

Authentic leaders needed to enhance organisational commitment of teachers in Namibia

Wesley Pieters¹

Abstract

The education sector in Namibia experiences challenges such as imbalanced learner-teacher ratios, poor working conditions, lack of resources and criticisms from the Ministry of Education, Arts and Culture and parents because of high failure rates. Organisational commitment is the psychological link that employees have in wanting to remain with and exert significant efforts on behalf of an organisation. Relationships have been confirmed between authentic leadership (leaders who are genuine and stand up for their followers), perception of fairness and equity within the workplace, psychological conditions and organisational commitment. A cross-sectional survey design was used to collect data on authentic leadership, organisational justice, psychological conditions and organisational commitment of teachers from the Omaheke, Oshana and Oshikoto regions in Namibia (n=288). The data were analysed using SPSS (24.0) with Pearson product-moment correlation and multiple regression analyses to assess the impact of these variables on organisational commitment of teachers. The significant predictors of organisational commitment were the openness and transparency of leaders; how they share information freely; their engagement in moral and ethical behaviour; and when teachers experience interactional justice and psychological meaning in their work. This study proposes leadership development to enhance transparency of leaders, development and implementation of policies ensuring just and fair interactions between superiors and subordinates as well as re-evaluation of remuneration and compensation packages to enhance the level of meaningfulness experienced by teachers.

Keywords: *organisational commitment, authentic leadership, organisational justice, psychological conditions.*

¹ Dr Wesley R. Pieters is a Senior Industrial/Organisational Psychology lecturer in the Faculty of Humanities and Social Sciences (Human Sciences Department- Psychology Section). His research interests include organisational effectiveness, education and positive psychology. Email: wpieters@unam.na

Willemse and Deacon (2015, p.1) posit that “sufficient support to enhance meaningful work may contribute to the delivery of quality education.” In other words, in order to deliver quality education, teachers need to experience meaningfulness in their work. In the Namibian context, Shapwanale (2018) indicates that the Ministry of Education, Arts and Culture has set higher targets for 2019-2022. This includes an increase in primary schools’ learner intake by almost double. Yet, many schools in Namibia are already burdened with unqualified and underqualified teachers, high teacher-to-learner ratios and poor pass rate (Smith, 2018). Lack of resources is another challenge facing many schools in Namibia.

Considering that the education system has been floundering given the issue of budget cuts and now an increase in learners’ intake in primary school, what is the likelihood that things are going to improve in the education system of Namibia? What is the possibility that teachers will remain committed under such harsh working conditions given the view that schools, tertiary institutions and industry are related (Jordaan, van Heerden, & Jordaan, 2014)? This means that if learners are well prepared at school, they become better students at tertiary institutions and better equipped employees in the future. According to Jordaan, van Heerden, and Jordaan (2014) when any of these role players fail to execute their duties effectively, it may ultimately negatively impact the overall economic well-being of a country.

Education, like many other sectors, is required to remain relevant and transform in line with the required vision of government and society. Adapting and implementing this change whilst remaining effective within the school system adds to the high demands on teachers (de Lange & Olivier, 2008). Yet, educators attribute their low success rates to factors such as inadequate human resources (student-lecturer ratio being too high), lack of physical resources such as books and libraries, inadequate skills and competencies coupled with lack of much-needed guidance, time limitations as well as lack of support from management [affective support and financial constraints] (Roets & Bhembe, 2016).

Teachers in Namibia are also faced with many of these challenges. If these challenges are not addressed, it makes it even more difficult for teachers to effectively teach and also for learners to receive quality education and perform well at school. This is because “successful educational leadership entails possessing the knowledge, skills and understanding of effective leadership skills, along with the personal ability to effectively implement those skills” (Shava & Heystek, 2015, p.

1). Having the required leadership skills improves the probability of teacher effectiveness, learner success and school achievement.

For instance, Naicker and Hoque (2017) note that nurses are promoted to unit management posts because they have extensive experience and expertise as nurses, but, at times, lack the leadership skills to function effectively within these posts. This challenge is similar to principals and heads of departments within schools. Teachers with extensive experience are promoted to principal or head of department positions, even though they possess limited to no leadership experience. Naicker and Hoque (2017) recommend that in order for employees to be effective in these managerial positions, they should have obtained tertiary qualifications in management as well.

Phuthi (2016) argues that monitoring and evaluation of effectiveness should be the responsibility of all employees. When employees regard monitoring and evaluation as the responsibility of a certain department and not their own, failure to implement corrective measures to improve performance worsens the situation. Teachers need to monitor and evaluate their own performance and take an active role in implementing corrective actions where needed instead of regarding this to be the responsibility of school management or government.

