

**The Extent to Which Schools with Mechanistic Structures
and their Job Characteristics are Likely to Generate
Teachers' Organisational Commitment: Study Conducted
in a Private School in Abu Dhabi**

مدى قيام المدارس ذات الهياكل الميكانيكية وخصائص وظيفتها بتوليد التزام
تنظيمي للمعلمين

by

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of the requirements for the degree of
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Abstract

Organisational structures are basic requirements of all social grouping including organisations such as schools and educational institutions. The decided structure determines the structural components of the organisation such as Centralisation, Specialisation, and Formalisation which in turn directly contribute to the creation of specific balance of job characteristics. Considering these job characteristics, labour motivation and satisfaction begin to develop at varying degrees in the short term meanwhile feeding into the long-term organisational commitment of the staff. The study aims to investigate the effect of mechanistic structures on job characteristics and their combined effect on job satisfaction and organisational commitment.

Educational institutions such as high-schools, are by nature bureaucratic and mechanistic in structure therefore develop along strictly formalised and centralised lines with highly specialised job functions. This innate nature of these organisations develops along common job characteristics which may limit the autonomy of its members and influence the diversity of skills used as well as their sense of task significance. Such characteristics further influence the commitment of the teachers towards the organisation; some may have a lack of alternative options in which case they may accept the current status quo while others may truly believe in the organisations objectives and remain with the school because of the shared belief. To investigate the perception of teachers, an international school is utilized as a case study and a survey is conducted. Via the Job Diagnostic Survey (JDS) and Motivational Potential Score (MPS) respondents submit their views to be analysed statistically to determine general opinion. Many teachers do in fact possess affective commitment towards the school yet perceive their roles as severely curtailed in terms of authority and autonomy while limited in their ability to utilize many skills sets due to the extreme specialisation inherent in their roles.

It is determined that teachers view the organisation as highly centralised due to the need for bureaucracy and the degrees of specialisation and formalisation are also high. Staff are motivated due to their perception of the importance of their roles however an increase in autonomy and authority in decision making as well as diversifying the job skills used during teaching could further increase motivation. The findings are limited due to the small scale nature of the study and do not take into account the possibility of professional commitment as the source of motivation.

البحث ملخص

الهيكل التنظيمية هي المتطلبات الأساسية لجميع الفئات الاجتماعية بما في ذلك المنظمات مثل المدارس والمؤسسات التعليمية. يحدد الهيكل المحدد المكونات الهيكلية للمنظمة مثل المركزية والتخصص والإضفاء الطابع الرسمي والتي بدورها تساهم بشكل مباشر في خلق توازن محدد لخصائص الوظيفة. مع الأخذ في الاعتبار هذه الخصائص الوظيفية ، يبدأ التحفيز والرضا عن العمل في التطور بدرجات متفاوتة في المدى القصير ، مما يؤدي إلى تغذية الالتزام التنظيمي طويل الأجل للموظفين.

المؤسسات التعليمية ، مثل المدارس الثانوية ، بطبيعتها بيروقراطية وآلية في هيكلها وبالتالي تتطور وفقاً لخطوط رسمية مركزية مع وظائف وظيفية عالية التخصص. تتطور هذه الطبيعة الفطرية لهذه المنظمات وفقاً للخصائص الوظيفية المشتركة التي قد تحد من استقلالية أعضائها وتؤثر على تنوع المهارات المستخدمة وكذلك إحساسهم بأهمية المهمة. تؤثر هذه الخصائص بشكل أكبر على التزام المعلمين تجاه المنظمة؛ قد يكون لدى البعض خيارات بديلة وفي هذه الحالة قد يقبلون الوضع الحالي بينما قد يؤمن آخرون حقاً بأهداف المنظمات ويبقون في المدرسة بسبب الاعتقاد المشترك. غير أن كلاهما غير محصن من آثار هذه الهياكل على تحفيزهم ورضاهم. في الواقع، يمتلك العديد من المعلمين التزاماً عاطفياً تجاه المدرسة، لكنهم يرون أن أدوارهم مقيدة بشدة من حيث السلطة والاستقلالية بينما تكون محدودة في قدرتهم على الاستفادة من العديد من مجموعات المهارات بسبب التخصص الشديد المتأصل في أدوارهم.

Dedication

To the lessons learned, to my wife, to my parents.

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Chapter One: Introduction

1.1 Overview of the Chapter

This chapter gives a general overview of the topic and introduces the entire thesis and presents the context of the research. This chapter shall briefly review the concepts of Organisational structure, its relation to leadership and effect on teacher commitment. Herzberg's framework and the Organisational Commitment theories provide the theoretical framework in which the case study is to be analysed. This chapter shall also provide the objectives and rationale of the study as well as an overview of the thesis.

1.2 Background and Motivation to the Study

Educational institutions, like all institutions, require the interactions of peoples working towards a common goal therefore requiring the structured organisation of these peoples. Size of the institution, the objective, and nature of the work may help dictate the 'appropriate' possible structure. The decided structure will influence the division of roles, creation of specialisations, decision making authority, degrees of delegation and interaction and influence the processes within the institution (Fidler, 1997). Schools require the same organisational decisions to be made; these decisions will influence the interactions between teachers and leadership- both horizontally and vertically- including the chain of command in terms of the efficacy of communication and the flow of information (Owens, 2001) ultimately affecting the success of the institutional objectives. Leadership as a function is heavily influenced by the structure and research has determined a correlation between teacher commitment and leadership (Koh et al., 1995; Nguni et al., 2006; Ostroff, 1992; Park, 2005).

Organisational commitment is the degree of association the employee has towards the organisation as a whole (Cohen, 2003); increased association and commonality in terms of goals implies a higher degree of commitment. Studies have shown that organisational commitment is a better predictor of outcomes than organisational structures, yet this study will attempt to show a direct link between the two. The study aims to investigate the link between organisational structures and leadership to commitment.

Increased pressure on school performance to prepare students and increased school competitiveness has given rise to the 'accountability movement' which places an emphasis on key performance indexes as well determining specific units of learning to allow for the quantification of learning itself (Levin & McEwan, 2002; Radin, 2006). One of the solutions, presented by the accountability movement, includes a change in the organisational structure of schools that would better facilitate the emerging social challenges facing education.

Structure has been viewed as the formalisation of rules and procedures (Ranson, Hinings & Greenwood, 1980) focusing mainly on differentiated positions and distribution of authority. Weber (1946) influenced the studies on structure by placing such impersonal relations as the focal point of successful organisation (Hage & Aiken, 1967; Pugh et al., 1969; Bleu & Schoenherr, 1971; Meyer, 1972, & Child, 1977). The purpose of these structural dimensions was to allow the increased predictability and control of performance as they determine organisational effectiveness. Ouchi (1977) posited that complexity, centralisation, formalisation and professional latitude directly influence the effectiveness of control.

Schools are traditionally bureaucratic in nature with peaked structures that are reinforced by formalisation of rules and procedures that impact school's operation. This bureaucratic structure also places a great deal of value and authority in the top leadership roles, historically the principle. Extensive research has been conducted to determine the most effective form of organisational leadership with many attempting to determine the specific characteristics of the perfect leader (Ott, Parkes, & Simpson, 2003). The evolution of leadership from Fredrik Taylors (1911) Theory of Scientific Management led to more comparative forms of leadership, such as Fiedler's (1967) Task versus Human relations model which was later incorporated into the Theory X/Theory Y model that focused on the nature of the employee themselves leading to Situational Leadership, viewing the role a subject to the situation (Marzano, McNaulty, & Waters, 2005). The evolution continued to include participatory and transactional leadership stressing the importance of how leaders and employees interact (Ivancevich, Konopaske, & Matteson, 2005). Recently, due to shifting socio-economic factors and the nature of the working population, greater emphasis was placed on the leader's ability to effect change within the organisation.

Such centralisation of authority has limited the ability of staff- specifically teachers- from participating in the operational practices of the school. The centralisation of authority and limitation of participation have been further reinforced by overspecialisation in teaching; teachers are grouped together as subject-based departments with limited horizontal interaction between departments. This rigidity in the structure have enabled and strengthened the traditional bureaucratic organisational structure of schools (McGuigan, 2005). The rigidity of the structure has given rise to the concern raised by Hoy and Sweetland (2001) that view forced consensus, high degrees of organisational control and one-way communication as the antithesis of ‘enabling organisations’ with lasting ramifications on teaching and learning practices, as well as teacher’s commitment.

Many definitions have been forwarded regarding organisational commitment, “the relative strength of an individual’s identification with, and involvement in a particular organisation” (Mowday, Porter, & Steers, 1982) focuses on the individual’s commitment to the organisation and not the job via characteristics such as an emotional attachment, a fear of loss and a sense of obligation (Kanter, 1968; Price & Mueller, 1986).

1.3 Purpose and Objectives

This study will investigate the current organisational structure, the degrees of mechanistic bureaucratization and levels of commitment of a specific international school utilizing the mixed methods approach; this method allows the researcher to collect and analyse data via the quantitative and qualitative research approaches in a single research study (Creswell, 2003; Johnson & Onwuegbuzie, 2003). The study will further be via a case study as defined by Creswell (2003) as an attempt to achieve an in-depth understanding of a process on an individual or group.

A survey will be conducted to gather statistical data on the case study; this qualitative research will attempt to seek the source of the participant’s decisions and the choices they’ve made. The objective is to determine and validate certain links that exist between the organisations structure and its job characteristics to motivation and commitment. Two theoretical frameworks will be utilized; (1) Mintzberg’s Framework will provide a theoretical understanding of organisational structure, while (2) the Organisational Commitment Theory will provide the dimensions necessary to view teacher’s commitment.

A private, international, UAE based school will be utilized as the case study; the current population is 135 teachers and a sample of 50% will be surveyed. The purpose of this quantitative study was to determine the relationship between organisational structure and teacher commitment in terms of job characteristics.

The objectives in this study are:

- Determine teacher's perception of the organisational structure
- Determine teachers' perceptions of a UAE based international school in terms of job characteristics
- Evaluate the degree and nature of teacher's commitment based on specific demographic characteristics
- Establish the teacher's current motivational level in view of the structure and job characteristics determined

1.4 Research Problem and Objectives

This study will focus on the 'Traditional' structure of schools in terms of centralised decision-making authority and role specialisation in schools to determine their effect on teachers' organisational commitment. A linkage is created between the organisational structure and authority, to provide the means by which teachers interact with the 'structure' while limiting leaderships effect to the levels of support and supervision provided.

The organisational structure will be conceptualized within Mintzberg's hierarchical framework defined by its degrees of complexity in functions, formalisation of rules and procedures, professional latitude and integration as well as the degree of centralisation of authority. Furthermore, the concept of organisational commitment will be conceptualized using the Organisational Commitment Theory which characterizes commitment in terms of affective, continuance and normative commitments. Given the implications of a commitment labour force to the objectives of the organisation, and the effect leadership has on the general attitude and performance of its employees; this study seeks to understand the role organisational structures play in predicting the future success and failures of the school. The objectives of this research study are as follows:

1. To evaluate the level of mechanistic organisational structure in a hierarchical organisation.
2. To evaluate the perception of specific job characteristics in relation to the organisational structure.
3. To determine the level of existing job satisfaction amongst teachers.
4. To determine the degree and nature of the organisational commitment amongst teachers.

1.5 Research Question

This led to questioning the extent to which schools with mechanistic structures and their job characteristics are likely to generate teacher's organisational commitment: A case study of a UAE based private international (K-12) school. Furthermore, the study will attempt to investigate:

- The nature of the organisational commitment based on continuance and affective commitments
- The effect of demographics on perceptions of job satisfaction
- The effect of demographics on perception of job characteristics
- The specific job characteristics that may increase satisfaction and commitment

1.1. Rationale for the Study

Policy makers, senior and middle leadership as well as teachers are directly affected by the choice in organisational structures whose implementation will therefore impact the level of education students receive. The chosen structure will determine the formal interactions of organisational members and their relations to one another; determining the leadership and its forms of interaction.

Researchers have repeatedly stressed the importance of leadership roles in schools as a direct factor in their success (Copland, 2001; Fullan, 1999; Fullan & Stiegelbauer, 1991; Leithwood, Jantzi, & Steinbach, 1999; Murphy, 1991; Murphy & Datnow, 2003; Short & Greer, 1997). Leadership was the burden of one individual and success of the organisation was centralised in

their hands. This evolutionary process that has transformed the concept of leadership has been applied to educational institutions (Busher, 2004; Marzano et al., 2005; Fullan, 2001; Reeves, 2004; English, Hoyle, & Steffy, 1985; Duffy, 2004). Historically this leadership role has been placed on the principle or head of school; this concept is still practiced in peaked hierarchies, however, due to increasing complexity the principle may be considered a member of larger organisational leadership team that remains centralised (Hoy & DiPaola, 2007). As the organisational structure will help derive the style of leadership, the interaction of teachers with the organisational leaders will determine their commitment; high levels of commitment will facilitate Sweetland's (2001) 'Enabling Structure' constructed form leadership style and the bureaucracy of formalisation.

Commitment has been shown as an important factor in determining and forecasting behaviours within an organisation- most notably rates of turnover and absenteeism (Farrell & Rubsult, 1981; Koch & Steers, 1978; Mowday et al., 1982). These behaviours are directly linked to job performance creating a practical interest in the study of commitment to the organisation; improved commitment could theoretically reduce turnover and absenteeism thereby increase organisational effectiveness. (Blau, 1986; Cohen, 1993; Farrell & Petersen, 1984; Pierce & Dunham, 1987; Wiener & Vardi, 1980). Fifty percent of teachers leave their roles within the first five years (Woods & Weasmer, 2002) while on averages a school has a fifteen percent annual turnover rate (Ingersoll, 2001).

The cause of the turnover is a complex matter that must consider many variables and external factors; in one study the turnover rate was in part due to western nations ageing populations in the profession (Boe, Bobbitt, Cook, Barkanic, & Maislin, 1998; Grissmer & Kirby, 1997) while other studies have attributed the high rate of turnover to voluntary decisions by teachers. Few studies have directed their attentions towards the effect of the organisational structure on commitment (Hoy & Miskel, 2001; Kraut, 1970; Reyes, 1990; Steers, 1977; Thompson, McNamara, & Hoyle, 1997). Many schools have been studied in their attempts to reorganize their structures to increase teacher's commitment as higher levels of commitment lead to lower absenteeism and turnover with greater job performance and a greater willingness to go beyond prescribed roles.

1.7 Structure of the Dissertation

Chapter two shall focus on providing a literature review of previous research in the fields of organisational structures; differentiating the different forms and determining the variables, under Herzberg, that define bureaucratic structures. This shall further be extended to reflect the effect structures have on leadership, emphasizing support and supervision as well as providing a clear conceptual understanding of the two dimensions. Finally, research on commitment, under the Organisational Commitment Theory, shall be presented to elaborate on the history and evolution of the dimensions utilized to measure and understand commitment. Chapter three will detail the methodology utilized; including the specific questionnaires utilized and modified to measure the structure, commitment, and leadership. Each of the three has specific dimensions that will be used and measured; these dimensions shall form the basis of the questions posited in the survey. This related with description and justification of quantitative techniques, sampling and data collection.

Chapter four shall present and examine the findings of this study. The findings of the surveys shall be analysed and compared with literature review. The results will be used to help determine the relationship between the different dimensions of structure and the dimensions of commitment. Chapter 5, shall conclude the research for the case study and provide insight into the relationships between the dimensions.

Chapter Two: Literature Review

2.1 Overview of the Chapter

This chapter presents the concepts, theories and related literature after the thorough research of previous studies. The main purpose of this chapter was to research previous knowledge accumulated regarding organisational structures, job satisfaction and commitment to aid in the development of the primary research to be conducted and contributed to the research design (Denscombe, 1998). The approach adopted was in line with current practice in grounded It is accepted that researchers will initially study the existing knowledge before data collection (Easterby-Smith, Thorpe, & Lowe, 2002) to serve three purposes:

1. Provides a guideline for data collection tools
2. Maintain a perspective for this research
3. Aids in the analysis of the data collected

2.2 Conceptual Analysis

Educational institutions are organised in specific ways to determine the lines of communication and authority between individuals within the organisation. Such determined structures effect the nature and characteristics of the prescribed roles in terms of autonomy, affiliation and achievements which in turn have an effect on the perceived commitment to and motivation form the organisation.

2.2.1 Organisational Structure

Organisational structure is the official arrangements that exist between members of an organisation in terms of their tasks and duties (Galbraith, 1987; Greenberg, 2011); the structure provides a specific form to allow the organisation to function (Nelson & Quick, 2011). The term 'Structure' encompasses an array of concepts, reduced to a series of components referred to as the 'Structural Dimensions' of an organisation. The existing literature has debated and argued the component parts of organisational structures as shown in table; this study has

focused its attention on specific dimensions of structure including: Specialisation, Formalisation, and Centralisation.

