacher efficacy components such as; definition of teacher efficacy, philosophical camps of teacher efficacy, characteristics of efficacious teachers, internal and external efficacy, benefits of teacher efficacy, subject specific efficacy and teacher’s beliefs and efficacy.
Literature reveals that teachers’ affective organisational commitment in other contexts outside Zimbabwe was influenced by biographical factors (Hawkins, 1998; Kushman, 1992; Chughtai and Zafar, 2006) and organisational factors (Rickli and PerdeckNolost, 2012; Robbins and Judge, 2009; Marcus and Van Dam, 2007; Demerouti et.al., 2001; Grant, Dutton and Rosso, 2008; Pajo and Lee, 2011; Poloza and Hassay, 2006; Mullins, 2007; Martin and Bennet, 1996; Spector, 2006; Durham, Grube, and Castaneda, 1994; Hawkins, 1998; Moritz, 2011; Unal, 2014; Westerman and Cyr, 2004; Harris, 2007). Distributive leadership (Spillane, 2006; Hargreaves, 2007) is influenced by the interactions of those in formal and informal leadership roles. However, the extent to which this was the case as well as to why this varied in certain areas had not been thoroughly investigated. The available literature blamed resources, remuneration, and recruitment of pupils and selection of pupils in secondary schools, school characteristics and teacher characteristics as the main reason for decline of pass rates. Teacher characteristics have a major role to play within school performance and, therefore, must be considered in all educational models. Exploring affective organisational commitment factors helped the researcher to crystallize her views in characteristics within the teachers. From related literature of Rickli and Pereck, Nolost (2012), from the work of (Chughtai and Zafar, 2006; Robbins and Judge, 2009; Marcus and Van Dam, 2007; Spector, 2006; Demerouti et al, 2001; Mullins, 2007; Grant et al., 2008; Peloza et al., 2008; Pajo and Lee, 2011; Poloza and Hassay, 2006; Meyer and Allen, 1997; Moritz, 2011; Westerman and Cyr, 2004; Spillane et al., 2004; Hargreaves, 2007; Leithwood Seashore-Louis, Anderson and Wahlstrom, 2007; Woods, 2004; Mcleod, 2007; and Unal, 2014); the researcher learnt how different factors resulted in work outcomes of
employees within an organisation like a secondary school by focusing on the Context, Input, Process and Product model of evaluation and the conceptual framework. The conceptual framework focused on organisational structure characteristics, work experience, personal characteristics, personal responsibility, behavioural commitment and their causal attribution to affective organisational commitment of secondary school teachers in Zimbabwe. The data collected helped the researcher to test the hypotheses developed in chapter one section 1.5.2. The Context Input Process and Product (CIPP) evaluation model and affective commitment conceptual framework, helped the researcher to understand the research problem on determinants of affective organisational commitment’s relationship to the performance of secondary school teachers in Zimbabwe.

In Chapter Three, the researcher made options available for the execution of the research and the logic for the selection of specific research paradigm, approach, strategy and methods applied in the study. After the examination of research methodologies, the researcher identified areas where the research could make contributions. The researcher chose mixed methods so as to have different perspectives of the determinants of affective commitment and their relationship to the performance of secondary school teachers, considering that education is a multi-paradigmatic science and phenomena which needs to be studied from multiple levels and angles. The researcher used both the quantitative and qualitative as the research methodologies. A survey was conducted in Mashonaland Central Province of Zimbabwe. Findings from statistical tests such as the multiple and stepwise regression analysis and narrative descriptions which were themes that emerged after processed information using NVivosoftware complemented each other.
A detailed discussion of the research design, methods of data collection and analysis as well as issues of validity, reliability, trustworthiness and credibility, ethical and legal considerations within the mixed methodology research framework were discussed. The descriptive survey design was used since it was applicable for both quantitative and qualitative methods. The population of the study was 2340 teachers including Heads of Departments, Deputy Heads, School Heads, Education Inspectors and the Deputy Provincial Education Director. For quantitative data 234 participants responded to the structured questionnaires, whilst 26 participants took part in the face to face semi-structured interviews and focus group discussions. The questionnaires collected quantitative data whereas interview and focus group discussion generated qualitative data.

The CIPP evaluation model helped the researcher to analyse the context from which secondary school teachers are operating, focusing on unmet needs in the organisation, unused opportunities, and assets and problems within the organisation as organisational factors. Input evaluation helped the researcher to analyse structuring decisions, projecting and analysing procedural designs, secondary teachers’ skills and capabilities, and what the organisation provides as organisational factors, biographical factors, leadership factors and teacher efficacy. Process evaluation, helped the researcher to analyse decisions by documenting and assessing program activities as organisational factors, teacher efficacy, and policy implications. Product evaluation helped the researcher to analyse the performance by determining the degree to which organisational objectives are achieved and the cause of the obtained results. The study focused on how biographical factors are related to affective organisational commitment. Leadership factors were analysed to find out how they are related to affective
organisational commitment of teachers. Teacher efficacy of secondary teachers was also analysed as well as how it is influencing their affective organisational commitment. The study attempted to find out how best schools can promote teacher affection to their work for improved performance of students.

Chapter Four presented the research’s findings and analysis of the findings from both the quantitative and qualitative data. The researcher used the framework developed in Chapter Two with regard to the Stufflebeam’s (1971) Context (where) Input (what is needed for implementation) Process (what should be done and how it is being done) and Product (what is the outcome of the process of implementation) (CIPP) evaluation model on affective organisational commitment. Statistical tests and regression estimation were used to analyse quantitative survey data while a combination of thematic analysis, descriptions and interpretations were used to analyse qualitative data from secondary school teachers in Mashonaland Central Province. A synthesis of the analyses of the results of statistical tests was presented. From qualitative survey data, the following themes were developed:

- Teachers’ gender, qualifications and affective organisational commitment.
- Teachers’ age and affective organisational commitment.
- Economic performance and pupils’ performance.
- Policy implementation and affective commitment.
- Leadership styles, roles and teacher performance.
- Professionalism and educational outcomes.
- Teacher competence and teachers’ performance.
- Teacher competence and pupils’ performance.
- Resources, supportive administrative structures and education delivery.
Training, specialisation commitment and pupils’ performance.

Policy formulation and teachers’ affective commitment.

The findings, provided answers to the research sub-questions outlined in Chapter One section 1.5.1, which are:

1. To what extent are biographical factors related to several factors of affective organisational commitment of secondary school teachers?
2. How do relationships between organisational factors and several factors of affective organisational commitment affect teachers’ performance?
3. How does the relationship between distributive leadership and several factors of affective organisational commitment affect the performance of teachers?
4. How is teacher efficacy of secondary teachers influencing their affective organisational commitment?
5. How best can schools promote teacher affection to their work for improved performance of students?

The last part of Chapter Four presented the summary of key issues discussed in the chapter.

5.2 Research Findings

Although much has been documented about Zimbabwe’s performance and analysis of results and teacher performance, very little was known about determinants of their affective commitment and how they affect their performance. Research from Africa, Latin America and Asia has shown that different factors in different contexts affect teachers’ affective commitment and their performance (Loscocco, 1990; Meyer and Allen, 1997; Rickli and PerdeckNolost, 2012; Robbins and Judge, 2009; Marcus and
Van Dam, 2007; Spector, 2006; Lee, 2011; Mullins, 2007; Spector, 2006; Unal, 2014).

In Zimbabwe, criticism has been raised against the teacher and their performance. The major criticism has been that the performance of secondary school pupils has been poor (Livingstone, 2009; Masundire, 2012; Daily news, 2013; Zim Patriot, 2013; The Education Secretary’s Circular Minute No.6 of 2014) and that teachers are key players and being blamed for students’ performance in Zimbabwe because of a number of factors. These factors included identification with and involvement in the organisation, thereby revealing lack of affective organisational commitment. With this background, the researcher analysed the determinants of teachers’ affective commitment.

The researcher inferred that teachers are being affected by biographical factors, organisational factors, teacher efficacy, distributive leadership factors, policy and practice. The school, focusing on the teacher, was used as the unit of analysis for both the quantitative and qualitative survey. Statistical methods namely, multiple and stepwise regression analysis on factors and themes were analysed using NVivo software, were used to analyse data collected and generated from secondary school teachers in Mashonaland Central Province. This provided evidence of biographical factors, organisational factors, distributive leadership factors, and teacher efficacy and policy factors relating to affective organisational commitment of secondary school teachers. From the quantitative survey data and qualitative survey data, the researcher found that organisational factors most followed by leadership factors then biographical factors and teacher efficacy affected and contributed to teachers’ affective organisational commitment in secondary schools. This was because of the economic meltdown being experienced in the country and also erratic rains and drought which has forced school leavers to join the teaching profession of which it was not their preferable occupation.
Secondly, the approaches used in policy formulation and implementation in the education system did not regard teachers as active participants.

Although teachers ought to reflect on the relevance and effectiveness of the educational offering and question beliefs, mindsets, values, traditions and habits underpinning educational practices, literature from (Henard and Roseveare, 2012); have well-articulated employees’ sense of own identity that enables them to be attuned to the varying reform discourses. Prior researches reported by Day (2000; 2004) advocate for employees to take active roles in decision making concerning policies. However, in this study, the researcher established that, teachers are not involved in policy decisions, their role is only to implement without factoring their input. The other factor included lack of employment opportunities which necessitated school leavers only to join the teaching profession. Due to lack of alternative employment opportunities, teachers are being compelled to join a profession which is not of their choice thereby affecting the teacher efficacy. The researcher hypothesised that there was no relationship between biographical, organisational, distributive leadership, teacher efficacy, policy and teacher’ s level of affective organisational commitment. Using multiple regression analysis model, material resources were insignificant predictors of teachers affective organisational commitment though prior research by Mapolisa and Tshabalala (2014) as well as Mupa and Chinooneka (2015) indicate that resources influence student and school pass rates. The findings also revealed that academic qualifications were not significant predictors of affective commitment. In Mashonaland Central Province, participants confirmed that variables like management-worker relationship, recognition and variety in the profession, opportunity to use ability prefect system, departmental management, community and guardians, gender, professional qualifications and
teaching experience may have some influence on teachers’ affective organisational
commitment. These findings demonstrated that biographical factors, leadership factors,
organisational factors, teacher efficacy and policy implications could not be ignored
when analysing affective commitment of secondary school teachers and student
performance in secondary schools. However, if teachers from private schools were to be
included as respondents and participants, further research would be required to ascertain
this form of grouping of schoolteachers. This would ascertain whether factors identified
in this study also influence secondary private school teachers’ affective commitment
and student performance.

The researcher also tried to find if affective commitment of teachers was related to their
belief in teaching, and policy implications on their performance and student
achievements. The researcher interacted with participants individually and in focus
groups. Results from face to face interaction showed that leadership factors, policies
and teacher competence were viewed by participants as critical issues and affecting
their performance.

5.3 Conclusions

The analysis of the findings did not support the following hypotheses outlined in
Chapter 1 Section 1.5.2 that:

- There is no relationship between biographical characteristics such as age,
gender, professional qualifications, and position in the organisation,
organisational tenure and secondary teachers’ affective organisational
commitment to the organisation autonomy, fairness, salary, support workload
classes, school characteristics, distributive leadership, teaching efficacy and affective commitment of secondary school teacher.

- There is no relationship between organisational factors such as job security, reward, feedback, promotion, opportunity for growth, psychological contract organisational support, management and worker relationship autonomy, workload and affective commitment of secondary school teacher.

- There is no relationship between distributive leadership and teacher’ level of affective commitment.

- There is no relationship between teacher efficacy and their affective commitment in Zimbabwe.

- There is no relationship between affective organisational commitments on practice of education in Zimbabwe.

Subsections 5.3.1 to 5.3.5 present the major conclusions from the thesis.

5.3.1 Biographical factors influenced teachers’ affective commitment resulting in their inability to influence pupils’ performance

For the first hypothesis, there was evidence that biographical factors like gender, professional qualifications, teaching experience and occupational status were related to affective commitment and impacting on pupils’ performance. Though occupational status correlated significantly with teachers’ affective commitment, it was modest compared to the other factors. The fact that male teachers and female teachers have different roles and are socially in different exposition, needs and wants, showed that this related and impacted on their affective commitment, performance and student
performance. The study, however, did not find differences against in gender and how it is related to specific performance.

5.3.2 Organisational factors and secondary teachers’ affective organisational commitment

The second hypothesis sought to establish whether there is no relationship between what the organisation offers and teacher’s level of affective commitment. The study found that organisational factors (variety in the profession, recognition obtained from the organisation, management worker relationship and opportunity to use own ability and workload) were strong determinants of affective organisational commitment for secondary school teachers. Factors such as responsibility, salary and physical working conditions were moderately significant predictors of teachers’ affective commitment. Instead, factors such as job security, promotion, freedom to choose methods of teaching and attention to suggestions given by the teachers though related to secondary teachers’ affective commitment were not high predictors of their affective commitment. However, despite varying levels of significance all these factors depend on organisational climate and culture in schools.

5.3.3 Distributive leadership and secondary teachers’ affective commitment.

Regarding the third hypothesis, the researcher established that the prefect system is regarded as the strongest predictor for secondary school teachers’ affective commitment. The reason could be who selects the prefects, what criteria are used and who and how the prefects are inducted to assume their new status and roles. Of the leadership factors, departmental management is a determinant of secondary school teachers’ affective commitment. On the other hand, evidence from interacting with
participants revealed that leadership needs to closely monitor and manage performance by focusing on results and planning. The study established that departmental leaders need to champion strategic issues, mobilise resources, inspire confidence and motivate teachers because they are critical issues in teaching. The community and guardians as stakeholders are significant predictors of teachers’ affective commitment since they play an important role in outsourcing school resources such as school levies, stationery, textbooks, furniture and teachers’ accommodation in rural areas. Though supervision by internal and external supervisors both from the service ministry and the employer the Public Service Commission were statistically significantly low, as compared to aforementioned leadership factors, they could not be ignored.

5.3.4 Teacher efficacy and affective commitment of secondary school teachers

Professionalism in terms of specialisation in specific subject areas was highlighted as key in determining teacher efficacy and student learning and educational outcomes. It was found that teacher competence was lagging and yet it is viewed as being vital in enhancing pupils’ performance. Teacher training colleges were being blamed for producing teachers who are less efficacious. They were unable to impart relevant skills, knowledge and values to influence student learning. It was noted that newly trained teachers were not committed as compared to those trained in the twentieth century. Other key issues which emerged from participants were lack of adequate staff development programmes and resources to develop and sustain teacher competence.
5.3.5 Implications of findings on policy and practice and contributions to the findings on policy and practice

The study established that on policy implications and practice, availability of financial, technical and human resources as well as supportive administrative structures were necessary considerations by policy formulators. Recruitment, selection and staffing were highlighted as providing skills mismatch, hence participants viewed it as affecting affective commitment and pupils’ performance. Participants advanced that in terms of policy formulation, teachers were not involved yet they were the implementers. The top down approach appeared to be the only approach and no consultations on policy decisions were made. The study did not find evidence of particular policies that were influencing pupils’ performance. However, there is no denying that certain policies like that of not sending away pupils home to collect fees and levies, and teachers not inflicting corporal punishment demotivate teachers, affecting their commitment, resulting in pupils’ poor performance.

The above findings provide useful information to policy makers on how to address the complex issues related to affective commitment, pupils’ performance and an increase in percentage pass rates. The following section presents the research’s contributions.

5.4 Research’s Contributions

The research’s contributions are divided into three, namely, theoretical, methodological and practical. The theoretical contributions of the thesis can be divided into two categories. One is the interpretation of the works of Stufflebeam’s (1971; 2007) CIPP model of evaluation, Leacock and Nesbit’s (2007) questions asked when evaluating educational programmes and Boumetis and Dutwin’s (2005) analytical description
approach in identifying needs of stakeholders, learners, managers and instructors and linking to secondary teachers’ affective commitment. The other is the thesis’ contribution to knowledge on the discourse of determinants or factors affecting teachers’ affective commitment in secondary schools. Affective commitment model developed by the researcher can be used when designing educational programmes focusing on Biological factors, Leadership factors, Organisational factors, Teacher efficacy, Policy factors, Affective organisational commitment and School /Student performance (BLOTPAS). Both theory and findings from this research make contributions to understand how different factors determine affective commitment of secondary school teachers and contributes to pupils’ performance.

