

# Comparative Analysis of Teachers' Perception of Equity, Pay Satisfaction, Affective Commitment and Intention to Turnover in Botswana

Motshegwa Baakile (Corresponding Author)

University of Botswana

Department of Political and Administrative Studies

Private Bag UB00705, Gaborone, Botswana

Tel: 267-355-4169 Fax: 267-317-0706 E-mail: motshegwa@mopipi.ub.bw

## **Abstract**

The purpose of the paper was to investigate the relationships between equity, pay satisfaction, affective commitment and intention to turnover among junior and senior secondary school teachers in Botswana. A total of 232 usable responses were received comprised of 121 Community Junior Secondary School (CJSS) teachers and 111 Senior Secondary School (SSS) teachers. The results of the study indicate that even though the studied teachers are at different levels of schools, there were no major differences in the way they perceived the variables studied. The relationship between equity and pay satisfaction was strong and significant for both junior and senior secondary school teacher. The relationship between equity and affective commitment, pay satisfaction and intention to turnover, and affective commitment and intention were all significant at  $p < .001$ . In both the two samples the relationship between pay satisfaction and intention to turnover was negative as well as the relationship between affective commitment and intention to turnover. The hypotheses for this study were supported. The major conclusions are that teachers' perception of these variables is similar regardless of whether they are at a junior or senior school. Secondly, even though junior secondary school teachers are supposed to hold diplomas, some have a degree that is why there seem to be the same level of understanding of issues by both the two streams.

**Keywords:** Equity, Pay satisfaction, Affective commitment, Intention to turnover, Botswana, Teachers

## **1. Introduction**

Morale in the teaching profession has been steadily declining due to perceived inadequacies in employees working conditions. Due to problems that were inherent in the 1990's in the public service like improper handling of the parallel progression incentive, teachers attitudes towards their employer changed dramatically resulting in an industrial action. Parallel progression was introduced in government to help retain the civil servants in the public service by allowing them to progress to highest permissible positions in the schemes of services which contain the career progression and the job description of jobs in the public service. Employee attitudes toward equity, pay satisfaction and affective commitment changed. As a result, teachers left the teaching cadre for better jobs elsewhere in the private and public services.

## **2. Literature review, theoretical model and hypothesis development**

### *2.1 The relationship between equity and pay satisfaction*

The relationship between equity and pay satisfaction has produced mixed and controversial findings in the literature. Sweeney (1990), for example, found equity to be curvilinearly related to pay level satisfaction. His empirical analysis came from three studies with a total of 712 respondents from the US using different kinds of workers from different companies and found that the main effects due to both social and social-based equity were directly related to pay satisfaction.

A hierarchical regression analysis performed by Tremblay et al. (1998) on 600 employees from different Canadian organisations revealed that distributive justice accounted for 10% of employee benefits satisfaction and 26% of pay satisfaction after taking the influence of demographic variables into consideration

*Hypothesis 1. A positive association exists between equity and pay satisfaction.*

### *2.2 The Relationship Between Pay Satisfaction and Intention to Turnover*

Pay satisfaction and its relationship to intent to turnover is a worthwhile link to be studied because pay satisfaction can potentially have either positive or negative consequences. Focusing on the latter, some of the negative consequences of pay satisfaction include turnover, absenteeism, willingness to strike and lowered job performance (Heneman, 1985). Turnover intentions have been found to be an antecedent of the actual turnover (Maetz & Campion, 1998). Turnover intentions have been found to be the best predictor and the proposed immediate psychological precursor of quitting (Bluedorn, 1982; Mobley, 1982; Mobley, Griffeth, Hand, & Meglino, 1979; Steel & Ovalle, 1984).

Khatri et al. (2001) studied 422 employees from the food and beverages industry, marine and shipping company, and retail companies in Singapore. They found that the retail and the food and beverage industries had the highest turnover of employees, while the marine and shipping had the lowest turnover rates. In the retail industry, Khatri et al. (2001) found the following variables to be associated with turnover intentions: demographic variables, satisfaction with pay and supervision, organisational commitment and procedural justice.

There have been a number of studies on turnover or turnover intention in the health sciences sector. Lum et al. (1998) studied 361 nurses in the neonatal and paediatric wards in Canada on their intent to turnover. Lum et al.'s (1998) study found that pay satisfaction has both direct and indirect effect upon nurses' turnover intent.