Earlier studies by Campbell, Bownas, Peterson, and Dunnette [1974] bifurcated the dimensions of an organisational structure based on their characteristics. Dimensions that describe its physical characteristics- such as its span of control, chain of command and levels of hierarchy- are considered the ‘Structural’ characteristics. Meanwhile, those characteristics detailing and controlling the actions carried out- such as rules, regulations, and policies- are referred to as the ‘Structuring’.

Structural	Structuring
Levels of hierarchy (Size)	Specialisation/Functional Complexity)
Span of Control	Formalisation/Standardization
Chain of Command	Centralisation

I. Structural

Pugh et. al. termed the structural dimensions as ‘configuration’; the overall shape of the organisational structure. The three dimensions could easily be depicted and viewed, in detail, via an organisational chart that could potentially list and present every role and their relationship with each other. The levels within any organisational hierarchy and the span of control are interrelated; the former refers to the different levels of the organisation from the top levels of management to the lowest levels or workers and the latter to the number of people directly responsible to one person. As the number of levels increases, the organisation is referred to as a ‘tall’ structure and necessitates a narrower span of control. Configuration (structural) components will be utilized in their relationship to the ‘structuring’ dimensions which shall be focal to the study.

II. Structuring

Structuring refers to the actual functioning of an organisation; which activities are approved for each role and the restriction on the members of the structure. These dimensions include formalisation, specialisation and centralisation.

Specialisation is often referred to as functional complexity or differentiation, although they may be defined differently, this study shall combine them into one dimension. Specialisation has been defined as the varied functional tasks undertaken within the organisation (Payne & Mansfield, 1976; Pugh, Hickson, Hinings, & Turner, 1968) while complexity is the sum of specialisations in the organisation (Hage & Dewar, 1973). This dimension denotes the division of labour between members and how duties and roles are distributed amongst them (Hinings, Pugh, Hickson, & Turner, 1967). A great deal of ambiguity has arisen from specialisation and complexity in that one denotes the rationality of an organisational structure while the other focuses on the actual practice of the roles as they are funnelled into narrower functions respectively. The ambiguity above is due to a confusion between theory and practice (Weber, 1947); it must be noted that this understanding did not differentiate positions that assumed authority from those that simply exercised a degree of expertise.

Formalisation and standardization are the second dimensions of structuring; due to their extreme alignment to one another they are treated as one inseparable dimension. The former refers to the formally prescribed, appropriate, activities within the organisation and are easily identified because they are codified by the organisation. Formalisation is determined within the organisation when its operations are defined by written rules, regulations, and procedures (Hoy & Miskel, 2010); for example, the job description details what is expected of the employee within their role. The aforementioned organisational chart formalizes the structure as roles within the organisation are incorporated (Shams & Mahjurian, 2010). Standardization operates to restrict behaviour to a set of procedures that manage performance expectations; standard operating procedures codified into manuals. Formalisation, and by association standardization, can be separated into (1) coercive and (2) enabling (Hoy & Sweetland, 2001). The restrictive nature of standardization gives rise to the coercive nature of bureaucracy as it requires member compliance over autonomy, at times by force of punishment (Adler & Borys, 1996). Enabling formalisation maintains the existence of rules, regulations and procedures but are developed in a way that encourages and empowers the members to identify and implement solutions to their problems (Adler & Borys, 1996) incorporating fluidity into the structure.

Centralisation determines the 'locus of authority'; it determines how decisions are undertaken and to what extent members have a hand in making these decisions. A centralised structure concentrates the locus of authority in the hands of a minority within the organisation, possibly even one individual. Intense centralisation limits decision making to senior level management

while decentralised organisations involve greater participation and shares the decision-making process (Hoy & Sweetland, 2001). As with formalisation, centralisation can be divided into (1) hindering and (2) enabling. The former emphasizes the importance of discipline to minimize uncertainty (Hoy & Sweetland, 2001). This stream of centralisation complements coercive formalisation as it reduces the members' ability to problem solve independently (Hoy & Miskel, 2004), meanwhile the enabling stream complements enabling formalisation in that it provides a greater degree of member autonomy and decision-making authority.

III. Bureaucracy

Researchers deem schools as bureaucratic organisations defined by formalisation of the structure in terms of the daily lives of teachers and students. Schools are characteristically formalised via the ubiquity of rules and regulations that determine the behaviours of both teachers and students as well as the organisation as a whole (McGuigan, 2005; McGuigan & Hoy, 2006). Such organisations place a great deal of importance on the focused direction of command by concentrating authority at the higher levels of the hierarchy (Hoy, 2003) leading to increased centralisation.

2.2.2 Job Satisfaction

Job satisfaction is the most studied subject relating to organisational member's attitudes (Judge & Church, 2000) and has been supported by many of the motivational theories developed. Spector (1997) defined Job Satisfaction in terms of people's feelings fostered towards the job as a whole and specific areas of it. It reflects the perceived joy the organisational member derives from exerting effort at work (Fogarty, 1994), such perceptions may be good or bad evaluations of the work (Weiss, 2002). This relationship is motivated by a cognitive and affective aspect and has the potential to influence the individual and the organisation.

Job satisfaction encompasses three components based on evaluation, mental cognition and behaviours (Bernstein & Nash, 2008). The evaluative component may be linked to accomplishment and association, the cognitive to perceptions of the job's importance and complexity while the behavioural component relates to the organisational members' actions (Bernstein & Nash, 2008). Two distinct types of satisfaction emerge; one relating to the general feeling towards work (Global) while the second relates to specific areas of the job (Facet

satisfaction) such as formalisation, centralisation and specialisation (Mueller & Kim, 2008). It must be noted; job satisfaction is a subjective process based on individual member's and different situations. Two false assumptions have been addressed previously and ignored in this research; (1) satisfied employees imply productivity increases (Syptak et al., 1999) and (2) financial remuneration is the most important determinant of job satisfaction (Berry, 1997) meanwhile a strong link exists between job satisfaction, turnover and absenteeism.

2.2.3 Organisational Commitment

Organisational commitment can be understood as the employee's relationship to the organisation and affects their desire to continue employment at the organisation, as such commitment is a psychological state. Three approaches to understanding organisational commitment exist (Meyer & Allen, 1991) termed the affective, continual and normative commitments reflecting the employee's acceptance of the organisational mission, fear of loss, and sense of obligation respectively. These approaches originated in previous studies (Becker 1960, Porter, Steers, Mowday & Boulian, 1974) but were limited in their ability to develop a holistic approach to organisational commitment (Cohen, 2003; Ko, Price, & Mueller, 1997).

Affective commitment, the employee's acceptance of the organisational goals and mission, implies a desire to remain due to an association and identification with the organisation- here employees make an active choice. Mowday (1982) detailed four sources of affective commitment of an employee to include (1) the individuals characteristics, (2) the organisations characteristics, (3) the nature of the work, and (4) experience derived by the individual from the work. Continual commitment is based on the employee's perceived loss from leaving the organisation, including qualitative costs such as wasted time and energy acquiring skills through the organisation that may not be transferable (Radosavljević, 2017). Additionally, employees will calculate loss in benefits, familiarity with the work and work relationships they may have developed; continual commitment may also stem from a lack of alternative options in employment- this factor implies employees remain out of necessity and not choice.

2.2.4 Job Satisfaction and Commitment

It should be noted that the causal relationship between commitment and job satisfaction has not reached a general consensus; some have claimed the former leads the later, others proposed

the opposite direction, while still others found no causal relation (Vandenberg and Lance, 1992). Yet the literature reviewed have corroborated the assertions of Mowday et al. (1982) in that they are in fact related to each other; specifying that job satisfaction is a prerequisite of commitment (Steers, 1977) as the latter requires more time to develop. Job satisfaction is affective in nature while commitment is longer lasting implying the possibility of being momentarily dissatisfied yet maintain organisational commitment.

2.3 Theoretical Framework

2.3.1 Organisational Structure

Organisational structure encompasses two forms; physical and social, this study shall focus its attentions solely on the later. Physical structures involve the tangible elements of the organisation while the social structures involve the relationships between members (Ahmady, Mehrpour & Nikooravesh, 2016). This physical form shall be utilized in its relation to and effect on the social form.

I. Mechanistic and Organic Structures

Social structures can be either theoretical or practical (Ahmady., Mehrpour & Nikooravesh, 2016). Of the many theoretical means of distinguishing the structure of organisations, one is via organic and mechanistic (Burns & Stalker, 1961) structures. Increased specialisation (division of labour) as well as high degrees of formalisation (coercive) are indicative of a mechanistic structure that utilizes centralisation (hindering) to determine the distribution of authority. In mechanistic structures a small group of individuals are responsible for making decisions and utilizes downward vertical communication to dictate commands via a segregated formal chain of command. Organic systems however utilize a less rigid structure that encourages task complexity, minimizes formalisation and decentralizes authority (Burns & Stalker, 1961). Such structures encourage creativity and innovation as well as member collaboration while decisions are reached through a relative sense of consensus. It should be noted that the decision between which to implement is contingent on the situation facing the organisation; organic structures are better suited for changing environments while the

mechanistic operates well in a stable one. Practically, structures incorporate three dimensions with the main goal of emphasizing control (Ahmady, Mehrpour & Nikooravesh, 2016).

II. Mintzberg's Framework

Henry Mintzberg (1992, 2009) developed a framework based along three distinct dimensions; (1) the success-determining part, (2) the coordinating mechanism and (3) decentralisation utilized. Utilizing the three basic dimensions an organisation the structures can be differentiated.

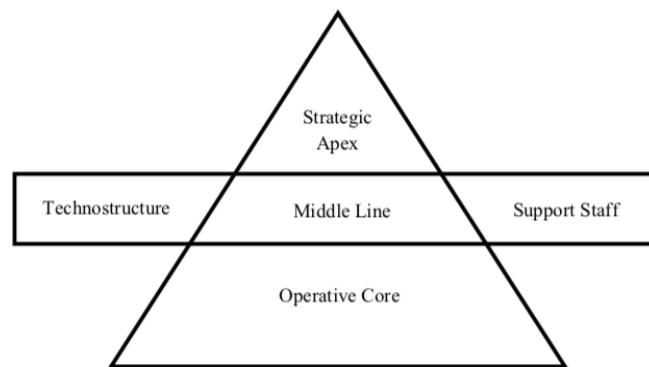


Figure 1: Mintzberg's Success Determining Factors

According to Mintzberg (1992), the first dimension -the success-determining parts- include five components and is linked to the 'structural' aspect of organisational structures. (1) The strategic apex which include the top management such as the superintendent of a district and their administrative staff. Next is (2) the middle management and lower level management which would include the principle and heads of subject-departments respectively. Followed by (3) the operative core of the organisation; the members that carry out the actual tasks such as employees in an organisation or teachers in a school. Additionally, there is the (4) technostructure which provide the research data and analysis information to the organisation as well as (5) the support staff that provide the services not directly related to the main objective of the organisation such as cleaning, maintenance and legal services.

The second dimension of an organisation is the mechanism responsible for coordinating the activities in the organisation (Lunenberg, 2012) and is linked to the structuring components of organisational structures. This dimension is divided into five components: (1) direct supervision with clearly defined superior-subordinate relationships to ensure harmonious

command- this is linked to centralisation of authority.(2) The standardization of work process in terms of formalised work with predefined tasks. (3) Standardization of skills requires specific skill sets to perform specific functions, some may require certification or training to acquire and is linked to division of labour. Next is (4) standardization of the output that predetermine what is expected in terms of the results; in education this is more difficult to gauge and measure. Finally, (5) involves the informal structures that exist to coordinate the efforts of the organisation's members.

Mintzberg's final dimension of decentralisation includes three distinct forms. (1) Vertical relates to the chain of command and the extent to which subordinates share in power. (2) Horizontal relates to the members within the same level of the hierarchy and the extent to which they possess decision making authority. Finally, (3) is selective decentralisation in which different areas of the organisation are afforded authority.

2.3.2 Job Satisfaction

Work experiences is measured by the individual subjectively via feelings of satisfaction with regards to the tasks in particular and the organisation in general (Jex, 2002) with extensive factors being identified as contributors to satisfaction and by extension organisational commitment (Glisson & Durick, 1988).

I. Job Characteristics Model

The type of work and the organisational characteristics are the major influencers of satisfaction (Jex, 2002); job characteristics that lead to satisfaction are those that increase the employee's motivation (Hackman & Oldham, 1980). Researchers have identified five specific characteristics jobs must contain to increase satisfaction, including: skill complexity, importance of the task, autonomy and feedback. this directly relates to actual versus expectation; if the organisational member is receiving what they want, they tend to be more satisfied (Jex, 2002) such comparisons are constantly being performed by the employee. The complexity of this cause is further expounded as each individual subjectively weighs the facets of the job differently (Locke, 1976); some may value pay while others their autonomy.



Figure 2: Job Characteristics Model, Hackmen (1980)

II. Causes of Job Satisfaction

This study will focus on the organisational factors of job satisfaction, specifically on the nature of the work, in terms of (1) meaningfulness of the work, (2) responsibility for the outcomes and (3) knowledge of the results. Group factors are not included as they shall be incorporated into the organisational structure components of specialisation, formalisation and centralisation. Individual factors are of import, and shall be utilized more in terms of their long-term effects on organisational commitment. This model proved valuable and the launching point of many employee motivation models (Ramlall 2004), the job characteristics and components impact the employee's psychology and thereby their satisfaction.

Job characteristics theory assumes three main factors as contributing to high motivation:

1. **Meaningfulness of work:** The effort exerted on behalf of the organisation is of some value or meaning to the employee, this is an intrinsic source of motivation stemming from:
 - **Skill variety:** Use of a range of skills
 - **Task Identity:** Ability to derive pride from the work because the employee is responsible for it wholly or in large part
 - **Task Significance:** The jobs importance to the organisation and objective can be easily identified

2. Responsibility: Ability to exercise a degree of freedom and autonomy in the job and tasks performed.
3. Knowledge of outcomes: The provision of feedback from multiple sources to the employee to gauge the employee's contributions so far and provide a sense of awareness of requirements and expectations

2.3.3 Commitment

Organisational commitment has been of research interest (Stevens, Beyer, & Trice, 1978; Mowday, Steers, & Porter, 1979; Morris & Sherman, 1981) however it has not resulted in a conceptual consensus (Mowday et al., 1979). Organisational commitment theories evolved over time- each with its own conceptualization- from Becker's (1960) Side Bet Theory to Porter's (1974) Affective Dependence theory, Meyer and Allens (1984, 1990) Multidimensional theory. Models of commitment either promote (1) the members work experience or (2) the individual's personal characteristics in addition to the job's characteristics (Angle & Perry, 1983) This relationship between the member and the organisation in terms of commitment may stem from the individual's characteristics, what the individual does (characteristics of the job), and what happens to the individual in the organisation (work experience) (Steers, 1977). Others have added the structural component of the organisation as an additional antecedent to commitment (Mowday et. al., 1982). This study shall utilize Mayer and Schoorman's (1992) two-dimensions of (1) continuance and (2) value (affective) commitment.

I. Investment, Exchange and Continuance Commitment

Becker (1960) theorized what will later be termed the Continuance commitment aspect of organisational commitment according to Meyer and Allen's (1991) scale. The side-bet approach prioritized the economic benefits between the employee and the organisation; employee commitment is based on perceived vested interests. A lack of commitment (leaving the organisation) will lead to a loss of these benefits making it increasingly difficult for the individual member to leave the organisation; a good method to forecast voluntary employee turnover (Ghosh & Swamy, 2014). The longer the member remains in the organisation, the greater the perceived investment and the lower the possibility of voluntary turnover (Alutto et al., 1973); the greater the continuance dimension.

To better understand commitment, the relationship between the member and the organisation is imperative (Angle & Perry, 1983; Meyer & Allen, 1984; Shedd & Bacharach, 1991); the existing literature characterizes this relationship as a give-and-take (March & Simon, 1958), an interchange (Gouldner, 1960), an expectation (Vroom, 1964), an emotional contract (Levinson, 1965), a vocation (Schein, 1971). Commitment is viewed as transactional; the inducement-contribution instrument determines the accrued advantage or disadvantage to the member (Mowday et al., 1982; Stevens et al., 1978), however this emotional 'psychological' contract (Jeong, 1990) does not detail all rights and obligations.

The individual-organisation exchange framework polarizes the members and the organisation on either end of the spectrum with exchange as the mediator. On one end the focal point is the individual member's objectives while on the other the organisation's objectives (Argyris, 1957). These polar ends interact and develop an equilibrium through individualization and socialization. Employees join with existing expectations in return for the efforts they exert (March & Simon, 1958; Hrebiniak and Alutto, 1972), a reciprocity-based relationship tied to the side-bet theory. In bureaucratic organisations functionalism is the priority and efficiency is the goal; the organisation will engage its members by assigning tasks based on the organisation's requirements and objectives causing tension (Eldridge & Crombie, 1975) due to the excessive real-time prioritization of the organisation. It has been asserted that, contrary to theoretical thinking, in reality the members' objectives are suffocated by that of the organisation (Hodgkinson, 1983).

