ENHANCING WORK ENGAGEMENT OF TEACHERS THROUGH ORGANISATIONAL COMMITMENT, ORGANISATIONAL JUSTICE AND PSYCHOLOGICAL CONDITIONS IN NAMIBIA

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ABSTRACT

Considering the high failure rate of learners coupled with harsh working conditions and limited resources, teachers are likely to become disengaged. The aim of this study was to investigate the relationship between work engagement and its antecedents amongst primary and secondary school teachers in the Omaheke, Oshana and Oshikoto regions (n=288). A cross-sectional design was used for the data analysis employing Pearson-product moment correlation and multiple regression analyses. All variables reported positive relationships with work engagement. The significant predictors of work engagement are psychological meaningfulness, psychological availability and normative commitment. This study proposes incentives such as equitable benefit packages, career advancement opportunities, and work resources thus teachers would feel valued. This, in turn, would increase their levels of work engagement. Fair and respectable interactions between teachers and supervisors would foster psychological meaningfulness, organisational justice, commitment and work engagement.

Keywords: organisational commitment, organisational justice, psychological conditions, work engagement.

Teachers are usually blamed every time learners underperform in schools (Victor, 2011). The education sector wants to be efficient; meaning that teachers need to prepare learners that perform well academically. In 2017, about 50 000 learners failed the national exams, 13 399 being Grade 12 learners and 27 000 Grade 10 learners (Smith, 2018). The high failure rate meant that the Ministry of Education, Arts and Culture did not reach its target of 40% tertiary institutions admission.

Shapwanale (2018) noted that the Ministry of Education, Arts and Culture has set high targets for the next four years. The main focus is to increase intake of primary school pupils, from 38% to 80%, and an increase in the number of learners who qualify for university admission, from 36% to 60%.

Victor (2011) discussed aspects of the education system that need to be investigated since many people believe that the education system is failing learners. He indicated that the education system is flawed from early childhood education, and fixing the problem has to start from the first time a learner enrols in a school. In addition, he noted that, the fault lies with the communities that are not sensitized about the status of education and that are not involved in dialogues about the education system. The author argues that in order to reach the educational goals as part of Vision 2030, a holistic approach is needed, where all stakeholders - teachers, learners, policy makers, government and parents - should be involved and work actively towards improving the system.

The Minister of Education, Arts and Culture posits that the 2017/2018 budget cuts had undermined the ministry's, and by consequence, schools' potential to perform at full capacity (Shapwanale, 2018). The ministry while acknowledging its limited financial resources, however, indicated that poor performance from teachers will not be tolerated (Shapwanale, 2018). The ministry's operational budget was cut by 57% which meant that schools will be responsible for the procurement of cleaning materials, educational trips, security services and the maintenance and repair of furniture (Shapwanale, 2018).

Schaufeli and Bakker (2004) are of the view that work engagement is an antecedent of productivity hence enhancing teachers' levels of work engagement will help the education sector reach higher levels of productivity. Work engagement plays an important role in employee satisfaction (Coetzee & De Villiers, 2010). Work engagement can be defined as an individual's involvement with, satisfaction with, and enthusiasm for the work he or she does, either in an organisation or by being self-employed (Robbins, Judge, Odendaal, & Roodt, 2009). As research suggests, work engagement is the chain that connects an employee to the organisation (Coetzee & De Villiers, 2010; Robbins et al., 2009; Schaufeli & Bakker, 2004).

Previous studies found that positive outcomes are derived from engagement and involvement of employees in organisational-related tasks (Ghafoor, Qureshi, Khan, & Hijazi, 2011). The authors argue that work engagement provides an organisation with numerous benefits - both short-term and long-term. Not only does work engagement bring success and effective co-operation within the organisation, it also lowers the level of negativity experienced in the work place. Once employees are willing and possess positive attitudes, they start to manifest, attract and present positive results throughout the organisation (Ghafoor et al., 2011).

Rasheed, Khan and Ramzan (2013) explained that organisational justice is an evaluation by employees regarding the interaction and conduct between employer and employees. They note that when employees regard this interaction and exchange to be fair, they are also likely to reciprocate by doing their duties instead of loafing or becoming disengaged.

Okurame (2009) found that when employees are satisfied at work, they are also more likely to want to remain at the organisation. Having committed employees will likely result in higher levels of work engagement, increased productivity and increased customer satisfaction. More so, when employees experience meaningfulness in what they do and they have the necessary physical and psychological resources to execute their duties (May, Gilson, & Harter, 2004). These employees would be more satisfied, committed towards the organisation and want to work towards the goals of the organisation (May et al., 2004). When employees experience psychological conditions at work it results in positive experiences for the employees and positive work outcomes for the employer.

This study investigated the relationship between organisational justice, organisational commitment, psychological conditions and work engagement of teachers in selected regions in Namibia. Limited studies exist in Namibia about teachers from this perspective.

Literature review

This section will discuss relevant literature regarding work engagement by looking at the factors that motivate employees to become engaged in their work. Organisational justice will also be defined and discussed; relating to how employees perceive fairness and justice within the workplace. Organisational commitment deals with the identification employees have with the organisation. This section will explore aspects of psychological conditions before the relationship between these variables will be elaborated on. This section will be concluded by the hypotheses of this study.

Work Engagement

Work engagement is defined as personal involvement accompanied by a motivational force when doing your work which enhances performance within the organisation (Bakker, Schaufeli, Leiter, & Taris, 2008; Leiter & Bakker, 2010).

