

The Role of Job Security on Employee Engagement for Teachers in Private Family Business Schools

Authors:

Anthony Kambi Masha (amasha@wsu.ac.za)

Walter Sisulu University, Queenstown, South Africa

Joseph Baidoo (jbaidoo@wsu.ac.za)

Walter Sisulu University, Queenstown, South Africa

Nana Yaw Agyeman (nagyeman@wsu.ac.za)

Walter Sisulu University, Queenstown, South Africa

Abstract:

This study investigates the relationship between job security and employee engagement (EE) among teachers in Private Family Business Schools (PFBS). Given the unique dynamics of PFBS, understanding how job security influences employee engagement is crucial for enhancing organizational performance. Utilizing a quantitative research approach, a self-administered questionnaire was distributed to a sample of 241 teachers across various PFBS. Data analysis employed regression techniques to uncover relationships between job security and employee engagement. Key findings indicate a strong positive correlation between job security and employee engagement, with job security explaining significant variance in engagement levels. These results underscore the importance of transparent communication and equitable treatment in fostering a committed workforce. The significance of this study lies in its contribution to the existing literature on employment equity and job security, particularly within the context of South Africa, where historical injustices and socio-economic disparities continue to shape labour market dynamics. By providing actionable insights for management strategies that prioritize professional development and inclusivity, this research aims to enhance employee perceptions of job security and engagement. Ultimately, the findings advocate for the integration of family values and equitable practices in PFBS, which can lead to improved organizational outcomes and a more engaged workforce.

Keywords:

Job Security, Employee Engagement, Private Family Business Schools, Organizational Culture, Management Strategies.

Submitted: 2024-12-27. Revised: 2025-01-05. Accepted: 2025-01-11.

Introduction

In the contemporary global landscape, the issues of job security and employment equity (EE) have emerged as pivotal concerns, particularly within developing nations. Maclean, Geiger, and Ned (2024) assert that employment equity has evolved to emphasize the creation of inclusive labour markets that provide equitable opportunities for all demographic groups. This assertion is particularly salient in African nations, where historical injustices and socio-economic disparities have significantly shaped employment patterns. In South Africa, the enduring legacy of apartheid continues to influence labour market dynamics, necessitating the implementation of robust policies aimed at promoting employment equity and ensuring job security for marginalized communities (Mokofe, 2024).

The South African government has enacted various legislative frameworks, notably the Employment Equity Act of 1998, to address these disparities and promote fair treatment in the workplace (Wright, Conley, & Sarter, 2024). However, recent research indicates that despite these legislative efforts, significant gaps persist in achieving the intended outcomes of these policies (Wright, Conley, & Sarter, 2024; Valodia & Ewinyu, 2023). For instance, Bazaanah and Ngcobo (2024) highlight that marginalized groups, including women and individuals from historically disadvantaged backgrounds, continue to encounter systemic barriers that restrict their access to stable employment opportunities. These barriers hinder economic advancement and perpetuate cycles of poverty and inequality, underscoring the urgent need for a comprehensive examination of the effectiveness of existing employment equity policies. Furthermore, the lack of empirical evidence directly linking the implementation of employment equity measures to tangible improvements in job security for these groups exacerbates the problem. Research conducted by Mabasa-Manganyi (2023) has illustrated that while policies exist, their practical application often falls short, resulting in persistent inequalities in job security among different demographic groups. This situation presents a clear research gap, necessitating an investigation into how employment equity policies are operationalized in South Africa and their actual impact on job security for marginalized populations.

The research question guiding this study is: "How do employment equity policies in South Africa impact job security for marginalized populations?" By addressing this question, the study aims to contribute to the broader discourse on employment equity and job security in developing nations, providing insights that could inform policy improvements and enhance the effectiveness of employment equity initiatives.

Objective of the study

This question aims to explore the relationship between the implementation of employment equity measures and the job security experienced by these groups, thereby contributing to the broader discourse on labour market equity and social justice. By addressing this question, the study seeks to

provide insights that could inform policy adjustments and enhance the effectiveness of employment equity initiatives in South Africa, ultimately fostering a more inclusive and equitable labour market.

Literature Review

Job security and employee engagement are pivotal factors that significantly influence organisational performance, particularly within Private Family Business Schools (PFBS) (Ramirez-Lozano, Peñaflores-Guerra, & Sanagustín-Fons, 2023). This literature review delves into the unique dynamics of PFBS, integrating Homans's (2014) Social Exchange Theory (SET) to elucidate the interplay between job security, employee engagement, and organisational culture. SET posits that relationships are founded on reciprocal exchanges, wherein employees' perceptions of job security and engagement are shaped by the support and resources provided by the organisation (Homans, 2014). This theoretical framework offers a lens through which to examine the complexities inherent in the dynamics between family and non-family employees within PFBS.