A small number of studies have examined turnover amongst teachers, all of them focus on Western countries. Some of the studies attributed turnover to pay and burnout (Hughes, 2001; Lachman & Diamant, 1987). One study of intention to turnover of teachers focused on special education teachers. Singh and Billingsley (1996) studied 658 special educators (159 EBD teachers and 499 other sped) in Virginia through mail questionnaires. For both groups of teachers, working conditions was found to be the most important determinant for intent to stay, and job satisfaction had a positive effect on intent to stay. Another study by Nelson (2001) found that the main reasons for the turnover of marketing education teachers were: salary, burnout, lack of administrative support, better opportunities in the business world, student discipline problems, and too much politics. Additionally, Currall, Towler, Judge and Kohn (2005) found that pay satisfaction was negatively related to teacher intention to turnover. Pay satisfaction has a negative relationship with intention to turnover. One of the factors that have been identified to play a role in employees decisions to leave an organisation was pay level (Rynes & Gerhart, 2000). Pay level was also found to be more strongly related to intention to turnover than was procedural justice.

A study by Vandenberghe and Tremblay (2008) found that in Sample 1, overall pay satisfaction correlated more strongly with intentions to turnover than any component of pay satisfaction. In Sample 2, Vandenberghe and Tremblay (2008) found structure/administration was the only component that strongly correlated with intentions to turnover. Therefore, the overall pay satisfaction constructs was found to be a more salient predictor of intentions to turnover. A meta-analysis by Joseph, Ng, Koh and Ang (2007) found that pay had a direct negative relationship with intention to turnover among IT professionals. Surprisingly, an earlier study by Williams, Malos and Palmer (2002) found that there was no relationship between benefit level satisfaction and benefits system satisfaction and intentions to turnover even though they were negatively related. Yet, Williams et al. (2006) found pay level satisfaction to be moderately related to intentions to turnover. Generally, employees who are not satisfied with their pay will resort to leaving an organisation. Therefore, the following hypothesis is proposed:

*H2. A negative association exists between pay satisfaction and intention to turnover.*

### *2.3 The Relationship Between Equity and Intention to Turnover*

Equity is perceived as being comprised of both distributive and procedural justice. Griffeth, Hom and Gaertner (2000) argue that even though the employee equity perceptions are important in affecting work attitudes, their role in turnover process is not yet well addressed by the literature. It is apparent that few studies have measured the effects of equity on intention to turnover (Dailey & Kirk, 1992; Loi, Hang-yue, & Foley, 2006). Using a sample of 88 employees from different technical fields, Dailey and Kirk (1992) found that both procedural and distributive justice were stronger predictors of intention to leave work than

other attitudes. Distributive justice and procedural justice were found to be negatively related to intention to turnover and positively related to organisation commitment and job satisfaction (Howard, 1999).

Roberts et al. (1999), in their study of sales persons in the United States found that, contrary to previous research, “distributive (outcome) justice was more important to sales force organisational commitment and intent to turnover than procedural justice” (p. 13). Additionally, Stecher and Rosse (2005) found that both distributive justice and interactional justice produced main effects on negative emotion, intention to leave an organisation and on reduced work effort. In addition, other scholars (e.g., Cohen-Charash & Spector, 2001; Hopkins & Weathington, 2006) found a negative relationship between procedural justice and distributive justice, and intention to turnover.

Furthermore, Hemdi and Nasurdin (2008) found that distributive justice was significantly related to organisation citizenship behaviour and intentions to turnover, while procedural justice was only related to intention to turnover. Correspondingly, Pare and Tremblay (2007) found a negative relationship existed between perceived procedural fairness and intention to turnover. Several empirical studies (e.g., Aryee, Budhwar, & Chen, 2002; Randall & Mueller, 1995) have found a negative relationship between procedural justice and intentions to turnover. Randall and Mueller (1995) found that distributive and procedural justices were related to intentions to turnover, but not to actual turnover. On the contrary, Jones and Skarlicki (2003) found that when they controlled for distributive justice and interactive justice, procedural justice perceptions were *positively* related to turnover behaviour. Whenever employees perceive that the organisation is unfair to them in terms of allocation of rewards and resources, they will resort to leaving the organisation.

#### *2.4 The Mediating Role of Pay Satisfaction and affective commitment Between Equity and Intention to Turnover*

Pay satisfaction has been found to be a mediator between pay equity and turnover. In one early study (Summers & Hendrix, 1991), the impact on turnover was indirect through the pay satisfaction, job satisfaction, organisational commitment and intention to leave. Pay satisfaction has been found to have both direct and indirect effects on intention to turnover, with job satisfaction and organisation commitment being the intervening variables (Lum et al., 1998).

