

An analysis of organisational factors related to affective organisational commitment of Secondary school teachers in Mashonaland Central Province of Zimbabwe

Rittah Kasowe

Senior Lecturer Department of Educational Studies Zimbabwe Open University P. Bag 984 Bindura Zimbabwe

ABSTRACT

Performance of secondary school pupils accelerated in a declining manner since 1984 to date. Although much has been done to improve conditions of the teacher since the teachers are at the helm of students learning, students' performance has continued to decline. Despite training obtained from teachers colleges, what is contributing to their effectiveness has not been well researched. Affective organisational commitment of secondary school teachers in Zimbabwe still remain an inadequately researched area. Whereas teachers could be motivated by employers, the gendered outcomes of their commitment to the organisation especially on their affective commitment has not been adequately investigated. The primary purpose of the study was to make a critical analysis of variables and factors contributing to affective organisational commitment using Stufflebeam (2007)'s Context Input Process and Product decision facilitation model of evaluation approach. The approach specified the imbalances in each phase of evaluation focusing on, organisational factors, how each factor contributed to affective organisational commitment of secondary school teachers. The study used statistical tests of multiple regression analysis and step wise regression analysis on quantitative survey data obtained from Affective organisational commitment. The quantitative data were gathered using two seven point Likert scales ranging from strongly agree to strongly disagree. A statistical program SPSS was used to investigate the relationships among variables in the research model. Regardless of the types of dependent or independent variables, linear multiple step wise regression analyses were performed in order to find out the significance of the variables. This was supplemented by qualitative data gathered and addressing organisational factors. The qualitative data were collected using semi structured face to face interviews and focus group discussions in order to triangulate the evidence obtained from quantitative data. The qualitative data were analysed using NVIVO to come up with themes. Thus this study used a mixed methodology approach. The study established that factors such as; occupational status, management worker relationship, recognition, variety in the profession, opportunity to use ability and subject specialisation, were strong determinants of affective organisational commitment related to secondary teachers' affective organisational commitment and impacting negatively on pupils' and schools' performance. The study recommended that Educational planners must involve teachers in policy decision making at all levels, provide support and staff development workshops. Future researchers might wish to expand on studies that indicate a connection between factors established and the degree of pupils' performance.

Key words: Organisational commitment; Factors; Affective organisational commitment

Organisational factors' and Affective Organisational commitment resulting in work outcomes

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). Autonomy, job security, reward, feedback, opportunity for growth, organisational support, promotion opportunities, psychological contract, fairness and status, are some of organisational factors (Rickli and PerdeckNolost, 2012).

Autonomy and development of Affective Organisational Commitment

Autonomy 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 & 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 & Zajac, 1990), responsibility and performance (Hackman and Oldham, 1976). Autonomy permits employees to use fully their talents and ingenuity and causes employees to assume personal responsibility for work. Autonomy creates an organisational climate where affective organisational commitment can be nurtured and developed (Posen, 1988; Mottaz, 1988; Mathiew and Zajac 1990). 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. Contrary Hawkins (1998), in similar studies establishes that autonomy does not explain any variation in affective organisational commitment. Thus motivated by these contradicting findings this study intended to establish whether affective organisational commitment of secondary school teachers is being related to autonomy in Zimbabwean secondary schools.

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 & 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 & 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 & Judge, 2009). However, according to Robbins & 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 rate in the country.

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 & 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 & Van Dam, 2007; Robbins & 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 (Burlison & Thoron, 2014) which are physiological needs such as; safety, love, water, food shelter and Herzberg's hygiene factors (Schultz & 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.

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 & Judge, 2009). Moreover, feedback increases employee satisfaction (Fried & Ferris, 1987), affective commitment (Mathieu & Zajac, 1990), work engagement (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) responsibility and performance (Hackman & 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.

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 & Judge, 2009). Studies conducted by (Spector, 2006 and Robbins & Judge, 2009 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 organisation in the absence of anticipated direct reward or personal recognition. These results favour the extension and integration of emotion-based and calculative theories of organisational commitment into a social-exchange approach.