The findings suggest that the following context factors such as; recognition, physical working conditions, workload, opportunity to use own ability, job security, community and guardians of pupils, salary and economic performance are related to teachers’ affective commitment and influence pupils performance. Input factors such as; gender, professional qualifications, teaching experience, teachers’ age, teachers’ competence, resources, occupational status, attention to suggestions, prefect system, immediate boss relationship, leadership styles and roles, are related to teachers’ affective commitment and affecting pupils performance. Process factors such as; teachers’ freedom to choose own methods, management worker relationships, variety in the profession, departmental management, internal and external supervision, were influencing teachers’ affective commitment and pupils’ performance and were identified through process evaluation. The research findings also suggest that product factors such as teachers’ belief and professionalism are influencing teachers’ affective commitment and pupils’ performance. Policy implication factors such as policy formulation and implementation
were influencing teachers’ affective commitment to the education organisation because teachers felt they were not consulted, and not, involved in policy decisions and were being compelled to implement the policies leading to lack of honourship. Hence this determined their affective organisational commitment resulting in affecting pupils’ performance and pass rates of secondary schools. These factors included, policy decisions, staff development programmes, the training and staffing methods policies that are used to make teachers become affectively committed to their work and influence pupils’ performance resulting in an increase in performance pass rates in schools. Further research would be required to ascertain the extent of these factors how they contribute to teachers’ affective commitment using participants in other regions and different educational settings.

The researcher developed an affective commitment model of teachers as the Conceptual framework of the study (see Figure 2.1 page 23) from chapter two. Stufflebeam’s (1971 and 2007) CIPP evaluation model was the Theoretical framework with some features of Marquardt’s (2004) model of action learning and Morgan and Hunt’s (1994) Commitment trust theory. This framework was used to collect data and later to make analyses of the findings of the survey. The researcher modified this framework during data analysis to reflect the predominance of different factors influencing teachers’ affective commitment.

5.5 New knowledge in Zimbabwean context

The study identified that a number of biographical, organisational, leadership factors, teaching efficacy and policy implications are contributing to affective commitment of teachers, hence are impacting negatively on pupils’ performance and their pass rates.
The study revealed that in order to increase teachers’ affective commitment and improve performance and pass rates in secondary schools, the following factors need careful consideration:

- Teachers’ age;
- Recognition;
- Professionalism;
- Teacher competence;
- Professional qualifications;
- Teaching experience;
- Departmental management;
- Salary;
- Job security;
- Resources;
- Physical working conditions;
- Supportive administrative structures;
- Gender;
- Leadership styles and roles;
- Management worker relationships;
- Freedom to choose methods;
- Opportunity to use own ability;
- Prefect system;
- Occupational status;
- Attention to suggestions;
- Supervisory practices;
• Community and guardians of students;
• Workload;
• Responsibility;
• Economic performance;
• Variety in the profession;
• Education delivery;
• Training; and
• Policy formulation and implementation.

The study identified what really needs to be focused on in order to improve teachers’ affective commitment and secondary schools’ pupils performance, by proposing affective commitment model known as the Biographical factors, leadership factors, organisational factors, teacher efficacy, policy implications, affective commitment and student performance model known as the BLOTPAS’ model of affective commitment shown diagrammatically below.

![Proposed BLOTPAS Teachers’ Affective organisational commitment and student performance model](image)

**Figure 5.1** Proposed BLOTPAS Teachers’ Affective organisational commitment and student performance model

Source: Author (2016)
5.5.1 Implications of the Teachers’ Affective organisational commitment and student performance (BLOTPAS) model

The proposed teachers’ affective organisational commitment and student performance model covers four levels of analysis of the teachers’ behaviour and performance of students; determinants or factors level; policy implications; affective commitment; and finally students’ performance. It underscores the influence of factors on policy implications to enhance affective commitment and this commitment as a result influences student performance. This is in line with the realist paradigm that research should take different angles and at multiple levels so as to contribute to the understanding since reality can exist at multiple levels (Chia, 2002). The model has different dimensions of levels that can be used to analyse the impact of the affective commitment on students’ performance. It would allow for an investigation of the defined levels or divisions within the education system with respect to the demand for increased pass rates in secondary schools.

The model treats the secondary education system as a permeable entity whose activities especially the pass rates are enhanced through analysis of various factors that influence policy decisions, which enhance affective commitment, and the commitment that influence students’ performance which results in percentage pass rates. The study showed that biographical factors, leadership factors, teachers’ belief of their performance and organizational factors influence policy decisions and are strong determinants of teachers’ affective organizational commitment which leads to pupils’ performance. The above varied levels of the proposed biographical factors, leadership factors, organizational factors teacher efficacy on policy implications for affective commitment to students’ performance model can be used during the planning, design,
targeting, implementation, monitoring and final evaluation of secondary education programme concerned with high productivity.

The proposed affective commitment model can be used in social sciences to study teachers in educational programmes. On its own, the model may not be sufficient to explain the complexities of teacher performance. However, the model may be used by researchers as a starting point to explore the dynamics that influence pupils’ performance. The BLOTPAS model can be used to analyse the performance process for attaining and increasing pass rates at four levels: the factors level, policy level, affective commitment level and finally school performance.

The proposed affective commitment BLOTPAS model on secondary pupils’ performance would help the government to mainstream STEM and STEAM in the planning, design, implementation and evaluation of the programmes. It is the researcher’s considered view that identifying and addressing teachers’ affective commitment can lead to a virtuous development cycle where teachers’ increased commitment to organisational goals may lead to improved overall education development outcomes. These development outcomes include acquisition of expected knowledge, values and skills in preparation to enroll and advance in high education resulting in effecting the ZimASSET(2014) and STEM and STEAM(2016) programmes. The model would form the basis for structural analysis and policy evaluation of education programmes such as recruitment, selection, training staffing, motivation, empowerment and staff development. More specifically, the research findings would contribute to the debate on how to improve the education system leading to economic empowerment and development of the country.
5.6 Methodological Contributions

The contribution of this thesis to research methodology is related to the contributions of the theory. The quantitative and qualitative survey showed how to apply the Context Input Process Product (CIPP) evaluation model and the framework developed with the type of data required studying the determinants of secondary school teachers’ affective commitment. This was consistent with the advice of Bryman (2006) who states that the choice of a mixed method design should be informed by a theoretical and conceptual orientation of the study. It is the researcher’s conviction that this research can be replicated using mixed methodology and mixed methods research and data collection techniques discussed in Chapter Three. Given the complexities of affective commitment, it was only appropriate that mixed methodology research was adopted in order to study the phenomenon from different perspectives and levels. This research has demonstrated that the use of multi-method approach helped to study the phenomenon from different angles. The researcher is, however, cognisant of the fact that use of mixed methodology is problematic (Schulze, 2003) since it combines the two paradigms of quantitative and qualitative research in ways that are unacceptable by some scholars.

In this study, the researcher used the pragmatism paradigm. The pragmatic paradigm is consistent with a combination of quantitative and qualitative research methods (Creswell, 2009; David and Sutton, 2011; Punch, 2011) and allows the use of interviews (structured and unstructured), statistical analyses including regression analysis (Cohen, Manion and Morrison, 2011; Strauss, 2005 and Denscombe, 2008). The quantitative survey was broad and produced generalisable trends in determinants of affective commitment focusing on biographical, organisational and leadership factors.
while the qualitative survey provided an in-depth and contextual picture of the phenomenon under study. The qualitative survey study provided the researcher with a deeper understanding of biographical factors, organisational factors, leadership factors, teacher efficacy and policy implications and practice amongst secondary school teachers. The research findings can be generalised to infer to the underlying population of similar secondary school teachers employed by the Public Service Commission. In determining how to improve secondary education programmes, policy makers could use the framework of the affective commitment before training of teachers and staffing them in secondary schools. The framework would help to identify working conditions and factors that contribute to the improvement of pupils’ performance and percentage pass rates. Using factors analysis in education would help to understand the interrelationship between different factors and affective commitment which may contribute to good pupil performance in secondary schools. It is the researcher’s considered view that unless these factors are identified and addressed during the conception, design and planning process of the development programmes, the percentage pass rates would not improve. This would not augur well for the country’s sustainable development since output of secondary education is a developmental issue. Survey data were collected from secondary schools hence was comparable. Notwithstanding the above, a sample of two hundred and thirty (230) participants for the quantitative survey is statistically significant and twenty six (26) participants for the qualitative survey were able to produce credible results.

5.7 Practical Contributions

The practical contributions of the thesis emanate from both the theory and findings from the survey conducted in Mashonaland Central Region. The study established the
major determinants of affective commitment of secondary school teachers using NVivo and multiple regression analysis. The first challenge related to data analysis and interpretation. Given that the same survey design was used for both methodologies, findings from the quantitative survey and qualitative survey study sometimes conflicted because of different sample size for example from quantitative survey age was insignificant predictor of affective commitment whereas from qualitative survey it had an influence to teachers’ affective commitment. A strategy of resolving the differences needed to be considered following Johnson et al.s’ (2007) three options namely, gathering more data, revisiting the databases and presenting the conflicting results. However, in this study, the researcher followed the advice of Bryman (2006) of presenting the conflicting results so that further research can be pursued on the divergent views.

5.8 Weaknesses of the Research Approach: Research Design

In mixed methodology research, a number of methodological challenges arise due to the inherent complexities in mixing. Given that multiple forms of data are collected and analysed, mixed methodology research requires extensive time and resources (Johnson et al., 2007). There are challenges specific to the concurrent designs (merging quantitative and qualitative research) that include having adequate sample sizes for analyses, using comparable samples and employing a consistent unit of analysis across the databases. The researcher used the secondary schools as the unit of analysis for the survey. The samples of the quantitative survey and qualitative survey however, were not of comparable sizes, and data collection and generation instruments were exclusively different. Financial and time constraints prohibited the researcher from studying more secondary school teachers in the different provinces. This could have
unravelled more factors determining teachers’ affective commitment and influencing pupils’ performance pass rates in secondary schools.

Another issue in this study was how to deal with researcher bias. Given that the commitment evoked strong emotions among secondary teachers in the Zimbabwean education system, the researcher had her own judgements about the educational programme and teachers. In addition, the research involved affective commitment domain amongst teachers in secondary schools and for the researcher to do that without being involved was impossible. Although for this study access to, and first hand understanding of secondary school teachers and their lived experiences in education were more important than researcher bias, some strategies to contain it needed to be devised. First, the researcher bias was contained through the use of both quantitative and qualitative data. The use of quantitative data meant that facts were reported as they are (Denscombe, 2008). Second, in order to ensure self-reflection during data collection, the researcher audio-tapped, translated in English language, identified and wrote down any feelings, preconceptions and assumptions or beliefs she had about the affective commitment of teachers regarding biographical, organisational, leadership, and teaching efficacy and policy implications on teachers’ execution of duties and roles in schools.

5.9 Recommendations

The purpose of this study was to examine the determinants of affective commitment for secondary school teachers and drawing from the findings and conclusions made, the following 9 recommendations are put forward:
i. Educational planners must stay abreast of the formal and informal impulse of teacher commitment for continual refocusing of selection and recruitment in teachers’ colleges to consider age in an effort to beef up teaching with elderly teachers so as to enhance learning outcomes for pupils as well as ensuring effectiveness of inputs and mechanisms that deliver education.

ii. Teacher retention needs to be maintained with strong momentum taking into cognisance various long service certificates awards and also incorporating various methods in teaching.

iii. It is important for policy makers to provide support for teachers when difficult decisions must be effected and one of the best ways to do is to communicate clear policy changes well.

iv. The employer and the education officials who work with teachers need to know how they can provide support and meet teachers’ needs by provision of constant supervision and staff development workshops to enhance teacher competencies.

v. A chat platform be provided to teachers by policy formulators to incorporate ideas from teachers and avoid only relying to ideas channeled through staff associations.

vi. Human resource department in the education system need to recommend to teachers’ training expertise required so as to fully implement its staffing policy concerning teachers to teach in areas of their expertise.

vii. Educational managers have to value efficacious practices and institutionalize benefits increase teachers’ ability to perform at the highest levels of achievement by fostering a conducive organisational culture and climate.

viii. Educational managers and schools to have an induction policy for school prefects more often.
ix. There is need to formulate policies on induction and staff developing the teachers through short courses on classroom management.

x. There is need to redesign professional training to provide critical learning for sustained teacher efficacy development.

5.10 Further areas of study

The purpose of this study was to examine the determinants of affective commitment for secondary school teachers and drawing from the findings and conclusions made, the following recommendations are put forward for future research directions.

i. Organisational leadership and innovative evaluation processes are needed to advance teacher training and ongoing professional development.

ii. Future researchers might wish to expand on studies that indicate a connection between factors established and the degree of pupils’ performance.

iii. Although in this study teachers’ age is influencing their affective commitment, further research is needed to determine the link between teachers’ age and school performance and teachers’ age and pupils’ performance.

iv. The thesis established the importance of teacher efficacy in determining pupils’ performance further research is needed to show evidence that supervisors have direct impact on teachers’ sense of efficacy.

v. Future researchers could examine effects of excluded variables presented in chapter four in other provinces as mediating variables in the relationship between teachers’ affective commitment and student performance.

vi. Since the study was conducted in schools owned by the Public Service commission, it may be worthwhile for researcher research on private schools to
determine whether results presented here reflect the general situation in all schools.

vii. Lastly, the researcher believes that the proposed affective organisational commitment BLOTPAS model on teachers’ affective commitment and their performance and how it affects pupils’ performance needs further development if it is to be used as a tool for analysing the performance pass rate.

5.8 Summary

The chapter provided a summary of the main findings and overall conclusion of the study. The study showed that affective commitment of secondary school teachers may be affected by biographical, organisational leadership, teacher competence and policy factors. Extra-training factors such as recruitment, selection and staffing performance of secondary school teachers need greater attention. The chapter also presented specific policy recommendations on how to improve the affective organisational commitment of secondary school teachers and future research directions, focusing on biographical factors, leadership factors, organisational factors teacher efficacy, policy factors on affective commitment and student performance.
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MP support @imp.com

http://researchmethodology.net/wp-content/uploads/2012/04/deductive-approach.png
APPLICATION FOR AUTHORITY FROM THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS UNDER THE CIVIL SERVICE COMMISSION

The Permanent Secretary
Ministry of Primary and Secondary Education
P.O. Box CY1712
Chinhoyi

08 January 2015

The Zimbabwe Open University
P.O. Box NP1179
Mutare

Dear Sir/Madam,

RE: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH

I am a registered and active Doctor of Philosophy in Education candidate with the Zimbabwe Open University (ZOU) Higher Degrees Directorate. My name is [Redacted]. On my application, Ref No: O/May/08/1153 with [Redacted]. With this in mind, I wish to seek for permission of the Permanent Secretary to carry out my research in the Public Secondary Schools.

I would be grateful for this permission and your support. In this study, I am investigating the determinants of effective organizational commitment contributing to low performance of secondary school teachers.

My targeted research participants are the District Education Officers, Education Officers, Civil Service Inspectors, Heads of Schools, Head of Departments and qualified teachers who will answer questionnaires. I have been interviewed using semi-structured personal interviews guide. Each group interviewed from different Secondary schools of Harare, Chitungwiza and Valentine and Central provinces. My time data generation method is document analysis. I kindly request for my study-related documents (Analysis of O level pass rates and any other...
relevant documents for the period between 1880 and 2015. Data gathering shall start in February 2015 up to June 2015.

I guarantee total confidentiality of any sensitive information. To this end, I shall only report information that is in the public domain and within the law of the land. There will be total confidentiality of all respondents’ participant’s names and I shall not name any institution without permission.

I look forward to your support and guidance. I promise to submit a complete report of this thesis to your good office upon completion of my studies.

Yours faithfully

Appendix 2 Letter Of Introduction From The Director Of Higher Degrees Directorate

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ZIMBABWE OPEN UNIVERSITY

Ref: HD/21
26 August 2013

To whom it may concern

MS KASOWE RITA (P/093574511), DIRECTORATE REFERENCE
(D/IAN/08/11/29)

The bearer, Kasowe Rita (P/093574511), Directorate Reference Number D/IAN/08/11/29 is a bona fide Higher Degrees candidate registered for the Doctor of Philosophy programme with this University. She is conducting research under the theme: "A study on determinants of affective organizational commitment contributing to performance of secondary school teachers in Zimbabwe."

Any assistance offered to her to facilitate her study will be most appreciated.

Dr. A.S. Chikasha
Director, Higher Degrees
Appendix 3 Letter Of Permission From The Ministry Of Primary And Secondary Schools

Reference: C/426/3 Harare
Ministry of Primary and Secondary Education
P.O. Box CY111
Causeway
Harare
Zimbabwe

20 January 2015

Ms Rittah Kazowe
Zimbabwe Open University
P.O. Box MP 1119
Mt. Pleasant
HARARE

RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE METROPOLITAN AND MASONALAND CENTRAL PROVINCE: SECONDARY SCHOOLS

Reference is made to your application to carry out a research in the above mentioned provinces secondary schools in Zimbabwe on the research title:

A STUDY ON DETERMINANTS OF AFFECTIVE ORGANISATIONAL COMMITMENT CONTRIBUTING TO PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN ZIMBABWE

Permission is hereby granted. However, you are required to liaise with the Provincial Education Directors Harare Metropolitan and Maslonaland Central, who are responsible for the secondary schools which you want to involve in your research.