In a study of 161 Chinese employees in Sino-joint foreign ventures, Choi and Chen (2007) found that pay system fairness perceptions fully mediated the relationships between the three distributive justice dimensions (performance based distributive justice, comparative justice with expatriates and comparative justice with local colleagues) and intentions to turnover. In similar manner, Luna-Arocas and Camps (2008) found that salary (pay) was a precursor of intention to turnover in both direct and indirect ways.

Therefore, it is hypothesised that:

*H3. Pay satisfaction and affective commitment mediates the relationship between equity and intention to turnover*

### *2.5 The Relationship Between Equity and Affective Commitment*

Researchers have produced findings contradictory about the relationships between equity components (distributive and procedural justice) and affective commitment. In the majority of these studies, either one component was found to be important, or both were found to be important, or neither of them was found to be important. McFarlin and Sweeney (1992) found that distributive justice predicted pay satisfaction and job satisfaction while it was not important for organisational commitment and subordinate evaluation of the supervisor. They also found that procedural justice predicted organisational commitment and subordinate's evaluation of the supervisor. An exploratory study by Barling and Phillips (1993) found that distributive justice did not have any significant effect on trust in management, affective commitment or withdrawal behaviors (intention to turnover).

In a study of employees in Korea, procedural justice was found to be a better predictor of affective commitment than was distributive justice (Chang, 2002). Both procedural and distributive justice had a positive relationship with affective commitment.

On the other hand, Roberts et al. (1999) in their study of sales persons in the United States found that, contrary to previous research, distributive (outcome) justice was more important to sales force organisational commitment and intent to turnover than procedural justice. Several other researchers (e.g., Folger & Konovsky, 1989; Lambert, Hogan, & Griffin, 2007) also found a positive relationship between equity components and affective commitment. Paré, Tremblay and Lalonde (2001) did not find any significant relationship between either distributive or procedural justice, and affective commitment. In view of the above inconclusive and contrasting findings from different researchers, the following hypotheses are proposed:

*H4. A positive association exists between equity and affective commitment.*

### *2.6 The Relationship Between Affective Commitment and Intention to Turnover*

Employees with high affective commitment have high emotional attachment, identification with the organisation and involvement in the organisation, and therefore are not likely to leave (Meyer & Allen, 1997). Affective commitment has been found to be negatively related to intention to turnover (Allen & Meyer, 1996; Clugston, 2000). Gautam, Dick and Wagner (2001) found affective commitment to be the only predictor of both search intentions and turnover intentions when compared to both continuance commitment and normative commitment. Several other studies, (e.g., Griffeth et al., 2000; Jaros, 1997; Jaros, Jermier, Koehler, & Sincich, 1993; Khatri et al., 2001; Mathieu & Zajac, 1990) have found that affective commitment was negatively related to intention to turnover.

In a study of 505 fire fighting and rescue services employees in 16 bases in Australia (i.e., Iverson & Buttigieg, 1999), different relationships were found between the three types of commitment and intention to turnover. Iverson and Buttigieg (1999) found that in relation to affective commitment, the results indicated that employees were less likely to leave, to be absent and more accepting of change when they identified with the organisation.

Another study by Grover and Crooker (1995) demonstrated the link between affective commitment and intention to turnover. Grover and Crooker (1995) in their study of family responsive human resources policies, found that offering responsive benefits to employees improved affective commitment and reduced intention to turnover. In yet another study of 336 Marketing Managers in the United States (i.e., DeConinck & Bachmann, 1994) found that higher levels of commitment lead to lower levels of intention to leave. Affective commitment was also found to have the highest significant correlation with withdrawal intentions from the organisation (Carmeli & Gefen, 2005).

Similarly, Tett and Meyer (1993) found that commitment correlated strongly with turnover when compared to job satisfaction. Additionally, Pare and Tremblay (2007) found affective commitment to be negatively related to intentions to turnover. Furthermore, Eby, Freeman, Rush and Lance (1999) found that affective commitment had a negative on turnover and absenteeism. Therefore, it is hypothesised that:

*H5. Affective Commitment has a negative impact on intention to turnover.*

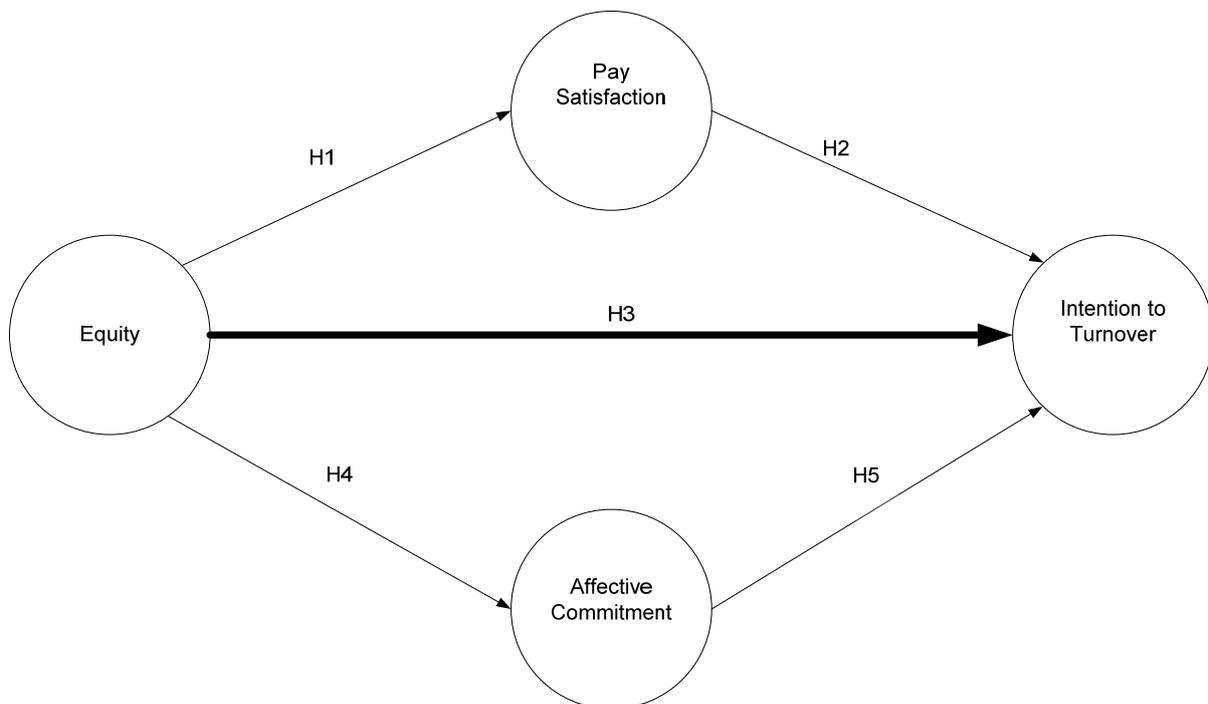


Figure 1. Conceptual Model of the Relationships between Equity, Pay Satisfaction, Affective Commitment and Intent to Turnover

### 3. Research design and methodology

#### 3.1 Subjects and procedure

Teachers from secondary schools were chosen to be respondents in the study. Invitations which comprised a letter to the Principal, an information sheet for the proposed project, a consent form and the questionnaire were sent to all randomly selected schools. Principal who consented to their schools being used completed the consent form and returned it by mail to the researcher. Completion of the questionnaire was also taken as consent. The researcher

used the drop-off and pick up method (Burns & Bush, 2000) where questionnaires were left with respondent and collected the following day.

### 3.2 Measures

*Equity.* Equity was measured with combination of Price and Mueller's (1986) Distributive Justice Index (DJI) with a Cronbach's alpha for this scale was .96 and Greenberg's (1986) Procedural Justice Scale which had a Cronbach's alpha of .88. Distributive Justice Index scale asked respondents to indicate the extent to which they agree or disagree with statements on how fairly they have been rewarded by their organisation for their responsibilities, education and training, experience, effort, work done and the stresses and strains of their job. Procedural Justice Scale items addressed how employees perceive the fairness of the procedures used to determine their outcomes. The responses ranged from 1 = *strongly disagree* to 5 = *strongly agree*.

*Pay satisfaction.* The multidimensional Pay Satisfaction Questionnaire (PSQ) developed by Heneman and Schwab (1985) was used to measure pay satisfaction. The 18-item scale was designed to measure four components of pay level, pay raise, pay benefit and pay structure/administration. Pay level and pay benefits each had a Cronbach Alpha of above .90 (Herbert Gerhard Heneman & Schwab, 1985) for each of the two subscales whereas pay raise and structure/administration dimensions each had a Cronbach Alpha of above .80 (Herbert Gerhard Heneman & Schwab, 1985). The items address satisfaction with take home pay, benefits, raises, current salary and how the organisation administers pay. A five-point Likert-scale ranging from 1 = strongly dissatisfied to 5 = strongly satisfied was used by respondents to indicate the extent to which they were satisfied with each statement.

*Affective commitment.* Allen and Meyer's (1990) Affective Commitment Questionnaire (OCQ) subscale was used to measure affective commitment. The scale has a Cronbach's alpha of .87. Participants were asked to respond to the five-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*.