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, or 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 & Ferris, 1987), functional flexibility (Marcus & Van Dam, 2007), effort and performance (Robbins & Judge, 2009). Grant, Dutton, & Rosso (2008) and Pajo & 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, Pelozo, Hudson, & 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.

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 & Judge, 2009). Moreover, psychological contract increases a whole variety of work outcomes which are effort and performance (Robbins & Judge, 2009), work engagement (Demerouti et al., 2001) well-being (Keyes, Smotkin, & Ryff, 2002), satisfaction (Fried & Ferris, 1987), responsibility (Hackman & Oldham, 1976) and functional flexibility (Marcus & VanDam, 2007). This paper's intention was to establish whether psychological contract relates to affective commitment of school teachers in Zimbabwe.

Perceived organisational support and affective organisational Commitment

Organisational support is the degree to which employees believe that their organisation values their contribution and cares about their wellbeing (Rhoades & Eisenberger, 2002). Research has shown that organisational support creates a lower turnover intention (Spector, 2006), more functional flexibility (Marcus & Van Dam, 2007), work engagement (Demerouti et al., 2001) willingness to work longer (Robbins & Judge, 2009) and more commitment to the organisation (Mathieu & Zajac, 1990). Perceived organisational support is defined by (Eisenberger, Fasolo, & Davis-LaMastro, 1990:52) as "the extent to which employees perceive that the organisation values their contribution and care about their well-being. Eisenberger, Huntington, Hutchison and Sava (1986) establish that employees exchange commitment to the organisation for greater care, concern, and support from the organisation

Research evidence of perceived organisational support and affective organisational commitment was reported on a multinational firm by Mottaz (1988), Reyes (1992) & Meyer & Allen (1997). They discover a positive relationship between perceived organisational support and affective organisational commitment of employees. Shore and Wayne (1993) & Hawkins (1998) conclude that organisational support is an important factor with respect to employee organisational behaviour. Thus this paper intended to establish whether in Zimbabwean schools, teachers' affective commitment is related to their organisation considering remuneration that is below poverty datum line.

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 & Sweeney, 1992; Bennet, 1996; Meyer Allen, 1997). It is the means by which the school, district or organisation gets things done. In a study concerning procedural justice (fairness) amongst employees and managers in a national cable television company and their families, Moorman, Niehoff, & 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 centre. Thus this paper intended to establish whether there is a relationship between fairness and affective organisational commitment of secondary teachers in Zimbabwean schools.

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 workload,

had a moderating effect on this relationship. The results indicate that proactive personality is positively related to affective commitment. However, the influence of workload 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 paper intended to establish whether there is a relationship between teachers' affective organisational commitment and work load.

Organisational identification, fit and affective organisational commitment

Organisational identification (OID) is viewed as adoptions of one's own goals and values of the organisation (Unal, 2014). 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 & 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). 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.

RESEARCH QUESTION

The study was guided by the following research question:

How do relationships between organisational factors and several factors of affective organisational commitment affect teachers' performance?

Purpose of the study

The primary purpose of the study was to make a critical analysis of teaching efficacy factors influencing secondary school teachers' affective organisational commitment in Zimbabwe. Stufflebeam (1971)'s Context Input Process and Product decision facilitation model of evaluation approach was used to analyse the factors. The approach specified the imbalances in each phase of evaluation focusing on teaching efficacy factors and how they contributed to affective organisational commitment of secondary school teachers.

METHODOLOGY

The study used qualitative data gathering methods to generate data from 26 participants purposively sampled. The sample included 12 teachers, 3 Heads of departments, 2 Deputy Heads, 4 School heads, 4 Provincial Education inspectors, and 1 Deputy Provincial Education Director. Using Semi structured face to face interviews and focus group discussions were used as data gathering instruments in order to triangulate the evidence obtained. Generated data was analysed using NVivo to come up with three themes

Research findings pertaining to organisational factors (autonomy, workload classes, support, fairness, support, organisational identification, school characteristics) and their influence to teachers' affective commitment.

Figure 1 below shows quantitative findings of organisational factors and how they are related to affective organisational commitment of secondary school teachers.