You are required to provide a copy of your final report of the thesis to the Secretary for Primary and Secondary Education by December 2015.

M. T. Madzengi (Mrs)
Acting Director: Policy Planning, Research and Development
For: SECRETARY FOR PRIMARY AND SECONDARY EDUCATION
cc: PED - Harare Metropolitan and Maslonaland Central Province
Appendix 4 Letter Of Permission From Mash-Central Provincial Education Director

Ministry of Primary and Secondary Education
Mashonaland Central Province
P.O Box 340
Bulawayo
Zimbabwe

06.07.15

Mr/Mrs/Ms/Mr…

ZOU

RE: PERMISSION TO CARRY OUT RESEARCH:

Reference is hereby made to your letter dated 20 Jan 2015

I am pleased to inform you that the Provincial Education Director has granted you permission to carry out your research in our schools. You should, however, liaise with the respective District Education Officers before you go into their schools.

Finally, you are advised to submit a copy of your findings to the Ministry of Education Sport and Culture.

For Provincial Education Director
Mashonaland Central Province

Permission to carry out research has been granted.
Appendix  5 Teacher Informed Consent Form

Dear Teacher,

My name is Rittah Kasowe. I am a doctoral student at Zimbabwe Open University and I am doing a quantitative and qualitative study on **Determinants of affective organisational commitment’s and their relationship to the performance of secondary school teachers in Zimbabwe**.

**PURPOSE OF THE STUDY**

The study seeks to identify determinants of affective organisational commitment contributing to performance of secondary school teachers in Mashonaland Central Province of Zimbabwe. It explores what affects their affective commitment on student learning, and produce high percentage pass rates. This information is valuable in preparing teachers for effective classroom instruction, management, and student achievement.

**CONFIDENTIALITY**

I am asking you to participate in this survey. There are 30 and 27 short questions with responses ranging from strongly agree to strongly disagree.” The survey takes about thirty to forty minutes to complete. There are 16 interview questions of which the interview session takes about forty minutes. In addition to the interview you are to participate in focus group discussion and the discussion is to take thirty to forty minutes. The information gained will be kept highly confidential. No reference will be made in either oral or written reports that could link you (the participant) to this study.
The contents of the survey will not be discussed with your school managers and employers nor will it be part of the teacher performance appraisal process.

PARTICIPATION

Your participation in this survey is strictly voluntary. You may decline to participate at any time without penalty. Please understand that this survey will be used strictly for my dissertation purposes only. Some of you may be chosen to participate for the second phase of my research which will involve a forty-five minute interview. You may choose not to participate in either part of this study. You may choose to stop participating in this study at any time, and for any reason without any penalty.

RISKS

There are no known risks associated with this study. Your participation would be much appreciated. If you have any questions about the survey, please contact me at 0772943434.

Thank you.

Rittah Kasowe
Appendix 6 Teachers’ interview Informed Consent Form

Date ________________________________

Name of Teacher ______________________________________________________________________

School ______________________________________________________________________________

Class/Subject __________________________________________________________________________

My name is Rittah Kasowe. I am a doctoral student at Zimbabwe Open University and I am doing a study on Determinants of Affective Organisational Commitment and their relationship to the Performance of Secondary School Teachers in Zimbabwe.

I will be interviewing teachers who have completed affective commitment questionnaires. You were one of those teachers. I believe that as a highly efficacious teacher, your knowledge and experience would contribute much to my study.

CONFIDENTIALITY

If you are interested, I would like to set a time to set up an interview with you. The interview questions will be open ended questions. You would be allowed to tell your story freely. The information collected in this study will be kept confidential. I guarantee that the following conditions will be met:

1. Your real name will not be used in the data collection or in the written report. Instead, you will be assigned a letter and number to be used in all verbal and written records and reports.

2. All materials, such as audio tapes and transcription notes, will be kept secured until the completion of the study then they will be destroyed.

3. Your participation is voluntary; you have the right to withdraw at any point in this study without any penalty to you.
CONTACT INFORMATION

If you have any questions at any time about the study or the procedures, you may contact me at:

Rittah Kasowe
Zimbabwe Open University
209 Hay Road
Bindura
Cell 0772943434

CONSENT

I have read the above information. I have received a copy of this form.

Do you grant permission to be interviewed? Yes____ No____

Do you give permission to be audio taped? Yes____ No____

I agree to the terms:

Participant’s signature ___________________________ Date __________

Researcher’s signature ___________________________ Date __________
Appendix 7 Key Informants’ Interview Informed Consent Form

Date ________________________________

Name of Key informant
____________________________________________________

Designation ____________________________________________________________

My name is Rittah Kasowe. I am a doctoral student at Zimbabwe Open University and I am doing a study on Determinants of Affective Organisational Commitment and their relationship to the Performance of Secondary School Teachers in Zimbabwe. I will be interviewing Educational officials who supervise teachers who would have completed questionnaires on affective commitment. I believe that as a highly efficacious educational official, your knowledge and experience would contribute much to my study.

CONFIDENTIALITY

If you are interested, I would like to set a time to set up an interview with you. The interview questions will be open ended questions. You would be allowed to tell your story freely. The information collected in this study will be kept confidential. I guarantee that the following conditions will be met:

1. Your real name will not be used in the data collection or in the written report. Instead, you will be assigned a letter and number to be used in all verbal and written records and reports.

2. All materials, such as audio tapes and transcription notes, will be kept secured until the completion of the study then they will be destroyed.

345
3. Your participation is voluntary; you have the right to withdraw at any point in this study without any penalty to you.

CONTACT INFORMATION

If you have any questions at any time about the study or the procedures, you may contact me at:

Rittah Kasowe
Zimbabwe Open University
209 Hay Road
Bindura
Cell 0772943434

CONSENT

I have read the above information. I have received a copy of this form.

Do you grant permission to be interviewed? Yes______ No_____

Do you give permission to be audio taped? Yes______ No _____

I agree to the terms:

Participant’s signature __________________________ Date __________

Researcher’s signature __________________________ Date __________
Appendix 8 Questionnaire (1) For Teachers On Biographical, Organisational And Leadership Factors

My name is, Rittah Kasowe a Doctor of Philosophy student with Zimbabwe Open University. I am conducting a study on Determinants of Affective Organisational Commitment Contributing to Low Performance of Secondary School Teachers in Zimbabwe. Information collected will be used for academic purposes only. You have been selected to participate because of your expertise and experience in teaching secondary schools. All the information you provide will be treated confidentially and your name will not be used, it will be replaced by fictional name. There are no right or wrong answers.

Questionnaire For Teachers on Biographical, Organisational and Leadership Factors

This survey should take approximately 15-20 minutes to complete. If you have any questions regarding this survey, please contact rkasowe@gmail.com.

Biographical Data

1. Gender
   Female  Male

2. What is your age round off to the nearest whole?

3. What is your Academic qualification?
   Ordinary Level
   Advanced Level
   First Degree
   Second Degree
4. **What are your professional qualification(s)?**

Certificate in Education

Diploma in Education

First Degree

Second Degree

5. **Please state your occupational status**

Senior teacher

Head of Department

Teacher

6. **How many years have you worked in the school system?**

Please round up to the nearest full year

7. **How many years have you been working in the position you are?**

a) 1 – 5 years  

b) 6 – 10 years  

c) 11 – 15 years  

d) 16 – 20 years  

e) 21 – 25 years  

f) more than 26 years

Please indicate the range you belong by writing the letter in the box.

The following statements describe features of your job and how you are inclined to it. Please indicate the answer which best describes how satisfied you are with the features by putting a number in the appropriate box.
KEY:

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<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Neutral</td>
<td>Slightly Disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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For example: Gender has an effect on work accomplishment

1. The physical working conditions
2. The freedom to choose your own method of working
3. Your fellow team members
4. The community including parents and guardian of students within the school
5. The prefect system in the organisation
6. Your immediate boss
7. Your supervisors within the school
8. Your supervisors outside the school
9. The amount of responsibility you are given
10. Your salary
11. The opportunity to use your ability
12. Relationship between management and workers in the organisation
13. The way your department is managed
14. The attention paid to suggestions you make
15. Your hours of work
16. The amount of variety in your profession
17. Your job security
18. The recognition you get for good job
19. Your chance of promotion or progression within the organisation
20. Your workload

THANK YOU FOR TAKING YOUR TIME TO COMPLETE THIS SURVEY
Appendix 9 Questionnaire (2) For Teachers

Affective Commitment 7 Point Likert Scale

My name is Rittah Kasowe a Doctor of Philosophy student with Zimbabwe Open University. I am conducting a study on Determinants of Affective Organisational Commitment Contributing to Low Performance of Secondary School Teachers in Zimbabwe. Information collected will be used for academic purposes only. You have been selected to participate because of your expertise and experience in teaching secondary schools. All the information you provide will be treated confidentially and your name will not be used, it will be replaced by fictional name. There is no right or wrong answers

Please read the statement and write the appropriate number in the box provided on how you feel.

KEY:

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<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Neutral</td>
<td>Slightly Disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
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For example

Female students are emotionally attached to their tutors

1. Would be very happy to spend the rest of my career in the school system.
2. Really feel as if the organisational problems are my own.
3. Do not feel “part of the family” at my school.
4. Do not feel “emotionally” attached to my school.
5. The school, my organisation and students I teach have a great deal of personal meaning for me.
6. I do not feel a strong sense of belonging to the department.
7. It would be very hard for me to leave teaching right now if I wanted to.
8. Too much of my life would be disrupted if I wanted to leave teaching.
9. Right now, working as a teacher is a matter of necessity as much as desire.
10. I believe I have too few options to consider leaving teaching profession.
11. One of the few negative consequences of leaving the profession would be...
the scarcity of available alternatives.

12. One of the major reasons I continue to work for in the education system is that leaving would require considerable personal sacrifice: another organisation may not match the overall benefits I have here.

13. If I had not put so much of myself into the profession I might consider working elsewhere.

14. I do not feel any obligation to remain with my current employer.

15. Even if it were to my advantage, I do not feel it would be right to leave the education sector now.

16. I would feel guilty if I left the Education system and teaching now.

17. The Education system deserves my loyalty.

18. I would not leave teaching profession right now because I have a sense of obligation to the students in it.

19. I owe a great deal to teaching.

20. I don’t get too much about my problems of my school; even ones that involves pupil performance.

21. I relax and enjoy myself even when awaiting to find out about something important about my profession.

22. I have learned not to get down on myself for minor mistakes I make in the organisation.

23. The personal limitations of people I deal with at work like pupils and subordinates often exceeds the limits of my patience.

24. When my rights are threatened, I get too upset to act in the most effective way.

25. When things go badly like poor percentage pass rates, I find it hard to avoid even worse disaster.

26. I often lose my cool and detachment in dealing with interpersonal issues in the organisation

27. I keep my temper under control in organisational negotiations.

28. I generally stay cool even when I think my super ordinates and supervisor demand more effort from me

29. Generally I learn from my mistakes more than I let them upset me.

30. Quite often, being emotionally upset impairs my dealing with major problems in my career.

THANK YOU VERY MUCH

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Appendix 10 Interview Schedule For Teachers.

My name is Rittah Kasowe a Doctor of Philosophy student with Zimbabwe Open University. I am conducting a study on **Determinants of Affective Organisational Commitment and their relationship to the Performance of Secondary School Teachers in Zimbabwe**. Information collected will be used for academic purposes only. You have been selected to participate in this interview because of your expertise and experience in teaching secondary schools. All the information you provide will be treated confidentially and your name will not be used, it will be replaced by fictional name.

There are no right or wrong answers. I hope that you will find the interview interesting if you have some further questions about the interview or the research I will make time at the end of the discussion to answer your questions.

**Interview Schedule**

**Biographical Data**

1. Gender
   - Female [ ] Male [ ]

2. What is your age round off to the nearest whole............................

3. What is your academic qualification? Specify.............................

4. What are your professional qualification(s)? Specify .................

5. Please state your occupational status
   - Teacher [ ]
   - Senior teacher [ ]
   - Head of Department [ ]

6. How many years have you worked in the school system?
   Please round up to the nearest full year.

7. How many years have you been working in the position you are?
   Please round off to the nearest full year.

**The following questions seek to clarify aspects of your work which you regard as of importance and capable to do as a teacher.**
8. What sort of meaning does the word professional mean to you?

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

9. Could you help me to understand your views concerning professionalism at work as? a subject specialist? Please specify.

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.................................................................................................................................
.................................................................................................................................

10. Tell me about the most effective methods you use showing why they were effective.

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.................................................................................................................................
.................................................................................................................................
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11. Do you think you possess relevant knowledge and skills to influence learning? Please specify

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.................................................................................................................................

12. Describe the challenges you encounter in delivering knowledge when imparting knowledge values and skills to pupils.

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.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

13. The following question seeks to find out how leadership affects your performance. How do they influence to your performance? As a teacher?

In all instances support your answer
a. Education officials

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

b. School leadership

.................................................................................................................................
c. The community

The following questions seek to clarify policy issues
14. What challenges do education policies contribute to your work performance? Please specify

15. Given a choice what are your suggestions on policy matters

16. Do you have any contributions and comments to make in relation to policy and performance of pupils at your school?

THANK YOU VERY MUCH FOR HAVING PARTICIPATED IN THE INTERVIEW
Appendix 11 Interview Schedule For Key Informants

My name is Rittah Kasowe a Doctor of Philosophy candidate with Zimbabwe Open University. I am conducting a study of Determinants of Affective Organisational Commitment and their relationship to the Performance of Secondary School Teachers in Zimbabwe. Information collected will be used for academic purposes only. You have been selected to participate in this interview because of your expertise and experience in teaching and as a supervisor for secondary schools. All the information you provide will be treated confidentially and your name will not be used, it will be replaced by fictional name.

There are no right or wrong answers. If you have some further questions about the interview or the research I will make time at the end of the discussion to answer your questions.

Interview for Key Informants

Biographical Data

1. Gender

Female ☐ Male ☐

2. What is your age round off to the nearest whole? ☐

3. What is your academic qualification?

Ordinary level ☐

Advanced level ☐

First degree ..............................................................

Specify.................................................................
Second degree……………………Specify…………………………………………………………
Any other……………………Specify…………………………………………………………

4. What are your professional qualification(s)?
Certificate in Education (CE)
Diploma in Education (Dip. Ed)

5. Please state your occupational status

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<td>Deputy PED</td>
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<td>Deputy School Head</td>
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<td>Head of Department</td>
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<tr>
<td>Senior Woman</td>
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<td>Senior Master</td>
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6. How many years have you worked in the organisation?
(Please round up to the nearest full year.)

7. How many years have you been working in the position you are?
(Please round off to the nearest full year.)
The following questions focus on your work and your expectations as a supervisor in the organisation.

8. What does the word professional mean?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

9. What do you find to be the role of leadership in influencing teacher performance on student’s performance?

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........................................................................................................................................
........................................................................................................................................

10. Can you describe a recent episode(s) or incident(s) that made you apply Administrative measures as a professional and describe how effective these measures were?

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........................................................................................................................................
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11. Describe how subordinates have made your work easier or difficult.

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........................................................................................................................................
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12. This section seeks to clarify how teacher performance is influenced by the following:
   a. Leadership factors

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

   b. The community factors

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

   c. Policy factors

........................................................................................................................................
d. Describe how teacher competence has influenced pupils’ performance in schools.

13. Do you have any contributions and comments to make in relation to teacher competence with regards to pupil performance?
   Please specify.

THANK YOU VERY MUCH FOR HAVING PARTICIPATED IN THE INTERVIEW
Appendix 12 Focus Group Interview

My name is Rittah Kasowe a Doctor of Philosophy candidate with Zimbabwe Open University. I am conducting a study of Determinants of Affective Organisational Commitment and their relationship to the Performance of Secondary School Teachers in Zimbabwe. Information collected will be used for academic purposes only. You have been selected to participate in this discussion because of your expertise and experience as teacher and as a supervisor for secondary schools. All the information you provide will be treated confidentially and suggestions accepted. There are no right or wrong answers. I hope that you will find this group interview discussion interesting. If you have some further questions about the interview or the research I will make time at the end of the discussion to answer your questions.

1. Would you be very happy to spend the rest of your career in this organization?


2. Do you think you possess relevant skills to influence pupils’ performance?

2. Apart from teacher competence what are the contributing factors to pupils’ performance?
3. Do you have any comments and suggestions to make about policies and how they are influencing teachers’ and pupils’ performance in schools?

……………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

THANK YOU VERY MUCH FOR PARTICIPATING IN THE DISCUSSION
APPENDIX 13: MULTIPLE AND STEPWISE REGRESSION ANALYSIS
COMPUTATION OF DEPENDENT AND INDEPENDENT VARIABLES

Table: 1
Teacher Happiness and Organisational factors.