The remainder of the article will highlight literature related to the variables being studied, discuss the methodology, results and conclude with the discussion, conclusion and recommendations.

Literature review

Authentic leadership

Shava and Heystek (2015) indicated that the teaching and learning environment has become complex and diverse. A determining factor for learner success is leadership effectiveness. Consequently, when leaders within the schools are able to create an enabling teaching and learning environment, teachers are better equipped and supported to execute their duties and learners are likely to progress even better. This is because an authentic leader has a genuine desire to serve followers by deploying their leadership abilities, passion and compassion (George, 2000).

Authentic leadership is made up of self-awareness (being aware of personal characteristics and their impact on others), balanced processing (being balanced when evaluating information before coming to a decision), self-regulation (being aware of positive and negative information about themselves and their leadership style), and relational transparency [being consistent and displaying behaviour that is in line with his/her motives, goals and values] (Sekoere, 2015).

Emotional intelligence and authentic leadership have been found to have a positive relationship (Kotze & Nel, 2015). The more leaders are aware of their own emotions, being able to manage their emotions, being aware of the emotions of others and managing social relationships; they are likely to experience higher levels of authenticity as leaders. Empathy, being able to understand what others are feeling and being able to provide emotional support where needed, was found to be a significant predictor of authentic leadership.

Authentic leadership impacts positively on optimism of employees, their trust in the organisation and work engagement (Stander, de Beer, & Stander, 2015). This indicates that when leaders are genuine and open towards their followers, followers are more likely to become more optimistic, demonstrate trust and ultimately work towards the goals and objectives of the organisation. Authentic leadership impacts positively on work engagement of employees (Scheepers & Elstob, 2016). Leaders that are true to themselves and stand up for what is right are likely to impact on the work engagement levels of their followers.

Authentic leadership also impacts positively on psychological capital (hope, optimism, resilience, and self-efficacy) and team commitment (Munyaka, Boshoff, Pietersen, & Snelgar, 2017). Having an authentic leader within the organisation enhances the levels of psychological capital. Hence, when leaders are transparent, engage in moral and ethical behaviour and are self-aware, followers will identify better with them because they display “human-like” qualities. When followers see leaders as human beings that are open and aware about the areas requiring development and their areas of strength, they are more likely to relate better with such leaders.

Authentic leadership reported a negative relationship with followers’ intention to leave (Munyaka et al., 2017). This type of leadership impacts on the intention to stay at the organisation. The more genuine and transparent leaders are, the more likely their followers would like to remain at the organisation.

Phuthi (2016) found that leadership quality impacts positively on monitoring and evaluation of organisational activities, projects and employee effectiveness. The higher the quality of a leader within an organisation, the more likely he/she is able to identify challenges and recommend remedial actions to prevent or reduce losses within the organisation.

Leadership quality has a significant impact on the performance of an organisation (Phuthi, 2016). Effective leadership qualities will ensure that employees are guided within the organisation, encouraged to complete objectives but also monitored to ensure that organisational goals are achieved. Not having effective and efficient leadership within an organisation is likely going to result in poor organisational performance and ineffectiveness. Principals and heads of departments are leaders within schools. They are required to guide and support teachers to achieve the objectives of the school and the education system in Namibia.

Empowering leadership is a style of leadership that followers identify as encouraging and allows for participation in goal setting. Empowering leadership has been found to have a positive relationship with leadership effectiveness (Solomon & Steyn, 2017). Employees that are guided by their leaders and have the opportunity to learn, autonomy to guide work-related decisions and a certain level of participation are more likely to follow the guidance of their leader. Empowering leadership thus ensures that leaders are more effective in reaching organisational goals and objectives.

Leadership empowerment was noted to also increase teacher motivation and school effectiveness (Shava & Heystek, 2015). They report that once a principal allows teachers to share insight regarding decision making and to take up roles within different school committees, such teachers feel empowered and motivated. And that through these inclusive and collective efforts, school goals and objectives are easily achieved.

Organisational justice

Organisational justice deals with the perception of employees regarding the distribution of resources, recognition and sanctions (distributive justice), how policies and procedures are implemented - fairly and consistently to determine outcomes (procedural justice) - and how supervisors and colleagues interact with one another [interactional justice] (Greenberg, 2011). Organisational justice has significant impacts on positive and negative organisational outcomes.

Distributive justice predicted turnover intention (Dhurup & Isabirye, 2014). This indicates that when rewards and punishment are not distributed fairly and equitably, employees are likely to leave an organisation. Aramide and Aderibigbe (2014), on the other hand, found that procedural justice significantly predicted intention to leave. The implication of these is that policies and procedures should be implemented consistently and fairly within organisations.