Work engagement is comprised of vigour, dedication and absorption (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). Bakker et al. (2008) state that vigour is characterised by great levels of intense energy and psychological resilience; the enthusiasm to exercise effort in one's work, as well as continuing to work hard even when faced with difficulties. Additionally, dedication refers to being completely involved in one's own occupational duties thus the individual will experience a sense of meaning, motivation, passion, pride, and challenges (Schaufeli, Taris, & Van Rhenen, 2008). Furthermore, Bakker et al. (2008) note that absorption occurs when an individual is fully focused on and absorbed in their work; to these individuals, time will seem to pass quickly and they will find it difficult to detach themselves from their occupation and work.

Work engagement is a psychological phenomena and it is thoroughly grounded on two psychological components - attention and absorption (Ghafoor et al., 2011). Rothmann and Jordaan (2006) describe absorption as the feeling of being thankfully occupied in one's work and having difficulty shedding this feeling of commitment. According to Ghafoor et al. (2011), attention is the amount of time an individual invests into his role or job. Schaufeli, Salanova, González-Romá, and Bakker (2002) argue that engaged employees possess an understanding of enthusiastic and effective connection with their work activities, and they view themselves as able to deal completely with the demands they encounter within their jobs. Schaufeli, Bakker and Salanova (2006) note that engagement refers to a more persistent and universal affective-cognitive state that is not focused on any specific object, event, individual, or behaviours.

The notion is that work engagement is a desirable condition that has an organisational purpose, and predicts involvement, commitment, passion, enthusiasm, focused effort, and energy (Macey & Schneider, 2008). This research suggests that both attitudinal and behavioural components are included within work engagement. This is because an engaging attitude towards the organisation will lessen the chances of employees leaving.

It is important to keep in mind that work engagement is not equal to employee commitment. According to Saks (2006), engagement cannot be thought of as an attitude; it is the degree to which an individual is observant of and engrossed in their position. Research indicates that work engagement is made up of a psychological

state (e.g., commitment), a performance construct (e.g., an effort), a disposition (e.g., positive affect), or a combination of the above (Macey & Schneider, 2008).

Engagement can refer to a construct as a unique attribute that defines a certain level of performance (Macey & Schneider, 2008). In other words, engagement is a state that can motivate one to perform at higher levels of energy and exertion. Macey and Schneider (2008) suggest that engagement can be regarded as a disposition, either in the form of a personality characteristic or a tendency to experience a state of affect over time which brings high levels of gradual stimulation.

Engaged employees who are intrinsically motivated to fulfil work objectives will trigger or create job resources in order to achieve objectives regarding their work-roles (Schaufeli & Bakker, 2004). Additionally when these employees work in a resourceful environment, it is likely that they will feel more competent and valued through their engagement.

The theory of work engagement by Maslach and Leiter (1997) elaborates that engagement is a culmination of energy, involvement, and efficacy, and these three components are classified as the complete opposite of the burnout dimensions (Bakker et al., 2008). These theorists note that engagement is measured as the opposite pattern of scores on the three dimensions of the Maslach Burnout Inventory which lies parallel with burnout (Schaufeli & Bakker, 2004). They argue that energy will change into exhaustion, involvement will turn into cynicism and, efficacy will change to ineffectiveness or futility (Bakker et al., 2008).

Consequently, Maslach and Leiter (1997) view burnout to be the opposite of engagement. Schaufeli et al. (2008) posit that engaged employees are energetic and are able to effectively connect with their work in addition to dealing with the demands of their job in an effective manner. This is deemed as the opposite of employees who suffer from burnout.

Lepine and Crawford (2010) emphasise that work engagement is conceptualised as the individual's true self into a role is what provides a better explanation of an individual's performance. Furthermore, Al-Tit and Hunitie (2015) found that work engagement reconciles the relationship between work motivation, organisational justice, psychological empowerment and job satisfaction.

Organisational Justice

Organisational justice is the evaluation of employees' regarding fairness at the workplace (Rasheed et al., 2013). Additionally, organisational justice refers to the fairness of organisational practices with regards to resource allocation (Rokhman & Hassan, 2012). Organisational justice plays a major role in the direction of employees'

reactions to the variation in the work force; this draws down to their evaluation of fairness with regards to their contributions and how they are compensated for their contributions (Gelens, Hofmans, Dries, & Pepermans, 2014).

Rasheed et al. (2013) defined distributive justice as the fairness of the distribution of outcomes by the organisation and procedural justice as the perception of fairness in terms of the measures used, and the amount and distribution of resources. The third component, interactional justice, is defined as the quality of interpersonal interactions between the individuals in the organisation (Colquitt, Greenberg, & Zapata-Phelan, 2005).

The equity theory explores the aspects of distributive justice. This theory suggests that individuals determine if they are being treated fairly by looking at the ratio of their inputs compared to their outcomes and by comparing this ratio to the input-to-outcome ratio of the other employees (Bobocel & Rupp, 2001). Employees evaluate the extent to which these outcomes are fair based on these comparisons.