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a. Predictors: (Constant), The amount of variety in your profession
b. Predictors: (Constant), The amount of variety in your profession, Your salary
c. Predictors: (Constant), The amount of variety in your profession, Your salary, The prefect system in the organisation
d. Dependent Variable: Would be very happy to spend the rest of my career in the school system
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**Item 2** Really feel as if the organisational problems are mine

Table: 2

Organisational problems vis-à-vis Organisational and Leadership factors.

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a. Predictors: (Constant), The prefect system in the organisation
b. Predictors: (Constant), The prefect system in the organisation, The recognition you get for good job
c. Predictors: (Constant), The prefect system in the organisation, The recognition you get for good job, Your supervisor outside the school
d. Predictors: (Constant), The prefect system in the organisation, The recognition you get for good job, Your supervisor outside the school, The way your department is managed
e. Dependent Variable: Really feel as if the organisational problems are mine
### Coefficients

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a. Predictors: (Constant), The way your department is managed  
b. Predictors: (Constant), The way your department is managed, Sex  
d. Dependent Variable: Really feel as if the organisational problems are mine

d. Dependent Variable:  Do not feel part of the family at my school
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a. Dependent Variable: Do not feel part of the family at my school
Do not feel emotionally attached to my school

Table 4
Emotion vis–a-vis leadership and Organisational factors.

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<td>3.076</td>
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a. Predictors: (Constant), Your immediate boss
b. Predictors: (Constant), Your immediate boss, Your chance of promotion or progression within the organisation
c. Dependent Variable: Do not emotionally attached to my school

Coefficient

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a. Dependent Variable: Do not emotionally attached to my school
**Item:** The school, my organisation and students I teach have a great deal of personal meaning for me.

**Table:** 5
Personality vis-a-vis leadership and organisational factors.

**Anova**

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a. Predictors: (Constant), Your supervisors within the school
b. Predictors: (Constant), Your supervisors within the school, The opportunity to use your ability
c. Dependent Variable: The school, my organisation and students I teach have a great deal of personal meaning for me.
### Coefficient

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<th>Dependent Variable: The school, my organisation and students I teach have a great deal of personal meaning for me.</th>
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| 1     | (Constant) Your supervisors within the school  
|       | 1.974 (.225, 8.766, .000, 1.531, 2.418)  
|       | Your supervisors within the school  
|       | .186 (.071, .171, 2.618, .009, .046, .327)  
| 2     | (Constant) Your supervisors within the school  
|       | 1.660 (.274, 6.055, .000, 1.120, 2.200)  
|       | The opportunity to use your ability  
|       | .155 (.072, .142, 2.142, .033, .012, .298)  
|       | The opportunity to use your ability  
|       | .123 (.062, .132, 1.985, .048, .001, .245)  

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**Item:** Too much of my life would be disrupted if I wanted to leave teaching.

**Table:** 6

Disruption and organisational factor.

**Anova**

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a. Predictors: (Constant), Your workload

b. Dependent Variable: Too much of my life would be disrupted if I wanted to leave teaching.

**Coefficient**

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**Item:** Right now, working as a teacher is a matter of necessity as much as desire.

Table: Working vis-avis organisational, biographical and leadership factors.

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</table>

- Predictors: (Constant), The amount of responsibility given
- Predictors: (Constant), The amount of responsibility given, Teaching experience
- Predictors: (Constant), The amount of responsibility given, Teaching experience, The recognition you get for good job
- Predictors: (Constant), The amount of responsibility given, Teaching experience, The recognition you get for good job, Community; parents and guardians of students
- Dependent Variable: Right now, working as a teacher is a matter of necessity as much as desire
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<th>The amount of responsibility given</th>
<th>Teaching experience</th>
<th>The recognition you get for good job</th>
<th>Community:parents and guardians of students</th>
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a. Dependent Variable: Right now, working as a teacher is a matter of necessity as much as desire.
**Item: I believe I have too few options to consider leaving teaching**

Table: 8
Options vis-avis biographical, organisational and leadership factors.

**Anova**

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<th>Sig.</th>
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<td>229</td>
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<td>229</td>
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</table>

^a. Predictors: (Constant), Teaching experience
^b. Predictors: (Constant), Teaching experience, Community ;parents and guardians of students
^c. Predictors: (Constant), Teaching experience, Community ;parents and guardians of students, Physical working conditions

d. Dependent Variable: I believe I have too few options to consider leaving teaching profession.
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<thead>
<tr>
<th>Model</th>
<th>Coefficient</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td>Beta</td>
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<td>.167</td>
<td>.050</td>
<td>.215</td>
</tr>
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<td>(Constant)</td>
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<td>Teaching experience</td>
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<td>Community:parents and guardians of students</td>
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<td>Community:parents and guardians of students</td>
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<td>Physical working conditions</td>
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<td>-.171</td>
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a. Dependent Variable: I believe I have too few options to consider leaving teaching profession.
Item: One of the few negative consequences of leaving the profession would be the scarcity of available alternatives

Table: 9
Alternatives vis–avis organisational and leadership factors.

Anova

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<tr>
<th>Model</th>
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</tbody>
</table>

a. Predictors: (Constant), Physical working conditions
b. Predictors: (Constant), Physical working conditions, Community ;parents and guardians of students
c. Dependent Variable: One of the few negative consequences of leaving the profession would be the scarcity of available alternatives
### Coefficients

<table>
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<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
</tr>
</thead>
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<td></td>
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<td>Physical working conditions</td>
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<td>Community ;parents and guardians of students</td>
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<td>.083</td>
</tr>
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</table>
Item: One of the major reasons I continue to work for in education system is that leaving would require considerable personal sacrifice, another organisation may not match the overall benefits I have here.

Table: 10
Sacrifice and organisational factor.

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<thead>
<tr>
<th>Model</th>
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<th>Sig.</th>
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</table>

a. Predictors: (Constant), Relationship between management and workers in the organisation
b. Dependent Variable: One of the major reasons I continue to work for in education system is that leaving would require considerable personal sacrifice another organisation may not match the overall benefits I have.

<table>
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<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
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</table>

a. Dependent Variable: One of the major reasons I continue to work for in education system is that leaving would require considerable personal sacrifice another organisation may not match the overall benefits I have.
**Item:** If I had not put so much of myself into the profession I might consider working elsewhere.

**Table:** 11

**Profession and organisational factor.**

**Anova**

<table>
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<th>Sig.</th>
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</table>

a. Predictors: (Constant), Your workload

b. Dependent Variable: Too much of my life would be disrupted if I wanted to leave teaching.

**Coefficient**

<table>
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<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
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a. Dependent Variable: Too much of my life would be disrupted if I wanted to leave teaching.
Item: I do not feel any obligation to remain with my current employer

Table: 12
Obligation vis-a-vis organisational and leadership factors.

Anova

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<td>Total</td>
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</table>

^a. Predictors: (Constant), Relationship between management and workers in the organisation

^b. Predictors: (Constant), Relationship between management and workers in the organisation, Your supervisor outside the school

c. Dependent Variable: I do not feel any obligation to remain with my current employer

Coefficient

<table>
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<tr>
<th>Model</th>
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<th>Standardized Coefficients</th>
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<td>Beta</td>
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<tr>
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<td>Relationship between management and workers in the organisation</td>
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<td>-.154</td>
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^a. Dependent Variable: I do not feel any obligation to remain with my current employer
Item: Even if it were my advantage, I do not feel it would be right to leave the education sector now

Table: 13
Education and organisational factors.

**Anova**

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a. Predictors: (Constant), Relationship between management and workers in the organisation
b. Predictors: (Constant), Relationship between management and workers in the organisation, The recognition you get for good job
c. Dependent Variable: Even if it were to my advantage, I do not feel it would be right to leave the education sector now
### Coefficient

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<th>Standarized Coefficients</th>
<th>95% Confidence Interval for B</th>
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<td>Std. Error</td>
<td>Beta</td>
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<tr>
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<td>.207</td>
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<td>.171</td>
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<td>-.144</td>
<td>.070</td>
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<tr>
<td></td>
<td>Relationship between management and workers in the organisation</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>The recognition you get for good job</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Even if it were to my advantage, I do not feel it would be right to leave the education sector now.
**Item: I would feel guilty if I left the Education system and teaching now**

Table: 14

Consciousness and organisational factors.

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
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<th>df</th>
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<th>Sig.</th>
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<td></td>
<td>Residual</td>
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<tr>
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</table>

a. Predictors: (Constant), Relationship between management and workers in the organisation

b. Predictors: (Constant), Relationship between management and workers in the organisation, The amount of variety in your profession

c. Predictors: (Constant), Relationship between management and workers in the organisation, The amount of variety in your profession, The recognition you get for good job

d. Dependent Variable: I would feel guilty if left the Education system and teaching now.
## Coefficient

<table>
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<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Std. Error</td>
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<td>Sig.</td>
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<td>(Constant)</td>
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<td>2.567</td>
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<td>7.245</td>
<td>.000</td>
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<td>.311</td>
<td>.085</td>
<td>.251</td>
<td>3.680</td>
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<td>.232</td>
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<td>.001</td>
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<td>-.161</td>
<td>.074</td>
<td>-.155</td>
<td>-2.176</td>
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</table>

a. Dependent Variable: I would feel guilty if left the Education system and teaching now.
**Item: The Education system deserves my loyalty.**

Table: 15
Loyalty and biographical factor.

**ANOVA**

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<tr>
<th>Model</th>
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<th>Mean Square</th>
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<th>Sig.</th>
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<td>3.637</td>
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</tbody>
</table>

a. Predictors: (Constant), Sex
b. Dependent Variable: The Education system deserves my loyalty.

**Coefficient**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
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<tbody>
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<td>.161</td>
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</tbody>
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a. Dependent Variable: The Education system deserves my loyalty.
**Item: I owe a great deal to teaching**

Table: 16  
Sense of obligation to students’ vis-a-vis leadership and organisational factors.

**Anova**

<table>
<thead>
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<th>Mean Square</th>
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<th>Sig.</th>
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<td></td>
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<td>3.238</td>
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<td>Total</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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</table>

* a. Predictors: (Constant), The prefect system in the organisation  
  b. Predictors: (Constant), The prefect system in the organisation, Freedom to choose own methods  
  c. Predictors: (Constant), The prefect system in the organisation, Freedom to choose own methods, The amount of variety in your profession  
  d. Predictors: (Constant), The prefect system in the organisation, Freedom to choose own methods, The amount of variety in your profession, The opportunity to use your ability  
  e. Dependent Variable: I would not leave teaching profession right now because I have a sense of obligation to the students in it.
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
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<tr>
<td></td>
<td>B</td>
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<td></td>
<td>The opportunity to use your ability</td>
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<td>.073</td>
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</table>

a. Dependent Variable: I would not leave teaching profession right now because I have a sense of obligation to the students in it.
Item: I don’t get too much about my problems of my school even ones that involve students’ performance.

Table: 17
Concern of school problems, pupils’ performance and organisational factor.

Anova

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
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<th>F</th>
<th>Sig.</th>
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<td>20.444</td>
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<td>3.333</td>
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<tr>
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<td>229</td>
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</tr>
</tbody>
</table>

a. Predictors: (Constant), The recognition you get for good job

b. Dependent Variable: I don’t get too much about my problems of my school even ones that involves pupil performance

Coefficient

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
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<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
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<td>.253</td>
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<tr>
<td></td>
<td>The recognition you get for good job</td>
<td>-.154</td>
<td>.062</td>
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</table>
**Item:** I relax and enjoy myself even when awaiting to find out about something important about my profession.

**Table:** 18

Processional importance vis-à-vis leadership and biographical factors.

**Anova**

<table>
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<tr>
<th>Model</th>
<th>Sum of Squares</th>
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<tr>
<td>Total</td>
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<td>229</td>
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<td></td>
<td></td>
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</table>

a. Predictors: (Constant), Occupational status
b. Predictors: (Constant), Occupational status, The prefect system in the organisation
c. Dependent Variable: I relax and enjoy myself even when awaiting to find out about something important about my profession.

**Coefficient**

<table>
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<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
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</table>

a. Dependent Variable: I relax and enjoy myself even when awaiting to find out about something important about my profession.
Item: I have learned not to get down on myself for minor mistakes make in the organisation.

Table: 19
Mistakes and organisational factors.

ANOVA<sup>b</sup>

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
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</table>

a. Predictors: (Constant), Your workload

b. Dependent Variable: I have learned not to get down on myself for minor mistakes I make in the organisation.

Coefficient

<table>
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<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
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</table>

a. Dependent Variable: I have learned not to get down on myself for minor mistakes I make in the organisation.
Item: I have learned not to get down on myself for minor mistakes I make in the organisation.

Table: 20
Patience and organisational factors.

ANOVA

<table>
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<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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</tr>
<tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Your salary
b. Dependent Variable: The personal limitations of people Ideal with at work like pupils and subordinates often exceeds the limits of my patience.

Coefficient

<table>
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<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95% Confidence Interval for B</th>
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<tbody>
<tr>
<td></td>
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<td>Std. Error</td>
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</table>

a. Dependent Variable: The personal limitations of people Ideal with at work like pupils and subordinates often exceeds the limits of my patience.
Item: When my rights are threatened, I get too upset to act in the most effective way.

Table: 21
Rights vis-a-vis organisational and biographical factors.

**Anova**

<table>
<thead>
<tr>
<th>Model</th>
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<th>df</th>
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<th>Sig.</th>
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</tr>
<tr>
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<td>3.571</td>
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<tr>
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<td>Total</td>
<td>848.961</td>
<td>229</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), The opportunity to use your ability
b. Predictors: (Constant), The opportunity to use your ability, Sex
c. Dependent Variable: When my rights are threatened, I get too upset to act in the most effective way.

**Coefficient**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
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<td>The opportunity to use your ability</td>
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<tr>
<td></td>
<td>Sex</td>
<td>-.506</td>
<td>.251</td>
</tr>
</tbody>
</table>

a. Dependent Variable: When my rights are threatened, I get too upset to act in the most effective way.
Item: When things go badly like poor percentage pass rates, I find it hard to avoid even worse disaster.

Table: 22
Poor percentage pass rates and organisational factor.

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
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a. Predictors: (Constant), The opportunity to use your ability
b. Dependent Variable: When things go badly like poor percentage pass rates, I find it hard to avoid even worse disaster.

**Coefficient**

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<th>Model</th>
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a. Dependent Variable: When things go badly like poor percentage pass rates, I find it hard to avoid even worse disaster.
**Item:** I often lose my cool and detachment in dealing with interpersonal issues in the organisation.

Table: 23
Detachment vis-à-vis organisational and biographical factors.

### Anova

<table>
<thead>
<tr>
<th>Model</th>
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<sup>a</sup> Predictors: (Constant), Relationship between management and workers in the organization

<sup>b</sup> Predictors: (Constant), Relationship between management and workers in the organisation, Professional qualifications

<sup>c</sup> Dependent Variable: I often lose my cool and detachment in dealing with interpersonal issues in the organisation.

### Coefficient

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<sup>a</sup> Dependent Variable: I often lose my cool and detachment in dealing with interpersonal issues in the organisation.
**Item: I keep my temper under control in organisational negotiations.**

Table: 24  
Negotiations and biographical factor.  
ANOVA\(^b\)

<table>
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\(^a\) Predictors: (Constant), Occupational status  
\(^b\) Dependent Variable: I keep my temper under control in organisational negotiations.

**Coefficient**

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\(^a\) Dependent Variable: I keep my temper under control in organisational negotiations.

**Item: I generally stay cool even when I think my superordinates and supervisor demand more effort from me**

Table 25: Ability and organisational factor.  
ANOVA\(^b\)

<table>
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\(^a\) Predictors: (Constant), The opportunity to use your ability
### ANOVA

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b. Dependent Variable: I generally stay cool even when I think my superordinates and supervisor demand more effort from me.

### Coefficient

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a. Dependent Variable: I generally stay cool even when I think my superordinates and supervisor demand more effort from me

### Item: Generally I learn from my mistakes more than I let them upset me.

**Table: 26**

Mistakes vis-à-vis leadership and organisational factors.

### ANOVA

<table>
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a. Predictors: (Constant), The attention paid to suggestions you make
b. Predictors: (Constant), The attention paid to suggestions you make, The amount of variety in your profession

396
c. Predictors: (Constant), The attention aid to suggestions you make, The amount of variety in your profession, Your job security
d. Dependent Variable: Generally I learn from my mistakes more than I let them upset me.

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a. Dependent Variable: Generally I learn from my mistakes more than I let them upset me.
INTERVIEW TRANSCRIPTS

The following section presents verbatim audio taped and edited Transcripts of interviews conducted with teachers and education officials. Note that letter Q stands for questions asked and A for responses from participants concerning teachers’ affective organisational commitment.