Procedural, distributive and interactional justice (organisational justice) reported a positive relationship with organisational citizenship behaviour (Ajala, 2016; Ojo & Akinwumi, 2017; Rego & Cunha, 2010). It was also found that 63.4% of organisational citizenship behaviour is predicted by organisational justice [procedural, distributive and interactional justice] (Ajala, 2016). Distributive and procedural justice reported a positive relationship with job satisfaction (Gelens, Hofmans, Dries, & Pepermans, 2014). This indicates that when rewards and punishments are distributed equitably and fairly, policies and procedures implemented fairly and consistently, employees would experience a higher level of job satisfaction.

Perceived organisational support reported a positive relationship with procedural and distributive justice (Wong, Wong, & Ngo, 2012). This indicates that when employees perceive that their organisation has their best interest at heart and provides them with the needed resources, they are likely to regard the interaction and exchange of labour and wages as fair. Employees that perceived procedural and distributive justice to be practiced at the organisation also put in more effort in their work (Gelens et al., 2014). This means that when employees regard the interactions at work to be fair, they are likely to want to work harder.

Employees that sense organisational justice may become more committed towards the organisation (Fischer & Smith, 2006). This means that experiencing fairness at work will make employees identify with the organisation and want to work towards the goals of the organisation.

Psychological conditions

Psychological conditions consist of psychological meaningfulness, psychological availability and psychological safety (Khan, 1990). Psychological meaningfulness is about how employees perceive their jobs as important to themselves but also to the people they serve and if the job provides fair returns on investment for the physical, emotional and cognitive work done. Psychological availability deals with how employees perceive their skills and abilities to match

the expectations and requirements of the job. Psychological safety entails whether employees feel safe to make mistakes or express themselves without the fear of being ridiculed or embarrassed (Khan, 1990).

Psychological meaningfulness indicated a positive relationship with employee engagement (Geldenhuys, Laba, & Venter, 2014; Rothmann & Baumann, 2014). This indicates that when employees experience meaning in their work and regard it as important, they are likely to want to work harder towards organisational success. Scholars (Rothmann & Baumann, 2014; Rothmann & Welsh, 2013) found a positive relationship between psychological availability and employee engagement. Employees that regard their skills and abilities to be in line with expectations of the job are likely to want to work harder to reach the goals and objectives of the organisation.

Work-role fit is observed when employees' values, skills and abilities match the work expectations and it is positively related to psychological meaningfulness (Janik & Rothmann, 2015; Rothmann & Hamukang'undu, 2013; Rothmann & Welsh, 2013). Doing work that is in line with your values, skills and abilities is likely to produce better rewards and increase perceived importance in the work you do.

Employees that regard their jobs as a calling are likely to experience a higher level of psychological meaning (Rothmann & Hamukang'undu, 2013; Willemsse & Deacon, 2015). This means that when teachers see their job as a calling, regard themselves as doing what they were destined for, they are likely to experience a higher level of importance as well as feel valued.

Teachers experience higher levels of psychological meaningfulness when these factors are present: Job enrichment, healthy supervisory and colleague relationships (Janik & Rothmann, 2015; Rothmann & Welsh, 2013). When employees engage in routine work that is not challenging as well as have to work with supervisors and colleagues that they do not get along well with (healthy interactions), they are likely to experience lower levels of importance and meaning in the work they do.

Some studies (Fouche, Rothmann, & van der Vyver, 2017; Janik & Rothmann, 2015) found that when teachers experience psychological meaningfulness in their work, they are less likely to want to leave the sector/school. Consequently, experiencing importance and purpose in the work they do encourages teachers to want to remain within the education sector.

Rothmann and Welsh (2013) found that when employees have the required job resources, they are likely to experience psychological meaningfulness and psychological availability. Having the needed resources to execute the job, employees would experience more importance in their work and believe that they are able to execute their duties effectively.

Geldenhuis et al. (2014) found a positive relationship between psychological meaningfulness and organisational commitment. Organisational commitment was predicted by psychological meaningfulness and work engagement. Fouche et al. (2017) found that when employees experience psychological meaning in their work, they are less likely to experience burnout. These employees would experience importance in the work they do, and instead of burnout, they would experience work engagement.

Organisational commitment

Organisational commitment is defined as the identification with an organisation and wanting to remain at the organisation (Meyer & Allen, 1991). Organisational commitment is characterised by normative, continuance and affective commitment. Normative commitment deals with employees being committed to the organisation because they feel obligated based on possible favours/benefits from the organisation (Example – financing their studies). Continuance commitment deals with employees being committed to the organisation due to the fear of losing the benefits related to being a member of the organisation. Affective commitment is the psychological identification of employees with the organisation, its goals and mission as well as wanting to work towards the success of the organisation (Meyer & Allen, 1991; Meyer, Allen, & Smith, 1993).