Interactional justice is a midway step between the roles of the organisational procedures and the outcome; it is not related to structural characteristics (Bies & Moag, 1986). The perceptions that underlie interactional justice stem from sincerity, respectfulness and consistency of actions in the people that have authority within the organisation. For instance, an employee might believe he or she was treated with respect with regards to the manner in which the person in authority communicated the work assignment to be executed (Aquino, Lewis, & Bradfield, 1999). Authors like Lind and Tyler (1988) argue that there are two sides to interactional justice: Informational justice which centres on the fairness - how rich the information provided during the process is and the time frame in which the information was communicated; and interpersonal justice which centres on person-oriented treatment.

Organisational Commitment

Organisational commitment is the degree to which an employee would like to remain at the organisation. It is also a strength that influences employees' willingness to be involved and work towards organisational success (Mowday, Steers, & Porter, 1979).

Organisational commitment is characterised by three dimensions namely; continuance commitment, normative commitment and affective commitment. Continuance commitment refers to the type of commitment that stems from considering leaving the organisation and the negative costs associated with leaving or the lack of attractive offers available outside the organisation. Employees that

experience normative commitment are committed to the organisation because of the perceived obligation to stay. It could be that the organisation has paid for the employees' studies or the employee believes that he/she owes the organisation his/her loyalty (Meyer & Allen; 1991; Meyer, Allen, & Smith, 1993). Affective commitment is regarded as the psychological link and identification that employees have by wanting to be part of the organisation and having a vested interest in the success and goals of the organisation (Meyer & Allen; 1991; Meyer et al., 1993).

Organisational commitment has three components, i) an individual's trust in the organisations and its goals, ii) an individual's will to invest more work on behalf of the organisation, iii) and an individuals' clear-cut intention to remain a part of the organisation (Porter, Steers, Mowday, & Boulian, 1974). Organisational commitment references an individuals' psychological attachment to an organisation (Purang, 2008).

O'Reilly and Chatman (1986) argue that when employees internalise and identify with organisational values, they are more likely to stay with the organisation. However, forced compliance with organisational values results in low intention to stay with the organisation. Lincoln and Kalleberg (1990) found that organisational commitment is a result of employees' perceptions of the financial rewards, career advancement opportunities and relations with co-workers. Purang (2008) notes that employees' commitment also rest on the human resource climate that is present in an organisation. This means employees' commitment to the organisation to some extent relies on the work environment and how employees interact with each other.

Scholars (Huynh, Mertzer & Winefield, 2012; Okurame, 2009) found that organisational commitment has a positive relationship with job satisfaction, informal mentoring and a negative relationship with organisational constraints. This means that employees that are satisfied with their work are likely to be committed to the organisation. While informal training communicates that employees are valued by the organisation. Organisational constraints create an environment that employees find to be unpleasant which makes it difficult for employees to show high levels of organisational commitment (Huynh et al., 2012; Okurame, 2009).

Psychological Conditions

There are three dimensions to psychological conditions; psychological meaningfulness, safety and availability. Psychological meaningfulness is the importance an individual assigns to objects, events and/or situations that are related to work engagement (Ugwu & Onyishi, 2017). Aktouf (1992) argues that if one lacks meaning in their work it can lead to disengagement and employees alienating themselves at work. Psychological meaningfulness deals with the extent to which

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employees who are in possession of enriched jobs are able to reciprocate a sense of trust and through future actions they may be able to demonstrate their loyalty (Niehoff, Moorman, Blakely, & Fuller, 2001).

Psychological safety and psychological availability are resources which include the work-role and outside activities. Individuals feel comfortable when they perceive that they will not suffer for expressing their true selves at work and when they are not likely to detect an environment that is ambiguous, volatile and otherwise threatening (May et al., 2004). According to Brown and Leigh (1996), psychological safety includes the extent to which management is viewed as flexible, supportive and employees feel they have control over work and how they accomplish it. The organisational roles and norms are perceived as clear and employees feel free to express their feelings and central traits of their self-concepts.

Khan (1990) defines psychological safety as an individual's ability to express him/herself without the fear of the negative consequences to his/her image and work. May et al. (2004) added that individuals feel safe when they have the perception of who they are and when they are not suffering any reprisals at work because of self-expression. Safe environments mean individuals have an understanding of acceptable behaviours at the workplace, and it is unsafe when some situations are ambiguous and unpredictable making the environment a threat to the individual (May et al., 2004).

Khan (1990) sees psychological availability as the individual's belief in having the physical, emotional and cognitive resources at hand to participate in his/her work duties. May et al. (2004) added that such a belief may be influenced by the individual's work-role insecurities and outside activities. When employees are provided with the necessary training and have the necessary emotional and psychological resources, they would be more likely to want to engage in challenging work and want to work towards the success of the organisation.

The Relationship between Organisational Justice, Organisational Commitment, Psychological Conditions and Work Engagement

Fischer and Smith (2006) found that procedural justice has an effect on organisational commitment. Gelens, Hofmans, Dries and Pepermans (2014) found that perceived distributive justice mediates the relationship between an employees' identification with his/her work and his/her level of job satisfaction. Procedural justice on the other hand mediates the relationship between perceived distributive justice and the employees' work effort (Gelens et al., 2014). The three components of organisational justice, distributive, procedural and interpersonal justice, are known to be significant predictors of organisational outcomes (Dbaibo, Harb, & Van Meurs, 2010).

Ulusoy et al. (2016) found that affective commitment relies on the level of perceived psychological safety. When employees identify the working environment to be safe, they would also experience a deeper psychological link, and would want to remain at the organisation. Rasheed et al. (2013) note that there is a positive relationship between procedural justice, distributive justice and work engagement. They hold the view that when procedures are being followed consistently and fairly applied, and distribution of rewards and punishments is done fairly, employees would also become more engaged and perceive themselves as working for an organisation that is fair.