Appendix 13 Interview Responses From Key Informants

K1 Male Head

The following questions focus on your work and your expectations as a supervisor in the organisation.

Q What does the word a professional mean to you?
A It has something to do like you have professional qualifications for the job and acquired a certificate in the education system and has a passion for teaching.

Q What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?
A Generally when you talk of supervision it entails some decision making in certain areas, professional learning and teaching, resources and also monitoring of resources.
Q. Can you call to mind a recent episode(s) or incident(s) which you used administrative measures as a professional and describe how effective they were. Tell me more about it.

A. The recent is whereby a certain officer or teacher could not attend a lesson for 3 days then I had to call that teacher in my office and tried to understand why he absented himself from the lesson then he gave me of course good reasons. It was on a Monday, Tuesday and Thursday so he went away on Friday so when he got home he met some problems, family problems but for him to contact us at work place he couldn’t because the area he was, had no network. So he decided to stay there until he got back to school and unfortunately before he came for apology it was me first to approach him why he had not attended lessons for that week. So he said to me he had the intention to come and report but it was unfortunate because it was me who asked him first so I understand him because being human beings we face problems and need to understand one another but at the same time we need again to caution each other so that we keep our students taught and also to keep our professionalism in a good position.

Q. Describe any ways in which subordinate factors have made your work easier or difficult

A. In most cases subordinates are at a different pick especially those who did their teacher education, they know what they do but at the times there are those who did not go through the teacher education programme system. They do not have the methodologies and do them they see lectureship as the only teaching method this regarding group work and also improving their children. So those are some of the challenges, they cause problems but they are not serious problems.
The proceeding sections seek to clarify how teacher performance is being influenced by the following:

**Leadership factors**

A. In most cases those ones are not in any way affecting the teacher performance but of course we can say if a bad leader supervises some teachers normally those factors may also affect the performance of the teacher but if you are a good leader and you lead them professionally normally some teacher may take whatever you do in fact you are the role model to them so they are motivated with your leadership factors especially when look at the way you support them in terms of when they get problems you have to solve those problems.

Q. **What do you view as qualities of good leadership and qualities of bad leadership?**

A. A good leader should always delegate, of course there are areas where you cannot delegate and also you need to show that you are in love with the people you lead by giving some incentives. At the times you can have verbal incentives just to say thank you for the job done or you can organize something which you can say I am thanking you for doing that. But for a bad leader you don’t need listen to gossips and as a leader you don’t have to gossip or talk about a certain individual with another take a human being as a human being if that individual is wrong it’s better to call him or her and discuss the issue.

**Community factors**

A. As a school we are lucky that we are far away from the community but at times you find it is the community that builds the school so the relationship between the community in terms of especially the parents should be good and as a leader if you show commitment to their children then the community again will respect you. Also if
you are a leader the way you present yourself to the community the community will tend to respect you but if you are an I don’t care person as a leader even the community will not respect you so the community again needs good results from the school and as a school and as a school Head or leader you need to make sure the school climate is good.

Policy factors

A Policies have to be adhered to be it school policies and teachers need to implement those policies for a betterment of the achievement of goals and good results.

Q Don’t you foresee certain policies impinging on teacher’s performance and pupil performance?

A Yes we might have those policies but as implementers we have no way, we have to do what we are asked to do but of course if we had some powers within us we could then amend those policies. What we are saying is that Heads have got their organisations, the NASH it is now where certain policies can be amended but not by an individual school, of course policies at times affect especially this policy whereby children are not beaten, that policy is very bad because even in the bible they say spare a road then you spoil the child. If that policy is given to schools with the children of nowadays they need a whip, when you discipline a child you are not killing them but you are correcting them. So that’s one major policy which is at times disturbing us as leaders.

Q What about this newly introduced cell phone Act?

A It’s not yet a policy, even the condom issue

Q In your view describe how teachers competence influenced pupils performance have in schools.
A. It has influenced their pass rate, even discipline because if a teacher is competent they know if they get to your class they are going to say something good but if you are incompetent at times student might dodge your lessons so it is only the competent teacher who can make the students pass and love his subject.

Q. Do you think age has got a contribution on the effective commitment of teachers in the organisation?

A. Teacher’s age has a lot of contribution remember junior teachers behave in a way we may not expect but with senior teachers or elderly teachers, they are well behaved. The teachers of today are not well versed in their performance or profession so what they do is they just need money but the experienced teachers know to them it is their core duty so they perform much better than inexperienced teachers.

Q. So we can safely say older teachers or age has contribution to effective commitment of teachers

A. Yes

Q. What about sex or gender?

A. Gender has a lot to do with the pass rate especially on the discipline of kids, male teachers a feared more than ladies because they have that thinking of saying we are mothers. They sympathize with the children but with man they discipline very well maybe also children fear male teacher because they are muscular so they know we have nothing to do with particular teacher. With ladies in most cases you would wonder whether the teacher is there or not because of amount the noise you would hear from those points so at times you get there and find the teacher surrounded by so many guys making noise so they have no punch to stop them from talking especially female teachers.

Q. So you think that it affects the pupil’s performance?
A. Yes because if you cannot discipline them then it disturbs their learning.

Q. Do you have any contribution or comments to make in relation to teacher competence with regards to pupil performance in the organisation?

A. The performance of teacher vis-à-vis performance of pupils, there is a lot of contribution there. If teacher performs very well in a class his performance will then help the students understand certain concepts but if a teacher performs badly whether be it in sports, in academic side then similarly the students will also perform badly.

Q. So can we safely say effective commitment of teachers is contributing to pupil performance?

A. Sure yes it contributes a lot.

Q. Do you have any question to ask?

A. So far I don’t have any questions

Q. Any contributions

A. I don’t have any contributions

Thank you for having participated in the interview

Most welcome thank you
K2: Deputy Head

The following questions focus on your working work and your expectations as a supervisor in the organisation.

Q. What does the word a professional mean to you?
A. It means having acquired some training to perform duties or functions so that you can literally meet requirements for clients.

Q. **What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?**

A. It means having acquired some training to perform duties or functions so that you can literally meet requirements for clients.

Q. **Can you call to mind a recent episode or incident that involved you using administrative measures as a professional and describe how effective they were. Tell me more about it.**

A. When you come across some work not well done its writing a report and advising the supervisor at the school to rectify to take action against under performance, we don’t have the role of taking up some serious action, or reprimanding or changing but we give the information to the local supervisor.

Q. **You play an advisory role?**

A. Yes

Q. **Describe any ways in which subordinate factors have made your work easier of difficult**

A. Yes sometimes it has made our work easier if they provide information you are seeking plus the professional books they use when they are planning records, when you find these in place it is easy to assess but in the absence of this it become difficult to assess and that means to say you are put to some task that will be more time consuming.

Q. **I also understand that because as an inspector you go around in schools inspecting the schools yet in those schools there are supervisors under those supervisor there is a supervisor who is the head of the school and then the deputy**
head and head of departments so you really wonder what is happening in those schools. Deputy Head, Head of School, Head of Departments are neglecting ignoring.

A. Yes that’s a big problem

The following sections seek to clarify how teacher performance is being influenced by the following:

Leadership factors

To some great extend because were leadership is there to assist is closely monitoring the performance usually performance is reasonable if the leadership is even better the performance is even wonderful so I believe it is plays a very big role.

Community factors

Communities which appreciates the services of teachers usually give teachers a bit of motivation unlike communities were teacher is not only struggling with the child but also the parents then the teachers to some extend does not give off the best that the teacher has because of the negative attitude from the community, absenteeism, behaviour were student don’t respect the teacher because the parent is influencing the attitude they impact the teacher’s interest

Policy factors

They do, the ministry for example when there are policies whereby teachers feels they are not consulted e.g. there is big talk about the use of cell phones in the classroom and the teacher is battling to control children and if they bring that in the classroom it will create even more problems and the policy of not turning away children because schools can’t provide this and that because payment did not come in time. Well policy to some extent they do affect.
Q. **Some have argued that it’s because when policies are being formulated the teachers are not involved**

A. Yes teachers are not consulted, they are not involved there is this top down approach instead of using the top and bottom up approach

Q. **In your describe how teacher competence in Zimbabwe has influenced pupils performance in schools**

A. Yes my colloquies sometimes we question ourselves to say is the teacher being produced today the same as the one produced yesterday. Sometimes there is a bit of lowering of standards at colleges or universities I’m not sure, u find the teacher is less knowledgeable things that you think a teacher should know they are struggling what went wrong even competences when you say give me your documents then you say is this the plan, the plan is not well constructed there is no coherence, the topic is too broad, the objectives are not very clear they don’t match what you want to achieve but did not train to do these things then they say I thought it was okay. Then you feel the competences unfortunately because the service, refresher course because of lack of resources are not being carried out at often and at the end the competences are not developed and its affecting the children as well

Q. **There is an argument that today’s teacher is not committed to the organisation unlike the older teachers. Do you agree or disagree?**

A. To a greater extend we feel that some are not teachers by choice/ calling they are job seekers they are by circumstances because today’s output of colleges and universities have increased but the avenues for these fellows don’t exist, they are very few so they end up joining teaching so we have to try out our best to assist them while they are still trying to earn living.
Q. Some have argued that the teacher competence has to do with the recruitment selection and training of teachers in teacher's colleges do you agree?
A. That I agree I think that was the strings when things were a bit stable when people were recruited considering certain requirements they had to meet. Colleges seem to be going all out to recruit as many people into the college and turn them to teaching and sometimes I don’t think it works forever.

Q. Do you think gender has an influence to pupil performance focusing on secondary education?
A. The problem maybe we have more males in the secondary than females, maybe females that you meet there may be performing better than the males it is because there are fewer, I’m not too sure now. It should be the same I don’t think it’s that.

Q. Some have highlighted the issue of indiscipline in schools saying that when students are with a female teacher they are not disciplined unlike with the male teacher. Do you agree?
A. Yes there may be a fact there, our students depending on the background or the social setting may have looked at the female teacher as weaker than the male because they can’t inflect physical punishment and those being pushed in that manner may not perform as much. Yes sometime it does mu…. cultural beliefs contributes to that.

Q. Since 1984 to date, secondary schools have been experiencing 78 to 90% failure rate country wide. What is your comment?
A. In my view, the 78% failure rate is as a result of automatic promotion whereas in the past they did not allow anyone who was not competent to do secondary school to continue so to some extent I don’t think that teacher competence has resulted in that big failure rate there might be something else.
Q. **What about if there are 2 schools which select and are boarding schools, school A selects School B selects but they don’t all attain a 100% pass rate, School has a 60% pass rate whilst school B 100% pass rate. They both selected students for form 1 and both are boarding schools but their performance at ordinary level is different, what could be the contributing factor?**

A. That is when we are supposed to consider the role of leadership and that school x may be well managed with effective leadership and able to control the teachers and the learners and give them a push to do better while school y may have its own problems. School y may be staffed with teachers who don’t have the zeal to achieve, they are not worried about what is going to come out in the end then of course you will not achieve anything.

Q. **Do you have any comments to make?**

A. Yes this is a very interesting subject what we have realized is that the performance of a learner is determined by the provision of resource, the better the resources the better the performance and that is why we have better resourced schools doing well as you go kuma poor areas you hardly find students making it.

Q. **So you think pupil’s performance is being influenced by lack of adequate resources?**

A. Yes I don’t think policy has done enough to address those issue the school capable of sourcing resources themselves seem to be getting more assistance than those that require much assistance from government and that’s one big dichotomy in our schools. I’m not sure when we talked about policies there is something that affect the behaviour of our children maybe social and economic political factors that have mean disempowered the teacher to some extent and you see the teacher of yesterday would
push and push the students but today’s teacher is a bit weakened and to some extend those factor are affecting our schools.

Thank you for having participated in the interview

K3: Male Head

The following questions focus on your work and your expectations as a supervisor in the organisation.

Q. What does the word a professional mean to you?
A. Being fully qualified in the job that you will be doing.

Q. What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?
A. Guiding the teachers, assessing them and supervising them.

Q. Can you call to mind a recent episode or incident that involved you using administrative measures as a professional and describe how effective they were. Tell me more about it.
A. Yes, when we go out to supervise schools and you find school teachers not doing their preparatory work correctly and you go on to encourage them to prepare their schemes and to do their work in advance and they end up teaching their children effectively.

Q. Describe any ways in which subordinate factors have made your work easier of difficult
A. Yes they make our work easier by constantly monitoring the teachers below them or under their supervision thereby making sure that there is effective implementation of work.

The following sections seeks to clarify how teacher performance is being influenced by the following factors

Leadership factors
A. If the leader does not know his roles or duties then the teacher are bound to be doing whatever they want without supervision or guidance. In the presence of good leadership factors teachers are bound to be guided and they work to expectation and produce good results.

Community factors
A. The community expectation counts, if teachers are in a community where the standards of expectation are high, they are bound to work hard so as to meet the minimum expectations. If the community is less expecting, teachers are at times simply doing what they want and they have no fear for criticism or anything.

Q. And that will impact negatively on pupil performance
A. Yes

Policy factors
A. Yes a policy gives a guideline on what needs to be done and if policy is clear then teachers’ performance is also clear. Were policy is not clear you find teachers do not perform well and they may not be very effective.

Q. Can you cite one example of a policy which you think was not clear?
A. I cannot cite any but just feel that if policy is not clear sometimes teachers may not have guidance.

Q. *Some argue that for the policy makers when they are formulating policies there is need to involve the teachers. So that whenever the policies are coming to the teachers, there is ownership of those policies. Do you agree or disagree?*

A. I agree very much. That is the bottom up approach of policy formulation that creates ownership of the teachers and when policies made above are just imposed, sometimes teachers seem not to understand the basis on which those policies were formulated, so teachers are bound not to own and implement them.

Q. *In your view describe how have teacher competence influenced pupils performance in secondary schools?*

A. A teacher who is competent is likely to perform better thereby bringing out good results in the performance of the children and a teacher who is not competent enough sometimes does not produce any results that are significant so children will not perform well. That’s why you find in schools we have some teachers who fail to produce even one child with a C in a given secondary subject. All children having Us and one wonders why and in instances where a teacher is competent enough you find As came and Bs came and very few children will have Cs or Ds.

Q. *Some say today's teachers are no longer committed to the organisation unlike the old teachers. Do you agree?*

A. To a certain extent it may be true but it differs from person to person, yes some teachers are incentive driven but they are some who have that inborn interest to commit themselves to the organisation and they work even without supervision to achieve better results.
Q.  *Long ago teaching was regarded as a calling but today teachers are job seekers. What do you say?*

A. That’s very correct it’s because of the unemployment scenarios that are existing are that people with degrees in various subjects and they cannot find employment in those areas and the only area where they can get employment is in teaching. We have got examples of people with masters and bachelors in various fields going to teach primary school children were their degrees are not relevant so in that situation the teachers are not teaching as a calling. In the past years teachers would go for teaching because in all other areas there was a lot of employment and those who train in Motor Mechanics would go and work in the Motor Industry but today you find somebody with a degree in Motor Mechanics going to teach school children in primary school. It’s clear that we are only trying to find a means to live not for the sake of children.

Q. *Some argue that there are problems in training of teachers so that they become effectively committed to the organisation. Do you agree?*

A. It could be possible, certain values are not instilled in the course of training but basically what we are saying is that most people are going into teaching as a way to take over into the careers because there is no other employment opportunity out there.

Q. *So you can foresee if there were any other employment opportunities the majority of those who trained as teachers might leave the organisation and join other sectors.*

A. Yes, that is why we have exodus of people who are going to other countries to greener pastures who were once teachers resulting in us having no mathematics, science teachers in our education.

Q. *Do you agree that gender has a contribution to the effective commitment of teachers?*
A. It depends in some cases males can be found more committed and in some cases females but my personal opinion females seem to be more committed to the organisation.

Q. But some say females spend more time concentrating with family affairs thinking of their husbands, kids, home issues unlike males. What do you say?
A. That’s their opinion but my observation has shown that females are more committed to work, they are able to carry a lot of duties at once. You may find she is cooking the same time she is scheming, she is ironing her clothes, she get a few minutes she attends to her books and is very much committed, that is my personal observation.

Q. Do you have any contributions to make in relation to teacher competence with regards to pupil performance in the organisation?
A. Yes, in the sense that teachers need to be committed truly in order to come up with better results. That’s why I think there is need for a lot of commitment.

Q. These days some are arguing that older teacher are more committed to their organisations than new teachers. Do you agree or disagree?
A. Yes to a greater extent the older teachers are committed to their duty than the current group.

Q. What could be the contributing factor is it economic crisis or modern technology?
A. It is cultural and economic factors contributing.