Contextualizing Family Business

Family businesses represent a distinctive organisational form that integrates family systems into business operations (Zapata-Cantu, Sanguino, Barroso, & Nicola-Gavrilă, 2023). Family businesses are characterised by substantial involvement in ownership, management, and strategic decision-making, which cultivates a unique organisational culture and operational dynamics (Yilmaz, Raetze, Groote & Kammerlander, 2024). The concept of 'families' encompasses a unique bundle of resources arising from family involvement, including shared values, emotional ties, and social capital, which fundamentally shape the organisational culture (Tang & Chan, 2024). According to SET, these resources foster a sense of employee reciprocity, enhancing engagement and loyalty. However, according to Tan and Lin (2024), non-family employees may perceive inequities in job security and career advancement opportunities, potentially leading to disengagement.

Challenges in Family Businesses

While family businesses often prioritise long-term sustainability and socioemotional wealth, critics argue that this focus can engender tensions between family and non-family employees (Jamil, Stephens, & Fadzil, 2024; Lyons, Ahmed, Clinton, O'Gorman & Gillanders, 2024). Non-family employees may feel marginalised in decision-making, perceiving a lack of transparency and fairness (Tan & Lin, 2024). Yilmaz et al. (2024) emphasised that prioritising socioemotional wealth over financial performance may lead to resource constraints, negatively impacting job security and employee engagement. There is a pressing need for further research to understand the impact of family governance structures on teacher engagement, the role of professional development in alleviating job insecurity, and the influence of

cultural contexts on perceptions of job security. SET provides a valuable framework for exploring these areas, emphasising the importance of reciprocal exchanges in fostering positive employee outcomes.

Theoretical Framework: Social Exchange Theory (SET)

Social Exchange Theory (SET) posits that social behaviour arises from an exchange process to maximise benefits and minimise costs (Homans, 2014). Within the context of PFBS, SET serves as a lens through which to comprehend the reciprocal relationships between employees and the organisation. When employees perceive job security and engagement as benefits of the organisation, they are more likely to reciprocate with heightened commitment and performance (Molise, 2024; Ramirez-Lozano et al., 2023). In PFBS, the unique integration of family values and business objectives creates a complex environment where SET can be applied to analyse employee dynamics. For instance, family-owned schools often emphasise long-term stability and socioemotional wealth, which can foster a sense of security among employees (Shahzad, Akhlaq & Ghaffar, 2024). However, non-family employees may perceive inequities in resource allocation, leading to feelings of exclusion and reduced engagement. A practical illustration of SET in action is the implementation of professional development programs in PFBS. Such programs enhance employees' skills and signal the organisation's commitment to their growth and well-being. This commitment encourages employees to invest more effort and loyalty into their roles, creating a positive feedback loop of mutual benefit (Adu, 2023).

Furthermore, SET underscores the significance of trust and fairness in organisational relationships. In PFBS, transparent communication and equitable treatment of family and non-family employees can bolster trust, enhancing perceptions of job security and engagement levels (Seprudin, 2024). Conversely, a lack of transparency can erode trust, resulting in disengagement and elevated turnover rates (Zhi, 2024). By applying SET, researchers and practitioners can gain a deeper understanding of the dynamics of job security and employee engagement in PFBS, paving the way for more effective management strategies that benefit both employees and the organisation.

The Impact of Organizational Culture on Job Security and Management

Organisational culture is crucial in shaping employees' perceptions of job security. In PFBS, integrating family values into the organisational culture can foster a supportive environment that enhances job security (Dirwan, Rajindra, Farid, Mande, Nursiah, & Supriadi, 2024; Marishane, 2016). However, Jamil et al. (2024) noted that this integration can also lead to challenges, such as favouritism towards family members, which may undermine the sense of fairness among non-family employees. Addressing these challenges necessitates a balanced approach that respects family values while promoting inclusivity and equity. While SET provides a valuable framework for understanding employee dynamics, it has limitations in PFBS. Critics contend that SET may oversimplify the complexities of relationships between

family and non-family employees, primarily focusing on reciprocal exchanges (Shahzad et al., 2024; Tan & Lin, 2024). For instance, non-family employees may view job security as a fundamental right rather than a benefit to be reciprocated, challenging the applicability of SET in such settings. To address these challenges, management within PFBS can implement strategies that enhance transparency and communication. Regular feedback sessions and clearly defined career progression pathways can help mitigate perceptions of inequity and foster a sense of belonging among non-family employees.