N=3

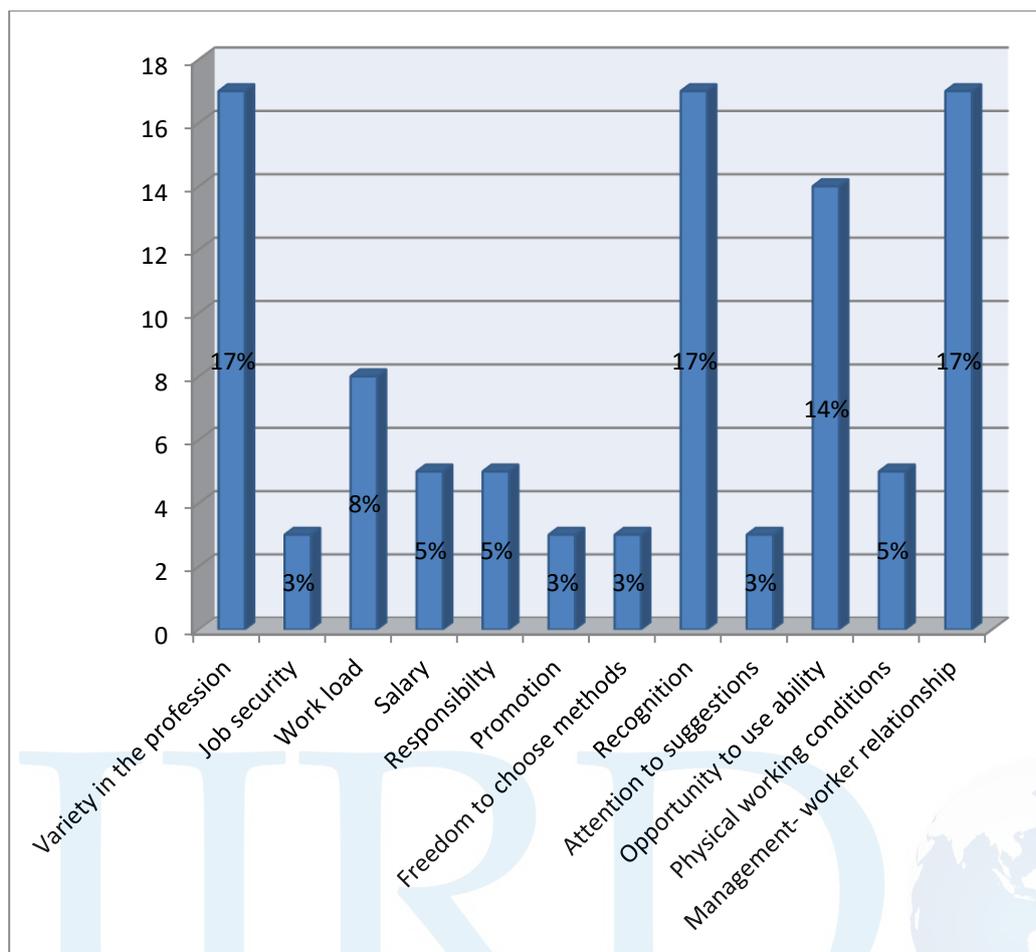


Figure.1 above shows all the organisational factors collectively and how they are related to teachers' affective commitment. Of the Figure 4.7 shows all twelve organisational factors which are statistically significant and relate to affective commitment of secondary school teachers. Of the twelve variables, 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.

The following theme emerged from qualitative data

Organisational factors and affective commitment

Discussion

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 there by affecting their affective organisational commitment, hence lose focus on improving pupils' performance.

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 & Judge (2009), Mathieu & Zajac (1990) and Schaufeli, Sal nova, Gonzalez-Roma & 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 1 shows all the organisational factors that may influence secondary school teachers' affective commitment in order of their significance.