Q. It has been observed that since 1984 to date, secondary school has been experiencing 78 to 90% failure rate country wide. What is your comment?
A. It could be due to the changes that are taking place maybe like the issue of adequate resources in the provision of education and the government.
Q. What do you think can be done in order to eradicate this, some are even highlighting work load in schools is contributing to effective organisation commitment of teachers?

A. Yes because from 1984 up to date there has been a large increase in number of children resulting in teacher pupil ratio exceeding the standard that was there before. In the past you would find at secondary school a ratio of 1:30 children but today you find at secondary schools a teacher is teaching 60 to 70 children thereby failing to give maximum attention to individual needs and differences to children. So what needs to be done is to empower the teaching department by giving adequate resources, building more schools and training more teachers so that they will be equal to the number of children in reasonable ratios.

Q. Some have argued that the automatic promotion of children has contributed to failure of students in secondary school. Do you agree?

A. To a certain extent yes, if you look at the absence of ZJC was ensuring a gap that would determine whether a child would proceed or not to ‘O’ level without any assessment or any indication of the performance of the child, that contributes to poor performance.

Q. There are a certain secondary schools which are screening, they are taking students with 4 units but at the end they have different pass rates school A. 100% pass rate school B. 40% or 50% rate.

A. The organisational climate plays a very big role, the values and expectations comes into play resulting in one school doing better than the other in a similar environment.

Q. Do you have any questions?

A. No
Thank you for having participated in the interview

You are welcome
K4 Male Head

The following questions focus on your working work and your expectations as a supervisor in the organisation.

Q. What does the word a professional mean to you?
A. It means people have the requisite qualifications to be called a professional

Q. What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?
A. Supervision entails letting teachers know for example how to scheme and then how to present the lessons so I would say the supervisor needs to go over the syllabus then encourage the teacher on proper ways for scheming, planning lesson presentation. Once the teacher is assisted in those ways we hope the teacher will be able to deliver his or her lessons.

Q. Can you call to mind a recent episode or incident that involved you using administrative measures as a professional and describe how effective they were. Tell me more about them.
A. The greatest problem we are finding in our secondary school is subject mismatch, we find someone who is trained in a particular area not given that special area to teach. Someone who specialised in psychology or sociology, you find that person being given English or Shona that’s where we have the problem of subject mismatch

Q. So it means it’s because of recruitment and selection?
A. Yes

Q. Describe any ways in which subordinate factors have made your work easier of difficult

A. Subordinates do come and alert me of difficulties that they are encountering in the fields so once we have those identified then we can start thinking about staff development workshops especially for head of departments.

The following sections seeks to clarify how teacher performance is being influenced by the following factors:

Leadership factors

A. If a school head does encourage teachers in their work and give them responsibilities it appears teachers feel more involved in their work and as a result they seem to perform better once they are given that responsibility. Once they are recognised that they are important in the organisation it appears they become more initiative in their day today as a result their performance increases.

Q. In other words teacher competent is very important?

A. Yes

Community factors

A. If the teacher feels safe in the community they will definitely perform better because if the teachers feels they are not wanted in a particular community then their performance will definitely be affected. So if the teacher feels welcome in that particular community definitely their performance is going to increase.

Policy factors

A. Most of our policy comes from the Head office and our teachers are there just to implement, there is little room for teachers to change the policies. They are there just to
implement what has been decided by those from central government mostly for our Head office. So teachers basically are there to implement there is little room for them to make any input in the policy decisions.

Q. Do you mean to say there are certain policies which are impacting negatively to the teacher or positively?

A. All I am just trying to say is that when these policies are being made there is little consultation made. Teachers’ views in most cases are not asked for, teachers are only given policy to say go and do his without their input. That is where I am coming from that teacher consultation are minimum in our system at the moment policies are just coming from the Head office and the teachers are being asked to just implement.

Q. These days some are arguing that older teachers are more committed in their organisations than new teachers. Do you agree or disagree?

A. Well, the economy has a lot to do, when we have this meltdown we see a number of our teachers opting to look for alternative employment because things are tough. So as such it might be true to say because most of these teachers who were caught up in this economic meltdown were the young ones. The older ones have experience of better times before the economic meltdown term so we might say that to some extent it is true, it looks like the younger teachers now are acting more like missionaries. They are not committed as the older teachers, I tend to agree with that view.

Q. What about gender do you think it affects teacher performance in that females is better than male or males perform better than females especially focusing on secondary schools?

A. As far as commitment is concerned I would say it might be so because if you look at the number of misconduct case that we have held males versus females I would
say it is fifty-fifty both are abusing the sick leave for example ladies also abuse sick leave males also sick leave. So I’m saying it is fifty I would not say males are more dedicated than females, it depends.

Q. **What about discipline issues when we are focusing on disciplinary issues in secondary schools?**

A. Males tend to misbehave more than ladies, we have more misconduct cases that involve male teachers as of course to ladies.

Q. **There is an argument that male teachers are far much better in instilling discipline in schools than females?**

A. Yes to some extend we might even go further to say some of the males teachers it appears they end up abusing as they try to instil discipline in students, they end up overdoing what they are supposed to be doing. So to some extend yes males do instil discipline more than ladies yes I agree.

Q. **Do you have any contributions and comments to make in relation to teacher competence with regards to pupils performance in the organisation?**

A. With regards to setting examinations especially in the secondary schools, I think subjects where the practitioners or teachers actually set examinations in those subjects pupils seem to do better than in areas where you find for example university lecturers being asked to set questions for O and A level student end up not performing as they do in subject were teachers who actually do day today teaching are concerned. So all I’m saying is if the paper is given to university or college lecturer because they don’t teach in our schools they tend to set the examinations as though these are university or college students, they raise the standards and the pupils end up not doing so in those papers which are set by non O or A level teachers. So performance is definitely affected in those incidents.
Q. So you are saying there is need for teacher involvement in setting the examinations?

A. Yes, geography for example its one area where we find that our students are not doing so well in the subject and there are some indications that the papers are not being set by secondary school teachers.

Q. Some are saying that the current teachers are no longer effectively committed to the organisation as compared to the long ago teachers, what do you say?

A. Well I can say it’s because the teacher nowadays like everyone else they want a car, which were not priorities as such to the yester year teachers. So the current way of living is affecting the current teachers. Our teachers also want to send their children to universities, they want good cars, good food, good clothes so that might be the main difference between the yester year teachers and the teachers of today so because of these competitions the teacher of today end up moon Lighting so as to have extra money so they can compete with their neighbours. There is a lot of competition now as opposed to the past, that’s where I find the difference between teacher of today and of yesterday.

Q. Some are saying that it is alluded that yesterday teaching was regarded as a calling but the current teachers are just job seekers, what do you say?

A. To greater extend I would say yes appoint in question is the issue of incentive, the teacher of yesterday did not ask for incentive but the teacher of today they want incentives because of the way people are living. There is a lot of competition, they want cars, expensive clothing so they end up asking for incentive and yet the yester year teacher never asked for incentive and there were no vacation schools. We were taught just during the school term once the holiday comes people took a break to rest but today everyone is talking about vacation schools which is a new phenomenon and in those
vacation schools people are asking for an extra dollar because there is much competition thing which has come in which was not rife in the teacher of yesterday.

Q. **Do you have any question pertaining to teacher performance currently and pupils’ performance because it has been observed that since 1984 to date, secondary schools have been experiencing 78 to 90% failure rate country wide? What is your comment?**

A. This might be because at lower levels because of automatic promotion pupils are just told to go to the next grade of form before they have actually mastered the concepts now because of that it might be causing the high failure rate and also the teacher pupil ratio is so high were you would expect a teacher to have 40 children in primary school for example you end up having 53 in a class you are supposed to have 30 at secondary school you end up having 60 that also might be a major cause in the high failure rate. I’m glad to say the text book situation has greatly improved because of the government initiatives of education development fund. It has greatly improved.

Q. **So you mean to say workload has influenced on pupil performance?**

A. Yes it does because instead for marking 30 exercise books in languages, compositions and history, the teachers now has to mark an extra 20 exercise books so the teachers won’t be as energetic if he had just to concentrate on the recommended which is 1 teacher to 30 pupils. One teacher is now teaching 50 pupils definitely the energy will not be there.

Q. **You have highlighted the issue of automatic promotion but there are some secondary which are screening, they’re taking students with 4 units but at the end you find the percentage pass rate is different.**

A. Those schools which are selecting are mostly boarding schools, the rural day school there is no selection. Schools in the high density just take whoever comes in
looking for a place so I would say those schools that do select they end up coming with good results as compared to the schools that do not select.

Q. But there we are comparing 2 schools which select and are boarding schools, school A. selects School B. selects but they don’t attain 100% pass rate. School A. 60% pass rate school B. 100% pass rate. What could be the contributing factor? They both selected students for form 1 and both are boarding schools but their performance at ordinary level is different

A. Perhaps it might be the leadership at these 2 different schools that might affect the performance of those students. I would say perhaps the leadership styles of the schoolwith better results at O level, I think the leadership style at that school might be different from those who were not performing as compared to the other school. If we could go out there and make some investigations I’m sure something might be found concerning the leadership styles at these 2 different schools.

Q. Do you have any comments to make?

A. At the moment no

Thank you very much for having participated in the interview

You are most welcome, thank you.

K5:Male Teacher

Q. What does the word a professional mean to you?

A. It means the how I actually specialized, in the area which I am teachinohave specialized.

Q. What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?

A. We do staff development sessions, supervisions, monitoring and counselling.
Q. Can you call to mind a recent episode or incident that involved you using administrative measures as a professional and describe how effective they were? Tell me more about it.

A. The administrative measures which I use, are staff development, monitoring, supervision where there is need.

Q. In your school didn’t you encounter any challenges pertaining to teacher performance?

A. As usual yes, I usually find some who perform below level, what we actually do is we take the teacher, staff develop the teacher in the area we find that the teacher is low.

Q. Describe any ways in which subordinate factors have made your work easier or difficult.

A. I usually take my subordinates we describe e.g. those with high percentage pass rate and those with low they sit together they discuss sharing ideas subordinate to subordinate and discuss giving each other ideas on how they performed in their areas.

Leadership factors

Q. How is teacher performance being influenced by leadership factors?

A. Teacher performance is influenced by leadership factors in many ways such as staff development, monitoring them, guiding them, providing them with resources where necessary.

Community factors

Q. How do community factors influence teacher performance?

A. They influence performance in that the community provides us with pupils, resources since they provide tuition fees and levies, they also provide guidance and counselling to the school in some areas where the teachers do not understand for example traditional areas, we take our communities they coach our teachers in the area.
Policy factors

Q. How do policy factors influence teacher performance?
A. Positively because in our ministry, we have circulars which guides us on written work, so when we go out for supervision we actually look at the policy and guidance and counselling children, it has some influence.

Q. Do you think that there are some policies that have a negative influence on teacher competence?
A. I have seen all the policies of great importance because usually I refer to the circular at a particular situation, I look at the circular and solve the problem.

Q. You look at the circular and solve the problem but doesn’t that affect the teacher’s performance?
A. I don’t think so, I think these policies guide the teachers in the areas they operate.

Q. Some say the banning of the policy on incentives has negatively affected teacher performance do you agree?
A. Some say so but according to the ministry, you find that one in Dande and one in Bindura urban those teachers looking at them, the one in Dande was not getting anything where as one in the urban areas was getting so there was discrimination between the teacher in the rural area and the one in the urban area. So to us we can say that it is good because all teachers are equal because they all get the same salary.

Q. So can we safely say that it is proper to provide or improve conditions of service for the teachers other than introducing issues like incentives?
A. Yes I think so, it is better to improve the conditions of service such as giving us more money.

Q. But money is not a motivator according to Herzberg’s 2factor theory, it is a hygiene factor what do you say?
A. But without money you cannot survive, how can you sustain without money you are in a position to wake up, wash, get enough food because of money so money is of great importance and also I think if teachers have enough money they will also have accommodation.

Q. Some have argued that it is not proper to raise salary but conditions of service which are external rewards which can be improved may be through loans facility, housing schemes, car loans, to what extend do you agree?
A. I agree, it is better so that they will also be equal in a position to survive in a modern way.

Q. Some companies have even gone to the extent of providing a certain amount of school fees for their children would you opt for that or salary increase?
A. There are some companies yes, we also wish if our education sector could do that help, to give our teachers for paying their children’s fees because looking at the amount of money teachers get, they struggle to send their kids to school, to have enough food to eat and so I feel it is better for the ministry to do so that teachers can also benefit.

Q. Some are saying that the current teachers are no longer effectively committed to the organisation as compared to the long ago teachers. What do you say?
A. Yes it is true, because as we go out and see usually you can see that this teacher is a teacher by calling or this teacher is just looking for money and that impacts on pupils’ performance.
Q. **So can we safely say age is contributing to affective organisational commitment?**

A. Definitely we usually come across situations whereby currently trained teachers are not more devoted than older teachers, older teachers are determined to work.

Q. **So what are the contributing factors per se?**

A. It is because we actually do not have enough salaries whereas long ago the teachers had enough salaries to sustain and they were living in a better way so the way how they lived I think contributes that is what I think.

Q. **What about gender do you think it affects teacher performance in that females perform better than males or vice versa focusing in secondary schools?**

A. In other circumstances but I don’t think like that because I can say females are more committed to the organisation because you find out that some males spend their time at the beer hole yes it is better for them to refresh but they will overspend time there rather than doing their work so I think females have more time to do their work rather than males.

Q. **But some have argued that females spend most of their time thinking of their families at the expense of their job. What is your view?**

A. In other ways it differs with the individual some are determined some are not determined to their work so I think it depends with an individual.

Q. **Do you have any comments to make in relation to teacher competence with regards to pupil performance?**

A. Usually you know that if the teacher take the child at an early age can read and understand even if the child is at a level, a special level you will be in a position to analyse even everything, in other words the teacher don’t have enough time to go deeper with the child so that they can be in a position to read and understand, analyse
for themselves, acquire analytic skills so that they can perform better than other teachers.

Q. *Do you think something could be done on our training part in teachers colleges?*

A. Yes teachers coming from colleges need strong orientation especially professional guidance, because we can’t have somebody straight from university without teaching pedagogy coming to teach and expect the teacher to be competent enough to produce good results.

Q. *Do you have any comments or questions to ask?*

A. No

Thank you very much
K6: EO Inspector

Q. What does the word a professional mean to you?
A. Being fully qualified for the job that you will be doing.

Q. What do you find to be the role of leadership in influencing teacher performance in attaining pupils’ performance?
A. Guiding the teachers, assessing and supervising them.

Q. Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effective they were?
A. Administrative measures as referring to supervision, yes when we go out to supervise schools and you find teachers have not done their work correctly, you go on to encourage them.

Q. Describe any ways in which subordinates factors have made your work easier or difficulty.
A. They make my work easier by constantly monitoring teachers, thereby making sure that there is effective implementation of work.

Q. How is teacher performance being influence by the following?
Leadership factors?
A. If the leader does not know his/her duties then teachers are bound to be doing whatever they want without supervision or guidance, in the presence of good leadership teachers are bound to be guided and they work to expectations and produce results.

Q. Community factors?
A. The community expectations, if teachers are in a community where the standards of expectations are high they are compelled to work hard so as to meet the minimum expectations. If the community is not expecting anything teachers are bound to do whatever they want because they have no fear.

Q. Policy factors?
A. Policy gives the guideline from what needs to be done and if a policy is clear and teacher’s performance is also clear. When policy is not clear you find teachers do not perform well or they cannot be effective.

Q. Can you give an example of policy?
A. If a policy is not clear, teachers lack guidance.

Q. Some argue that for policy making there is need to involve the teachers so that whenever the policies are coming to the teachers there is ownership to those policies.
A. I agree very much that the bottom up approach creates ownership to the teachers and where policies are made above and given the teachers, sometimes teachers seem not to understand the mandate of the policies so they are bound not to implement it.

Q. In your view describe how teacher competence influenced pupils performance has in secondary schools.
A. The teacher who is competent is likely to perform better thereby aiming to produce results and a teacher who is not competent enough sometimes does not produce results that are significant and children will not perform well. That’s why YOU FIND
in some schools, teachers who fail to produce even one child in a secondary subject all children wonders why... and when teacher the is competent enough you find As and Bs coming out and very few children will come out with Cs and Ds.

Q. Some are saying today’s teacher is no longer committed to the organisation unlike the old teachers do you agree?
A. To a certain percent I agree but it differs from person to person, yes some teachers are incentive driven, but there are some who have an inborn interest to commit themselves and they work without even supervision to achieve better results.

Q. There is an argument that long ago teaching was regarded as a calling and currently teachers are regarding it as job only What is your opinion?
A. That’s very correct.

Q. Some argue that there is problem in training teachers so that they will be fully committed to the organisation. Do you agree?
A. It could be possibly...but basically what we are seeing is that most people are going into teaching as a way to stand-over in other coming opportunities. Because there are no employment opportunities.