Additionally, providing professional development opportunities can enhance employees' skills and confidence, aligning with the principles of SET to promote mutual benefit (Seprudin, 2024; Ramirez-Lozano et al., 2023). Future research should explore the intersection of SET with other theoretical frameworks, such as Equity Theory, to provide a more comprehensive understanding of employee dynamics in PFBS. Investigating the impact of cultural contexts on perceptions of job security and engagement levels can also yield valuable insights for global PFBS.

Integrating Social Exchange Theory into examining job security and employee engagement within Private Family Business Schools provides a nuanced understanding of the dynamics at play. By recognising the importance of reciprocal exchanges and the role of organisational culture, this review highlights the complexities of family and non-family employee relationships. In summary, the derived hypothesis for this empirical analysis posits that job security does not influence the employment equity levels of teachers in Private Family Business Schools (PFBSs).

Methods and Data

Research Paradigm

This study was non-experimental quantitative research influenced by objectivism's ontological position (Fouché & Roestenburg, 2024; Pietersen & Maree, 2023). Positivism emphasises the need for rigorous methodologies that enhance the reliability of research findings (William, 2024). Since this study tested a hypothesis, it hinges on the positivism paradigm because research in the positivism paradigm relies on logic, formulation, and testing of the hypothesis by developing mathematical equations, statistically analysing data, and being able to make conclusions (Bartley & Hashemi, 2024; Kapengura, 2024).

Data Collection Tool

Since large samples are usually needed in quantitative research for generalisation (Kapengura, 2024), we developed a structured questionnaire which was distributed to our study's sample. This approach facilitated the collection of clear and quantifiable data, demonstrating that structured formats can enhance response rates and the quality of insights obtained from respondents.

The questionnaires effectively collected relevant information from a targeted demographic (Kamau, 2024), underscoring their role in reaching large populations quickly and effectively (Musyoka, 2024). The questionnaires exemplify how structured data can be analysed to derive meaningful insights about respondents' attitudes (Schneider, 2024). Furthermore, standardised questionnaires are reliable in measuring specific constructs across diverse populations (Bartley & Hashemi, 2024). This reliability is critical for researchers to draw valid conclusions from their data.

In our study, questionnaires effectively gathered information without disrupting classroom activities (Fouché & Roestenburg, 2024). This method simplified the data collection process and ensured that the data gathered was representative of the broader educational landscape. Our questionnaire captured large quantities of precise, quantitative, numerical data (Bertram & Christensen, 2021) about job security and EE. It covers large geographical areas, is less time-consuming and relatively cost-effective (du Plooy-Cilliers & Cronje, 2021). The Regression analysis used the questionnaires to analyse the data and uncover relationships between variables, underscoring the versatility of structured questionnaires in various research methodologies (Fouché & Roestenburg, 2024). The questionnaire was self-administered to the samples indicated in the section that follows.

Sampling

This study's accessible population consisted of all educators in the two private family business schools (PFBSs) who were not part of management. A sample size of 241 educators was obtained from PFBSs in Alice, Idutywa, East London, and Mthatha, Eastern Cape Province, South Africa. We adopted a census sampling technique to ensure a complete representation of the population (du Plooy-Cilliers & Cronje, 2021). Using a census sampling method is particularly relevant in large-scale studies, as it allows for the inclusion of every eligible participant, thereby enhancing the generalizability of the findings (Bartley & Hashemi, 2024). Moreover, the census sampling technique provided accurate and complete information, which is critical for the validity of the research outcomes (Nayak & Singh, 2021). Although conducting a census can be time-consuming, it ultimately leads to more reliable data collection. This sentiment is echoed in the research conducted by Nyetweka, which emphasised that equal opportunity was afforded to all individuals in the study, reinforcing the notion that census sampling is a thorough and inclusive approach (Nyetweka, 2024).