Ideally what the participants allude to is in agreement with literature from Mathieu, Grube, & Castaneda (1994), Spector (2006) as well as Robbins & 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 & PerdeckNolost (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 & Allen (1997), McElroy & Morrow (1993), Randall & 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, & Castaneda (1997), Spector (2006) and Robbins & 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 and 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 those 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 & Eisenberger (2002) and Marcus & 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 1) 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 & 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 turnover 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, & Rosso, 2008 ; Pajo & Lee, 2011). They contend that employer sponsored voluntarism which accomplishes altruistic ends may be associated with increased organisational commitment. Alternatively, others (Peloza, Hudson, & 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 maximizes better opportunity of interpersonal relationships that enhances professional growth which is related to affective organisational commitment. This concurs with literature from Frank & 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 & 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 & 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 & 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 & 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 & Schneider (1994) and Bogler & 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).

References

Bogler, R., & Somech, A. (2004). *Teaching and Teacher Education 20 Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organisational citizen behaviour in schools*, Elsevier

- Burleson, S. E., & Thoron. A. C. (2014). *Maslow's Hierarchy of Needs and Its Relation to Learning and Achievement* Agricultural Education and Communication Department, UF/IFAS Extension. <http://edis.ifas.ufl.edu>
- Colarelli, S.M., & Deari, R.T. (1987). Organizational commitment and turnover: A Meta-Analysis: *The Academy Of Management Journal Vol 36 No. 5*.
- Day, C. (2000). Stories of change and professional development: The costs of commitment. In C. Day, A. Fernandez, T. Hauge and J. Moller (Eds.), *The life and work of teachers: International perspectives in changing times* (pp.109-129).London: Falmer Press.
- DeCotiss, T.A., & Summers, T.P. (1987). A Path Analysis of a Model of the Antecedents and Consequences of Organizational Commitment. *Human Relations Pakistan American Journal of Industrial and Business Management* 40.
- Demerouti, E. Bakker, A. B., Nachreiner F., & Schaufeli, W.B. (2001). The JobDemands – Research Model of Burnat, *Journal of Applied Psychology. Volume 86 No.3* 499-512.
- Durham, R.B., Grube, J, A., & Castaneda, M.B (1997), Organizational Commitment: The Utility of an Integrative Definition' *Journal of Applied Psychology* 79 (3) pp. 370-380
- Eisenberger, R., Fasolo, P., & Davis-LaMastro,V. (1990). Perceived organizational support and employee diligence, commitment, and in-novation. *Journal of Applied Psychology*, 75, 51-59
- Eisenberger, R., Huntington, R., Hutchison, S.,& Sowa, D. (1986). Perceived organizational support .*Journal of Applied Psychology*, 71 500-507
- Frank, J. L. & Jeffrey M, C. (2009). *.Psychological Perspectives of Organizational Commitment*.Concept Publishing Company.

- Fried, Y. & Ferris G. R. (1987). The validity of the job characteristics model: A review and meta-analysis *Personnel Psychology*, 40: 281-322.
- Grant, A., Dutton, J., & Rosso, B. (2008). Giving Commitment: Employee Support Programs and the Pro social Sense making Process. *Academy of Management Journal*, Vol 51, No. 5, 898-918.
- Hislop, D. (2003). *Untying Human Resources Management and Knowledge Management via Commitment*, Sheffield University Management, emerald insight
- Hawkins, W, D. (1998). *Predictors of Affective Organizational Commitment among High School Principals*. Virginia, Blacksburg.
- Keyes, C. L, Smotkin, D., & Ryff, C. D. (2002). "Optimizing well-being :in the empirical encounter of two traditions, NCBI.
- Kiggundu, M. N. (1988). Comparative management "Africa" in R-Nath (Ed.). *A regional review* (169-243). Ballinger, Cambridge, Mass.
- Marcus, J., & Van, Dam, N. (2007). *Organization and Management*. Groningen: Deutschland Wolters- Noordhoff.
- Mathieu, J. E., & Zajac, D.M. (1990) A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108,(2). 171-194.
- McFarlin, D. B., & Sweeney, P.D. (1992). Distributive and Procedural Justice as Predictors of Satisfaction with Personal and Organisational Outcomes. Marquette University. *The Academy of Management Journal*, Vol.35, No3 pp.626-637.