II. Psychological Attachment & Affective Commitment

As the psychological aspects of employee behaviour began to gain ground, the Affective commitment aspect of organisational commitment began to take precedence. This emotional connection to the organisation is derived from the individual members' association with the organisation and the potential for gain from that association. Porter's (1974) Affective-Dependence theory defined commitment in terms of the members' acceptance of and identification and participation in the organisation (Mowday, Steers & Porter 1979) and constituted three factors: (1) high degree of agreement with the mission, (2) involvement in the organisation, and (3) devotion to the organisation. Commitment's psychological aspect was dependent on the individual's adoption of the organisation's values which may be gauged by the employee's adherence to the formalised attributes of the organisation regardless of the

potential gains (O'Reilly & Chatman, 1986) and implied a willingness to exert extensive effort to the benefit of the organisation with a sense of loyalty (Mowday et al., 1979).. As with the Side-Bet theory, a high correlation was assumed between turnover and commitment, even stronger than that of job satisfaction (Ghosh & Swamy, 2014). This approach led to the development of the Organisational Commitment Questionnaire and gave the impetus to develop the Multidimensional approach (Meyer & Allen, 1984; O'Reilly & Chatman, 1986).

2.4 Review of Related Literature

2.4.1 Mechanistic Structures on Job Characteristics

All organisations have a structure, a skeletal framework, from which all functions are founded on; this structure is hypothesized to affect member behaviours (Dalton et. Al., 1980). The structure aims to minimize the differences in individual members as well as determine the distribution of power and authority (Hall, 1986). Structure has the ability to influence efficacy and commitment of the organisation (Van de Ven, 1976). Woodward (1965) noted that non-mass production organisations, such as schools, employ greater numbers of skilled workers that require increased communication and therefore require lower degrees of formalisation and centralisation (organic structures).

Schools bureaucratic (mechanistic) nature developed certain basic elements (Hoy & Sweetland, 2001) to include formalisation and centralisation. Such structures function in a way that will affect the members' behaviour and in turn the overall performance of the organisation. As the organisation grows the structure changes. The structure begins to incorporate a more function-based structure with more specialisation involved; Woodward (1965) claimed as the complexity increases the structure begins to increase its technostructure and support staff.

School structures are bureaucratic with advantageous and dis-advantageous features (Hoy & Sweetland, 2001) but possess a fluid nature that can change. This structure centralizes authority and decision making with the strategic apex; such centralisation operates via a top down communication style with high degrees of supervision furthermore such environments minimized member autonomy (Adler & Borys, 1996) and increased formalisation in the organisation. High degree of centralisation, task specialisation and an emphasis on vertical communication for coordination are mechanistic structures (Burns & Stalker, 1961)

countermanding Woodward's (1965) determination that non-mass-production organisations should implement an organic structure.

Bureaucratic structures have been researched and resulted in both positive and negative relations with organisational citizenship (Messick, 2012), teachers' academic optimism (Beard, 2008; Beard, Hoy, & Woolfolk-Hoy, 2010); further research identified a negative relationship between the bureaucracy and teacher capacity for collaboration, self-efficacy, and commitment (Hoy & Sweetland, 2001). Studies conducted on 'professionalized' jobs found organic structures increased member's perceptions of self-respect and increased their willingness to exert themselves for the organisation (Harrison, 1974) thereby eliciting greater willingness to achieve the organisational objectives however it is worth noting that mechanistic structures were perceived as more supportive than organic structures (Ambrose & Schminke, 2003). According to Reyes (1992) support has been shown to significantly encourage organisational commitment in education.

2.4.2 Configuration on Job Characteristics

Porter and Lawler (1965) showed that size and shape (configuration) of the organisation had a significant relationship to job satisfaction. Organisational structure affects the jobs complexity and level of challenge to the employee which are influential in the employee's reaction and satisfaction regarding the organisation (Oldham & Hackman, 1981). As the size increases so does the specialisation and formalisation of the organisation (Indik, 1968); greater specialisation reduces complexity while increased formalisation limits member autonomy (Forehand & Gilmer, 1964; Hall, Haas, & Johnson, 1967). Furthermore, increased centralisation reduces the members' ability to contribute the further down the hierarchy.

It is worth mentioning that higher levels within the organisation showed greater satisfaction (Porter 1962, 1964, Rosen 1961, Handyside 1961); this would imply that the apex structure enjoys greater satisfaction than the operative core. The position within the hierarchy had a greater influence on satisfaction (attitude) than demographic variables (Herman & Hulin, 1972). Hatch (1997) claimed that centralisation, formalisation and specialisation are directly related to job satisfaction with the first two being the best predictors of the nature of the structure and being negatively related to job satisfaction (Kakabadse & Worall, 2001).

2.4.3 Structuring on Job Characteristics

Research has provided empirical data regarding the potential effects of the organisational structure (Mechanistic or Organic) on job satisfaction; mechanistic structures generally utilize more centralised forms of communication and command (Courtright, Fairhurst, & Rogers, 1989). Mechanistic structures, with high levels of centralisation, tended to have negative effects on the member's perceptions (Bucic & Gudergan, 2004) and performed poorly compared to organic structures as the latter's implementation lead to improved employee job satisfaction. This poor performance is especially true for those who desire accomplishment, autonomy and authority (Meadows, 1980) that are limited due to formalisation and centralisation. Authority or involvement in decision making has the potential to alter member perceptions of an organisation (Steers & Porter, 1975) which in turn affect commitment (Welsch & LaVan, 1981). Early studies on teachers linked decision making participation with enabling organisations, implementing change successfully (Rosenholtz, 1987) and increasing the degree of professionalism (Mertens & Yarger, 1988). Decisional deprivation (Bacharach et al., 1986) decreased professional commitment in teachers.

Concomitant to specialisation, job complexity was found to be related to satisfaction (Herman & Hulin 1972). Furthermore, the structures span of control dictated the job complexity and was directly related to satisfaction (Herman & Hulin, 1972) and when coupled with the member's disposition can greatly affect job satisfaction (Hackman & Lawler 1971; Hulin & Blood 1968; Blood & Hulin 1967; Turner & Lawrence 1965). This link between complexity and satisfaction was supported by Locke's (1967) review stating that autonomy, complexity and authority increased job satisfaction. As the mechanistic structure becomes larger or more specialised, the job complexity decreases and therefore so does job satisfaction.

Formalisation, by its nature, is aimed at controlling behaviour, punishing those that do not follow the organisations behavioural prescriptions (How & Sweetland, 2001). This bureaucratic structure has been criticized (Kimbrough and Todd, 1967) due to its inability to promote creativity, minimizing professional and personal growth, reducing input in decision making, rewarding conformity, ignoring the informal sub structures and simplifying communication lines.

Formalisation has the capacity to limit scope and create a monotonous routine that leads to dissatisfied employees and higher levels of voluntary turnover and recorded absences—symptoms of poor commitment in terms of the affective and normative (Hackman & Lawler, 1971; Hulin & Blood, 1968). Such coercive and hindering school structures have been shown to limit teacher responsibility and innovation due to increased control placed on them and are expected to abide by strict formalisations (Hoy, 2003). These mechanistic structures also hinder change, innovation and communication (Sweetland, 2001) reducing the commitment of teachers both emotionally and thru a sense of obligation. Anderson (2012) illustrated how such structures minimize the support provided to teachers and their lack of involvement in decision making however it should be noted that a minimal level of formalisation, in education, is necessary to minimize role ambiguities (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Rizzo, House, & Lirtzman, 1970) or risk decreased job satisfaction and commitment.

2.4.4 Job (Task) Characteristics on Job Satisfaction and Commitment

Hackman and Oldham (1976) hypothesized that if the organisation was able to integrate certain characteristics into the job it would lead to increased motivation and job satisfaction. Previous studies support the proposition that job characteristics effect job satisfaction, and a positive correlation exists amongst teachers (Shanthakumar, 1998). The components of job characteristics where highly related to job satisfaction (Clark, Oswald et al., 1996; Baruch & Winkelmann–Gleed, 2002) and the former affects the latter (Hadi & Adil, 2009). The components stem from the individual’s psychological state and led to intrinsic motivation (McShane, 2013). Hackamn and Oldham (1976) listed the components of job characteristics as task variety (complexity), task identity (significance), autonomy, and feedback. The above elements are explained in greater detail via previous studies on the topic.

Skill variety is determined by the number of skills and talents required by the member in order for them to perform their job (Buys, Olckers, & Schaap, 2007). Increased standardization reduces the complexity of the job by reducing the variety in skills required, in other words mechanistic structures reduce the overall complexity and skill variety of a job and thereby reducing its ability to fulfil an employee. When employees are able or encouraged to utilize an increased spectrum of skills they will be more encouraged to exert greater efforts for the organisation (Chiu & Chen, 2005). In improving skill variety, training

and development was deemed crucial (Turkyilmaz, Akman, Ozkan, & Pastuszak, 2011) and contributed to satisfaction. The role of training here supports the link between increase skills and satisfaction; training aims at increasing the employee's skill set (Lewis, Lim & Ling, 2012) and leads on increased satisfaction.

The ability and responsibility of an employee to complete the job from start to finish encompasses task identity (McShane, 2013); the greater the task identity the more likely the employee will be responsible for completing the work in its entirety to reach the objective (Hackman & Oldham, 1980). The perceived relative importance of the job and its overall impact on the employee, co-workers and external stakeholders (McShane, 2013) defines task significance. The more important the job is to the overall success of the company the more significant it is to the employee and the more satisfaction derived from it. It must be noted that its significance is a subjective valuation and based on the employee's internal disposition; if a task is deemed very important for others yet contradicts the employees' internal moral compass then this would increase his/her dissatisfaction (Hobfoll, 1989, Protass et al., 2013). Task significance and the perceived importance is related to job performance (Johari, Yahya, Mit & Omar, 2011) because the employee feels greater sense of importance.

An employee's ability to freely determine the steps to performing the job is known as autonomy; as autonomy increases, the feeling of self-responsibility increases (Narang and Dwivedi 2010) and increases job satisfaction as the job is more interesting (McShane, 2013). This autonomy extends to centralisation and the locus of authority; involvement in decision making (autonomy of decisions) improves job satisfaction (Lewis, Lim & Ling, 2012) as they feel of greater significance to the organisation. Feedback has been determined as imperative to satisfaction (Matubber & Miah, 2001); feedback is an intrinsic motivator (Spreitzer, Kizilos et al. 1997) as it continuously provides the employee with information on their performance and their effectiveness in the organisation. Jobs able to incorporate feedback and autonomy enjoyed higher job satisfaction (Hirst, Budhwar et al. 2008) because the employee would be able to improve themselves and their work based on the feedback (Johari, Yahya, Mit & Omar, 2011). Continuous feedback is able to modify outcomes both psychological and behavioural (Van den Berg & Feij, 2003), when the employee is aware of what is expected and required they develop a motivated attitude (Bohlander & Snell, 2007; Gomez-Mejia et. al., 2007; Kreitner & Kinicki, 1998).

Martin and Bennett (1996) advocated job satisfactions ability to forecast organisational commitment; the individual joins the organisation to provide their skills and abilities in return for the satisfaction of their needs (Ardle & Perry, 1983). This perceived satisfaction from the job is an affective response to the job characteristics (Huang & Hsiao, 2007) while a dimension of organisational commitment is the members' affective commitment to the whole organisation (Martin & Bennett, 1996). This logic implies employees experiencing current job satisfaction are more likely to maintain their membership in the organisation and remain committed (Malik, Nawab, Naeem, & Danish, 2010). A strong relationship between job satisfaction and commitment has been established in service industries (Aydogdu & Asikgil, 2011) and extensive research in the field of human resources place satisfaction as a component of commitment.

Lifetime commitment has been researched in Japanese organisations due to their desirable outcomes (Marsh & Mannari, 1997) concluding that the cause is not due to the culture and nation but due to job characteristics potentially achievable by all organisations. Furthermore, job characteristics have been shown to have a high relation to professional commitment (Aryee et al., 1994); such characteristics include autonomy, significance to the organisation and interaction with others (Sims, Szilagyi, & Keller, 1976; Hackman & Oldham, 1976). However, in a traditional organisation, roles are divided and separated into specific tasks or roles that organisational members perform for a prolonged period of time. (McCauley & Kuhnert, 1992) as such with lowered complexity, the potential for diminished satisfaction and commitment increases. The functioning of schools follows its form- whether enabling or hindering- and by extension the members' behaviours. Hindering schools are characterized by strict formalisation and specialisation thereby reducing teacher's authority and responsibility by increasing the means of control (Hoy, 2003) as such teacher commitment (emotional and obligation oriented) fall.

2.4.5 Personal Needs as Variables of Commitment

Previous research has identified certain demographic considerations that may affect commitment, however the results have varied; gender has been considered with some researchers finding female teachers as slightly more committed to the organisation (McCracken et al., 1984; Mathieu & Zajac, 1990; Reyes, 1990) while others identified no differences (Bruning & Snyder, 1983; Mottaz, 1988). Number of years in the organisation also reflected opposing findings with research pointing to increased commitment over time (Stevens, Beyer, and Trice, 1978; Angle & Perry, 1983) and specifically for teachers (Jorde-Bloom, 1988; Cheng, 1990) while others found the complete opposite to be true (Reyes, 1992). Due to the conflicting findings and the expanse in which demographics exist, this study has focused on the personal needs dimension of the individual's characteristics and their achievement as predictors of organisational commitment, job satisfaction and turnover.

Individuals join any organisation with existing wants and needs in the hopes that the organisation and work environment will allow these wants and needs to be satisfied (Steers, 1975). Four such needs have been isolated for this study: (1) accomplishment, (2) association, (3) autonomy, (4) and authority and depending on the strength of these needs at specific points in time motivation can be measured (Steers & Braunstein, 1976). Because the members' commitment to the organisation is affected by their level of motivation, or satisfaction. The satisfaction of these personal needs is an important determinant of commitment (Steers, 1977), job satisfaction (O'Reilly & Caldwell, 1979); as well as turnover and absenteeism (Mowday & Spencer, 1981). It must be noted, no two employees are the same in terms of what will satisfy them and in what quantity; however organisational members' attitudes are based on the employee's expectation and what they receive in exchange (Eisenberger and Huntington, 1986).

Studies utilizing the Manifest Needs Questionnaire to predict the relationship between organisational commitment and the aforementioned needs have found a positive relationship between commitment and accomplishment and association, but negative when compared with autonomy and no relationship with authority while Steers (1977) isolated the accomplishment dimension as the most influential of the four. Morris and Snyder (1979) added autonomy to accomplishment, claiming they both act as forecasters of commitment and satisfaction which was further related to accomplishment and authority (Dreher, 1980). Furthermore, turnover and

absenteeism are related to accomplishment and autonomy; the literature reviewed have generally acknowledged that authority and accomplishment had positive relations to commitment while association was negatively related and autonomy has an undecided relation.

2.5 Situating the Current Study

This study focused on the effect of the organisational structure in terms of its structuring components (formalisation, specialisation, centralisation) in order to determine their potential effects in the short term on job ‘facet’ satisfaction and on organisational commitment in the long run. This study assumes the interplay between satisfaction and commitment, and the cyclical influence of one on the other.