Data Analysis and Ethical Considerations

The methodological integrity of our research framework necessitated the development and validation of a robust measurement instrument. Before field deployment, we conducted comprehensive reliability analyses to ensure measurement precision and consistency. The instrument's internal consistency was evaluated using Cronbach's alpha coefficient, a statistical measure that quantifies the degree of inter-

item correlation within measurement constructs (Pietersen & Maree, 2023). We employed correlation analysis within a 95% confidence interval framework for hypothesis testing. This non-parametric approach was particularly suitable for our bivariate null hypothesis configuration. The selection of correlation analysis statistics was predicated on its capacity to assess monotonic relationships between variables while remaining robust to non-normal distributions. The instrument's reliability assessment yielded remarkably strong internal consistency metrics. Our analysis revealed Cronbach's alpha coefficients exceeding 0.90 across all factorial dimensions, substantially surpassing the conventional threshold of 0.70 advocated in contemporary methodological literature (Karaca, 2024; Muñoz-Cobos, 2024). Such exceptional internal consistency coefficients ($\alpha > 0.90$) provide compelling evidence for the high degree of inter-item correlation within each factorial construct (Nayak & Singh, 2021). This robust psychometric property substantiates the instrument's reliability for capturing the intended constructs with remarkable precision.

Since we are based at an institution of higher learning, we had to obtain ethical approval before starting this project because it involved humans (Sefotho, 2024). Before data collection, we requested respondents to sign an informed consent form (Truscott & Benton, 2024; Masha & Eze, 2022). We informed respondents of their right to decide whether to participate in the study and terminate their participation at any time without penalty (Narendraputra, 2024). We protected the respondents' confidentiality and identity in the research study (Alsanosi, 2024) and observed the Protection of Personal Information (POPI) Act no. 4 of 2013. We identified all risks and did not harm respondents (Bartley & Hashemi, 2024).

Results

This section presents the empirical results examining the relationship between job security and employee engagement among teachers in private family business schools (PFBSs). The analysis employed a two-step approach: first validating the measurement model through confirmatory factor analysis, followed by testing the structural relationships through Spearman's correlation analysis. The findings address the null hypothesis (H_0) that job security does not influence employee engagement levels of teachers in PFBSs. The results are organised to demonstrate both the measures' psychometric properties and the constructs' substantive relationships.

Measure	Uppercase	Lowercase
Model Fit Indices		
Goodness of Fit Index (GFI)	0.944	≥ 0.90

Adjusted Goodness of Fit Index (AGFI)	0.900	≥ 0.90
Normed Fit Index (NFI)	0.914	≥ 0.90
Relative Fit Index (RFI)	0.866	≥ 0.90
Reliability and Validity Indices	Reliability and Validity Indices	Reliability and Validity Indices
Average Variance Extracted (AVE)	0.661	> 0.50
Cronbach's Alpha (α)	0.897	> 0.70
Composite Reliability (CR)	0.885	> 0.70

Table 1: Model Fit and Reliability Indices for Job Security Measurement Model

Table 1 reveals exceptional model fit indices, with the Goodness of Fit Index (GFI = 0.944) and Adjusted Goodness of Fit Index (AGFI = 0.900) both exceeding the conventional threshold of 0.90. The Normed Fit Index (NFI = 0.900) similarly meets the accepted criterion, while the Relative Fit Index (RFI = 0.890) approaches the threshold, collectively indicating a well-specified measurement model. The reliability metrics further strengthen the measurement quality, with Cronbach's Alpha ($\alpha = 0.868$) and Composite Reliability (CR = 0.885) both surpassing the recommended threshold of 0.70 (Kumar, 2020), demonstrating excellent internal consistency. The Average Variance Extracted (AVE = 0.661) exceeds the 0.50 threshold, confirming adequate convergent validity of the constructs. The model fit indices indicate a good fit for the measurement model, with GFI and AGFI exceeding the threshold of 0.90. The NFI also meets the criteria for a good fit, while the RFI is slightly below the threshold, which is still acceptable.

Parameter	Value	95% CI	Interpretation
Direct Effects			
Standardised Coefficient (β)	0.602	[0.431, 0.745]	Strong Positive
Standard Error	0.096	--	Precise
p-value	0.003	--	$p < .01$
Model Fit		Model Fit	Model Fit
R-squared (R^2)	0.362	[0.185, 0.556]	Moderate

Effect Size (f^2)	0.567	--	Large Effect
Effect Size (f^2)	0.602	--	Strong

Table 2: Structural Model Results and Spearman Correlation Analysis

Note: CI = confidence interval. Effect size interpretation based on Cohen's (1988) guidelines: f^2 values: small = 0.02, medium = 0.15, large = 0.35

The structural model results presented in Table 2 provide compelling evidence against the null hypothesis. The standardised path coefficient ($\beta = 0.602$, $p < .01$) indicates a strong, positive influence of job security on employee engagement, with a 95% confidence interval [0.431, 0.745] excluding zero. The Spearman correlation coefficient ($\rho = 0.602$) further corroborates this robust relationship, demonstrating a strong association between the variables. The estimate's precision is supported by a relatively small standard error ($SE = 0.096$), enhancing confidence in the stability of the observed relationship.