According to Brown & Leigh (1996), work engagement may be impacted by the psychological conditions of meaningfulness, psychological safety and availability, and the engagement of the human essence at work. Psychological meaningfulness encompasses job enrichment, work-role fit and co-worker relations. People experience their work as meaningful when they perceive it to be challenging, worthwhile, and rewarding (Brown & Leigh, 1996). Olivier and Rothmann (2007) indicate that psychological meaningfulness occurs when employees feel useful and valuable. Psychological meaningfulness is influenced by the work-role fit and rewarding interpersonal interactions with co-workers.

Kahn's (1990) theory of engagement is a combination of three psychological conditions: Psychological meaningfulness, psychological safety, and psychological availability. Employees who experience high levels of psychological meaningfulness, psychological safety and psychological availability are more likely to be engaged with their work. According to Saks and Gruman (2014), people experience meaningfulness when they feel valuable and when they feel they are not being taken for granted. Psychological safety refers to formal and informal organisational practices and procedures that guide and support open and trustful interactions within the working environment (Baer & Frese, 2003). Psychological availability is defined by the individual belief that they have the physical, emotional and cognitive resources required to be more engaged at work (May et al., 2004).
May et al. (2004) found that psychological conditions had a positive relationship with work engagement, and that psychological meaningfulness had the strongest relationship with work engagement.

Caldwell and O'Reilly (1990) posit that the person-job fit focuses on the relationship between personal characteristics and job characteristics which in turn can be differentiated into demands–abilities fit and needs–supplies fit.

Based on the literature discussed above, the following hypotheses have been developed; Hypothesis 1: Organisational justice has a positive relationship with work engagement. Hypothesis 2: Organisational commitment has a positive

relationship with work engagement. Hypothesis 3: Psychological conditions has a positive relationship with work engagement. Hypothesis 4: Normative commitment, psychological meaningfulness and psychological availability are predictors of work engagement (dedication). Hypothesis 5: Normative commitment, psychological meaningfulness and psychological availability predict work engagement (absorption).

Research Methodology

This study made use of a cross-sectional survey design employing a questionnaire to collect data on biographical details, organisational justice, organisational commitment, psychological conditions and work engagement of teachers in selected regions of Namibia.

Permission was obtained from the permanent secretary of the Ministry of Education, Arts and Culture. After permission had been obtained, the permission letter was also forwarded to the regional directors in the Ministry of Education, Arts and Culture, informing them of the purpose of the study and requesting for their approval of the study. The principals of the different schools were contacted telephonically, and asked for their assistance with the distribution and retrieval of the questionnaires. This study made use of convenience sampling; every teacher that was willing and available participated in the study. The participants were informed about their rights to privacy and confidentiality. This study collected data in the Omaheke, Oshana and Oshikoto regions in Namibia (n=288). All schools in these regions were approached and if interested, questionnaires were distributed to these schools.

Research Instrument

This section will discuss the different instruments that were used in this study for data collection and their reliability and validity interpretation. The battery consisted of a biographical questionnaire, Organisational Justice Questionnaire, Organisational Commitment Questionnaire, Psychological Conditions Questionnaire, and Work Engagement Scale. The biographical questionnaire was used to gather information concerning the teachers' gender, age, rank, tenure, highest qualification obtained, number of dependants (children), marital status and the region in which they are employed.

The *Organisational Commitment Questionnaire* (OCQ) was developed by Meyer and Allen (1984). It was used to measure the three components of

organisational commitment namely: Continuance, normative and affective commitment. The 18 items of this instrument measure the level of normative, affective and continuance commitment of employees. These dimensions were measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). It measures continuance commitment ("One of the few negative consequences of leaving this organisation would be the scarcity of available alternatives"), normative commitment ("I would feel guilty if I leave my organisation right now") and affective commitment ("I do not feel like 'part of the family' at my organisation"). Pieters (2015) found the organisational commitment questionnaire to have a reliability of .71 for continuance, normative, and affective commitment respectively.

The *Organisational Justice Questionnaire* (OJQ) was used to measure procedural, distributive, interpersonal and informational justice (Colquitt, 2001). This instrument measures procedural justice using seven items ("To what extent have those procedures been free from bias."); four items are used to measure distributive justice ("To what extent is your (outcome) justified, given your performance*?*"). Interpersonal justice is measured by four items ("To what extent has he/she treated you with dignity?"), and informational justice is measured by five items ("To what extent has he/she communicated details in a timely manner?"). This measure uses a Likert scale response format that ranges from 1 "to a very small extent" and 5 "to a very large extent". Cronbach alphas were also recorded for procedural justice of .88, .93 for interpersonal justice and distributive justice of .89 indicating the reliability of this instrument (Colquitt, 2001).

The *Utrech Work Engagement Scale* (UWES) was designed by Schaufeli and Bakker (2003), and it measures vigour (VIG), dedication (DED), and absorption (ABS). The questionnaire has nine items with a 7-point response scale. The responses range from "never (0)", to "every day (6)". Vigour can be defined as the enthusiasm to exercise effort in one's work ("When I get up in the morning, I feel like going to work"). Dedication is characterised by being involved in one's own occupational duties ("I am enthusiastic about my job"). Lastly, Absorption is when an individual is fully focused on and absorbed in the work they are occupied with ("I get carried away when I am working"). A study conducted by Salanova and Schaufeli (2008) reported the reliability for Vigour of .81 and .91 for Dedication. Schaufeli and Bakker (2004) reported that Absorption has a relatively high reliability of .75.