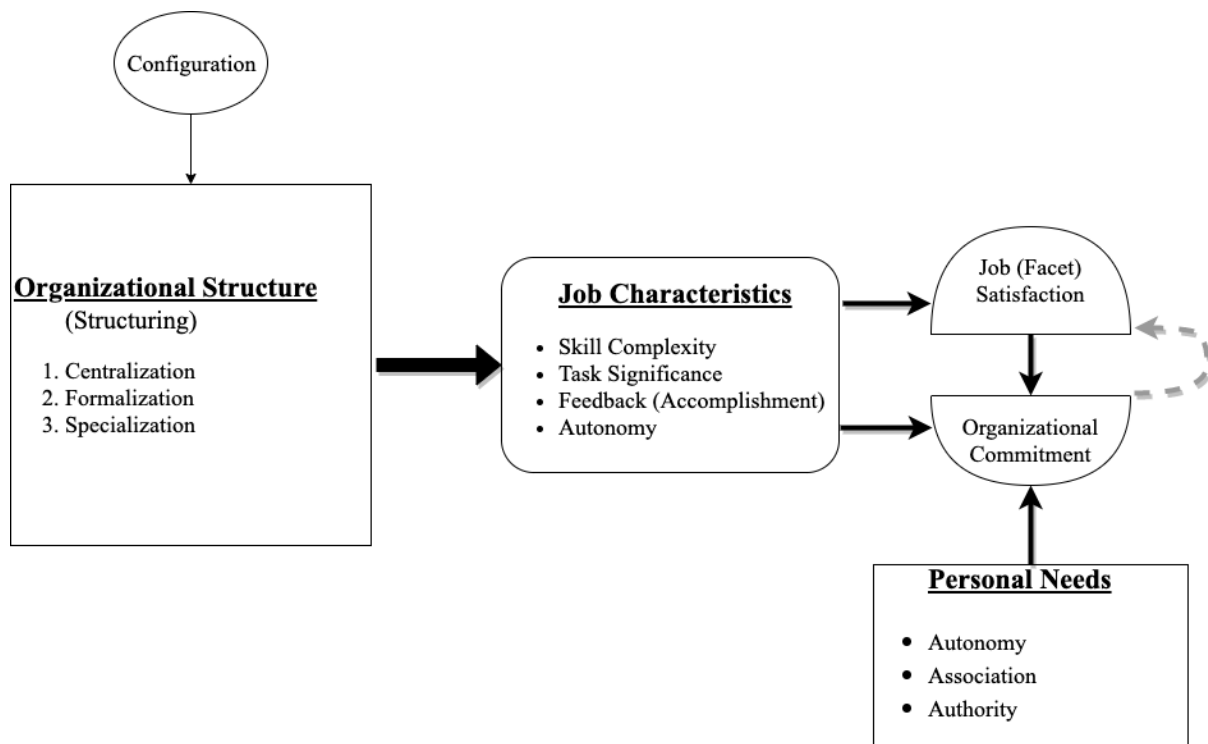


Figure 3: Visualization of Research Question

Figure 3 presents a visual representation of the research question, accepting that configuration plays a role in determining the organisational structure. The organisational structure itself and its components play an important role in determine the job characteristics which in turn influence both satisfaction and commitment. Meanwhile satisfaction will in fluence commitment alongside personal needs, furthermore organisational commitment may influence and reinforce satisfaction.

The research has shown that the majority of the teachers perceive the organisation as mechanistic and bureaucratic yet accept, to an extent, the need for formalisation due to the inherent responsibility over minors. Furthermore, this structure directly influences the job characteristics by minimizing the degree of complexity in the job and tasks with limited authority over decisions. However, most teachers believe in the significance and importance of their roles to the organisation and to outside stakeholders as well as value the degree of feedback they receive regarding their performance. This has translated into a slight degree of dissatisfaction, or at best, the possibility of improving short term satisfaction meanwhile the majority whom are committed are so not out of fear but an acceptance of the organisational goals and objectives.

Chapter Three: Methodology

3.1 Overview of the Chapter

This chapter shall discuss the methodology implemented in the study. The design and procedures used aimed at answering the purpose of the study. The chapter includes sections relating to: research approach, data collection, instruments, data analysis, delimitation, ethical consideration and reliability

3.2 Research Approach

This study employed a mixed method research methodology for data collection and analysis, the quantitative approach maintained a cross-sectional survey design to meet the study goals utilizing primary data as the main source of information. The concepts of a quantitative research are shown when analysing the information (Erickson,1986), as such no defined hypothesis is tested in the study. Interviews were also carried out to provide in-depth qualitative information to allow for comparison with the quantitative findings.

The independent variable was the mechanistic bureaucratic school structure viewed in terms of specialisation, centralisation and formalisation. The dependent variable in the study was the job satisfaction- organisational commitment concept; the dimensions of which included job characteristics and personal needs. The independent variable was the bureaucratic school structure.

3.3 Data Collection Plan and Scope

The study being conducted will be carried out in an International School located in the United Arab Emirates (UAE) in the city of Abu Dhabi. This study utilized a random stratified sampling method, dividing the school into three tiers of employees: the apex structure of top management, the middle structure of middle level managers and the operational core consisting of the teachers. This case study has utilized one international school based in the United Arab Emirates with a target population of 135 staff members across all three tiers. Based on Krejcie and Morgan's (1970) sample size model, the sample size determined for this study was 135 to include all staff members; a total of 135 surveys were distributed and of those 86 were returned.

The survey was created and conducted via a paper format due to its convenience in terms of data collection and analysis. Surveys are utilized to gather the quantitative information from the teaching staff while interviews will be conducted with the Heads of Department to gather the in-depth reasoning behind the perceptions. Given the size of the sample and the variety of questions, a survey is best suited to gather measurable and comparable data. The interviews are limited to the Heads of Department due to their exposure to the entire teaching staff, their subordinates' opinions as well as a more intimate understanding of the power structure and decision-making process.

In researching the effects of the mechanistic organisational structure on satisfaction-commitment, the scope of the study was focused to a degree to include the following delimitations:

- 1) Organisational structure focuses primarily on the 'structuring' components that include centralisation, formalisation, and specialisation while discounting the effects of 'configuration' that encompass the size/shape of the organisation.
- 2) Job satisfaction is measured using the JSS, although alternatives such as the Job Characteristics Inventory are available. Furthermore, the JSS combines complexity and responsibility under one dimension called job variety.
- 3) Organisational commitment has been defined and measured using any combination of three dimensions (affective, continuance, and normative). This study has focused its attentions on the affective and continuance dimensions of commitment.
- 4) Demographic variables of the population, although do affect both satisfaction and commitment, have been reduced to the respondent's level in the hierarchy and number of years of employment.
- 5) Personal needs, sources of motivation, have both intrinsic and extrinsic attributes- this study shall focus on the intrinsic sources of motivation and satisfaction.

3.4 Instruments

Listed below are the instruments examined in the present study and used for measurement:

- I. Organisational Structural and commitment

Formalisation, centralisation and specialisation were measured using a three-question survey to establish a baseline of respondent's perceptions of the school's mechanistic bureaucracy. Commitment was measured using a four-question survey to quantify each respondent's degree of affective and continuance commitment. Each item was measured using a 1 (very inaccurate) to 4 (very accurate) Likert-type scale.

II. Personal Needs

Personal Needs were measured using a modified version of the Manifest Needs Questionnaire (MNQ) developed by Steers and Braunsteir (1976). Originally it included twenty questions measuring accomplishment association, authority and autonomy. This tool was selected due to its continued use in research to measure manifest needs (Arogundade and Olunubi, 2013; Birecikli, Alpan, Ertürk and Aksoy, 2016; Chou and Lopez-Rodriguez, 2013; Ivarsson and Ekehammar, 2001). Participants respond on a four-point Likert scale ranging from "strongly agree" to "strongly disagree" and the questionnaire has been reduced to eight questions.

III. Job Characteristics

Job Characteristics are measured via a modified job diagnostic survey (JDS); originally used to measure four scales (variety, autonomy, feedback, and friendship on the job) with five items each (Hackman & Oldham, 1975) and has been used extensively to measure job characteristics. The modified JDS used a four-point rating scale to measure four core dimensions: skill variety, task significance, feedback and autonomy.

IV. Interviews

Interviews were conducted with the educational Heads of Department to gain a deeper insight into teacher perceptions given their dual roles as both teachers and middle management and their interaction with the staff as well as decision makers. The interviewees were questioned regarding their insight into the organisational structure and its rationale as well as an interpretation of teachers' perceptions regarding teacher's authority, achievement, autonomy, skill variety as well as the nature of their commitment.

3.5 Validity and Reliability

Validity and reliability of instruments in research are a constant concern in research. Validity implies the instrument used is in fact measuring what it is intended to measure (Grosf & Sardy, 1985). The tools used in this study have been utilized and scrutinized by experts in previous research and in depth to the point where this study can comfortably claim content validity. The use of analysis techniques shall ensure construct validity while correlation and regression analysis aid in strengthening the discriminant validity of the instruments.

Reliability relates to the consistency of the instrument; to be reliable, an instrument must demonstrate a degree of predictability under similar conditions (Grosf & Sardy, 1985). The instrument in this study have been utilized in past research and provided the predictability required.

The survey was conducted on a select group of potential participants- including one teacher, a head of department and an administrator- to determine the time required to complete and ensure questions are understandable. Slight modifications to the language were suggested and implemented before conducting the full-scale survey. To ensure the survey can be performed by all staff members, a professional translation of the questions was completed and a trial run conducted on the head of Arabic and Islamic studies, no changes were suggested. The interview was conducted on five Heads of Department including those for English, Arabic and Islamic Studies, Social Studies, Math and Physics. These heads are responsible for teachers that encompass all three tiers within the school and have led the department for more than 4 years; this allows for a degree of confidence in their information and knowledge of past and present teachers. To maximize the interviews reliability, a pre-determined set of questions was prepared; the questioned underwent a pilot run with coordinators to ensure the language is clear. Any points that required further clarification were noted and a scripted explanation was readied to ensure all respondents receive the same prompts.

3.6 Data Analysis Plan

The data collected via surveys will include mainly the perceptions of the teachers regarding the organisational structure as a whole in terms of its mechanistic nature, their perceptions

regarding specific job characteristics, their current levels of commitment and degrees of motivation.

- The organisational structure will be analysed based on the average perception of employees in terms of formalisation, specialisation and centralisation to provide a baseline understanding of the organisational structure itself.
- Motivation perceptions will be calculated based on the MPS equation that weights feedback, autonomy and the role equally providing each a maximum score of four to be compared against specific demographic characteristics of the sample respondents.
- Commitment will be surveyed and measured by awarding specific points to each response and measuring the totals of each employee and each demographic grouping.

3.7 Ethical consideration

Research should be defensible not only based on the methodology but also ethically (Saunders et al., 2009) especially since ethical issues are constantly present in all stages of research. Ethical considerations have been guided by Bryman and Bell's (2011) four areas: harm to participants, consent, privacy, and deception. Anonymity has been utilized to ensure participants are not harmed; respondents' information that would allow for identification such as name and title are not part of the data collected allowing them to respond freely. This is applied in both surveys and interviews to ensure the respondents job and social positions are not affected (Bryman & Bell).

Respondents were provided with all relevant and necessary information regarding the research including its purpose and how data will be collected, analysed and interpreted as well as what results will be shared with management. After the provision of this information, respondents were provided the necessary link to complete the survey and were free to opt to do so or not ensuring fully informed consent.

The steps taken to ensure no harm further ensure privacy of the respondent; furthermore, respondents may exercise the option of not responding to any question they feel is uncomfortable as a means of ensuring privacy (Bryman & Bell, 2011). Finally, deception implies a misrepresentation on the part of the researcher (Bryman & Bell, 2011); ensuring

clarity in the instructions and purpose as well as the opportunity for any respondent to ask for further clarification ensures no action by the researcher deceives the respondent.

Due to the nature of the research as quantitative the research will play a non-existent role to maintain a degree of objectivity. The researcher's viewpoints will not be incorporated into the research data and minimal contact will be carried out with respondents to minimize the influence on their answers.

Chapter Four: Results

4.1 Overview of the Chapter

This chapter presents the survey results of the research conducted on the teaching staff of an international K-12 private school in Abu Dhabi, UAE. Of the 135-teaching staff across the three schools (elementary, middle and high school) all were provided with a survey to complete, 86 completed and submitted the survey with a participation rate of approximately 64%. Interviews conducted with the Heads of (subject) Departments provided additional support to the assertions made by the survey. Furthermore, the results derived from interviews conducted with Heads of Department was utilized to triangulate the data and provide a deeper insight into the results.

The aim of a high response rate in such a specific case study, with a relatively small population, was achieved. This was made possible due to the brevity of the study and the ability to provide adequate on-the-job time to complete the survey, limiting the possibility of a demotivated respondent.

4.2 Survey Results

4.2.1 Organisational Structure

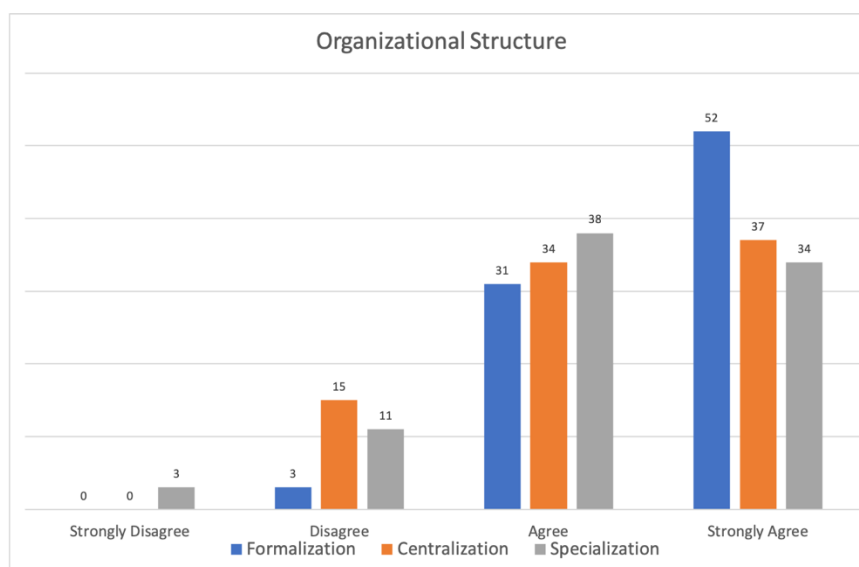


Figure 4: Teacher Perception of Mechanistic Structure

The above figure illustrates teacher’s perception of the structuring dimensions of the school; in terms of the three factors, the overwhelming majority agree or strongly agree that the school is mechanistic in nature. Specialisation in the school presented the only criteria whereby some strongly disagreed with the bureaucratic nature of their roles; this may be due to the small minority of teachers that occupy secondary roles within the school including coordination and pastoral roles. Furthermore, this mechanistic perception was more concentrated on centralisation and formalisation whereby it is accepted to be a natural consequence of the industry and its need to be regulated. This fact is supported as the survey demonstrates a lack of authority or decision-making powers (centralisation) and an obligation to follow specific rules and procedures (formalisation). 18% of the respondents disagree with the fact that the locus of authority is centralised with the higher levels of the organisation, indicative of the existence of some decision-making authority but limited in nature. As percentages of their individual demographic groupings, certain comparisons can be made.

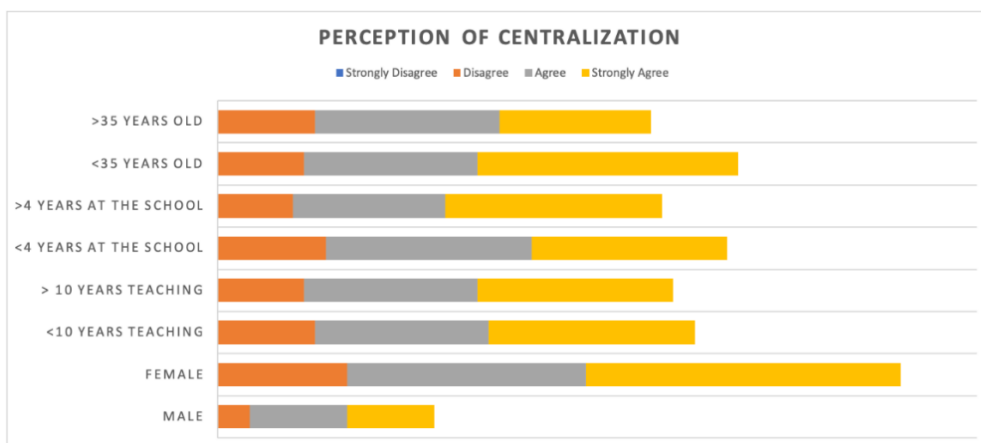


Figure 5: Perception of Centralisation

Teachers under 35 years old perceive the existence of centralisation more acutely than those above 35 years old; this may be attributed to a generational difference in terms of their perceptions of power structures. Older generations are more accepting of a power distance and centralisation of authority as they are more accustomed to bureaucratic structures as the norm. Teachers with more than four years of experience are more inclined to agree with the degree of centralisation being high; although those of less than 4 years’ experience agree with the general centralisation of the school, a larger percentage of them disagree with the sentiment. This may be attributed to a limited degree of exposure to decision making in the school, as their experience accumulates they may be more likely to change their view point to match those of

greater direct experience. Interestingly, both groups of teachers with educational experience agree to a similar degree regarding the centralisation of the school, this may indicate that the above group may be those of the lowest levels of industry experience. It should be noted that even with 10 years and more of educational experience many still disagree with the centralisation of the school yet none strongly disagree. This indicates that those with greater experience may have accepted the inherent nature of certain industries, including education, and their need to be centralised. Gender specific differences show that a larger percentage of female teachers disagree with the statement that the school is centralised when compared to males however a large percentage of the women strongly agree with its centralisation. This difference may be attributed to the differences in gender perceptions of authority, female teachers maybe more readily able to accept and work within the power structures that exist while male teachers may seek greater authority or simply reject the authority of others over them.