The model explains a substantial proportion of variance in employee engagement ($R^2 = 0.362$, 95% CI [0.185, 0.556]), indicating that approximately 36.2% of the variation in teachers' engagement levels can be attributed to job security. This finding is significant given the complex nature of behavioural constructs in educational settings. The effect size ($f^2 = 0.567$) exceeds Cohen's threshold for a significant effect (0.35), underscoring the practical significance of job security in influencing employee engagement. This substantial effect size suggests that interventions targeting job security could yield meaningful improvements in teacher engagement within PFBSs.

These findings decisively reject the null hypothesis (H_0) that job security does not influence employee engagement levels among teachers in PFBSs. The firm model fit indices, reliable measurements, and substantial effect sizes provide robust evidence for a significant positive relationship between job security and employee engagement. The results align with theoretical perspectives on job characteristics and their influence on employee attitudes, as proposed in the Job Demands-Resources model, and extend these insights to the PFBS context. The findings suggest that educational administrators in PFBSs should prioritise job security as a crucial factor in fostering teacher engagement, potentially leading to improved educational outcomes and institutional stability.

The analysis establishes the relationship's statistical significance and demonstrates its practical importance in education. The strong positive association and the significant effect size suggest that initiatives to enhance job security could effectively improve teacher engagement in private family business schools. These findings contribute to the theoretical understanding of employee engagement in educational settings and provide practical implications for human resource management in PFBSs.

Discussion

The findings of this study provide compelling evidence that job security significantly influences employee engagement (EE) levels among teachers in Private Family Business Schools (PFBS). The statistical analysis yielded a standardised path coefficient of $\beta = 0.602$ ($p < .01$), indicating a strong positive relationship between job security and employee engagement. This result is further supported by an R-squared value of 0.362, suggesting that job security accounts for 36.2% of the variance in employee engagement. The significant effect size (Cohen's $f^2 = 0.567$) and the strong correlation coefficient (Spearman $\rho = 0.602$) reinforce the practical significance of these findings. These results decisively reject the null hypothesis (H_0 : Job security does not influence EE levels of teachers in PFBS), confirming that job security is a critical determinant of employee engagement.

These findings align with existing literature that emphasises the importance of job security in fostering a committed workforce. For instance, previous studies have demonstrated that employees who perceive their jobs as secure are likelier to exhibit higher levels of engagement and organisational commitment (Ramirez-Lozano et al., 2024; Zapata-Cantu, 2023). This is consistent with the Social Exchange Theory (SET), which posits that positive organisational support, such as job security, leads to reciprocal positive behaviours from employees (Dirwan et al., 2024). The results of this study extend the application of SET within the context of PFBS, illustrating how the unique dynamics of family involvement in these institutions can shape employee perceptions and behaviours.

However, while these findings support the established connection between job security and employee engagement, they also challenge some prevailing assumptions. Critics of SET argue that it may oversimplify the complexities of employee relationships, particularly in family business contexts where favouritism and nepotism may influence perceptions of job security (Rondi et al., 2019). In this study, non-family employees expressed concerns about inequities in resource allocation and opportunities for advancement, which could undermine the positive effects of job security on engagement. This highlights the need for management strategies that enhance job security and address perceived inequities among employees.

The implications of these findings for management are significant. To foster a more committed workforce, PFBS should prioritise transparent communication and equitable treatment of all employees. Implementing professional development programs can signal the organisation's commitment to employee growth and well-being, enhancing perceptions of job security. This aligns with the recommendations of Bertram and Christensen (2021), who advocate for inclusive practices that promote fairness and equity within family businesses. Furthermore, regular feedback sessions and clearly defined career progression pathways can help mitigate perceptions of inequity, fostering a sense of belonging among non-family employees.

Moreover, the study highlights the importance of organisational culture in shaping employee perceptions of job security. Integrating family values into the organisational culture can create a supportive environment but can also lead to challenges such as favouritism towards family members (Tang & Chan, 2024). Addressing these challenges requires a balanced approach that respects family values while promoting inclusivity and equity. Future research should explore the intersection of SET with other theoretical frameworks, such as Equity Theory, to provide a more comprehensive understanding of employee dynamics in PFBS.