Organisational support reported a positive relationship with organisational commitment (Anggraeni, Dwaitmadja, & Yuniawan, 2017). Once the organisation supports employees and ensures that they have the required resources, they become more committed to the organisation.

Organisational culture is focused on the laws, norms and values that shape employees' behaviour in that specific organisation or sector. Organisational culture reported a positive relationship with organisational commitment (Amofa & Ansah, 2017). This means that when an organisation has a positive culture as well as values and norms, employees would become more

committed towards the organisation. The way things are being done in an organisation impacts how long employees would want to remain in the organisation.

The top three determinants of organisational commitment for employees in the knowledge industry were competitive remuneration packages, opportunities for development and incentives linked to performance (Kinnear & Sutherland, 2000). Employees remain committed to organisations once they are paid well, have opportunities to develop themselves and are rewarded for exceptional performance. Ngidi and Ngidi (2017) found that when employees were least satisfied with pay and fringe benefits, there will be low affective commitment. This indicates that when employees are not satisfied with the pay and benefits they get from doing their work, they are less likely to identify with the organisation and would not work towards achieving the goals and objectives of the organisation.

Psychological capital (hope, self-efficacy, resilience and optimism) was found to have a positive impact on organisational commitment (Robyn & Mitonga-Monga, 2017). When employees are hopeful, optimistic, believe in their own abilities and can recover from challenging circumstances, they are more likely to remain committed to the organisation.

Job satisfaction was found to be positively related to affective and normative commitment (Sehuno, Viviers, & Mayer, 2015). When employees are satisfied with their pay and benefits, interactions with colleagues and supervisors, they are more likely to want to remain committed to the organisation. Job satisfaction also predicted affective commitment of employees.

Organisational commitment reported a positive relationship with work engagement (Moshoeu & Geldenhuys, 2015; Robyn & Mitonga-Monga, 2017; Sehuno et al., 2015). When employees identify with the organisation, they would work harder to achieve the goals and objectives of the organisation. Moshoeu and Geldenhuys (2015) additionally found that continuance commitment reported a stronger relation than affective commitment with work engagement. This indicates that employees are engaged in their work not because they identify with the organisation, but because of the benefits and fear of losing these benefits. This form of commitment can be exacerbated by the high levels of unemployment.

Organisational commitment reported a positive relationship with organisational citizenship behaviour (Anggraeni et al., 2017). This indicates that employees that are committed to the

organisation engage in extra duties beyond their contractual obligations. Organisational commitment and turnover intention reported a negative relationship (Coetzee, Schreuder, & Clinton-Baker, 2015). When employees are experiencing low levels of organisational commitment, they are likely to look for alternative employment and exit the organisation.

Quality of work life is related to work-life balance, job characteristics, supervisory behaviour as well as compensation and benefits. This means that the work of employees does not interfere with their private lives; they have autonomy in their work, good interactions with supervisors and gets fairly compensated for the work they do. Quality of work life was found to be positively related to organisational commitment (Ojedokun, Idemudia, & Desouza, 2015).

When employees are guided by authentic leaders they are likely to identify with and want to stay at the organisation. Organisational justice is also positively related to organisational commitment. Psychological capital, authentic leadership and organisational justice collectively influence the overall levels of organisational commitment of employees. Based on the literature discussed above, the following hypotheses have been developed:

Hypothesis 1: Authentic leadership is positively related to organisational commitment.

Hypothesis 2: Organisational justice is positively related to organisational commitment.

Hypothesis 3: Psychological conditions are positively related to organisational commitment.

Hypothesis 4: Authentic leadership (transparency, moral and ethical conduct, balanced processing) predicted affective commitment.

Hypothesis 5: Authentic leadership (transparency), organisational justice (interactional and procedural justice) and psychological conditions (psychological meaningfulness) predicted normative commitment.

Methodology

After permission was obtained from the Ministry of Education, Arts and Culture, data was collected by means of survey research. The researcher liaised with the principals of the different schools to assist with the distribution and return of copies of the study questionnaire. A consent letter was sent to all participants informing them of their right to withdraw at any time and that

participation was entirely voluntary. Anonymity and confidentiality were maintained throughout the study.

This study made use of a cross-sectional survey design. The data was analysed by means of SPSS version 24 (SPSS, 2016) descriptive and inferential statistics features. Making use of Cronbach's alpha coefficients (α), the internal consistency of the instruments was established. This study made use of Stepwise Multiple Regression to test the predictability of normative and affective commitment. Descriptive statistics were used to describe how the data is distributed and responses from the sample. The reliability of the instruments was established, and in the process, dimensions that did not meet the required standards ($\alpha \geq .70$) were excluded. To assess the strength and direction of the relationships, Pearson product-moment correlation was used. This study also made use of Stepwise Multiple Regression analyses to investigate the predictability of the independent variables on the dependent variable.