*Intention to turnover.* Bishop et al.'s (2002) Intention to Turnover (IT) Scale, which comprises three items was used to measure employees intention to turnover with a Cronbach's Alpha of .88. The following three questions were used 'It is likely that I will look for another job in the next year'; 'I often think about quitting'; and 'if I could, I would get another job with another organisation'. Participants were asked to respond to the five-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*.

## 4. Analyses and Results

Demographic information shown in Table 1 indicates that more women than men responded to the survey. The average number of years of work experience ranged from about three in junior secondary schools to about eight in the overall data.

Table 1 Demographic information of participants

	Age in years Mean (Std dev)	Work experience in years Mean (Std dev)	Gender	
			Males	Females
Overall results	33.3 (7.4)	7.73 (7.89)	44.1%	50.9%
Senior Secondary School	4.30 (15.87)	4.45 (15.86)	45%	47.7%
Community Junior Secondary School	5.76 (19.45)	2.74 (8.88)	38%	53.7%

In terms of educational qualifications, more than half (i.e., 52%) of the sample worked in Community Junior Secondary Schools and just less than half (i.e., 48%), worked in Senior Secondary Schools. Cross tabulation of school and education indicates that only teachers from Junior Community Secondary Schools possess Diploma-level qualification. The majority (i.e., 86%) of teachers in Senior Secondary Schools held a Bachelors degree whereas 37 percent of teachers in Junior Community Secondary Schools held a Bachelors degree. Only 7% of the respondents held a Master degree.

Table 2. Type of school and education level across tabulation of the sample

			Education				Total
			Diploma	Bachelors Degree	Masters	Missing values	
School	Junior Community	Count	69	45	4	3	121
		% within School	57	37	3	2	100
		% within education	100	32	25	50	52
School	Senior Secondary	Count	0	96	12	3	111
		% within School	0	86	11	3	100
		% within education	0	68	75	50	48
Total		Count	69	141	16	6	232
		% within School	30	61	7	3	100
		% within education	100	100	100	100	100

## 5. PLS analysis

PLS path modelling is a structural equation modeling techniques whose objective is to maximise variance. PLS uses the iterative estimation technique developed by Wold (1981) to provide a general model which encompasses different techniques like canonical correlation, redundancy analysis, multiple regression, multivariate analysis of variance and principal components analysis. According to Hulland (1999) PLS can help management researchers to

achieve new insights. PLS analysis can be used for both reflective and formative indicators (Chin, 1998). PLS is a nonparametric technique and therefore does not make any assumption about data distribution (Bagozzi & Yi, 1994; Fornell & Larcker, 1981), avoids factor indeterminacy, has easy to use graphical user interface, estimates relationships among constructs iteratively (Fornell & Bookstein, 1982) and provides output that is easy to interpret. PLS does not require a large sample size (Chin, Marcolin, & Newsted, 1996). PLS is suitable for testing complex models - the hypothesised model is complex as it contains mediation effects. PLS uses the measurement model and the structural model to analyse data (Anderson & Gerbing, 1988)

### *5.1 Measurement model*

The measurement model is used to measure both the convergent and discriminant validity. Convergent validity is measure by three approaches: item loading, composite reliability (CR) and average variance extracted (AVE). The rule of thumb for item loading is .70 (Chin, 1998), composite reliability is a minimum of .7 (Fornell & Larcker, 1981) and AVE is higher than .50 (Chin, 1998). The rule of thumb for item loading was relaxed for item that loaded above .60 if they made theoretical sense (Bart, Bontis, & Taggar, 2001) and some studies that have used PLS have used .50 as an indication of the reliability of items (Igbaria, Parasuraman, & Badawy, 1994). Items that loaded below .60 were deleted. Table 3 shows the item loadings, the composite reliability and the average variance extracted. Items like PJS5, PJS6, PS3\_R1 loaded below .60 and they were excluded from the analysis.