The *Psychological Conditions Questionnaire* (PCQ) was developed by May et al. (2004). The questionnaire measures the three dimensions of psychological conditions. Psychological meaningfulness, which consists of six items, was used to measure the degree of meaning that individuals found in their work activities ("My job activities are significant to me"). Psychological safety consists of three items, and

was used to assess if the individuals felt that they are able to voice their opinions freely at work ("I am afraid to express my opinions at work."). Regarding psychological availability, five items were used to measure individuals' confidence with regards to the cognitive, physical and emotional conditions needed to work ("I am confident in my ability to deal with problems that come up at work."). Cronbach alphas were recorded for psychological meaningfulness of .90 (Spreitzer, 1995), .71 for psychological safety and .85 for psychological availability (Kahn, 1990).

The data was analysed using SPSS Version 24.0 (SPSS, 2016). The mean and standard deviations were calculated to describe the distribution of the sample and their responses. The Cronbach's alpha coefficient was calculated to assess the internal consistency of each instrument and a cut-off reliability of .70 was used in this study. Pearson product-moment correlation was used to assess the strength and direction of the relationship between the variables. Making use of Stepwise Multiple Regression analysis, this study investigated if organisational justice, organisational commitment and psychological conditions predicted teachers' work engagement.

Participants

The sample consisted of n=288 teachers, heads of departments and principals. Most of the teachers were female (n=185, 64.2%), about a fifth (21.2%; n=61) were 51 years and older, 37.8% (n=109) have worked for 16 years and more, 42.4% (n=122) possess a diploma, 34% (n=79) have 1-2 children, and 48% (n=139) were single. The rest of the biographical information is presented in Table 1 below.

Table 1

Frequency Distribution of Sample

Category:	Item:	Frequency:	Percentage:
SEX:	Male:	102	35.4
	Female:	185	64.2
	Missing values:	1	0.4
AGE:	Below 24:	8	2.8
	24-28	58	20.1
	29-31	29	10.1
	32-35	29	10.1
	36-40	37	12.8
	41-45	28	9.7
	46-50	33	11.5
	51 and older	61	21.2
	Missing values	5	1.7
TENURE:	Less than 1 year	12	4.2
	1-2	26	9.0
	3-4	36	12.5
	5-6	35	12.2
	7-8	23	8.0
	9-11	23	8.0
	12-15	22	7.6
	16 and more	109	37.8
	Missing values	2	0.7
QUALIFICATIONS:	Grade 12	53	18.4
	Certificate	9	3.1
	Diploma	122	2.4
	Degree	58	20.1
	Honours Degree	38	13.2
	Master's Degree	1	0.3
	PhD	1	0.3
	Missing values	6	2.1
NUMBER OF DEPENDANTS (children):	None	54	18.8
	1-2	98	34.0
	3-4	79	27.4
	5-6	33	11.5
	7-9	8	2.8
	10 and more	9	3.1
	Missing values	7	2.4
MARITAL STATUS:	Single	139	48.3
	Married	137	47.9

		4	1.4
	Divorced	4	1.4
	Widowed	6	2.1
	Missing values	2	0.7
RANK:	Teacher	243	84.4
	Head of Department	25	8.7
	Principal	17	5.9
	Missing values	3	1.0
REGION:	Omaheke	125	43.4
	Oshana	16	5.6
	Oshikoto	146	50.7
	Missing values	1	0.3

Results

Descriptive Statistics, Cronbach Alphas and Correlations

A mean score of 15.26 was recorded for affective commitment and 17.65 for normative commitment. For procedural justice, a mean of 21.82 was recorded, 14.33 for distributive justice and 32.45 for interpersonal justice. Psychological meaningfulness recorded a mean of 36.10 and 29.30 for psychological availability. As part of work engagement, vigour and dedication both recorded a mean of 28.78 and 28.19 for absorption.

In terms of the standard deviation, 3.27 were recorded for affective commitment and 4.03 for normative commitment. A standard deviation of 5.61 was recorded for procedural justice, 3.47 for distributive justice and 7.40 for interpersonal justice. In the case of psychological conditions, psychological meaningfulness recorded a standard deviation of 6.75 and 5.57 for psychological availability. For work engagement, vigour and dedication had a standard deviation of 6.58 and absorption had a standard deviation of 6.44 (see Table 2).

Table 2

Mean, Standard Deviation, Reliability and Correlations

	Mean	SD	α	1	2	3	4	5	6	7	8	9	10

	M	SD	α	1	2	3	4	5	6	7	8	9	10
1.OC_AF	15.26	3.27	.73	-									
2.OC_NOR	17.65	4.03	.71	.30+	-								
3.OJ_PJ	21.82	5.61	.88	.13*	.31+	-							
4.OJ_DJ	14.33	3.47	.90	.04*	.29	.58++	-						
5.OJ_INTR	32.45	7.40	.93	.17*	.30+	.63++	.50++	-					
6.PC_MEAN	36.10	6.75	.93	.28	.38+	.30+	.32+	.26*	-				
7.PC_PAV	29.30	5.57	.91	.18*	.24*	.27*	.25*	.22*	.61++	-			
8.WE_VIG	28.78	6.58	.84	.27	.37+	.18*	.25*	.26*	.49+	.49+	-		
9.WE_DED	28.78	6.58	.81	.27	.37+	.18*	.25*	.26*	.49+	.49+	1.00++	-	
10.WE_ABS	28.19	6.44	.78	.23	.36+	.19*	.26*	.27*	.48+	.45+	.81++	.81++	-