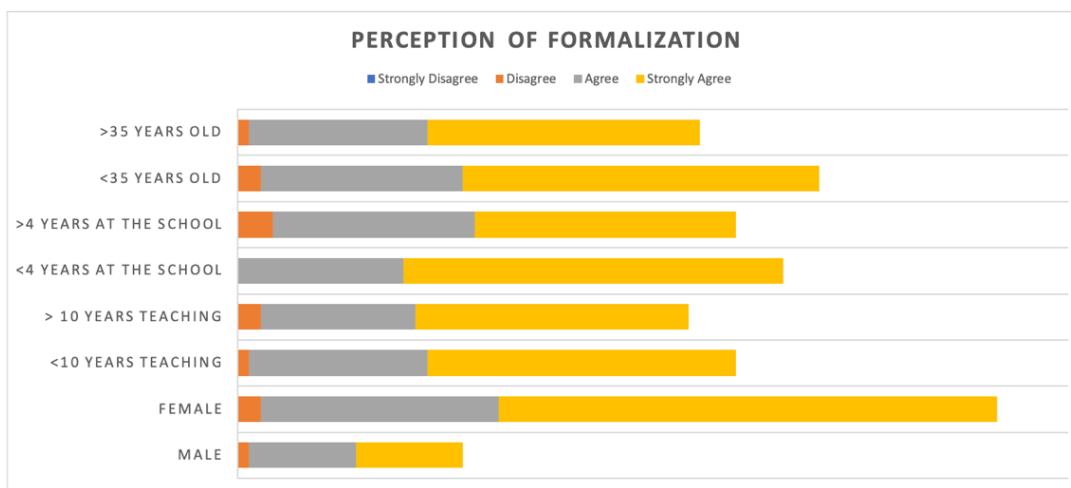


Figure 6: Perception of Formalisation

Formalisation, the existence of rules and regulations that dictate appropriate action is unanimously high. Teachers with the least levels of experience in the school ubiquitously agree, to varying degree, of the existence of rigid rules and procedures. Those with a little more experience (> 4years) have a small population that disagree with the notion of formalisation. As experience in the school grown, teachers and staff begin to develop a more accurate sense of the rules and regulation in terms of which need be followed and which may be circumvented for the sake of efficiency and time and thus reduce their perception of formalisation. This sentiment towards formalisation is again repeated with teachers when looking at overall educational experience; those with greater experience have a slightly larger percentage of

respondents that disagree with the overall formalisation of the school. Age and gender both have an overwhelming percentage that agree and strongly agree with the formalisation of schools. Given the basic nature of schooling, and the degrees of governmental oversight involved, it is natural that specific rules and procedures exist that govern how schooling is to be carried out.

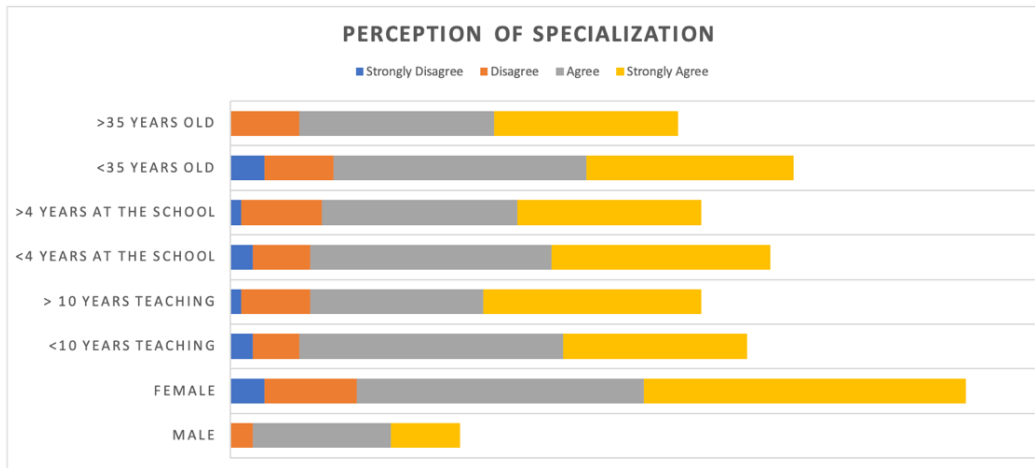


Figure 7: Perception of Specialisation

Specialisation is the only criteria that presented respondents that strongly disagree; although the majority of respondents do perceive their roles as specialised. Female teachers and those in the younger age groups are the largest two demographics that strongly disagree with the specialisation of their roles. Newer staff members also more strongly disagree with the older staff members regarding the degree of role specialisation; as time increases and the novelty of the new role is diminished many may slowly become accustomed to the repetitive nature of their roles which in turn will alter their perception of specialisation beginning to see their roles as more specific and singular. Again, this is reflected when compared to overall experience in the educational industry; those with over a decade worth of experience are less likely to strongly disagree with the notion of specialisation. The fact that specialisation is the only structuring criteria that presented a sample of respondents that strongly disagree reflects the degree of control that teachers have over their specific roles which is greater than that of making organisation-based decisions and setting formal rules and procedures

4.2.2 Commitment

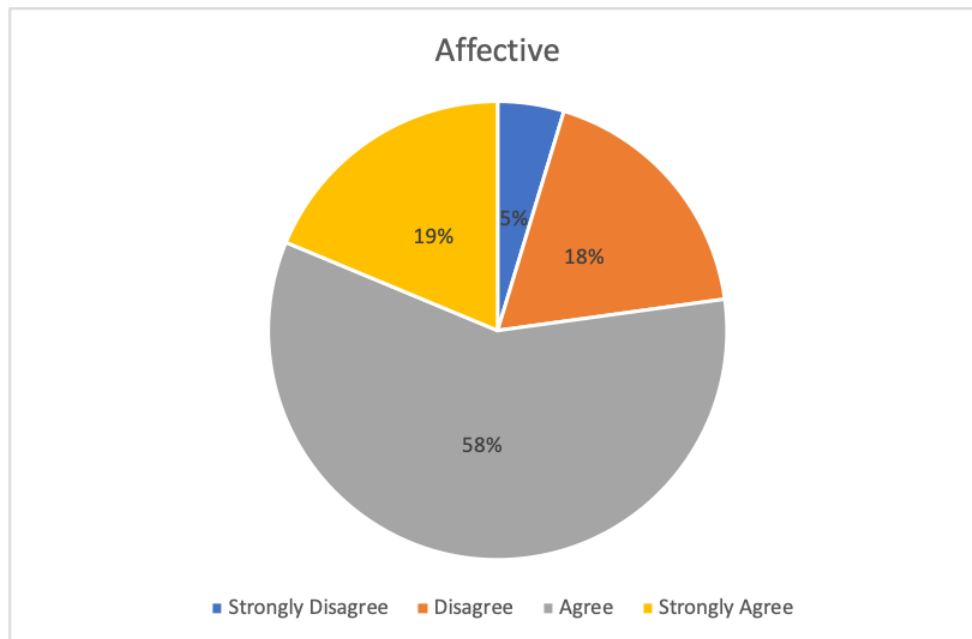


Figure 8: Whole School Affective Commitment

Affective commitment reflects the degree of acceptance of the objectives of the organisation, the sense of shared values; the largest percentage of teachers illustrate a degree of affective commitment (58%). This illustrates that a large percentage of the staff do in fact agree with the overall mission and objectives of the school, a concept readily accepted when considering the nature of teaching and education. Teaching and its mission to educate and be responsible for the youth has been shown to readily produce individuals willing to accept the mission. This generates a concern if the staff members are in fact commitment to the organisations goals or illustrating a more professional commitment to their role as teachers This commitment via their responsibility over the students is present but cannot be easily attributed to the organisation or the profession at large especially with an international teaching staff with differing socio-cultural backgrounds.

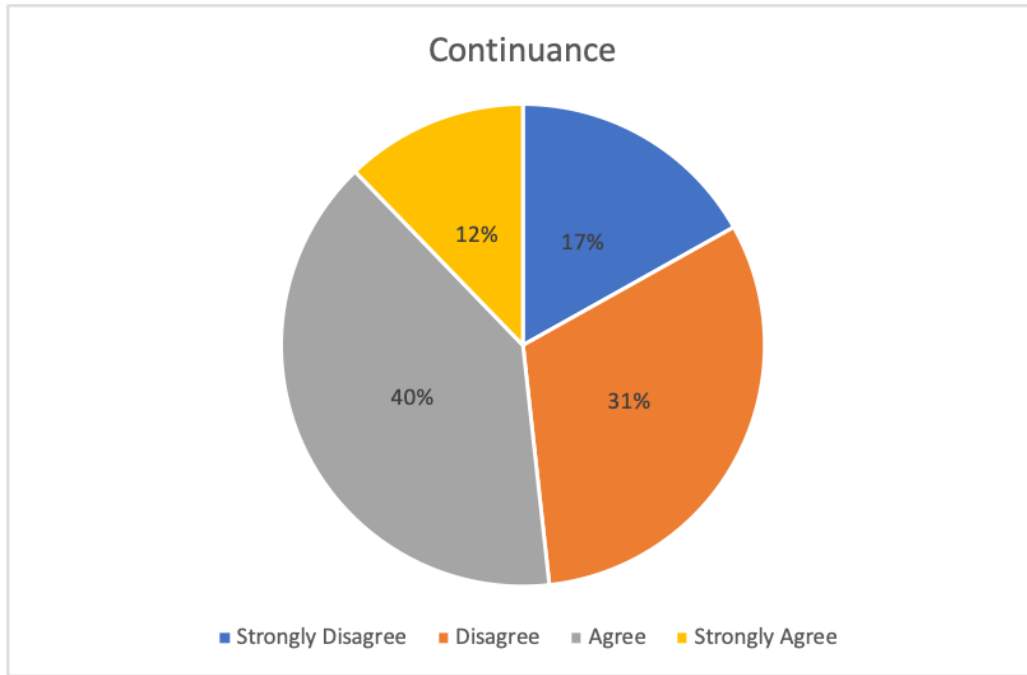


Figure 9: Whole School Continuance Commitment

In comparison continuance commitment is the perception of a lack of choice or the side-bet theory that seeks to minimize the loss due to departure. The respondents here are slightly more skewed towards being in favour of this concept, but only slightly. 52% agree, to varying extent, with the concept of limited choice as their motivator for commitment to the organisation. However, 48% disagree; this implies they believe they have an alternative choice for employment and are not committed to stay out of fear of some loss. the majority of the staff believe in the overall organisational goals and many remain not out of lack of choice but due to that aforementioned objective.

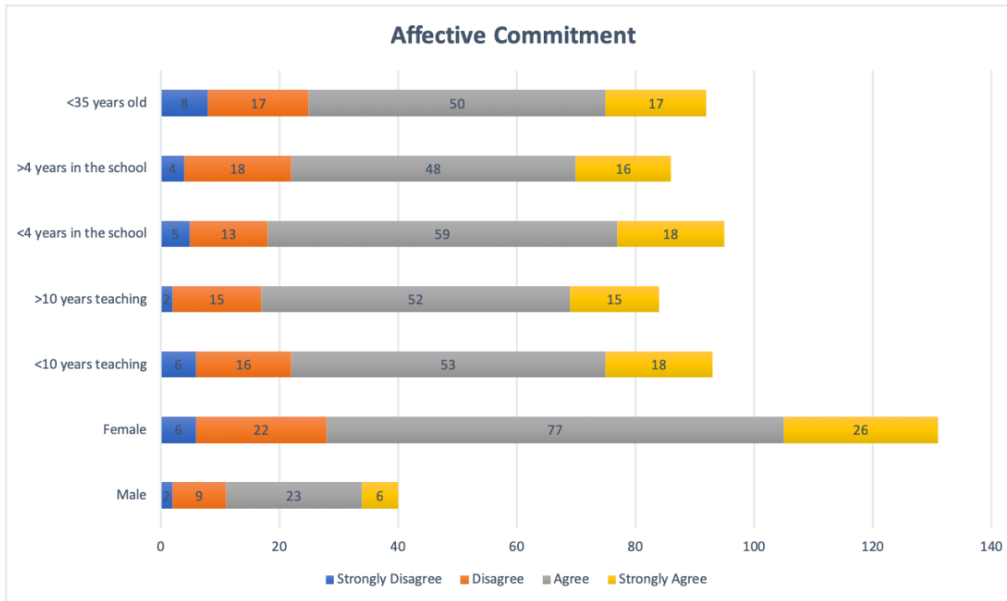


Figure 10: Affective Commitment by Demographics

By and large, the majority of the respondents feel a sense of acceptance of the organisation. The majority in every category simply agree with the organisations goals and objectives reiterating the possibility of a greater commitment to the objectives to the profession than the specific organisation. Each category displayed a small percentage of those that strongly disagree implying a sincere lack of organisational affective commitment, these members would be most likely to remain due to the continuance commitment or possibly be the most likely candidates for turnover and high absenteeism.

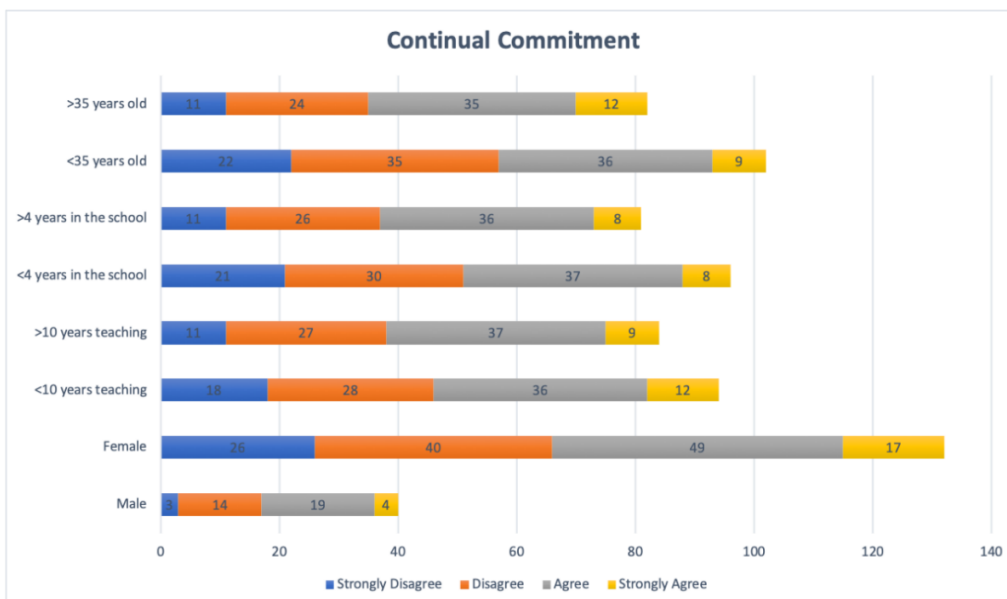


Figure 11: Continuance Commitment by Demographics

In contrast, as illustrated before, a larger percentage of each category strongly disagree with the concept of their continuance commitment, this would imply their choice to remain has little to do with a belief that they have no alternative options. This is especially true among newer staff members and female teachers. The former may illustrate this due to the novelty of the job; new experiences and activities are more likely to motivate an individual as they view their roles as interesting- this is further elaborated previously when the same group showed the most positive views of specialisation. Female teachers, furthermore and to large extent, also have respondents that strongly disagree with continuance commitment. Although deeper insight is required, it should be noted that the school has a large female staff body that is married and under the sponsorship of their spouses, this would provide an alternative to their roles as such minimizing their fears of leaving the organisation. Overall the fact that neither gender, time within the school or within the profession as a whole has altered the teacher's perceptions of their alternatives nor have their fears of loss increased implies a strong belief in their ability to locate alternative sources of income.

4.2.3 Job Characteristics

The Job Diagnostic Survey conducted illustrates the teacher's views on specific components of their roles regarding skill variety (linked to specialisation), task significance, feedback and autonomy (linked to centralisation) hereby viewed as a whole school in comparison to specific demographic characteristics of the respondents. The highest score each individual job characteristic can achieve is a 4, while the overall motivational potential score is a 64. The interviews conducted regarding job characteristics mirrored the opinions shared regarding the bureaucratic nature of the school; the ability to utilize extensive skills and decision-making authority was curtailed by the nature of educational institutions. The degree of centralisation and specialisation limited teachers' ability to act independently. However, department heads emphasised the importance of feedback and how they utilize it as a form of control and motivation.