Measuring instruments

To measure Authentic Leadership, the *Authentic Leadership Questionnaire (ALQ)* developed by Avolio and Gardner (2005) was used. The ALQ consist of 16 items measuring transparency (“...admits mistakes when they are made”), self-regulation (“...demonstrates beliefs that are consistent with actions”), balanced processing (“...solicits/asks views that challenge his or her deeply held position”), and self-awareness (“...seeks feedback to improve interactions with others”). The statements are phrased in relation to “My leader...” with a response format ranging from 0 (not at all) to 4 (frequently if not always). The reliability of the instrument was found to range between .79 to .95 (Ashley & Reiter-Palmon, 2012; Tonkin, 2013; Zhu, 2008).

The *Organisational Justice measure* developed by Colquitt (2001) was used to measure organisational justice. The instrument measures procedural justice (“to what extent have those procedures been free from bias”), distributive justice (“to what extent is your (outcome) justified, given your performance?”), interpersonal justice (“to what extent has he/she treated you with dignity?”), and informational justice (“to what extent has he/she communicated details in a timely manner?”). Interpersonal and informational justice may be combined to form interactional justice. The instruments make use of a response format ranging from 1 (to a very small extent) and 5 (to a very large extent). Cronbach alpha for distributive justice was .90 (Kim; Lin, & Leung, 2015); with .86 for procedural justice and .90 for interactional justice (Pieters, 2018).

To measure Psychological Conditions, the *Psychological Conditions Questionnaire* (PCQ) developed by May, Gilson and Harter (2004) was used. The PCQ measures psychological meaningfulness, psychological availability and psychological safety. Psychological meaningfulness deals with the degree to which the employee finds his/her job meaningful and regards the exchange of labour as equitable (“My job activities are significant to me”). Psychological availability measures whether employees believe they have the necessary skills and abilities to execute their duties (“I am confident in my ability to deal with problems that come up at work”). Psychological safety assesses employees’ perception regarding freedom to voice their opinion at work (“I am afraid to express my opinions at work”). The response format ranges from 1 (strongly disagree) to 7 (strongly agree). Reliability of the instrument ranges between .71 and .90 (Kahn, 1990; Spreitzer, 1995).

The *Organisational Commitment Questionnaire* (OCQ) developed by Meyer and Allen (1984) was used to measure organisational commitment. The OCQ (18 items) measures normative (“I would feel guilty if I leave my organisation right now”), continuance (“One of the few negative consequences of leaving this organisation would be the scarcity of available alternatives”) and affective commitment (“I do not feel like ‘part of the family’ at my organisation”). The questionnaire makes use of a response format ranging from 1 (strongly disagree) to 5 (strongly agree). Reliability has been established in a Namibian sample of .71 for all dimensions of organisational commitment (Pieters, 2015).

Results

Descriptive statistics, Cronbach alphas and correlations

The sample consisted of teachers, heads of departments and principals from schools in the Omaheke, Oshana and Oshikoto regions (n=288). The breakdown is 102 (35.4%) male teachers, 8 (2.8%) below the age of 24 years, 12 (4.2%) having worked for less than a year, 53 (18.4%) having obtained grade 12, 54 (18.8%) not having children, 139 (48.3%) being single, 17 (5.9%) being principals, and 16 (5.6%) from the Oshana region. The rest of the biographical information is presented in Table 1 below.

Table 1

Biographical Details of Sample

| Category: | Item: | Frequency: | Percentage: |
|------------------|-----------------|-------------------|--------------------|
| GENDER: | 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 |
| 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 |
| | 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 |
| TOTAL: | | 288 | 100.0 |

Transparency reported a mean score of 14.84, moral and ethical behaviour a score of 12.03, 9.01 for balanced processing and 11.87 for self-awareness (authentic leadership). Procedural justice reported a mean of 21.82, 14.33 for distributive justice and 32.45 for interactional justice (organisational justice). A mean score of 36.10 was recorded for psychological meaningfulness and 23.30 for psychological availability (psychological conditions). Normative commitment reported a mean score of 17.65 and 15.26 for affective commitment (organisational commitment).

The following standard deviation scores were reported: Transparency (3.77), moral and ethical (2.96), balanced processing (2.37) and self-awareness (3.19). Procedural justice reported a standard deviation score of 5.61, 3.47 for distributive justice and 7.40 for interactional justice. A standard deviation score of 6.75 was reported for psychological meaningfulness and 5.57 for psychological availability. A standard deviation score of 4.03 was recorded for normative commitment and 3.27 for affective commitment.