Table 3. Item Loadings, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variable	Item	Overall	SSS	CJSS	
Affective Commitment	ACS1	.76	.76	.78	
	ACS2	.69	.63	.72	
	ACS5_R	.62	.63	.61	
	ACS7	.79	.79	.77	
<b>CR</b>		<b>.81</b>	<b>.80</b>	<b>.81</b>	
<b>AVE</b>		<b>.52</b>	<b>.50</b>	<b>.52</b>	
Equity	DJS1	.76	.75	.80	
	DJS2	.74	.77	.75	
	DJS3	.77	.79	.80	
	DJS4	.80	.84	.83	
	DJS5	.79	.82	.80	
	DJS6	.75	.81	.72	
	PJS4	.65	.61	.66	
	PJS5	.61	.65		
	PJS6	.61	.66		
	PJS7	.69	.69	.62	
	PJS8	.72	.67	.73	
	PJS9	.71	.69	.68	
<b>CR</b>		<b>.93</b>	<b>.93</b>	<b>.92</b>	
<b>AVE</b>		<b>.56</b>	<b>.54</b>	<b>.55</b>	
Intention to Turnover	ITS1	.84	.87	.80	
	ITS2	.84	.86	.82	
	ITS3	.80	.81	.78	
<b>CR</b>		<b>.86</b>	<b>.89</b>	<b>.84</b>	
<b>AVE</b>		<b>.68</b>	<b>.72</b>	<b>.64</b>	
Pay satisfaction	PS1_L1	.79	.79	.84	
	PS2_B1	.72	.71	.74	
	PS3_R1	.64	.71		
	PS5_L2	.82	.84	.84	
	PS6_B2	.70	.73	.68	
	PS7_R3	.73	.80	.68	
	PS8_SA1	.77	.80	.74	
	PS9_SA2	.69	.66	.70	
	PS10_L3	.85	.87	.85	
	PS11_B3	.81	.80	.83	
	PS13_SA4	.66	.64		
	PS14_L4	.83	.84	.85	
	PS15_B4	.71	.70	.75	
	PS16_R4	.69	.64	.74	
	PS17_SA5	.63	.64	.75	
	PS18_SA6	.63		.69	
	<b>CR</b>		<b>.95</b>	<b>.95</b>	<b>.95</b>
	<b>AVE</b>		<b>.55</b>	<b>.56</b>	<b>.58</b>

Discriminant validity is measured by the cross loading analysis and the square root of average variance extracted. Two rules are applicable to discriminant validity. First, the square root of

AVE of each construct should be larger than the correlation of the specific construct with any other constructs in the model (Chin, 1998). Secondly, items should correlate weakly with all other constructs except those it is supposed to measure (Gefen & Straub, 2005). All constructs in the three samples showed adequate discriminant validity.

Table 4. Inter-correlations and square root of AVE's

		<b>Equity</b>	<b>Pay Satisfaction</b>	<b>Affective Commitment</b>	<b>Intention to Turnover</b>
<b>Overall</b>	Equity	<b>0.75<sup>a</sup></b>			
	Paysat	0.64	<b>0.74<sup>a</sup></b>		
	Affcomm	0.43	0.34	<b>0.72<sup>a</sup></b>	
	IT	-0.31	-0.36	-0.44	<b>0.82<sup>a</sup></b>
<b>SSS</b>	Equity	<b>0.73<sup>a</sup></b>			
	Paysat	0.72	<b>0.75<sup>a</sup></b>		
	Affcomm	0.41	0.33	<b>0.71<sup>a</sup></b>	
	IT	-0.33	-0.38	-0.42	<b>0.85<sup>a</sup></b>
<b>CJSS</b>	Equity	<b>0.74<sup>a</sup></b>			
	Paysat	0.57	<b>0.76<sup>a</sup></b>		
	Affcomm	0.44	0.34	<b>0.72<sup>a</sup></b>	
	IT	-0.28	-0.35	-0.45	<b>0.8<sup>a</sup></b>

<sup>a</sup> = is the Square root of AVE

### 5.2 Structural model

The structural model is evaluated by assessing R-Square (variance accounted for) and path coefficient. The R<sup>2</sup> is used to assess the predictiveness of the model for the final dependent variable. The explanatory power of the model was evaluated by the R<sup>2</sup>. In this study, the dependent variable (Intention to turnover) had R<sup>2</sup> values of .24 for the overall combined dataset, .24 for Senior Secondary school and .25 Community Junior. These structural models in this study have greater explanatory power. T- values were obtained by using bootstrapping in the PLS technique after path coefficients were computed in the structural model. Each hypotheses (H1 to H5) corresponded to a path in the structural model for the overall datasets (Table 5). In order to assess whether a hypothesis was supported, the sign (positive or negative) and the T – statistic were examined. All the hypotheses of the study were supported.