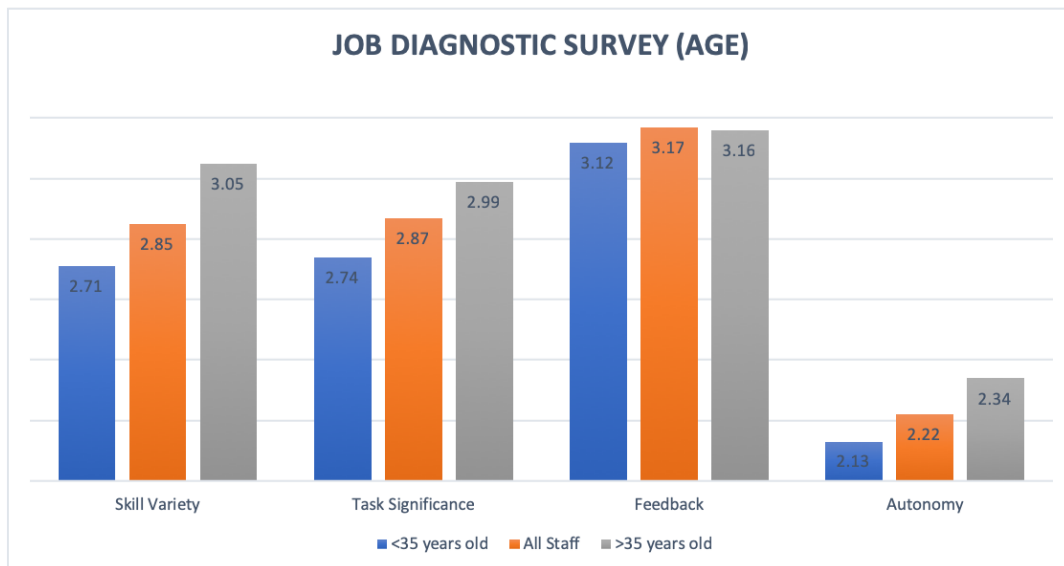


Figure 12: JDS by Age

Across the spectrum, older teachers (>35 years old) have scored above the school wide average in terms of how they view specific characteristics of their roles except in feedback which was just below the school average. Skill variety may be perceived differently by older teachers in light of the fact that they may apply different methods of teaching that they perceive as multi skilled or more likely due to the fact that older teachers are offered more expansive teaching roles than newer teachers. The lowest score was achieved in autonomy, a recurring theme across all demographics, which falls in line with the previous assessment of centralisation. Due to the high perception of centralisation it is expected that many of not most would feel a lack of autonomy and power over their specific roles as they are subject to stricter formalisation and centralisation. Feedback scored highest in overall perception of the job, it is evident that teachers feel they receive adequate feedback from both supervisors and outside stakeholders regarding their job performance.

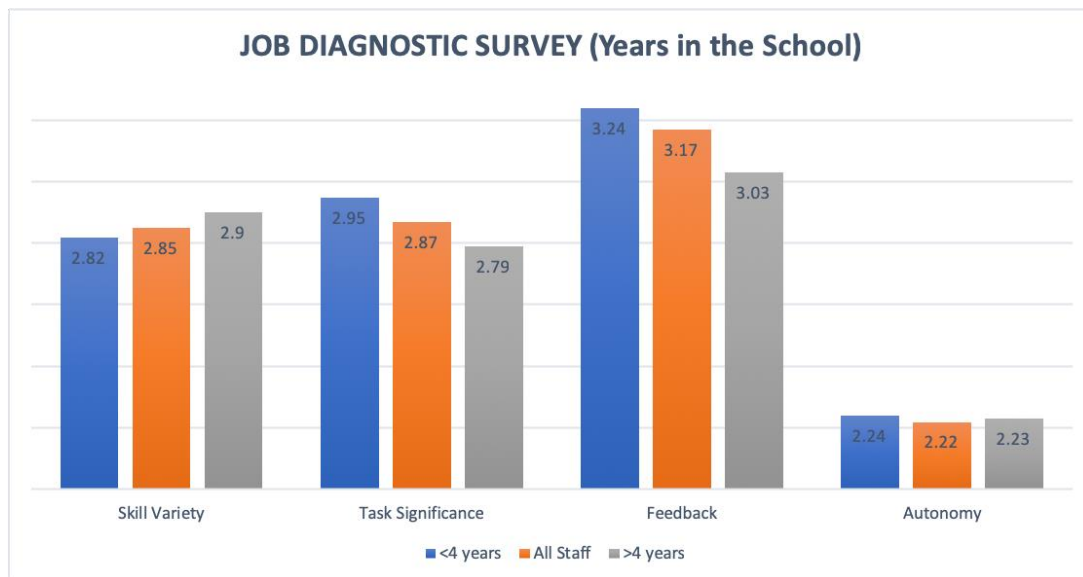


Figure 13: JDS by years at the school

Experience in the school mimics the above analysis in skill variety, it remains highly perceived as experience increases. Meanwhile autonomy remains the lowest scored while feedback is the highest however those with lesser experience in the school score their autonomy slightly higher, this may be due to their limited exposure to the school and its standard operations, the small differences is negligible and may be averaged out shortly into the future one new teacher are more accustomed to the centralisation and formalisation of their roles. New teachers also scored feedback higher than their more experienced counterparts, a common fact as new teachers are more subject to appraisals and walk-throughs to ensure they have acclimated to their new environments. Also, parents and students are more likely to voice opinions (feedback) regarding new teachers that they've had limited exposure to. It is worth nothing that newer teachers perceive their roles as more significant to the organisation, this does not imply a lack of significance of the older teachers but simply a more accurate assessment of their relevance to the organisation developed over time and exposure to the daily functioning of the school as a whole.

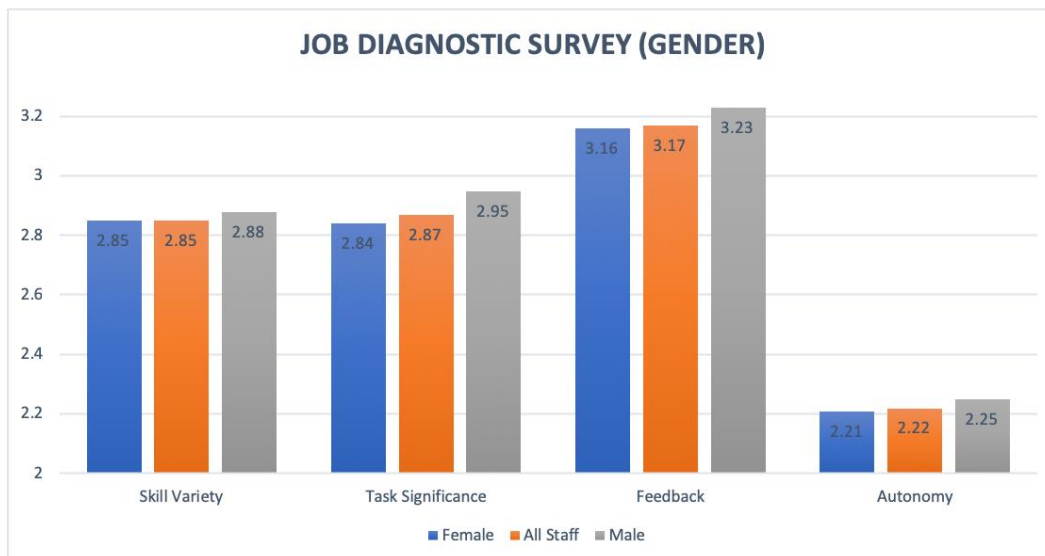


Figure 14: JDS by Gender

Gender offers very little difference in perception however male teachers score higher in every category. Autonomy presents itself as a contradiction in that female teachers perceived centralisation to a lower degree than male teachers- a fact not reflect in the autonomy scores. This is easily attributed to the different in the sample size, as female teachers far exceeded male teachers leading to the small discrepancy. Male teachers perceive their task significance higher than female teachers; again, this cannot be fully analysed as it may be attributed to gender roles and perceptions as well as the difference in sample size.

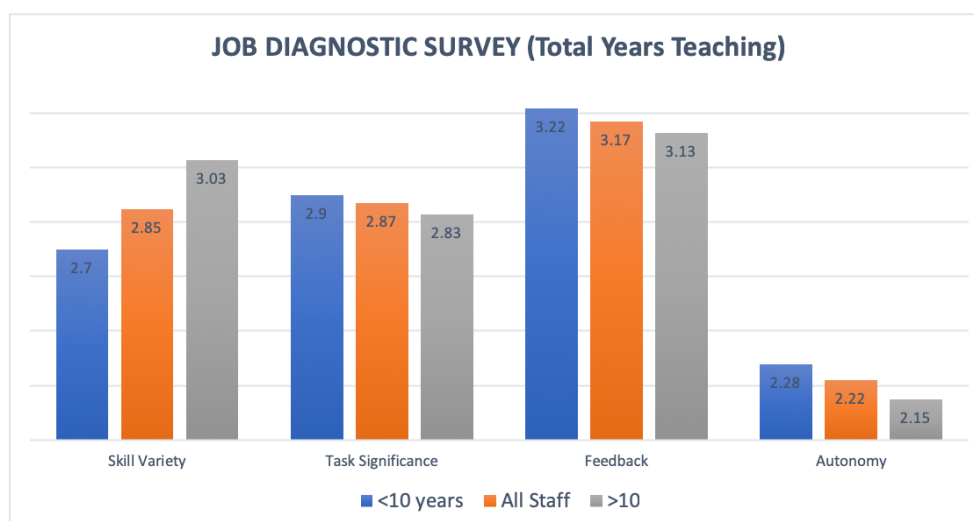


Figure 15: JDS by Total Years in the Education

Overall years in the industry shows a slightly different scoring; less experienced teachers score autonomy, feedback and significance higher than those of the more experienced. This slight difference is easily attributed to those teachers newly inducted to the school that are also new

to education. Furthermore, it seems that increased experience in the field humbles the opinions of autonomy in a mechanistic structure, leads to less feedback being provided as the nature and efficacy of their work becomes more known as well as their views on the importance and significance of their task to the organisation overall. Skill variety however remains to be higher scored with more experienced teachers, as reflected in the comparison between newly inducted teachers into the school and those that have been there longer.

4.2.4 Motivation

The motivational potential score ranks each individual motivator- achievement, affiliation and authority- out of 4 while the total motivational potential score (MPS) is out of 64.

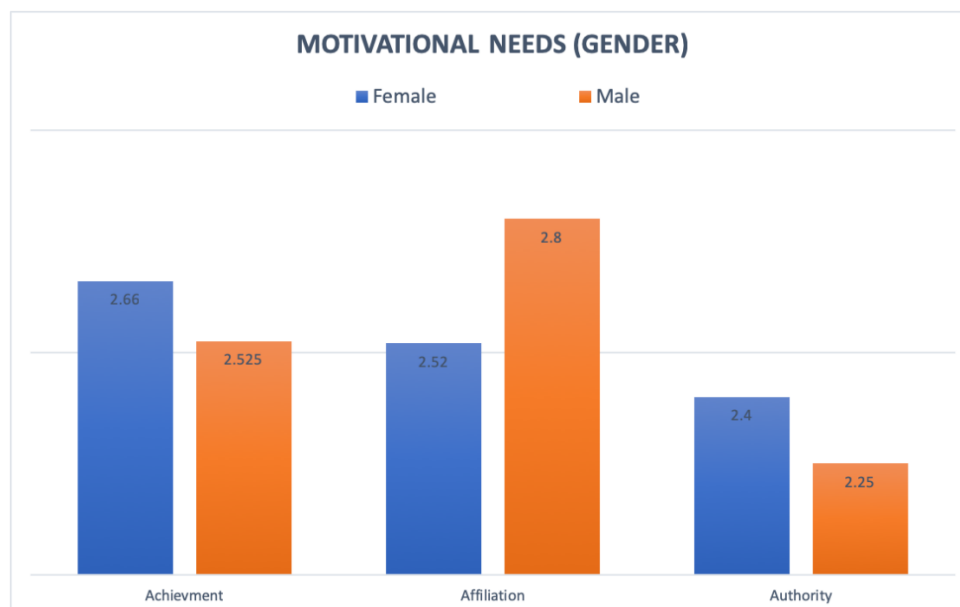


Figure 16: MPS Gender

In terms of gender, males are most motivated by affiliation while female teachers rank achievement as highest. While authority is scored lowest, female teachers seek this attribute more than males. Authority may be ranked lowest given the aforementioned nature of education in terms of its centralisation and formalisation which limit the possibility of delegation. However, it remains a potential motivator and may be achieved through smaller concessions of authority and control regarding the specific job roles. Achievement as a possible outcome of the job seems limited when taken in view of the specialisation inherent and accepted in the job; without room to expand the role the ability to gain new levels of achievement is limited and whatever is currently achieved may seem boring when repeated over the years. Affiliation may be easier to

achieve, association to different groups through cross curriculum initiatives and through small group centered responsibilities may provide a new scope for affiliation.

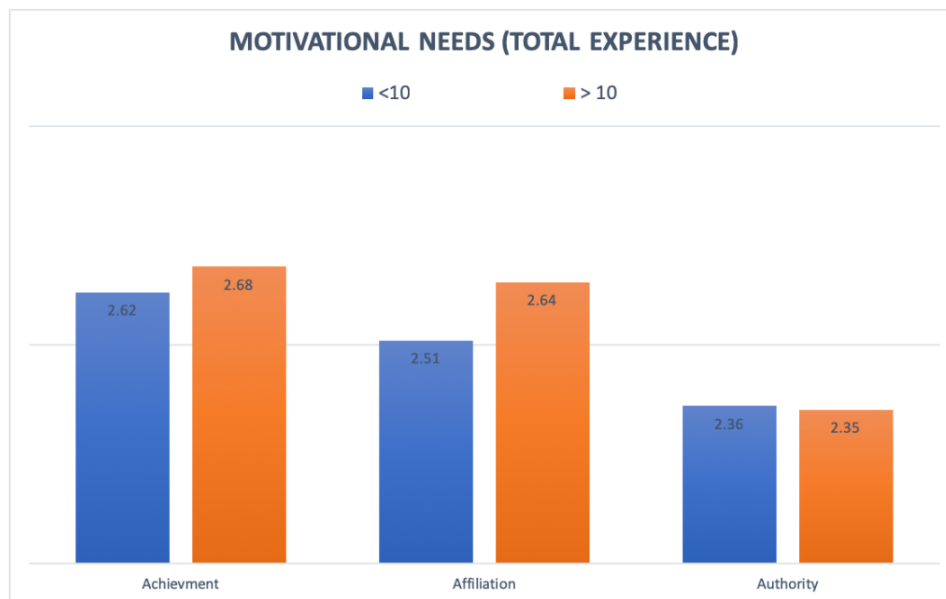


Figure 17: MPS Years in Education

More total experience in education ranks achievement as its highest motivator with affiliation closely trailing behind. Less experienced teachers follow the same trend however to a lesser extent. The less experienced teachers scoring may be related to the novelty of their roles; not having the breadth of experience may still leave room for motivation by carrying out what more experienced teachers may consider repetitive. Both groups however rank authority last in motivational importance- further reinforcing the acceptance of the nature of their roles in education.

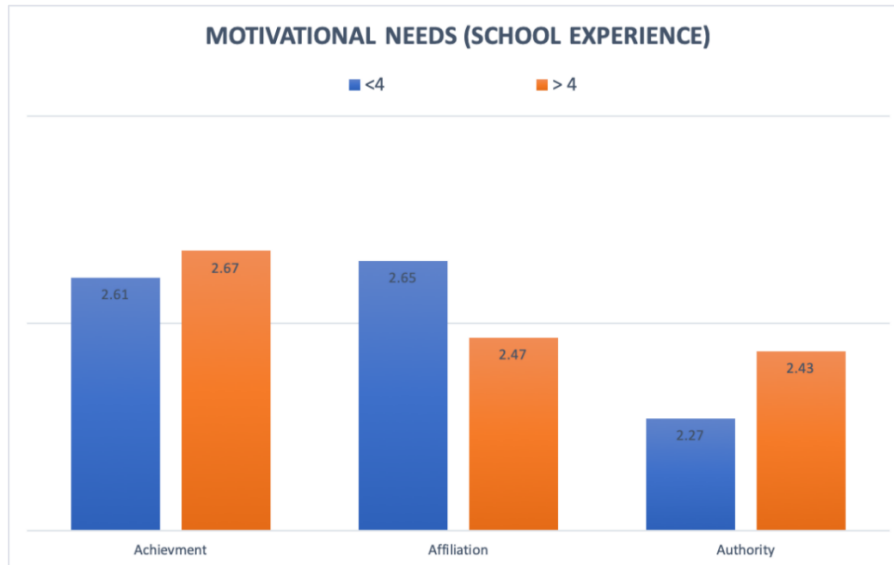


Figure 18: MPS School Experience

In terms of direct school experience authority becomes more differentiated with older teachers desiring more authority than the newer teachers. Clearly as they evolve in the organisation and gain more experience the desire to apply and direct their roles grows giving rise to the desire for greater authority and autonomy. Longer experienced staff members seek achievement over affiliation; this is understandable when taken in the context that they have already been inducted into and experienced the different possible social groupings and have found a home in one or a few of them- as such the ability to achieve and perform takes greater precedence. The opposite is true for newly inducted staff, as their exposure to the multiple social structures that exist is limited they are more eager to satisfy their social needs than they are to seek out esteem and self-actualization goals as determined by Maslow’s Hierarchy of Needs.