Transparency reported a Cronbach's alpha of .82, .83 for moral and ethical behaviour, .78 for balanced processing and .87 for self-awareness. The *Authentic Leadership Questionnaire* was

found to be reliable; above .70 for all dimensions of the scale. Acceptable reliability was found for procedural justice (.88), distributive justice (.90) and interactional justice (.93). All dimensions of the Organisational justice scale were found to be reliable in this study. Psychological meaningfulness reported a Cronbach's alpha of .93 and .91 for psychological availability. It was found that psychological safety did not meet the required reliability standards (.70), and was thus excluded from the study and further analysis. Cronbach alphas were reported for normative commitment (.71) and affective commitment (.73). Continuance commitment did not meet acceptable standards, and was excluded from further analysis.

Making use of Pearson correlations, transparency reported a positive relationship with moral and ethical behaviour ($r = 0,74, p < 0,05$; large effect); with balanced processing ($r = 0,64, p < 0,05$; large effect); self-awareness ($r = 0,66, p < 0,05$; large effect); procedural justice ($r = 0,28, p < 0,05$; small effect); distributive justice ($r = 0,08, p < 0,05$; small effect); interactional justice ($r = 0,25, p < 0,05$; small effect); psychological meaningfulness ($r = 0,29, p < 0,05$; small effect); psychological availability ($r = 0,23, p < 0,05$; small effect); normative commitment ($r = 0,30, p < 0,05$; medium effect); and affective commitment ($r = 0,35, p < 0,05$; medium effect).

Moral and ethical behaviour reported a positive relationship with balanced processing ($r = 0,71, p < 0,05$; large effect); self-awareness ($r = 0,67, p < 0,05$; large effect); procedural justice ($r = 0,28, p < 0,05$; small effect); distributive justice ($r = 0,11, p < 0,05$; small effect); interactional justice ($r = 0,22, p < 0,05$; small effect); psychological meaningfulness ($r = 0,25, p < 0,05$; small effect); psychological availability ($r = 0,23, p < 0,05$; small effect); normative commitment ($r = 0,28, p < 0,05$; small effect); and affective commitment ($r = 0,32, p < 0,05$; large effect).

Balanced processing reported a positive relationship with self-awareness ($r = 0,79, p < 0,05$; large effect); procedural justice ($r = 0,33, p < 0,05$; medium effect); distributive justice ($r = 0,15, p < 0,05$; small effect); interactional justice ($r = 0,28, p < 0,05$; small effect); psychological meaningfulness ($r = 0,17, p < 0,05$; small effect); psychological availability ($r = 0,19, p < 0,05$; small effect); normative commitment ($r = 0,23, p < 0,05$; small effect); and affective commitment ($r = 0,31, p < 0,05$; medium effect).

Self-awareness reported a positive relationship with procedural justice ($r = 0,36, p < 0,05$; medium effect); distributive justice ($r = 0,12, p < 0,05$; small effect); interactional justice ($r = 0,32, p < 0,05$; medium effect); psychological meaningfulness ($r = 0,18, p < 0,05$; small effect);

psychological availability ($r = 0,22, p < 0,05$; small effect); normative commitment ($r = 0,24, p < 0,05$; small effect); and affective commitment ($r = 0,26, p < 0,05$; small effect).

Procedural justice reported a positive relationship with distributive justice ($r = 0,58, p < 0,05$; large effect); interactional justice ($r = 0,63, p < 0,05$; large effect); psychological meaningfulness ($r = 0,30, p < 0,05$; medium effect); psychological availability ($r = 0,27, p < 0,05$; small effect); normative commitment ($r = 0,31, p < 0,05$; medium effect); and affective commitment ($r = 0,13, p < 0,05$; large effect).

Distributive justice reported a positive relationship with interactional justice ($r = 0,50, p < 0,05$; large effect); psychological meaningfulness ($r = 0,32, p < 0,05$; medium effect); psychological availability ($r = 0,25, p < 0,05$; small effect); normative commitment ($r = 0,29, p < 0,05$; small effect); and affective commitment ($r = 0,04, p < 0,05$; small effect).

Interactional justice reported a positive relationship with psychological meaningfulness ($r = 0,26, p < 0,05$; large effect); psychological availability ($r = 0,22, p < 0,05$; small effect); normative commitment ($r = 0,30, p < 0,05$; medium effect); and affective commitment ($r = 0,17, p < 0,05$; small effect).

Psychological meaningfulness reported a positive relationship with psychological availability ($r = 0,61, p < 0,05$; large effect); normative commitment ($r = 0,30, p < 0,05$; medium effect); and affective commitment ($r = 0,28, p < 0,05$; small effect).