Table 5. Partial Least Square results for the theoretical model

Predicted variable	Predictor variable	Hypothesis	Path	R <sup>2</sup>	T - statistic
Pay satisfaction	Equity	H1	.64	.41	12.85
Intention turnover	Pay satisfaction	H2	.24	.24	2.56
Intention turnover	Equity	H3	-.003		.014
Affective Commitment	Equity	H4	.43	.19	6.38
Intention turnover	Affective commitment	H5	-.36		4.61
AVA				.28	

Figure 1 shows the results of the overall model of the combined data set. Hypotheses H1, H4 and H5 were highly significant at  $p < .001$ , H2 was significant at  $p < .05$  while H3 was insignificant. The structural model for senior secondary schools (Figure 2) showed that H1, H2 H4 and H5 were highly significant at  $p < .001$  while H3 was insignificant. Figure 3 shows the same results as in Figure 2. Both H3 hypotheses in overall data set, senior secondary schools and community junior secondary schools were mediation relationships.

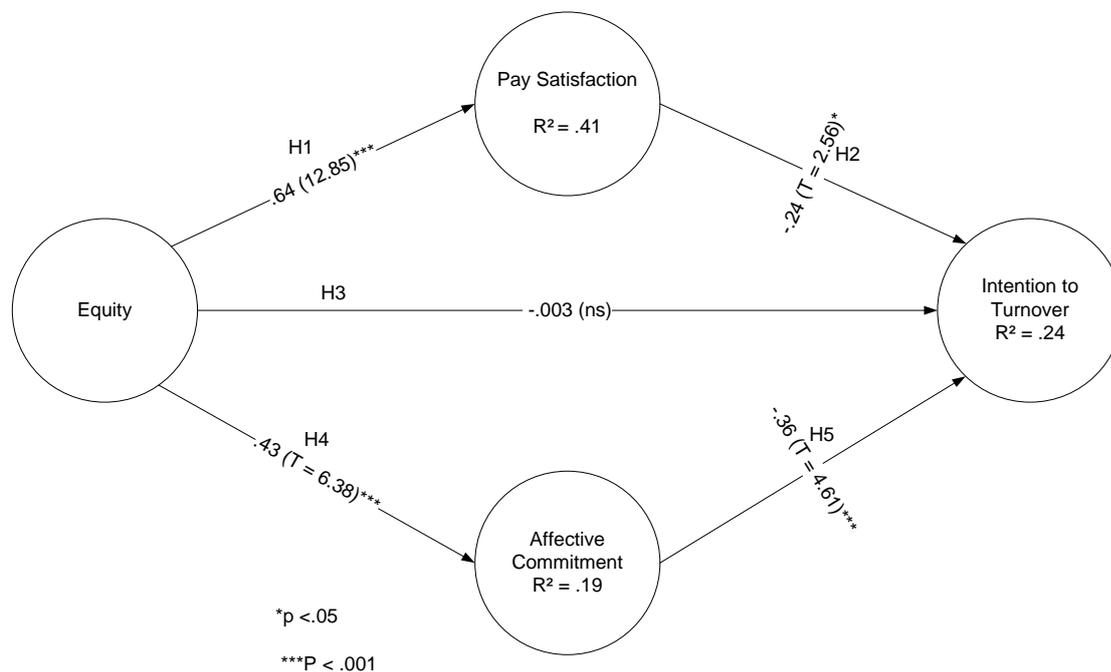


Figure 1. Structural model for combined dataset

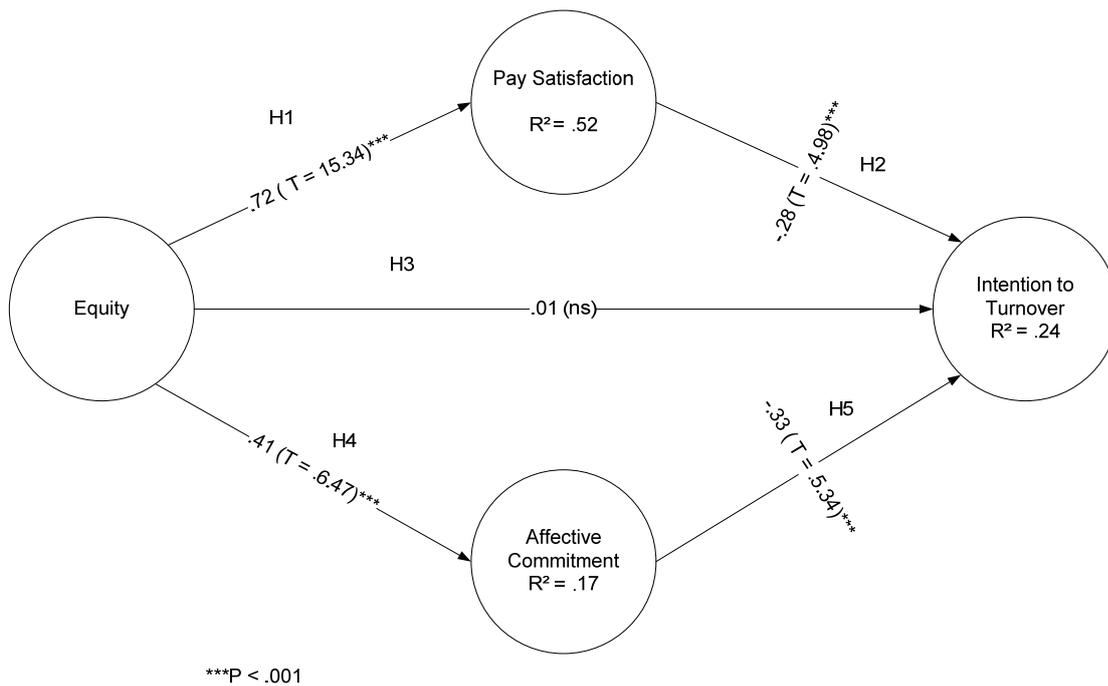


Figure 2. Structural Model for Senior Secondary Schools



Figure 3. Structural Model for Community Junior Secondary Schools

## 6. Discussion

In view of the results obtained in this study in the structural model, it is clear that there are no differences between senior secondary and community junior secondary schools perception of equity, pay satisfaction, affective commitment and intention to turnover. This could be because teachers in both schools have similar qualifications as shown in Table 2 and they can be transferred between junior and secondary school for different reasons like staying

with the family, wanting to work in the city and others. Though the requirement for teaching at junior secondary school is diploma, some teachers possess bachelor's degree.

In the two samples, both the direct and indirect relationships were examined. In all the models in this study pay satisfaction and affective commitment mediated the relationship between the equity and intention to turnover. According to Baron and Kenny (1986), a mediating variable explains the relationship between the independent and the dependent variable. Several conditions must be met for mediation to exist: firstly, a relationship must exist between the independent variable and the dependent variable; secondly, a relationship must exist between the independent variable and the mediator; thirdly, a relationship exists between the dependent variable and both the independent variable and the mediator; and lastly, the effect of the independent variable on the dependent variable diminishes when the mediator is entered into the regression equation (Baron & Kenny, 1986).