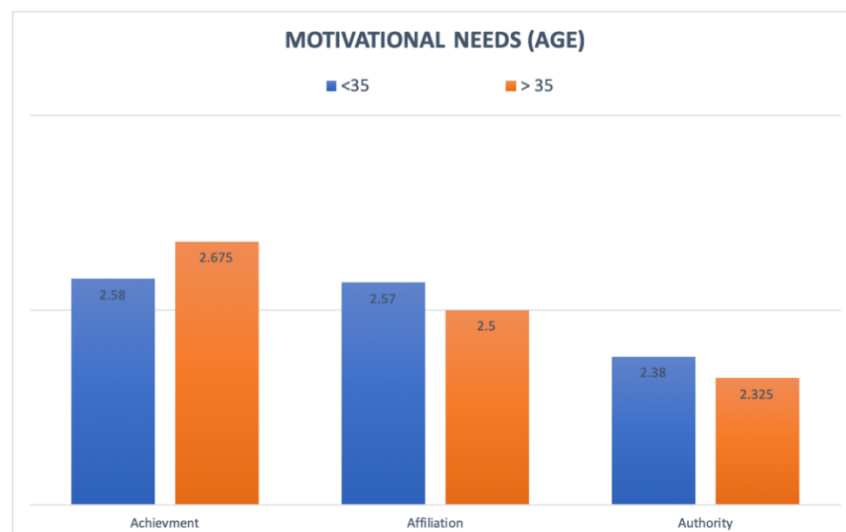


Figure 19: MPS by Age

Younger teachers equally value achievement and affiliation reflecting a desire to belong to a social grouping as well as gain status and recognition, meanwhile older teachers value achievement more than affiliation. This may be due to the fact that with age many have already established themselves socially and do not seek further social expansion as a primary motivator as such seek to achieve more. Both age groups score authority last- a constantly recurring theme in authority and autonomy- however younger teachers score it a little high possibly due to age being an impetus to desire more power however with the older teachers it may reflect an acceptance of an inherent power structure that limits their ability to gain more authority in general.

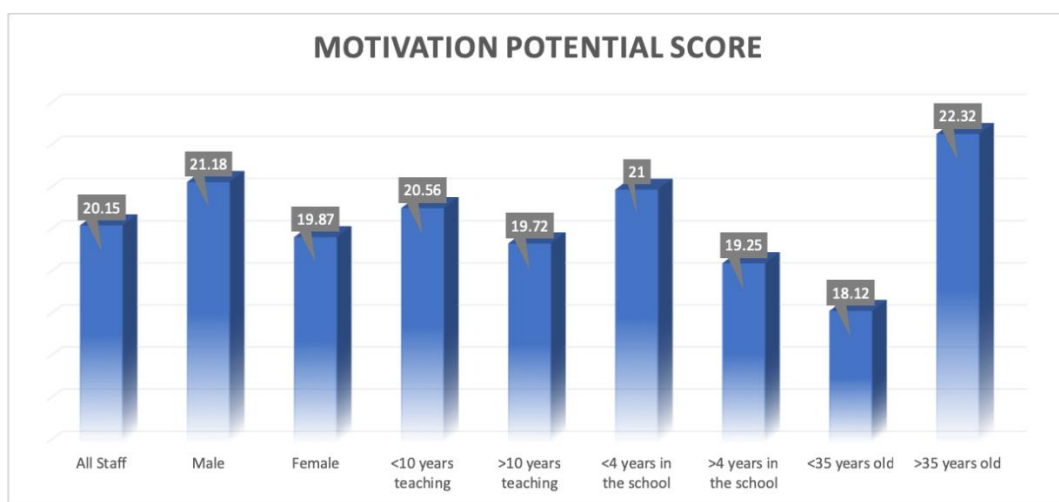


Figure 20: MPS Scores by Demographic

It must be noted that across all demographics the MPS score is well below 50% indicating a general sense of dissatisfaction. This would imply that many teachers were and could be comfortable accepting certain degrees of specialisation, formalisation and centralisation that limits their autonomy and skill variety; however, this comes to head when additional task outside of education such as data analysis and paperwork are additionally required.

When compared to the previously discussed levels of affective commitment it would seem that a large proportion of the motivation is in fact to the profession in addition to the organisation itself. the highest scored demographic was those teachers older than 35 years; when coupled with the fact that they are the most continually commitment it would make sense they are satisfied with their current roles out of fear of loss or lack of alternative options. However, such commitment may also be reflected in poor efficiency and increased absenteeism. The lowest scored demographic was those younger than 35; again, when compared with continuance

commitment they illustrate a belief in the availability of better alternative and thus require greater efforts to motivate them and keep them otherwise risking higher rates of turnover. Female teachers scored lower than male teachers in motivation; this may be understood when considering what they perceive as motivational- authority and achievement. Both motivators are limited when we consider the mechanistic structure of educational organisations in general; due to specialisation and centralisation, achievement and authority are limited respectively. Consistently, newer teachers (< 10 year in the industry & < 4 years in the school) scored higher in motivation. This indicates that over time the motivation within the industry is reduced and commitment begins to shift from affective to continuance.

Overall, many of the separate demographics have ranked specific job characteristics as important, including autonomy and authority, however they remain limited due to the existing organisational structure and its inherent centralisation. Meanwhile the ability of the teacher to progress and achieve as well as feel more valuable to the overall organisation is limited by the overt specialisation of the many roles in education and specifically in this case study.

4.2.5 Key Findings

- Teachers agree or strongly agree that the school is mechanistic in nature
- Age factors into perception with older teachers perceiving centralization and specialization greatly
- Greater teaching experience is linked to greater perception of centralization and specialization
- Teachers strongly agree or agree with the school being formalized in structure
- Almost two thirds of teachers display affective commitment
- Almost half of the teachers display continuance commitment
- Teachers perceive their jobs as lacking in skill variety and autonomy
- Teachers perceive their jobs as significant to the organization and are provided feedback from the organization
- Male teachers valued affiliation as the greatest motivator
- Female teachers valued achievement highest
- Age did not present a great degree of difference in terms of motivator
- Teachers with more school experience valued authority more than their counterparts

- Teachers with the least school experience valued affiliation more than their counterparts
- Older teachers scored highest in the Motivational Potential Score
- Younger teachers scored least in the Motivational Potential Score

4.3 Interview Results

Interviews conducted illustrated the perceptions of teachers that occupy supervisory roles in middle management and have determined that the majority of their team members perceive the organisation mechanistically. When asked regarding the organisational structure in terms of specialisation, centralisation and formalisation, many responded “teachers know that this work has to follow rules, we are all given our teacher handbooks every year” (Respondent 3), illustrating the codification of these rules. Deeper insight into centralisation was offered, reaffirming the survey results; “the higher administration makes the decisions and we tell our teachers what to do” (Respondent 5) and that “we can give suggest[ion] but [it is] not always used” (Respondent 1). The interviews conducted elaborated on this and claimed that some degree of autonomy exists but limited to the scope of the teacher’s individual course and further limited when more than one teacher is responsible for the same curriculum; such parallel teachers must work in concert.

When asked if teachers remain out of loyalty to the organisational objective or because they have no choice most echoed that “there is no difference, if they aren’t teaching here then they would be teaching somewhere else, education anywhere is the same goal” (Respondent 4). The interviews conducted showed a minimal understanding of the difference between the two forms of commitment; the majority of those interviewed affirmed a belief that teachers, by and large, possess a commitment to teaching. Via the interviews of department heads it is determined that many teachers do possess alternatives in terms of employment. However, one point of interest was their belief in the importance of nationality; it is speculated that teachers with Arab nationalities are less inclined to leave an organisation due to fear of government regulations in transferring employer sponsorship. “It is hard for Arab[s] to find work, sometimes problem with [getting a] work permit” (Respondent 1). This does not translate, clearly, as a side bet however having secured their work permits some are less inclined to risk a rejection when attempting to move. The majority of interviewees responses reiterated a belief in the importance and significance of the job (teaching) attributed to affective commitment in that all

those involved truly believe in the mission or at the least in their ability to contribute to the education of many students.

Department heads expressed with near unanimity a feeling of growing dissatisfaction, ‘every year we have more work away from teaching but in the same time- many are leaving because of this, many are unhappy because of this’ (Respondent 3). This general sense of dissatisfaction is attributed to an increasing workload; in their shared perspective they believe it is not out of a general dissatisfaction with the characteristics of the job but more so with the increased administrative requirements of the job. Another unanimous finding was regarding how to motivate the teachers; “give them more power” (Respondent 4) in terms of autonomy, however the respondents stressed the need to gain teaching experience first. “We must make teachers feel important, feel like they have done something important” (Respondent 2) in order to increase the sense of achievement as a direct motivator in schools.

4.3.1 Key Findings

- Teachers perceive the organisation mechanistically.
- Teachers directly experience formalisation.
- Decision making is centralised.
- Small degrees of autonomy exists in a narrow scope.
- A minimal understanding of the difference between the two forms of commitment.
- Teachers possess a commitment to teaching.
- Teachers have alternatives in terms of employment minimizing continuance commitment.
- Arab nationalities are more inclined toward continuance commitment
- A strong belief in the importance and significance of the job and affective commitment.
- A general sense of dissatisfaction attributed to an increasing workload.
- Teachers can be motivated via increased autonomy and achievement.

4.4 Triangulation of Results

Both research methods have illustrated that school staff members perceive the school as mechanistic in nature heavily emphasising the centralised nature of the organisation. Given the

nature and fiduciary responsibilities inherent in education, formalisation becomes a necessity to ensure uniformity of treatment and certainty in action. Commitment offered some contention due to a lack of understanding amongst staff, many have claimed affective commitment yet a large percentage are conceived to committed due to continuance. Interviews offered insight into the fact by claiming nationality in terms of ease of changing jobs as a cause of the continuance commitment while reaffirming the belief that the majority are in fact committed to education. This dichotomy in terms, committed to teaching and committed to the organisation raises the question of organisational versus professional commitment.

The low motivational scores are echoed by the interviewees responses and attributed to growing workloads within the same frame of time, the increasing pressures of the job are the primary cause of the dissatisfaction. Motivation, however, can be increased via autonomy and affiliation for the more experienced teachers and the lesser experienced teachers respectively. The surveys attributed autonomy as the least present motivator amongst older and more experienced teachers meanwhile the interviews emphasised allowing greater autonomy and authority to these groups.

Chapter Five: Conclusion

5.1 Overview of the Chapter

Chapter 5 provides a summary of the findings for the research questions as well as limitations of this study. Furthermore, recommendations to the organisation and for future studies are presented.

5.2 Summary of the Study

This thesis aimed to investigate the effects of organisational structure in terms of three components (centralisation, specialisation, formalisation) and their effect on specific job characteristics which in turn have an effect on motivation/satisfaction and organisational commitment. A survey was conducted on the entire staff of an international school located in the United Arab Emirates (Abu Dhabi) which resulted in a high participation rate.

Structure has been discussed in the research illustrating some alternative forms and focusing on the mechanistic structure that is inherent in schools and educational institution due to its significant impact on the function of the organisation. This school demonstrated the characteristics of a hierarchical, bureaucratic mechanistic structure graphically illustrated by a pyramid with the managerial levels occupying the peak and the smallest's percentage of staff. This structure has shown to be centralised in nature with the peak making the majority of decisions as well as formalised due to the legal and industry-based regulation imposed in organisations responsible for the care of minors. Furthermore, staff roles in teaching are highly specialised with great focus placed on subject based skills that limit the ability of teachers in using a wide range of skills.

Job characteristics were analysed to determine the staff members' perception of their function within the organisational form; the specific characteristics were skill variety, task significance, feedback, and autonomy. The majority of respondents polled similarly in stating that their current roles lacked autonomy and skill variety; they are unable to make decisions within the organisation and do not employ a 'wide' range of skills in achieving their organisational function. The study showed many perceived their roles as significant to the organisation, most likely due to their function as educators, however it is not high enough a number to imply an overwhelming belief in their significance to the school itself. feedback was ranked highly,

teachers firmly believed they receive feedback from the power structure as well as from their roles within the school.

Commitment was researched via affective and continuance commitment to illustrate teachers desire to stay within the organisation. Both forms of commitment existed however a greater percentage illustrated the affective branch of commitment over the continuance. Although this implies more teachers accept the organisations objectives as the imputes for commitment, the number may be diluted due to the possibility of professional commitment. A notable point is shown with the large number of teachers that disagreed with the continuance branch of commitment illustrating they do not believe they lack alternative options nor do they feel heavily invested in side bets.

Achievement, affiliation and authority constitute the motivational factors researched; the aim of which is to determine what factors may lead to greater job satisfaction and organisational commitment. Authority was ranked lowest illustrating that although they lack autonomy within their roles, teachers do not seek it extensively as a motivator. This may be due to a general acceptance of the mechanistic structure within educational institutions, achievement and affiliation rank highest in motivational potential but with varying degrees based on demographics.

The overwhelming majority agree regarding the mechanistic nature of the school yet specialisation is point of contention, greater than formalisation and centralisation, in that some do not believe their roles overly specialised. It is interesting to note that those with greater experience in education, whether as an industry or the school in specific, are more inclined to agree with the bureaucratic nature of the school. It is within the context of authority that the younger age groups stand out, those under the age of 35 more acutely feel the centralised nature of the school. Furthermore, female staff are least likely to agree with over specialisation of their roles and thus most inclined to feel a sense of skill variety in their roles. Commitment to the school offers an interesting point; the majority to agree with the objectives of the school meanwhile a considerable portion of the sampled staff also feel they lack options for change. This is indicative of a potential conflict between the existence of organisational and professional commitment. Teachers perceive their autonomy and authority to be limited in the organisation due to its structure yet are satisfied via the feedback they receive and to an extent the importance and significance of their roles as educators.

5.3 Recommendations

It is recommended that teachers be given some forms of autonomy to allow for greater participation. This autonomy maybe limited to their specific job roles however their participation in the decision making may increase their motivation and commitment to the achievement of the objectives. The sense of achievement needs to be nurtured via increasing the use of a variety of skills within the organisation through increased scope of job functions. Teachers may be rotated between similar jobs to reduce monotony or be allowed to participate in different functions such as pastoral or curriculum planning. The school should attempt to expand on the existing affective commitment within the school- whether organisational or professional- to ensure lower rates of turnover and absenteeism.

5.4 Implications

Future methods of motivation for the purpose of increasing organisational commitment should take advantage of the existing professional commitment and the acceptance among the majority regarding the distribution of authority. Focusing on autonomy maybe reduced and limited to their specific roles; motivation maybe best increased through increased affiliation and achievement which would increase perceived task significance and skill variety. Such changes may potentially increase the overall organisational commitment of teachers, as opposed to the potential professional commitment, and in turn decrease turnover and absenteeism within the schools.

Government regulators and the ministry of education in the UAE should pay attention to the structure and job characteristics within schools due to the constantly shifting body of teachers. As the majority are expatriates with a short shelf life in the UAE, increasing the satisfaction and motivation of this body of teachers could minimized the lack of consistency in the short term. Furthermore, the study has revealed that different demographic characteristics evoke differing perception and as such can shed a light onto the more desirable characteristics during recruitment and selection. Improving the recruitment cycle can increase the possibility of improving and creating a cohesive culture amongst teachers especially when dealing with high turnover rates.

5.5 limitations

- The limited number of participants and their focus within one specific case study limits the generalization of the findings.
- Differences in nationalities and national beliefs were not investigated as a demographic variable.
- Comparisons with higher level management and teachers with managerial roles were not investigated.
- In-depth qualitative information regarding the reasoning behind the teacher's perceptions was not presented.

5.6 Scope for further study

Investigating perceived differences based on nationality in an international school should be investigated. Given the option of returning to their home country and the fact that the UAE has an overwhelming number of foreign teachers, investigating their perceptions would greatly contribute to understanding the factors that would contribute to the commitment to teaching in the UAE.

The UAE educational sector, in general, and International schools, in particular, have a long and continuing history of expatriate teachers with short tenures in the field. To increase the efficacy of the sector and retain the knowledge and experience of teachers, the sector must increase the teacher's commitment and satisfaction. As teacher tenures increase, the added value of this retained experience can be translated into an evolving and growing educational sector.

5.7 Concluding Note

Education as it stands requires a certain degree of mechanistic structuring that ensures a degree of formalisation and specialisation to ensure schools are able to satisfy their responsibilities over students. In terms of centralisation and autonomy of decision making, although currently inherent in mechanistic structures can be utilized as a means of motivation via delegation. Although certain demographic factors influence perception, commitment of teachers to education is affective in nature but at times determining whether it is professional or

organisational in nature is difficult to determine. However, continuance commitment does exist amongst certain groups of teachers- in this case those facing difficulty in job mobility.