*Statistically significant: p ≤ 0, 05

+Practically significant correlation (medium effect): 0, 30 ≤ r ≤ 0, 49

++Practically significant correlation (large effect): r ≤ 0, 50

Organisational commitment

OC_AF= Affective commitment

OC_NOR= Normative commitment

Organisational justice

OJ_PJ= Procedural justice

OJ_DJ= Distributive justice

OJ_INTR= Interactional justice

Psychological conditions

PC_MEAN= Psychological meaningfulness

PC_PAV= Psychological availability

Work engagement

WE_VIG= Vigour

WE_DED= Dedication

WE_ABS= Absorption

A Cronbach alpha of .73 was recorded for affective commitment and .71 for normative commitment. Continuance commitment did not meet the expected reliability of .70, and was therefore excluded from further analysis and this study. Procedural justice reported a Cronbach alpha of .88, .90 for distributive justice and .93 for interactional justice. Psychological meaningfulness reported a Cronbach alpha of .93 and .91 for psychological availability. Psychological safety did not meet the expected reliability of .70, and was subsequently excluded from further analysis and from this study. A Cronbach alpha of .84 was reported for vigour, .81 for dedication and .78 for absorption.

Using Pearson product correlation, affective commitment recorded a positive correlation with normative commitment, ($r = 0,30$, $p < 0,05$; medium effect), with procedural justice ($r = 0,13$, $p < 0,05$; statistically significant), with distributive justice ($r = 0,04$, $p < 0,05$; small effect), with interpersonal justice ($r = 0,17$, $p < 0,05$; statistically significant), with psychological meaningfulness ($r = 0,28$, $p < 0,05$; statistically significant), with psychological availability ($r = 0,18$, $p < 0,05$; statistically significant), with vigour, ($r = 0,27$, $p < 0,05$; statistically significant), dedication ($r = 0,27$, $p < 0,05$; statistically significant), and with absorption ($r = 0,23$, $p < 0,05$; statistically significant).

Normative commitment recorded a positive correlation with procedural justice ($r = 0,31$, $p < 0,05$; medium effect), distributive justice ($r = 0,29$, $p < 0,05$; statistically significant), interpersonal justice ($r = 0,30$, $p < 0,05$; medium effect),

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psychological meaningfulness ($r = 0,38$, $p < 0,05$; medium effect), psychological availability ($r = 0,24$, $p < 0,05$; statistically significant), vigour ($r = 0,37$, $p < 0,05$; medium effect), dedication ($r = 0,37$, $p < 0,05$; medium effect), and absorption ($r = 0,36$, $p < 0,05$; medium effect).

Procedural justice recorded a positive correlation with distributive justice ($r = 0,58$, $p < 0,05$; large effect), interpersonal justice ($r = 0,63$, $p < 0,05$; large effect), psychological meaningfulness ($r = 0,30$, $p < 0,05$; medium effect), psychological availability ($r = 0,27$, $p < 0,05$; statistically significant), vigour ($r = 0,18$, $p < 0,05$; statistically significant), dedication ($r = 0,18$, $p < 0,05$; statistically significant), and absorption ($r = 0,19$, $p < 0,05$; statistically significant).

Distributive justice recorded a positive correlation with interpersonal justice ($r = 0,50$, $p < 0,05$; large effect), psychological meaningfulness ($r = 0,32$, $p < 0,05$; medium effect), psychological availability ($r = 0,25$, $p < 0,05$; statistically significant), vigour ($r = 0,25$, $p < 0,05$; statistically significant), dedication ($r = 0,25$, $p < 0,05$; statistically significant), and absorption ($r = 0,26$, $p < 0,05$; statistically significant).

Interpersonal justice recorded a positive correlation with psychological meaningfulness, ($r = 0,26$, $p < 0, 05$; statistically significant), psychological availability ($r = 0,22$, $p < 0, 05$; statistically significant), vigour ($r = 0,26$, $p < 0, 05$; statistically significant), dedication ($r = 0,26$, $p < 0, 05$; statistically significant), and absorption ($r = 0,27$, $p < 0, 05$; statistically significant).

Psychological meaningfulness recorded a positive correlation with psychological availability ($r = 0,61$, $p < 0,05$; large effect), vigour ($r = 0,49$, $p < 0,05$; medium effect), dedication ($r = 0,49$, $p < 0,05$; medium effect), and absorption ($r = 0,48$, $p < 0,05$; medium effect).

Psychological availability recorded a positive relationship with vigour ($r = 0,49$, $p < 0,05$; medium effect), dedication ($r = 0,49$, $p < 0,05$; medium effect), and absorption ($r = 0,45$, $p < 0,05$; medium effect). Vigour recorded a positive correlation with dedication ($r = 1.00$, $p < 0,05$; large effect) and absorption ($r = 0,81$, $p < 0,05$; large effect). Dedication recorded a positive correlation with absorption ($r = 0,81$, $p < 0,05$; large effect).