Psychological availability reported a positive relationship with normative commitment ($r = 0,24, p < 0,05$; small effect); and affective commitment ($r = 0,18, p < 0,05$; small effect).

Normative commitment reported a positive relationship with affective commitment ($r = 0,30, p < 0,05$; medium effect).

Stepwise Multiple Regression was performed to assess the predictability of transparency (AL_TRA), procedural (OJ_PJ) and interactional justice (OJ_INTR) and psychological meaningfulness (PC_MEAN) on normative commitment. Step One produced a significant model ($F_{(1,258)} = 19.81; p < 0.00$) accounting for 7% of the variance. In Step Two, procedural and interactional justice were introduced to produce a significant model ($F_{(3,258)} = 14.54; p < 0.00$) and 14% of the variance being explained. In Step Three, psychological meaningfulness was introduced,

and produced a significant model ($F_{(4,258)} = 15.34$; $p < 0.00$) and explained 18% of the variance. Psychological meaningfulness was found to be a significant and the strongest predictor of normative commitment followed by procedural justice, transparency and interactional justice. The remainder of the information is presented in Table 3.

Table 3

Multiple Regression analyses with normative commitment being the dependent variable and transparency, procedural justice, interactional justice, and psychological meaningfulness as the independent variables.

| Model | Unstandardized | | Standardized | | <i>P</i> | <i>F</i> | <i>R</i> ² | ΔR^2 |
|--------------|----------------|------|--------------|----------|----------|----------|-----------------------|--------------|
| | <i>B</i> | SE | <i>B</i> | <i>T</i> | | | | |
| 1 (Constant) | 13.38 | 1.00 | | 13.45 | .00* | 19.81 | .070 | .070 |
| 2 (Constant) | 9.62 | 1.26 | | 3.04 | .00* | 14.54 | .150 | .140 |
| 3 (Constant) | 6.57 | 1.46 | | 4.51 | .00* | 15.34 | .200 | .180 |
| AL_TRA | .14 | .07 | .13 | 2.11 | .04* | | | |
| OJ_PJ | .10 | .05 | .14 | 1.82 | .07 | | | |
| OJ_INTR | .06 | .04 | .12 | 1.56 | .12 | | | |
| PC_MEAN | .14 | .04 | .24 | 3.91 | .00** | | | |

t, test; *p*, probability value; *F*, overall significance; *R*², percentage variance explained; ΔR^2 , change in percentage variance explained; *B*, regression coefficient; SE, standard error.

Dependent variable: normative commitment.

* $p \leq 0.05$; ** $p \leq 0.01$.

Stepwise Multiple Regression analyses were performed to assess the predictability of transparency (AL_TRA), moral and ethical behaviour (AL_ME) and balanced processing (AL_BP) on affective commitment. Step One produced a significant model ($F_{(3,285)} = 14.99$; $p < 0,00$) and explained 13% of the variance. Transparency was found to be a significant and larger

predictor of affective commitment, followed by balanced processing and moral and ethical behaviour. The remainder of the information is presented in Table 4 below.

Table 4

Multiple Regression analyses with affective commitment being the dependent variable and transparency, moral and ethical behaviour and balanced processing as the independent variables.

| Model | Unstandardized | | Standardized | | <i>t</i> | <i>p</i> | <i>F</i> | <i>R</i> ² | ΔR^2 |
|------------|----------------|-----|--------------|-------------|----------|----------|----------|-----------------------|--------------|
| | B | SE | <i>B</i> | Coefficient | | | | | |
| 1 | 9.97 | .82 | | | 12.17 | .00* | 15.00 | .140 | .130 |
| (Constant) | | | | | | | | | |
| AL_TRA | .19 | .07 | .22 | | 2.66 | .01** | | | |
| AL_ME | .09 | .10 | .08 | | 0.89 | .37 | | | |
| AL_BP | .15 | .11 | .11 | | 1.31 | .19 | | | |

t, test; *p*, probability value; *F*, overall significance; *R*², percentage variance explained; ΔR^2 , change in percentage variance explained; *B*, regression coefficient; SE, standard error.

Dependent variable: Affective commitment.

p* ≤ 0.05; *p* ≤ 0.01.

Discussion, Conclusions and Recommendations

The purpose of this study was to investigate how authentic leadership, organisational justice and psychological conditions relate to organisational commitment. Another objective of the study was to identify the predictors of normative and affective commitment of teachers in the selected regions in Namibia. Transparency, moral and ethical behaviour, balanced processing and self-awareness reported positive relationships with normative and affective commitment. Authentic leaders are driven to serve their followers and through this kind of selfless support achieve organisational goals. Once an organisation supports employees, the employees are more likely to want to remain committed to the organisation (Anggtaeni et al., 2017).