## **7. Contribution of the Study**

A major contribution of this study is that it contributes to the current knowledge of the antecedents of intention to turnover, specifically pay satisfaction, equity and affective commitment in the African context as opposed to the first world context. The study also contributes to the literature as it is the first empirical work to study the four constructs using teachers as a unit of analysis at their respective workplaces in a developing country. The study therefore allows for wider generalizations of results to other organisations within Botswana and possibly to other countries. More broadly, the results of this study also contribute to the literature in developing economies and thereby fills the gap, identified by several researchers, that studies of management have been concentrated in the US and there has been a significant oversight in not studying employees from other countries (Ghebregiorgis & Karsten, 2005; Khilji & Wang, 2007; Meyer, Stanley, Herscovitch, & Topolnysky, 2002; Suliman & Iles, 2000). The other significant contribution has been the development of the complex predictive model designed for this study. This model has made it possible for the relationships between the constructs to be examined in relation to each other and in relation to the dependent variable.

Methodologically, the research has contributed to the field of management in its use of PLS as a method of analysis. It has responded to Hulland's (1999) and Cassel et al.'s (2000) suggestion that management researchers must rise up to the challenge of using structural equation modelling techniques such as PLS. Practically, this study informs public policy and practice in that the findings are expected to provide the government with information that can assist it to develop human resources policies and procedures that will eventually lead to the retention of secondary school teachers in their profession. The findings of the study can be used by the government to proactively deal with issues of labour turnover by establishing programs that will motivate teachers to value their profession and to be committed to their work and stay in their profession.

In terms of generalisability, the results of this study can statistically, be generalized to the sample of the population of secondary schools teachers in Botswana. The results of this study could also be cautiously generalized to teachers in other developing countries with similar

education systems or even to other employees in different occupations.

### **8. Study limitations and directions for future research**

The study focused on public sector secondary school teachers in Botswana and this limits its generalisability to other countries. The study has been conducted at one point in time and this could lead to the problem of common method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003; Weerawardena, O'Cass, & Julian, 2006).

In the future, it is suggested that the key constructs of this study should be further explored and compared across other occupational groups within governments in developing countries. Mediation studies in management are not common and Clugston (2000) observed that no study has utilised structural equation modelling to analyse the mediating effects of commitment on job satisfaction and intention to leave. In the future a different methodology like face to face interviews could be employed to study these variables

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