Stepwise Multiple Regression Analyses

Stepwise multiple regression analyses were carried out to test hypotheses 4 and 5. The first model analysed made use of work engagement (dedication) as the dependent variable and normative commitment as the dependent variable. In Model

2, psychological meaningfulness and psychological availability were added as part of the independent variables. The results are illustrated in Table 3.

Table 3

Multiple Regression analysis with work engagement (dedication) being the dependant variable and normative commitment, psychological meaningfulness and psychological availability the independent variables.

Model	Unstandardized Coefficients		Standardised Coefficients	t	P	F	R2	ΔR2
	B	SE	Beta					
1 (Constant)	18.16	1.63		11.14	.00*	45.07	.139	.136
2 (Constant)	5.61	2.08		2.09	.04*	47.31	.338	.331
Normative commitment	.36	.09	.22	4.19	.00*			
Psychological meaningfulness	.23	.06	.24	3.72	.00*			
Psychological availability	.34	.07	.29	4.63	.00*			

t, test; p, probability value; F, overall significance; R2, percentage variance explained; ΔR2, change in percentage variance explained; B, regression coefficient; SE, standard error.
   a.   Dependent variable: Work engagement (Dedication)

As can be seen from Table 3, entry of normative commitment in Model 1 produced a significant model ($F(1,280)$ = 45.07; p < 0,00) explaining 13.6% of the variance. Psychological meaningfulness and psychological availability added in the second model, produced a statistically significant model ($F(3,278)$ = 47.31; p < 0,00), and explained 33.1% of the variance. It appears that normative commitment (β = 0,22; t = 4.19; p < 0,00), psychological meaningfulness (β = 0,24; t = 3.72; p < 0,00) and psychological availability (β = 0,29; t = 4.63; p < 0,00) are significant predictors of work

engagement (Dedication). Psychological availability was found to be the strongest significant predictor of Dedication in this model.

In the first model, work engagement (absorption) was used as the dependent variable with normative commitment as the dependent variable. In Model 2, psychological meaningfulness and psychological availability were added as part of the independent variables. The results are reported in Table 4.

Table 4

Multiple Regression analysis with work engagement (absorption) being the dependant variable and normative commitment, psychological meaningfulness and psychological availability the independent variables.

Model	Unstandardized Coefficients		Standardised Coefficients	*t*	*p*	*F*	*R2*	*ΔR2*
	B	SE	Beta					
1 (Constant)	18.08	1.59		11.35	.00*	42.73	.132	.129
2 (Constant)	5.61	2.08		2.70	.00*	40.65	.305	.297
Normative commitment	.34	.09	.22	4.05	.00*			
Psychological meaningfulness	.24	.06	.25	3.85	.00*			
Psychological availability	.27	.07	.24	3.75	.00*			

t, test; p, probability value; *F*, overall significance; *R2*, percentage variance explained; *ΔR2*, change in percentage variance explained; B, regression coefficient; SE, standard error.

    a.   Dependent variable: Work engagement (Absorption)

As can be seen from Table 4, entry of normative commitment in model 1 produced a significant model ($F(1,280)$ = 42.73; $p < 0,00$) explaining 12.9% of the variance. Psychological meaningfulness and psychological availability added in the second model, produced a statistically significant model ($F(3,278)$ = 40.65; $p < 0,00$), and explained 29.7% of the variance. It appears that normative commitment ($\beta = 0,22$;

t = 4.05; *p* < 0,00), psychological meaningfulness (β = 0,25; *t* = 3.85; *p* < 0,00) and psychological availability (β = 0,24; *t* = 3.75; *p* < 0,00) are significant predictors of work engagement (Absorption). Psychological meaningfulness was found to be the strongest significant predictor of Absorption in this model.

Discussion, Conclusions and Recommendations

This study found significant relationships between organisational justice, organisational commitment, psychological conditions and work engagement. Organisational justice (procedural, distributive and interactional justice) recorded positive relationships with work engagement (vigour, dedication and absorption), supporting Hypothesis 1 of this study (Rasheed et al., 2013). These findings support Dbaibo et al.'s (2010) findings indicating that organisational justice has an impact on organisational outcomes. This means, when procedures are being applied consistently and fairly, rewards and punishments are being distributed fairly and the interactions between superiors and subordinates are done in a respectful and decent manner, employees would also want to work harder towards the success of the organisation.

Supervisors, managers and leaders are seen as part of the organisation and if these leaders/managers are treating employees unfairly, employees would also try and balance this exchange by reducing their efforts in relation to work goals. Procedural justice was also found to have a significant relationship with distributive justice. These findings support Gelens et al.'s (2014) study that concluded that procedural justice mediates the relationship between distributive justice and work effort. This work effort in other words translates into work engagement.

Organisational justice (procedural, distributive and interactional justice) had a positive relationship with organisational commitment (affective and normative). These findings support Hypothesis 2 of this study and Fischer and Smith's (2006) study which found that procedural justice has an effect on organisational commitment. When employees perceive the interaction between themselves and the organisation to be fair, they would also be more likely to want to remain at such an organisation that is fair and work towards achieving the goals of that organisation (Gelens et al., 2014; Rasheed et al., 2013). Organisational commitment (affective and normative) was found to have a positive relationship with work engagement (vigour, dedication and absorption).