Q. Some have argued that gender that is either females or males have influence on organisational commitment of teachers would you agree?
A. It depends, in some cases males may be found committed in some cases females maybe committed too. But in my opinion females seem to be more committed to the organisations.

Q. Some say females spent most of their time on their family issues Do you agree?
A. Thus their own opinion, in my own opinion females seem to be more committed. They are able to carry a lot of duties for example you may find her cleaning, cooking, scheming at the same time and they are very much committed.

Q. Do you have any contributions and comments with regards to teacher competence and pupils’ performance?

A. Yes, its true in the sense that teachers need to be committed truly in order to come up with better results and that’s what I think.

Q. Do you agree that older teachers are affectively committed compared to these young teachers.

A. Yes, about 75% of the older teachers were committed compared to the young teachers.

Q. What could be the reason?

A. Cultural and economic factors.

Q. It has been explained that since 1984 to date Zimbabwe has been experiencing 78% or more failure rate in secondary schools, what are your reasons?

A. It could be due to the changes that are taking place including lack of adequate resources.

Q. What do you think can be done in order to eradicate these problems and improve students’ performance? In another note some are even highlighting workload in schools is contributing to affective commitment of teachers Do you agree?

A. Yes because in 1980 - 1984 up to date there has been a large increase in a number of children going to school resulting in teacher pupil’s ratio exceeding the standards that were there before. In the past you would find secondary schools had a ratio of 1:30 but now you find now it has risen to 1:60 thereby teachers are failing to
pay maximum attention, so what needs to be done is to empower the teaching department by giving them adequate resources, building more schools and training more teachers so that they will be an equal number in ratio as per teaching load ratio.

Q. Some have argued that the automatic promotion has contributed to failures on students at secondary school. Do you agree?
A. Yes, if you look at the absence of ZJC, it would determine whether the children will perform well or not. The ZJC was a measuring gap that would determine whether to proceed to O’ level. But when it was removed children automatically go to O’ level and without any assessment or indicator and that is contributing to poor performance.

Q. What is your view if you look at two secondary schools, school x and y the students with four units after grade seven are enrolled for form one but at the end of the four years you find that school x produces 100% and school y 50% pass rate. What could be the contributing factor?
A. Standards, values affect and there is variation within different environments.

Q. Do you think the school climate contributes a lot?
A. Yes, the organisational climate plays a very big role, like the values, so community expectations also come to play resulting in one school doing better than the other in the same environment.

Q. Do you have any comments to make?
A. No.

Thank you
K7: EO INFORMANT .DEPUTY PED

Q. What does the word a professional mean to you?

A. It means that someone has got an area that he or she studied.

Q. What do you find to be the role of leadership in influencing teacher performance to attain pupils’ performance?

A. We have to make sure that teachers have enough resources and they should be motivated. We should be in a position to help them structure their work properly.
Q. *Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effectively they were?*

A. We discovered that teacher performance in particular subjects was not effective, so we organised workshops to help school administrators, that is, Heads, Deputy Heads and Heads of Departments, we told them how to look on the subject structure, to work properly and implementing the required policies properly.

Q. *Describe any ways in which subordinates factors have made your work easier or difficulty.*

A. Subordinates factors have made my work very pleasing in that when we try to help them, we write supervision reports. We have had very meaningful responses to those supervision reports, were taken serious by heads and teachers also. There was a lot of change in the approach and delivery.

Q. *Describe how teacher performance is being influenced by the following:*

*Leadership factors*

A. Teacher performance, there is very little heads of schools can do to change teachers performance. If we look at school generally at the administration, I am sure leaders are doing their best as far as I am seeing it.

Q. *Community factors.*

A. When you get into communities, they are bringing on board issues that are irrelevant to the education of the child and those issues overshadow what should be done.

Q. *Policy factors.*

A. The policies in the organisations are very clear. The ministry is very clear on what should be done, but the implementation at times is very difficult many factors
come into play and implementation is not as it should be because of the external factors that hinder implementation.

Q. To what extent do you agree that some teachers, even the school leadership complain that they are not involved in policy making?
A. Yes there is a downward approach being used, the bottom up approach it’s not implemented hence policies only come from the top downwards.

Q. Can you cite an example of such a policy?
A. All Policies are not clear and teachers lack guidance.

Q. Some argue that for the policy matters, there is need to involve the teachers so that whenever the policies are coming to the teachers there is ownership to those policies.
A. Yes its true when teachers are not involved in policy decisions, there is no ownership of such policies.

Q. In your view describe how teacher competence has influenced pupils performance in secondary schools.
A. Very much because a teacher who is performing well, is committed to the duty, and have his students doing well and passing the exams, but those teachers whom I feel are not performing well, their students do not perform well.

Q. Some are saying today’s teachers are no longer committed to the organization unlike to the old teachers do you agree?
A. I agree, the contributing factor is the kind of training that we get that kind of focus, the older teachers got into teaching, and regarded it as a calling but in our days somebody is looking for a job, because of the state of economy. Some of the young teachers who are getting into teaching they are getting in there because they did not get what they wanted to do. The young teachers are job seekers unlike older teachers.
Q. Some have argued that gender that is either being females or males have influence on organisational commitment of teachers. Would you agree?
A. Male teachers perform equally well as females and there is no problem. Therefore I do not agree.

Q. Do you have any contributions and comments to make in relation to teacher competence with regards to pupils performance?
A. Yes, there is a lot of mismatch in the secondary school where teachers are teaching subjects they are not trained to teach and that affect pupil performance.

Thank you.

K8: Key informant

Q. What does the word a professional mean to you?
A. Someone who is trained and well versed.

Q. What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?
A. As inspectors where there is supervision then we assist teachers

Q. Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effective were the measures?
A. The latest incident is on parents who reported that at their school, teachers were not conducting lessons properly, so we visited the school we check the records, exercises and clearly told the teachers to carry out their duties as expected by the circulars.

Q. Describe any ways in which subordinates factors have made your work easier or difficulty.
A. They make my work easier, the scheme cum plans are prepared, teachers keep their records updated and they give pupils adequate written work and mark it.

Q. Describe how the following are affecting teacher performance in the organisation.

Leadership factors
A. If someone is an effective leader this can really affect teacher’s performance.

Q. Community factors
A. Through provision of accommodation, access to clean water.

Q. Policy factors
A. Policies are guidelines which the teachers should follow in their day to day deliverance for an example a scheme-cum plan, it emphasize that they should plan according their syllabus. Some schools teach topics which examiners prepare questions from.

Q. Can you cite an example of a policy?
A. Most policies are not clear and teachers lack guidance.

Q. Some argue that concerning policy matters there is need to involve the teachers so that whenever the policies are disseminated to the teachers there is ownership to those policies. Do you agree?
A. I agree very much that the bottom up approach creates ownership to the teachers and where policies are made above and given the teachers, sometimes teachers seem not to understand the purpose that policy is intended to do, so teachers are bound not to implement it.

Q. In your view describe how has teacher competence influenced pupils performance in secondary schools?
A. When we look at a scenario how these examinations are to be written in all schools nationwide the same teachers from the same college they may be taking these exams in classes but there is variance in the pass-rates, you can really see that teacher competence contribute a lot in the pupil performance although we have got this area of having adequate resources.

Q. Some have argued that age contributes to teacher performance. Experienced teachers are competent than younger teachers. Do you agree?

A. It is a true experience for example a teacher teaches a particular grade let’s say for four years, the teacher will be collecting the various areas which have loopholes, while somebody is fresh from the college, he/she will be gaining experience. So experience contribute a lot.

Q. Some are saying today’s teachers are no longer committed to the organisation unlike the old teachers do you agree?

A. Yes I agree it is caused by lack of motivation, teachers are no longer motivated and this is affecting their commitment and performance.

Q. Is it the standard of living or what, can you see a situation where that these current teachers are psychologically linked to their organization, or they are job seekers?

A. I think some years back one had a choice to say I want to be a teacher or whatever he/she may want to do but it’s now different in our days.

Q. What about gender as a factor?

A. Maybe to some extent, usually female teachers perform better than male teachers especially in lower forms.

Q. It has been explained that since 1984 to date Zimbabwe has been experiencing from 78% and above failure rate at secondary schools. What do you say?
A. I think the causes of these high failure rates it’s because before the 1980s only those pupils who were looked upon to be capable of going to secondary schools were enrolled. Currently the enrolment has opened to everyone even the child who comes out with 36 units he/she will be enrolled to secondary education and what do you expect from that child?

Q. What do you say about those schools that enroll pupils with 4 units and they come out with low performance at O’ level yet at grade seven the students had 4 units.

A. There is a reason for that, some teachers at grade seven level they have a tendency of drilling pupils for exam only.

Q. What is your view if I look at two secondary schools, school x and y the students with four units after grade seven are enrolled for form one but at the end of the four years you find that school x produces 100% and school y 40% pass rate. What could be the contributing factor?

A. Teacher performance, maybe availability of resources and leadership performance.

Q. There is an argument that these current teachers are no longer committed and some have argued that it is because of training, how far true is it?

A. Yes the type of training is a contributory factor.

Q. Some argue that if you are given higher salary and your needs changes and at the end you will continue to demand more and more. How do you view this assertion?

A. No, I think the issue is not on salaries as such, the issues is on the cost of commodities. The 400 or 300 US dollars you can buy a lot of things if the cost of items are reasonable but they are lot of disturbances in the cost of items. And the living conditions of some of these teachers is undesirable.

Q. Do you have any comments to make?
Thank you

K9: EO Inspector

Q    What does the word a professional mean to you?
A    It means doing work how it should be done, we have been trained as teachers and as such we are expected to do work as we were taught.

Q    What do you find to be the role of leadership in influencing teacher performance so as to attain pupils’ performance?
A    Supervision, staff development, leadership roles, administrative roles. As a leader is also supposed to be leading by example and teachers should also learn from the head.

Q    Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effective they were?
A I can an site an example of or an incident, we had a misunderstanding with the staff members over the behavior of certain students, the students had been involved in misbehavior and we asked the students to call their parents and tell the parents about what the students had done, unfortunately this student went to a certain teacher then instead of the student to go and call the parents as a form of correctional measure, but the student went to the teacher and the teacher phoned the parents and they came so this was not really professional we wanted the children to fill it, going home to call parents about their misbehavior however as administrators, and we called this teacher and cancelled him together with the children.

Q Describe any ways in which subordinates factors have made your work easier or difficulty.

A Subordinates made my work easier in the sense that they are trained, they know what they are supposed to do, they have the information and content to teach, however we have situations whereby staff members who are not trained, it is very difficult for them to teach.

Q How teacher performance is being influenced by the following:

Leadership factors

A Well, leadership roles are like management, supervision, the leadership basis have, democratic.

Q Community factors?

A When we talk of community factors, we look at the community economic and the social factor, we look at where the source come from?

Q Policy Factors

A Teacher performance in the negative sense, for an example a recent policy whereby vacation school was banned, we used to conduct school during the holidays in
preparation of the final year students but this was stopped and as such obviously is going to affect both teacher and parent performance.

Q  **Political factors?**
A  In Zimbabwe particularly, there is something that is related to politics, you do not go by what the community want you to do. Thereby we will be left without any option.

Q  **Give an example**
A  Well some policies are not clear and teachers lack guidance.

Q  **Some argue that during policy making there is need to involve the teachers so that whenever the policies are coming to the teachers there is ownership to those policies, what is your opinion?**
A.  That should be the procedure, however in most cases teachers are not involved or consulted, they are just policy implementers.

Q  **In your own view can you compare today’s teachers and the ones that taught long back?**
A.  The teacher of my caliber were very different from the current. These young teachers are no longer committed to the organization.

Q.  **In your own view describe how is teacher competence influencing pupil performance?**
A.  If the teacher is hardworking then the children will perform well, if the teacher is lazy then the children will perform poor.

Q  **Long ago teaching was regarded as a calling. Do you think this is the same currently?**
A  No, Due to the economic hardship in our country, current teachers are getting into the organization just because there is no option and there is nowhere to go.
Q  Do you have any contributions and comments to make in regards to pupil performance in the organisation?

A  We need teachers who cannot be pushed, who do not need to be supervised, but teachers who have the feeling to say let me assist these children.

Thank you for your participation.

A  You are welcome.

K10.

Q  What does the word a professional mean to you?

A  It’s something to do like one has trained into the system and someone is required a certificate and someone who has got a passion.

Q  What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?

A  We talk of supervision, also professional of teaching and learning of teaching resources and monitoring of the resources.

Q  Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effectively they were?

A  The recent is whereby a certain officer or teacher could not attend the lesson for three days and then they had to come in my office and try to understand I have. Then he gave me off-course good reasons. It was on a Monday, Tuesday and Thursday, he went on Friday. When he got home he met some problems that is problem but for him to conduct us, the area he was had no network so he decided, unfortunately before he came for apology it was me who asked that why he could not attend lesson that particular week. I understood him because here and there we face challenges.
Q Describe any ways in which subordinates factors has made your work easier or difficulty.

A In most cases subordinates are people especially those who did their teacher education, they know what to but at times we have those who have not gone through so they do not have the methodology.

Q Who are leadership factors affecting teacher performance in the organisation.

A In most cases those one there are not in any way affecting teachers. If a bad leader supervises some teachers normally those factors may also affect the teachers but if you are a good leader and you lead them professionally, teachers will what

Q Community factors?

A The community expectations, if teachers are in a community where the standards of expectations are high they are compelled to work hard so as to meet the minimum expectations. If the community is not expecting anything teachers are bound to do whatever they want because they have no fear.

Q Policy factors?

A Policy gives the guideline from what needs to be done and if policy is clear and teacher’s performance is also clear. When policy is not clear you find teachers do not perform well or they cannot be effective.

Q Give an example of policy that is not clear

A One would come out quickly, policy is not clear and teachers lack guidance.

Q Some argue that for the policy matters when the…there is need to involve the teachers so that whenever the policy are coming to the teachers there is ownership to those policies.
A  I agree very much that these the bottom up approach ....that creates ownership to the teachers and where policies are made above and given the teachers, Sometime teachers seem not to understand the places that policy is built so they are bound not to implement it.

Q  In your view describe how teacher competent influence pupils’ performance has in secondary schools.

A  The teacher who use competent is likely to perform better thereby aiming out to produce results and a teacher who is not competent enough sometimes does not produce results that are significant and children will not perform well. That’s why YOU FIND in some schools, teachers who fail to produce even one child in a secondary subject all children wonders why and when teacher the is competent enough you find As and Bs coming out and very few children will come out with Cs and Ds.

Q  Some are saying the current teacher is no longer committed to the organization unlike to the old teachers do you agree?

A  To a certain percent I agree but it defers from person to person yes some teacher are incentive driven, but they are some who have an inborn interest to commit them self and they work without even supervision to achieve better results.

Q  And there is an argument that long ago teaching was regarded as a calling but today teachers are job seekers What is your opinion?

A  That’s very correct because teachers are not committed to their work.

Q  Some argues that there is problem in training teachers so that they will be fully committed to the organisation. Do you agree?

A  It could be possible..but basically what we are seeing is that most people are going into teaching as a way to stand-over in other coming opportunities. Because there are no employment opportunities.
Q Some have argued that that gender that is females and males have influence on organisational commitment of teachers. Do you agree?
A It depends in some cases male teachers may be found committed in some females maybe committed too. But in my opinion females seem to be more committed to the organisations.

Q Some say females spent most of their time on their family issues, their husband and their children What is your opinion?
A That is their own opinion, in my own opinion females seem to be more committed. They are able to carry a lot of duties e.g. you may find them cleaning, cooking, scheming at the same time and they are very much committed.

Q Do you have any contributions and comments to make in relation to teacher competence regarding pupils’ performance?
A Yes, there is sense in that teachers need to be committed in order to come up with better results.

Q Do you agree that older teachers are affectively committed compared to these young teachers.
A Yes, to my understanding 75% of the older teachers were committed compared to the young teachers.

Q What could be the reason?
A Cultural and economic factors are affecting young teachers hence they do not have the zeal to teach.

Q It has been explained that since 1984 Zimbabwe has been experienced 78% failures at secondary schools. What do you say?
A It could be due to the changes that are taking place, lack of adequate resource.
Q Some are even highlighting that workload in schools is affecting teachers. What is your opinion?

A Yes because in 1980 - 1984 up to that time there was a large increase in a number of children resulting in teacher pupil’s ratio exceeding the standards that were there before. In the past you would find secondary school had a ratio of 1:30 but now you find 1:60 thereby the teachers are failing to pay maximum attention, so what need to be done is to empower the teaching department by giving them adequate resources, building more schools and training more teachers so that they will be an equal number in ratio as per teaching load ratio.

Q Some have argued that the automatic promotion has contributed to failures on students at secondary school. Do you agree?