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Appendix

Appendix A: Consent Form (English)

Teacher Motivation to Study Satisfaction and Commitment

You are being invited to take part in a research study, it is important you understand the reason for the research. Please take time to read the following information carefully, I am available to clarify any questions you may have.

The purpose

This research aims to understand what will motivate teachers in their jobs (job characteristics) and compare that to what they believe is actually happening. This will help inform management and researchers on how to satisfy teachers and increase commitment. This research is part of a Masters Dissertation within the British University in Dubai, Education department. You have been selected because you are an experienced teacher with the necessary perspective on the role of a teacher.

Do I have to complete the questionnaire?

Participation in this questionnaire is entirely voluntary. Your decision to complete this questionnaire will not affect your personal or professional life in any way. I would personally, however, be grateful for your time.

What will happen if I agree?

The questionnaire will involve reflecting upon your views of the job. You will be asked to rate twenty-two (22) questions based on your personal opinion. It is expected this survey shall take no more than ten (10) minutes. You will not provide any personal information.

What will happen to the results of the research study?

The results will be analysed by the researcher, Hadi Mansour. The results and findings will be viewed by the researcher and the University advisor. No personal information is collected or shared.

Who may I contact for further information?

Mr. Hadi Mansour at hadifouadmansour@gmail.com

Consent to participate PLEASE CHECK BOX

I confirm that I have read and understand the information sheet for the above study and I agree to take part in the above study.

Appendix B: Consent Form (Arabic)

محفّز المدرّسين لدراسة رضاهم والتزامهم بعملهم

ندعوك للمشاركة في هذه الدراسة البحثية، ومن المهم أن تدرك الغرض من هذا البحث. يُرجى التمعّن في قراءة المعلومات التالية جيداً، ويمكنني أن أوضح لك أي استفسار قد يراودك.

الغرض من الدراسة

تهدف هذه الدراسة إلى فهم ما الذي يحفّز المدرّسين للقبان بعملهم (خصائص العمل) ومقارنتها بما يحدث فعلياً برأيهم. سيساعد ذلك على إبلاغ الإدارة والباحثين بوسائل إرضاء المدرّسين وزيادة رضاهم. تشكّل هذه الدراسة جزءاً من أطروحة شهادة الماجستير في الجامعة البريطانية في دبي، قسم التعليم.

هل يجب ملء الاستبيان؟

المشاركة في الاستبيان هي بشكل تطوّعي كلياً. يعود القرار إليك حصرياً لملء هذا الاستبيان، ولن يؤثر ذلك على حياتك الشخصية أو المهنية بأي شكل من الأشكال. بالعكس، أفدّر لك الوقت الذي سنكرّسه للقيام بذلك.

ماذا سيحدث بنتائج الدراسة البحثية؟

لن تقدّم أي بيانات شخصية. سيقوم هادي منصور، القائم بالبحث بتحليل النتائج، وستتم مراجعتها من قبل الباحث الذي أتى ذكره مع المستشار الجامعي. لن يتم طلب أي بيانات شخصية لمشاركتها مع جهة خارجية.

الجهة التي يمكنني الاتصال بها لمزيد من التفاصيل

السيد هادي منصور على 20170240@student.buid.ac.ae

الموافقة على المشاركة

يرجى وضع علامة في الخانة

أوافق بأنني قد قرأت وفهمت جيداً المعلومات المتعلقة بالدراسة أعلاه وبالتالي أوافق على المشاركة في الدراسة أعلاه.

Appendix C: Teacher Survey (English)

Teacher Motivation

This short questionnaire is part of a Master's Program Thesis requirement at the British University in Dubai. The questionnaire aims to analyse the current level of motivation amongst teachers and potential causes of these levels. You are invited to complete this questionnaire, as your views would be very helpful to the research and will be used to help understand satisfaction and commitment.

Your completion of this questionnaire is entirely voluntary and anonymous.

Read each of the Statements below. Rate them from 1 (very inaccurate) to 4 (Very accurate)	Very Inaccurate	Inaccurate	Accurate	Very Accurate
	1	2	3	4
1. The school has a large number of written rules and policies				
2. Only a few people at the upper levels of this organisation are involved in making decisions about the organisation				
3. The job is highly specialised (Focused) in terms of what I have to do and how to do it				
4. I have a chance to do a number of different tasks, using many different skills and talents				
5. My manager/supervisor provides me with constant feedback about how I am doing.				
6. My work/job provides me with feedback about how well I am doing. (students, parents, results)				
7. My job is repetitive.				
8. My job does not allow me to participate in important decision making.				
9. My job is not very important to the company's survival.				
10. My job gives me considerable freedom in doing the work.(How, when and what I do)				

11. Many different people are affected by the job I do.				
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Read each of the Statements below. Rate them from 1 (Strongly disagree) to 4 (Strongly Agree)	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
12. I have to remain here because if I resign I will lose my status, close friends, and years of service at the school.				
13. I feel I am strongly and emotionally attached to the current organisation.				
14. I try to add more responsibility at my job				
15. My values match with the organisational values.				
16. I try very hard to improve on my past performance				
17. I have to remain here because I have no other option.				
18. If I have a choice, I try to work in a group instead of by myself				
19. In my work, I try to be my own boss				
20. I ignore rules and regulations that limit my freedom at work				
21. I seek to be 'in command' when I am working in a group				
22. I wish to gain more control over decisions regarding my work				

Select the option that best suits you			
Total years at this school	Gender	Age	Total years teaching
<input type="radio"/> Less than 2 years	Male	<input type="radio"/> Less than 29	<input type="radio"/> 1-5 years
<input type="radio"/> 2-4 years	<input type="checkbox"/>	<input type="radio"/> 30-35 years	<input type="radio"/> 6-10 years
<input type="radio"/> 4-6 years	Female	<input type="radio"/> 36-40 years	<input type="radio"/> 10-15 years
<input type="radio"/> More than 6 years	<input type="checkbox"/>	<input type="radio"/> 41-45 years	<input type="radio"/> 16-20 years
		<input type="radio"/> 45+	<input type="radio"/> 21+

Appendix D: Teacher Survey (Arabic)

محفّز المدرّسين

يشكل هذا الاستبيان القصير جزءاً من متطلّبات أطروحة برنامج الماجستير في الجامعة البريطانية في دبي. يهدف هذا الاستبيان إلى تحليل المستويات الحالية لكل ما يحفّز المدرسين والأسباب المحتملة لهذه المستويات. ندعوك إلى ملء هذا الاستبيان، لأنّ رأيك مهم جداً لمساعدتنا على فهم رضا والتزام المدرّسين. ملء الاستبيان هو عمل تطوّعي كلياً ولن يتم ذكر أي أسماء.

صحيح جداً	صحيح	غير صحيح	غير صحيح أبداً	اقرأ كلاً من الجمل أدناه. قيّمها من 1 (غير صحيح أبداً) إلى 4 (صحيح جداً).
4	3	2	1	
				23. تتميّز المدرسة بعدد كبير من الأنظمة والسياسات الخطية
				24. عدد محدّد فقط من كبار المسؤولين يشاركون في عملية اتخاذ القرارات المرتبطة بالمؤسسة
				25. الوظيفة تطلب مهارات متخصصة جداً بحيث ما يجب القيام به وكيفية القيام به
				26. وظيفتي تقدّم لي فرصة القيام بعدد من المهام، باستخدام عدد من المهارات.
				27. يقدّم لي مدرائي والمشرفون عليّ تقريراً دورياً لإبداء رأيهم بأدائي
				28. تقدّم لي وظيفتي / عملي تقريراً حول أدائي (بما في ذلك الطلاب، أولياء الأمور، النتائج)
				29. عملي ليس غير مجرّد تكرر.
				30. يمنعني عملي من المشاركة في عملية اتخاذ قرارات هامة.
				31. لا يعدّ عملي عاملاً مهماً لاستمرارية المؤسسة.

				32. يقدّم لي عملي مرونة كبيرة للقيام بوظيفتي. (في كيفية العمل، والمكان والوسائل)
				33. يترك عملي أثراً كبيراً على الكثير من الأشخاص.

أوافق جداً	أوافق	لا أوافق	لا أوافق أبداً	اقرأ كلاً من الجمل أدناه. قيمهما من 1 (لا أوافق أبداً) إلى 4 (أوافق جداً).
4	3	2	1	
				34. يجب أن أبقى هنا لأن استقالتي تعني فقدان وظيفتي الحالي، وأصدقائي المقربين وسنوات خدمتي في المدرسة.
				35. إنني معتلق عاطفياً وبقوة بالمؤسسة التربوية التي أعمل فيها حالياً.
				36. أحاول أن أزيد مسؤولياتي في العمل.
				37. قيمتي الشخصية تتوافق كثيراً وتلك التي تقوم عليها المؤسسة.
				38. أبذل جميع المساعي لأحسن أدائي السابق.
				39. لا أملك أي خيار آخر غير البقاء في وظيفتي الحالية.
				40. لو عاد لي الخيار لحاولت العمل ضمن فريق بدلاً من العمل بمفردي.
				41. أحاول أن أكون مديري بنفسني في العمل.
				42. أتجاهل القواعد والأنظمة التي تقيد حريتي في العمل.
				43. أحاول أن "أؤتي زمام الأمور بنفسني" أثناء العمل ضمن فريق.
				44. أتمنى التمتع بالمزيد من التحكم في ما يخص القرارات المتخذة حول عملي.

اختر الخيارات التي تناسبك الأكثر			
مجموع عدد سنوات التدريس	العمر	الجنس	مجموع عدد السنوات في هذه المدرسة

<input type="radio"/> 1 – 5 سنوات <input type="radio"/> 6 – 10 سنوات <input type="radio"/> 10 – 15 سنة <input type="radio"/> 16 – 20 سنة <input type="radio"/> 21+	<input type="radio"/> أقل من 29 <input type="radio"/> 30 – 35 سنة <input type="radio"/> 36 – 40 سنة <input type="radio"/> 41 – 45 سنة <input type="radio"/> 45+	<p>ذكر</p> <input type="checkbox"/> <p>أنثى</p> <input type="checkbox"/>	<input type="radio"/> أقل من سنتين <input type="radio"/> 2 – 4 سنوات <input type="radio"/> 4 – 6 سنوات <input type="radio"/> أكثر من 6 سنوات
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Appendix E: Head of Department Interview Questions

INTERVIEW QUESTIONS

1. Can you please describe the Organisation?
2. In your opinion is this school bureaucratic ?
3. How would you describe the levels of:
 - Specialisation
 - Formalisation
 - Centralisation
4. How would you explain the difference between organisational and professional commitment?
5. In your opinion, are teachers afraid of leaving the school? Of trying to find another school to work for?
6. In the everyday roles of teachers do they:
 - use a lot of different skills? Is their variety in those skills?
 - In your opinion, do your teachers have the ability to make (important) decisions? Are the autonomous?
 - Do teachers believe they are making a difference? That they have important roles and tasks?
 - Do they receive feedback form anyone? Does it help motivate them?
7. In your professional opinion do you believe your teachers are
 - Satisfied?
 - Committed to this school?
 - Why?

Appendix F: Sample Interview

I: Can you please describe the Organisation?

R: This is a school. Our job is to make sure we teach our students how to be competitive and how to be able to do well tomorrow in their lives.

I: In your opinion is this school bureaucratic ?

R: Yes, very much.

I: How would you describe the levels of specialisation?

R: I mean each teacher teaches a subject, maybe two. So you only do a very few things every day. I think we as teachers are specialists.

I: Formalisation

R: Teachers know that this work has to follow rules, we are all given our teacher handbooks every year

I: Centralisation

R: For me I make some decisions when it comes t my department and I let my teachers make some decisions in the class. But some HoD's (heads of department) don't do that. All of us meet with the admin and in those meetings we decide what we are going to do.

I: But makes the final decision?

R: [Laughter] The administration does of course

I: How would you explain the difference between organisational and professional commitment?

R: I don't know, I think they are the same.

I: In your opinion, are teachers afraid of leaving the school? Of trying to find another school to work for?

R: No, there are a lot of schools in the country, my teachers stay here because we are like all schools.

I: In the everyday roles of teachers do they use a lot of different skills? Is their variety in those skills?

R: yes, in teaching classrooms with a lot of kids you need a lot of skills but after a while you know which ones work and which don't and you focus on the few that do work.

I: In your opinion, do your teachers have the ability to make (important) decisions? Are the autonomous?

R: again, like I said I let my teachers make some decisions but only because it will hep us reach the goal or point that the admin wants

I: Do teachers believe they are making a difference? That they have important roles and tasks?

R: Of course, we are teachers. It's our job to make a difference and without teachers no school can work.

I: Do they receive feedback from anyone? Does it help motivate them?

R: Yes. We have appraisals and walk throughs.

I: can you explain?

R: we walk through classrooms and ask students to see how our teachers are doing and then we have to tell the teacher what they did good, what they did bad or like needs some improvement.

I: In your professional opinion do you believe your teachers are Satisfied?

R: Some are, but many aren't and more are becoming unhappy

I: Are they committed to this school?

R: they are committed to the students before anything

I: Why aren't they satisfied, happy?

R: Because, every year we have more work away from teaching but in the same time- many are leaving because of this, many are unhappy because of this

Appendix G: Sample Survey

Teacher Motivation to Study Satisfaction and Commitment

You are being invited to take part in a research study, it is important you understand the reason for the research. Please take time to read the following information carefully, I am available to clarify any questions you may have.

The purpose

This research is part of a Masters Dissertation within the British University in Dubai, Education department. You will not provide any personal information.

This research aims to understand what job characteristics motivate teachers in their and compare that to teachers perceptions. This will help inform management and researchers on how to satisfy teachers and increase commitment.

Do I have to complete the questionnaire?

Participation in this questionnaire is entirely voluntary and will not affect your personal or professional life in any way. I would personally be grateful for your time.

What will happen to the results of the research study?

The results will be analyzed by the researcher, Hadi Mansour. The results and findings will be viewed by the researcher and the University advisor. No personal information is collected or shared.

Who may I contact for further information?

Mr. Hadi Mansour at 20170240@student.buid.ac.ae

Consent to participate

PLEASE CHECK BOX

I confirm that I have read and understand the information sheet for the above study and I agree to take part in the above study.



Teacher Motivation

This short questionnaire is part of a Master's Program Thesis requirement at the British University in Dubai. The questionnaire aims to analyze the current level of motivation amongst teachers and potential causes of these levels. You are invited to complete this questionnaire, as your views would be very helpful to the research and will be used to help understand satisfaction and commitment.

Your completion of this questionnaire is entirely voluntary and anonymous.

Read each of the Statements below. Rate them from 1 (very inaccurate) to 4 (Very accurate)	Very Inaccurate	Inaccurate	Accurate	Very Accurate
	1	2	3	4
1. The school has a large number of written rules and policies			✓	
2. Only a few people at the upper levels of this organization are involved in making decisions about the organization				✓
3. The job is highly specialized (Focused) in terms of what I have to do and how to do it			✓	
4. I have a chance to do a number of different tasks, using many different skills and talents			✓	
5. My manager/supervisor provides me with constant feedback about how I am doing.		✓		
6. My work/job provides me with feedback about how well I am doing. (students, parents, results)			✓	
7. My job is repetitive.			✓	
8. My job does not allow me to participate in important decision making.			✓	
9. My job is not very important to the company's survival.			✓	
10. My job gives me considerable freedom in doing the work.(How, when and what I do)			✓	
11. Many different people are affected by the job I do.				✓

Read each of the Statements below. Rate them from 1 (Strongly disagree) to 4 (Strongly Agree)	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
12. I have to remain here because if I resign I will lose my status, close friends, and years of service at the school.			✓	
13. I feel I am strongly and emotionally attached to the current organization.		✓		
14. I try to add more responsibility at my job				✓
15. My values match with the organizational values.		✓		
16. I try very hard to improve on my past performance			✓	
17. I have to remain here because I have no other option.		✓		
18. If I have a choice, I try to work in a group instead of by myself			✓	
19. In my work, I try to be my own boss			✓	
20. I ignore rules and regulations that limit my freedom at work		✓		
21. I seek to be 'in command' when I am working in a group				✓
22. I wish to gain more control over decisions regarding my work				✓

Select the option that best suits you			
Total years at this school	Gender	Age	Total years teaching
<input checked="" type="radio"/> Less than 2 years	Male	<input type="radio"/> Less than 29	<input checked="" type="radio"/> 1-5 years
<input type="radio"/> 2-4 years	<input checked="" type="checkbox"/>	<input checked="" type="radio"/> 30-35 years	<input type="radio"/> 6-10 years
<input checked="" type="radio"/> 4-6 years	Female	<input type="radio"/> 36-40 years	<input type="radio"/> 10-15 years
<input type="radio"/> More than 6 years	<input type="checkbox"/>	<input type="radio"/> 41-45 years	<input type="radio"/> 16-20 years
		<input type="radio"/> 45+	<input type="radio"/> 21+