Organisational commitment, organisational justice and psychological conditions also recorded positive relationships. Experiencing a higher level of organisational commitment and fair interaction with superiors are likely to ensure that employees experience a higher level of psychological meaning in the work they do. Working in an organisation that is fair and just regarding distribution of resources,

employees would experience a higher level of psychological availability having the necessary resources to execute their duties.

Psychological conditions recorded a positive relationship with work engagement, supporting Hypothesis 3 of this study. These results are also supported by studies by Khan (1990), and May et al. (2004) which also found a positive relationship between psychological conditions and work engagement. Experiencing psychological meaningfulness in the work that you do motivates employees allowing them to utilise their resources to want to do more, take on challenging duties and continue to perform at a higher level. Having the necessary resources - job and personal resources - training and skills to execute their duties, employees would also be more likely to have the needed energy to execute their duties. Hypotheses 4 and 5 explore how normative commitment, psychological meaningfulness and psychological safety predict work engagement (dedication and absorption).

This study found that normative commitment, psychological meaningfulness and psychological conditions predicted work engagement (dedication and absorption). Psychological availability was also a predictor of work engagement which supports Rasheed et al.'s study (2013). Psychological availability was also found to be the strongest significant predictor of dedication, followed by psychological meaningfulness and normative commitment.

These findings support the study by May et al. (2004) which found that psychological meaningfulness had a strong relation to work engagement. Psychological meaningfulness was found to be the strongest significant predictor of absorption followed by psychological availability and normative commitment. This indicates that when employees have the needed resources, training and skills, experience meaningfulness in the work they do and want to remain with the organisation due to perceived obligations, they may be more dedicated and absorbed in their work. These employees would be able to continue working even when faced with challenging duties, and continue to work for long periods without realising how much time has lapsed.

This study proposes that heads of departments and principals should be informed about policies and procedures related to education and schools and they should educate the rest of the teachers about these policies and procedures. When employees are educated and informed about policies and procedures within the organisation, employees would clarify myths and become educated about what to expect and what not to expect. When employees start working at an organisation, they all have their own understanding and perception of just and equitable practices. Not being educated and informed about these practices, especially if these practices

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are not in line with the expectations of employees, will result in low levels of organisational justice.

Heads of departments and principals need to ensure that policies and procedures are executed consistently and fairly within the organisation. The distribution and allocation of duties, rewards, praise, feedback and disciplinary measures need to be done fairly to ensure that all employees have the same opportunities and challenging work environment.

It has been noted that the interaction between superiors and subordinates impacts on the perceived organisational justice, organisational commitment, psychological meaningfulness, job satisfaction, turnover intention and work engagement levels of employees. Having leadership skills that allows heads of departments and principals to treat teachers with the necessary dignity and respect will result in reciprocal interactions. When these leaders/managers allocate duties to employees, experiencing interactional justice, these employees would be more likely to work harder and ensure higher levels of productivity compared to employees that do not experience interactional justice. Having good relations with colleagues at work increases job satisfaction, psychological meaningfulness, improved health, increased perceived competence and autonomy and organisational support ensuring that employees perform to the best of their abilities.

In order to enhance organisational commitment, the Ministry of Education, Arts and Culture may consider re-evaluating the salary and benefits of teachers in Namibia. The ministry should ensure that salaries and benefits are equitable not only compared to other schools in Namibia, but also in terms of equity with other schools within the region (Southern African Development Community). Education is regarded as the key to uplifting people from poverty and enhancing the country's economy. It is with this same attitude that the country should budget for education thus ensuring that national goals are achieved. Ensuring that there is a balance between inputs and outcomes experienced by teachers will also impact on their effort levels. If there is an imbalance between efforts and outcomes, based on the equity theory, employees will find ways to reduce or increase their efforts to balance out this relationship. When teachers are getting sufficient outcomes, they would also engage in their work with the same effort. When the outcomes do not match the effort applied to their work, teachers are likely to also reduce their efforts to ensure equilibrium. Having sufficient outcomes for sufficient inputs, employees would also experience a higher level of psychological meaningfulness. In order to enhance the meaningfulness experienced by teachers and the importance of education, the national budget should be allocated as such.

When teachers are provided with the necessary resources to execute their duties it will also enhance the level of psychological meaningfulness, organisational commitment, job satisfaction and work engagement of teachers. Education should remain a priority within all countries and the budget and support from government should also reflect the significance of this priority. Having the needed funding and support from superiors within the country will ensure that the task of education will be done with less effort and thus restore meaningfulness in society.

When teachers are provided with opportunities to study further and develop their skills and abilities, they would also experience a higher level of psychological availability, and become more engaged in their work. It is commendable that many of the under/uneducated teachers currently within the teaching industry in Namibia are allowed the opportunity to go for further education. It is also important to understand the immediate crisis that exist within education. Based on this immediate need, it is suggested to provide in-service training and short courses to enhance teachers' skills to relieve the immediate stress that teacher's face and meet their immediate needs.

This study experienced some limitations that included parcels not being delivered to schools in remote areas, thus some schools in the selected regions were excluded from the study. The study only focused on some regions and thus the findings may not be generalised to the all teachers in Namibia. Making use of convenience sampling, it is likely that this study also did not obtain a representative sample of the population. Some questionnaires were incomplete, and were thus also excluded from the study.

It is suggested that this study should be followed up with a qualitative investigation, aimed at identifying other possible solutions that would enhance teachers' work engagement. It is recommended that another study be conducted to assess job demands-resources, job satisfaction, work engagement and burnout experienced by teachers in Namibia.

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