- McElroy, J.C., & Morrow, P.C. (1993). *Organizational commitment and psychological attachment*. Iowa State University, Jai Press.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace; Theory research and application*; Thousand Oaks, CA; Sage.
- Moorman, R. H., Niehoff, B. P., & Organ D.W. (1993). Treating Employees Fairly and Organizational Citizenship Behaviour, Sorting the effects of job satisfaction, organizational commitment and procedural justice, Springer Link. *Employee Responsibilities and Rights Journal Volume 6, Issue3, pp. 209-225*
- Moritz, G. (2011). *The relationship between proactive personality, affective commitment and the role of job stressors*. Portal University, Twente Morrow, P.C.
- Mottaz, C. (1988). Determinants of Organizational Commitment. The Tavistock Institute *Sage Journals, Vol. 41, Issue 8*.
- Mullins, L. J. (2007). *Management van gedrag: Individual, team in organization*. Amsterdam. Person Education.
- Ngwenya, V. C. (2015). The Factors which motivate Zimbabwean teachers amid the economic challenges the country is confronted with. *Journal of Social Science Studies Vol. 2. No. 2* Macro Think Institute.
- Oldham, G. R., Hackman, J. R., & Pearce, J. L. (1976). Condition under Which Employees Respond Positively to Enriched Work. *Journal of Applied Psychology, 61(4)395-403*
- Pajo, K., & Lee, I. (2011). Corporate-Sponsored Volunteering: A Work Design Perspective. *Journal of Business Ethics Volume 99 Issue3, pp467-482*

- Peloza, J. S. Hudson, and Hassay, D.N. (2008). The Marketing of Employee Volunteerism. *Journal of Business Ethics*, 85:371-386.
- Posen, I. (1988). *The female prison population*, in A Morris and Wilkinson (eds.). Women and the Penal System, Crop wood Conference, March 1988 Cambridge: Institute of Criminology.
- Randall, D. M., & Cote, J. A. (1991). Interrelationships of work commitment constructs. *Work and Occupation*, 18, 194–211
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87, 698-714.
- Rice, E. M., & Schneider, G. T. (1994). A decade of teacher empowerment: An empirical analysis of teacher involvement in decision-making, 1980–1991. *Journal of Educational Administration*, 32(1), 43–58.
- Robbins, S.P., & Judge, T.A. (2009). *Organization Behavior (13th Ed.)*. Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Roma, V., & Bakker, A.B. (2002). The measurement of Engagement and burnout and: A confirmative analytic approach. *Journal of Happiness Studies*, 3, 71-92
- Rousseau, V., & Aube, C. (2010). *Social Support at Work and Affective Commitment to the Organization*. The Moderating Effect of Job Resource Adequacy and Ambient Conditions. University of Montreal, Routledge Taylor and Francis Group.
- Schaufeli, W.B., Salnova, M., Gonzalez-Roma, V. & Bakker, A. B. (2002). The measurement of engagement and burnout and a confirmative analytic approach. *Journal of Happiness Studies*, 3, 71-92.

- Siegrist, J. (1996). Adverse health effects of high effort/low reward conditions. *Journal of Occupational Health Psychology, 1*, 27-41.
- Spector, P. E. (2006). *Industrial and organisational psychology: Research and practice*. Australia: John Wiley and Sons.
- Stufflebeam D. L. (2007). *A tool for applying the CIPP Model to assess long-term enterprises intended for use by evaluators and evaluation clients/stakeholders, Evaluation Checklists Project* www.wmich.edu/evalctr/checklists
- UNAL, Z, M. (2014). Does Affective Commitment Mediate the Relationship between Person – Organisation Fit and Organisational Identification? Turkey. Istanbul Marmaia University, *International Journal of Academic Research in Business and Social Science Vol. 4 No3*.
- Westerman, J., & Cyr. L. (2004). An integrative analysis of person-organization fit theories. *International Journal of Selection and Assessment, 12*(3), 252-261.
- Witt, A. L. (1990). Delay of gratification and locus control as predictors of organizational satisfaction and commitment: sex differences. *The Journal of General Psychology, 117* 437-446