This study also found that organisational justice reported a positive relationship with organisational commitment. It was found that organisational justice had a stronger relationship

with normative commitment than affective commitment. This is in line with the findings of other scholars (Kinnear & Sutherland, 2000; Ngidi & Ngidi, 2017) who report that when employees are satisfied with their pay and benefits and see the exchange between labour and payment as fair or equitable, they become more committed to the organisation. This positive relationship between organisational justice and organisational commitment was also reported by Fischer and Smith (2006).

Rothmann and Welsh (2013) pointed out that when employees have the required job resources (skills, abilities, tools), their levels of psychological availability and psychological meaningfulness will also increase. Psychological meaningfulness and psychological availability reported a positive relationship with normative and affective commitment. Geldenhuys et al. (2014) also found a positive relationship between psychological meaningfulness and organisational commitment. They also found that psychological meaningfulness and work engagement predicted organisational commitment. Doing work that is valued and meaningful not only to the employee but also the customers or consumers ensures that employees remain committed to the organisation and work towards the goals and objectives of the organisation.

This findings of this study also highlights the importance of leadership transparency and psychological meaningfulness. Transparency and psychological meaningfulness significantly predicted teachers' normative commitment. This indicates that when teachers regard their leaders as open and honest, regard their jobs as important and a fair return on investment for their efforts, such teachers would remain committed to the organisation.

Leadership transparency predicted affective commitment of teachers in this study. This indicates that when leaders are transparent, open and admit to their mistakes, employees would experience a psychological identification with the organisation and want to work towards achieving the objectives of the organisation.

Based on the literature and the findings, this study proposes that principals and heads of departments be provided with emotional intelligence training. Emotional intelligence training would allow leaders to be more aware of their own emotions and how these emotions impact on the relationships with followers and others. Emotional intelligence would also help leaders to identify the emotions of others; furthermore, emotional intelligence would prepare leaders to

identify and react to different emotions, and be better equipped to better manage relationships with followers.

In order to have an effective team of teachers, schools need authentic leaders that have the required skills, knowledge and understanding of effective leadership implementation. Considering that many heads of departments and principals did not necessarily study to become leaders, it is recommended that all heads of departments and principals be provided with leadership training and possibly be enrolled for leadership courses to enhance their effectiveness as leaders.

Having authentic leaders within schools, would make teachers become more hopeful, optimistic, experience improved self-efficacy and resilience, experience improved trust in the organisation, team commitment, improved levels of work engagement and elicit a desire to remain at the schools.

Organisations need to ensure that rewards and punishments are distributed fairly and equitably as this will keep employees at the organisation. When rewards and punishments are distributed fairly and equitably; policies and procedures are implemented fairly and consistently; when interaction between supervisors and employees are informed by mutual respect and dignity, employees would experience a higher level of job satisfaction, work engagement and engage in organisational citizenship behaviour. These employees are most likely to not only perform their expected work-related duties as stipulated in their employment contract, but are also most likely to be willing and available to do more to enhance the effectiveness of the organisation.

Psychological meaningfulness can be enhanced by providing salaries and benefits to teachers that are fair and equitable. This means that teachers doing a similar job, with similar skills, similar experience and qualifications should get similar benefits and salaries. This also means that teachers in Namibia, in both public and private schools, inside Namibia and other SADC countries should get similar benefits and salary for the same work. To enhance teachers' psychological meaningfulness and love for the teaching profession, schools should be provided with the required resources in order to provide quality education. As far as possible, budget cuts within the education sector should be avoided with priority given to the education of the future generation.

If Namibia intends to continue developing and growing, we need to focus on our education system, not simply by increasing the number of learners, but also focusing on the quality of

education provided. Teachers would also be more effective when they possess the required skills and resources for teaching. When and where resources are lacking, measures should be put in place to provide teachers with the skills on how to ensure effective teaching and learning during economically-challenging times. The Ministry of Education, Arts and Culture has been trying to assist underqualified and unqualified teachers to gain tertiary qualifications through the provision of in-service training; this is exemplary. In order to also ensure lifelong education, teachers should be supported to attend regular skills enhancement trainings and to learn from senior and experienced teachers within the industry. Collegial support through guidance and mentoring can assist new and inexperienced teachers.

Some of the limitations experienced during this study concerned the timely delivery of questionnaire parcels especially to remote schools. The delivery schedule and working hours of the schools were often at variance and, in some instances delivery was delayed.

It is recommended that this study be conducted at national level including both public and private schools. Based on the literature on teachers in Namibia, future studies may also investigate the job-demands and job satisfaction that teachers experience at work.

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