A If you look at the absence of ZJC, it would determine whether the children will perform well or not. The ZJC was a measuring gap that would determine whether to proceed to O’ level. But when it was removed children automatically go to O’ level and without any assessment or indicator and that contribute to poor performance.

Q What is your view if I look at two secondary schools, school x and y enroll students with four units after grade seven for form one but at the end of the four years you find that school x produces 100% and school y 50% pass rate. What could be the contributing factor?

A Standards, values and it also vary with the environment.

Q Do you think the climate have a contribution?

A Yes, the organisational climate plays a very big role, like I told about the values. So community expectations they also come to play resulting in one school doing better than the other in the same environment.

Q Do you have any comments or contribution to make?
A No

Thank you

K. 11 Female Head of Department

Q What does the word a professional mean to you?
A It is how you conduct yourself as someone who is trained for a particular job.

Q What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?
A Monitoring performance of both teachers and pupils through supervision.

Q Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effectively the measures were?
A In the new set up it’s a new school you need to provide guidance in terms of administrative structure, that is deputy head, TIC, senior teachers and for student board you have to come up with head boy, head girl and prefects.

Q Describe any ways in which subordinates factors have made your work easier or difficulty.

A They made my work easier because you need to talk to them and focus on the tasks that need to be accomplished and you need their support.

Q How are the following affecting teacher performance in the organization?

Leadership factors

A They play a critical role because you need to have a leader who is focused and who provides guidance to the teachers and you need to come up with some performance expectations so that teachers know what is expected.

Q Community factors?

A This is a new school, so far I can’t say that there is much influence from the community.

Q Policy factors?

A There have been a lot of policy changes in the past, teachers used to get incentives and could also have extra lessons and teachers were getting a lot of money from that but now there are new new policies.

Q In your view describe how has teacher competence influenced pupils performance in secondary schools?

A If a teacher is highly qualified, it is easy to deliver to the pupils. But you find in some cases where we have someone who is not properly trained with wrong qualification because of that you can see a gap on it on how to deliver to the pupils.
Q Some are saying today’s teacher is no longer committed to the organisation unlike the old teachers do you agree?
A In the past teaching was regarded as a calling, but right now because of economic situation teachers are no longer committed.
Q Some have argued that gender that is females and males have influence on organisational commitment of teachers would you agree?
A I do not agree because in some cases females seem to perform better.
Q Do you have any contributions and comments to make in relation to teacher competence with regards to pupils performance in the organisation?
A Like I said before highly qualified teachers perform better and they produce good results especially in secondary schools.
K12 HOD

Q What does the word a professional mean to you?
A It means someone who is qualified to do a certain job.

Q Could you help me to see what you view as professionalism at work, as a correspondent subject specialist?
A I view professionalism as doing my work as it is expected. As a subject specialist to deliver my subject as it is required so that at the end the pupils I am teaching will be able to pass.

Q Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effectively they were?
A I use visual aids like charts or demonstration methods for example, if I just go into the class let's say I am a history teacher and I am doing the Zulu I just go into the class maybe dressing like Tshaka Zulu so that pupils will definitely assume what to expect before I proceed.

Q Do you think you possess relevant knowledge and skills to influence learning?
A To a greater extent I do.
Q  What challenges do you encounter when impacting skills, knowledge and values to pupils?
A  It depends with the pupils you have, for example. I have got three classes in form four but some of the other two classes are not talented, so it will be difficult for me to deliver and also to teach them to grasp, sometimes I teach people who do not even know how to write at O’ level.

Q  What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?
A  External supervisor do come to supervise but my issue is that they are not on the ground, they just come time to time and we are on the ground and we have problems that we face here and there and when they come we cannot tell them everything.

Q  What about the community?
A  To some extent they are supportive but to another extent if we are to say we have problems with pupils, you call their parents to come may be you want to correct the pupils and sometimes they do not understand.

Q  What about the prefects?
A  They are just okay because they are pupils which we choose and it depends on us how we lead them.

Q  What challenges do policies contribute to your work performance?
A  In these days policies are changing each and every day, and at the end of the day you will be confused and to a greater extent some of the changes they do demotivate us.

Q  Given a choice what are your suggestions on policy matters?
A  I think before policies are made they must come first and inform us then finalize new policies.
Q  Do you have any comments or contributions to make in relation to policy and performance at your school?

A  To some extent they do positively influence my career behaviour.

Q  Do you agree that young teachers are no longer committed to the organisation as compared to long ago teachers?

A  I do not agree to a greater extent because we are still teachers.

Q  Do you have any questions, comments to make pertaining to our interview?

A  No, I don’t, I am just interested.

Thank you
13. TEACHER

Q What does the word a professional mean to you?
A Someone who works according to the requirement of job description especially after taking professional qualification.

Q Could you help me to see what you view as professionalism at work, as a correspondent or subject specialist?
A Someone must have the content and the approach in the classroom.

Q Can you call in mind a recent episode that involved you using professional measures as a professional and describe how effectively they were?
A I use group work.

Q Do you think you possess relevant knowledge and skills to influence learning?
A Although I cannot tell to what extent, but I know to a certain extent I do possess.

Q What challenges do you encounter when impacting knowledge skills and values to pupils?
A Languages are hindering factor.

Q What do you find to be the role of leadership in influencing teacher performance on attainment of student performance?

Educational Officials?
A They are affecting positively for example they communicate and at other time they might not come their communication will still come at this place?

Q What about the community?
A To some extent they are supportive but to another extent if we are to say we have problems with pupils, you call their parents to come may be you want to correct the pupils and sometimes they do not understand.

Q What about the prefects?
A They are just ok because they are pupils we choose and it depends on us how we lead them.

Q What challenges do policies contribute to your work performance?

A In our days policies are changing each and every day, and at the end of the day you will be confused and to a greater extent some of the changes they do demotivate us.

Q Given a choice what are your suggestions on policy matters?

A I think before policies are made they must come first and inform us, we teachers facto in our input then they finalize new policies.

Q Do you have any comments or contributions to make in relation to policy and performance at your school?

A To some extent both organisational and school polices they do influence teachers; affective commitment positively or negatively.

Q Do you agree that young teachers are no longer committed to the organisation as compared to long ago teachers?

A I do not agree to a greater extent because we are still teachers.

Q Do you have any questions, comments to make pertaining to the interview?

A No question however I am sure your findings concerning the study will go a long way in addressing teachers’ concerns.

Thank you
K14 TEACHER

Q  What does the word a professional mean to you?
A  Someone who works according to the requirement of job description especially after taking professional qualification.

Q  Could you help me to see what you view as professionalism at work, as a correspondent subject specialist?
A  Someone must have the content and the approach in the classroom.
Q  *Can you call in mind a recent episode that you used professional measures as a professional and describe how effectively they were?*

A  I encouraged teachers to use group work when teaching.

Q  *Do you think you possess relevant knowledge and skills to influence learning?*

A  Although I cannot tell to what extent, but I know to a certain extent I do possess.

Q  *What challenges do you encounter when impacting knowledge skills and values to pupils?*

A  Language is a hindering factor.

Q  *What do you find to be the role of Educational Officials in influencing teacher performance on attainment of student performance?*

A  They are affecting positively for example they communicate and at other times they might not come their communication will still come through policy circulars.

Q  *How do you view the community’s role?*

A  To some extent they are supportive but to another extent if we are to say we have problem with pupils, you call their parents to come may be you want to correct the pupils and sometimes they do not understand.

Q  *What about the prefects?*

A  They are just okay because they are pupils we choose and it depends on us how we lead them.

Q  *What challenges do policies contribute to your work performance?*

A  In our days policies are changing each and every day, and at the end of the day you will be confused and to a greater extent some of the changes they do demotivate us.

Q  *Given a choice what are your suggestions on policy matters?*

A  I think before policies are made they must come first and inform us then we factor in our input then they finalize new policies.
Q  Do you have any comments or contributions to make in relation to policy and performance at your school?
A  To some extent policies do positively influence pupil performance.

Q  Do you agree that young teachers are no longer committed to the organisation as compared to long ago teachers?
A  I do not agree to a greater extent because they are all teachers.

Q  Do you have any questions, comments to make pertaining to our interview?
A  No, I don’t I am just interested.

Thank you

15 HEAD OF DEPARTMENT

Q  What does the word a professional mean to you?
A.  It means someone who is well trained, who does his job according to the laws or requirements of the employer.

Q.  Could you help me to see what you view as professionalism at to work as a correspondent or subject specialist?
A.  It is like when one is a specialist in his/her subject area at the same time he/she possess the professional qualities he/she is able to execute duties as per expectations.

Q.  Do you think you possess relevant knowledge and skills to influence learning?
A.  Yes I do.

Q.  Which techniques and methods do you use as a subject specialist?
A.  To my subjects I will rather prefer use of effective experiment. With experiments people can actually see and make deductions from those experiments as they come up with their own conclusions.

Q.  Do you think you possess relevant knowledge and skills to influence learning?
A. I want to believe so.

**Q. What challenges do you face when delivering knowledge, values and skills to pupils?**

A. It is like, maybe to our caliber of students the majority do not have that motivation to participate willingly, they need a lot of push so that they can be active in the teaching and learning situation.

**Q. Describe any ways in which subordinates factors have made your work easier or difficulty.**

A. Their cooperation have made my work easier.

The following questions seek to find out how the following influence teacher performance

**Leadership factors**

**Q. What is the influence of Education Officials to your performance?**

A. There is no problem because there is little encounter with them, so I do not see them affecting me to perform my duty. What they actually say through the head as policies, some of those might affect negatively in the execution of my duties for example they can say we accept this and that to be done at this time. It’s like a rush in doing things.

**Q. What about the school leadership?**

A. Well, only if the school leadership could understand our plight in terms of provision of the necessary resources then I think the execution might be improved.

**Q. What about Community factors?**

A. To me the community is not a problem as such, but the majority are not very supportive in terms of the learning of their children, if they were to be supportive they
should always come to us teachers to find out how their children are performing. The ones that come they are just a few and they only come during consultation days.

Q. The school prefects, how are they contributing to your performance?
A. In our case we do not have the right caliber of prefects of course we re-choose them but as far as I can see those who are gifted academically they would feel doing other duties, they end up compromising school work.

The following questions seek to clarify the contributions of policies to pupil performance.

Q. What challenges do policies contribute to your work performance?
A. Some policies they are just imposed and their practicability is rather difficulty, for example where a policy is imposed if you consider this policy of not sending away pupils from bringing in school fees, this is affecting directly or indirectly the school. We request some resources to the administration then the administration fails to provide because it has no money to provide those resources that is how that policy affects teacher performance.

Q. Given a choice what are your suggestions on policy matters?
A. Teachers must be involved in decision making.

Q. Do you have any comments or contributions to make in relation to policy and performance of pupils at your school?
A. At the mean time I can’t say I have anything.

Q. Given a chance, if opportunity arise somewhere would you like to stay as a teacher or you would like to join another sector.
A. It depends upon remuneration maybe, not because the job is not interesting as such, but it happens that when there are greener pastures yes I would go for it.

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Q. **There is an argument that some teachers are job seekers and long ago teachers used to join teaching as a calling. What could be the contributing factors?**

A. That’s very true.

Q. **There is an argument that old teachers are committed to organisation, what is your view?**

A. There is no increment or remuneration so one should say why would I go there to teach even if they go they will be just place holders they will be just entertaining the pupils. The other thing is when we did our training, we had to do four years. But today’s caliber they seem to be like they have never attended college.

Q. **Do you have any questions to ask?**

A. Concerning the interview, perhaps I may ask. After having done these interviews what are you going to do with the results for correctional measures?

Q. **I am going to compile a report and give it to the Ministry of Primary and Secondary education.**

Thank you
Q. What does the word a professional mean to you?
A. It means someone who is well trained, who does his job according to the laws or requirements of the employer.

Q. Could you help me to see what you view as professionalism at to work as a correspondent or subject specialist?
A. It is like when one is a specialist in his/her subject area at the same time he/she possess the professional qualities he/she is able to execute duties as per expectations.

Q. Can you call in mind a recent episode that involved you using administrative measures as a professional and describe how effectively they were?
A. To my subjects I will rather prefer use of effective experiment. With experiments people can actually see and make deductions from those experiments as they come up with their own conclusions.

Q. Do you think you possess relevant knowledge and skills to influence learning?
A. I want to believe so.

Q. What challenges do you face when delivering knowledge, values and skills to pupils?
A. It is like, maybe to our caliber of students the majority do not have that motivation to participate willingly, they need a lot of push so that they can be active in the teaching and learning situation.

Q. Describe any ways in which subordinates factors have made your work easier or difficulty.
A. Their cooperation have made my work easier.
Q. The following questions seek to find out how the following influence teacher performance

Leadership factors

Q What do you see as the influence of Education Officials to your performance.
A There is no problem because there is little encounter with them, so I do not see them affecting me my duty. What they actually say through the head as policies, some of those might affect my execution of my duties for example they can say we accept this and that to be done at this time. It’s like a rush in doing things.

Q What about the school leadership?
A Well, only if the school leadership could understand our plead in terms of provision of the necessary resources then I think the execution might be improved.

Q What about Community factors?
A To me the community is not a problem as such, but the majority are not very supportive in terms of the learning of their children, if they were to be supportive they should always come to us teachers to find out how their children are performing. The ones that come they are just a few and they only come during consultation days.

Q. How are the school prefects contributing to your performance?
A In our case we do not have the right caliber of prefects of course we choose them but as far as I can see those who are gifted academically do execute their duties well.

The following questions seek to clarify the contributions of policies to pupil performance.

Q. What challenges do policies contribute to your work performance?
A Some policies they are just imposed and their practicability is rather difficulty, for example where a policy is imposed if you consider the policy of Performance Lag
Address programme, how can one assist all students within stipulated time that policy affects teacher performance.

Q Do you have any comments or contributions to make in relation to policy and performance of pupils at your school?

A At the mean time I can’t say I have anything.

Q Given a chance, if opportunity arise somewhere would you like to stay as a teacher or you would like to join another sector.

A It depends upon remuneration maybe, not because the job is not interesting as such, but it happens that when there are greener pastures yes I would go for it.

Q There is an argument that some teachers are job seekers and long ago teachers used to join teaching as a calling. What could be the contributing factors?

A That’s very true.

Q There is an argument that old teachers are committed to organisation what is your view?

A There is no increment or remuneration so one should say why would I go there to teach even if they go they will be just place holders they will be just entertaining the pupils..

Q Do you have any questions to ask?

A Concerning the interview, perhaps I may ask. After having done these interviews what are you going to do with the results for correctional measures?

Q I am going to compile a report and give it to the Ministry of Primary and Secondary education.
Appendix 14 Focus group discussion responses
This section presents verbatim edited transcripts of group discussion from participants. Note Q stands for question or statement discussed whilst A entails views, sentiments, and answers from participants.

Q1 Discuss referring to Zimbabwean situation, why are teachers not or they are affectively committed to their profession. Would you be very happy to spend the rest of your career in this organization?

A1 Probably given the present economic situation in the country, there is no option than to remain in the field, but if opportunities arise there is no option.

A2 If the conditions of services changes, I will spend the rest of my life but if they don’t I would sneak out. I am someone who can impact knowledge, skills and values to someone.

So if you focus on the economic conditions it means you are running away from the element of professionalism. Do you think you possess relevant skills to influence pupils’ performance? Discuss

A2 Most of us here if not all possess relevant skills to influence pupils’ performance but economic conditions are hindering us to perform as expected. When I am saying economic conditions, I am not focusing on economic conditions only. Let’s say if we need to be granted opportunities from our employers like car loans, school fees loans, and housing loans. I wouldn’t want a situation whereby I help others to climb the ladder and I remain on the ground, for instance someone who takes his daily earning are my
weekly earnings so I wouldn’t want that. I am saying that the government should improve the conditions of service and thus motivates me to stay in the service.

A3 May be in addition I would want to also point that the way society views teachers is the reason not to be desired, generally speaking teachers are no longer held in highly esteem so affectively that would influence their decision that they should remain in the service. They are like he said dust of society. Given a scenario compared to any other profession there is very little to emulate or very little to hold on to the teaching profession.

A4 Intimidation, you find out teacher’s salaries they are published to everyone, the government have to maintain confidentiality when it comes to salaries of the teachers.

A5 The employer is actually in the process of intimidating the employees, most of us are just hanging by the grace that our services are still required now maybe in three years’ time it will be something else. Teaching should improve your experience whether you have not upgraded your qualification. Some of the best teachers I had were old white haired not necessarily that they had better qualifications, but their experience made a difference. The present situation whereby the teacher is being threatened by insecurity that if you do not have this or that you will lose your job is affecting our performance and commitment to the organisation. We are not sure whether the employer view us having relevant skills to impart to pupils.