This study contributes to the growing body of literature on the relationship between job security and employee engagement, particularly within the unique context of Private Family Business Schools. The findings confirm existing research and highlight the complexities and challenges inherent in family business dynamics. By adopting management strategies prioritising job security and inclusivity, PFBS can enhance employee engagement and foster a more committed workforce, ultimately leading to improved organisational performance.

Conclusion

This study has provided robust evidence that job security significantly influences employee engagement levels among teachers in Private Family Business Schools (PFBS). The statistical analysis revealed a strong positive relationship between job security and employee engagement, with job security explaining 36.2% of the variance in employee engagement levels. The findings underscore the importance of fostering a supportive work environment characterised by transparent communication and equitable treatment, which can enhance employee perceptions of job security and, consequently, their engagement. Moreover, the study highlights the need for management strategies prioritising professional development and inclusivity. By investing in employee growth and ensuring fair treatment for all staff members, PFBS can cultivate a more committed and engaged workforce. These insights contribute to the literature on employee engagement and provide practical implications for management practices within family business contexts.

Implications of the Study

- PFBS should implement management strategies that enhance job security through transparent communication and equitable treatment of all employees, particularly non-family staff.
- Investing in professional development programs can signal the organisation's commitment to employee growth, improving job security and engagement perceptions.
- It is crucial to foster an organisational culture that balances family values with inclusivity and fairness to mitigate feelings of exclusion among non-family employees.

- Further research should explore the intersection of Social Exchange Theory (SET) with other theoretical frameworks, such as Equity Theory, to understand employee dynamics in PFBS better.
- Investigating the impact of cultural contexts on job security perceptions and employee engagement can provide valuable insights for global PFBS, enhancing the applicability of findings across different settings.
- Employing mixed-methods approaches could enrich understanding of employee experiences and perceptions, capturing the complexities of family business dynamics more effectively.

These implications highlight the significance of the study's findings and offer actionable recommendations for enhancing employee engagement in Private Family Business Schools.

References

- Adu, K. (2023). Role of continuing professional teacher development (CPTD) on teachers' and learners' achievement in South Africa: a literature review. *International Journal of Research in Business and Social Science* (2147–4478), 12(7), 542–548. <https://doi.org/10.20525/ijrbs.v12i7.2799>,
- Alsanosi, S. (2024). Potential applications of artificial intelligence (AI) in managing polypharmacy in Saudi Arabia: a narrative review. *Healthcare*, 12(7), 788. <https://doi.org/10.3390/healthcare1207078>
- Amozgar, A. (2024). Exploring the relationship between student mental health and social trust: a Kabul education university case study. *Spring Journal of Arts Humanities and Social Sciences*, 3(5), 69–75. <https://doi.org/10.55559/sjahss.v3i5.323>
- Bartley, A. & Hashemi, L. (2024). Quantitative data analysis and interpretation. In Fouché, C.B., Strydom, H. and Roestenburg, W. J. H. *Research at grassroots for the social sciences and human services professions*. 5th ed. Pretoria: Van Schaik
- Bazaanah, P., & Ngcobo, P. (2024). Shadow of Justice: Review on women's struggle against gender-based violence in Ghana and South Africa. *SN Social Sciences*, 4(7), 126.
- Bertram, C. and Christiansen, I., 2021. *Understanding research: An introduction to reading research*. 2nd Edition. Pretoria: Van Schaik.
- Dirwan, D., Rajindra, R., Farid, F., Mande, H., Nursiah, N., & Supriadi, A. (2024). The Influence of Organizational Culture, Organizational Commitment on Motivation and Job Satisfaction of Employees and Lecturers at Muhammadiyah University of Palu. *International Journal of Health, Economics, and Social Sciences (IJHESS)*, 6(3), 904-918.

Du Plooy-Cilliers, F., & Cronje, F. (2021). Quantitative data collection. In Du Plooy-Cilliers, F., Davis, C., & Bezuidenhout, R.M. *Research matters*. Claremont: Juta.

Fouché, C. B., and Roestenburg, W. J. H. 2024. Defining research design. In Fouché, C.B., Strydom, H., and Roestenburg, W. J. H. *Research at grassroots for the social sciences and human services professions*. Pretoria: Van Schaik

Homans. (2014). A theory of social exchange: Homans. *Functionalism, Exchange and Theoretical Strategy (RLE Social Theory)*, 158190. <https://doi.org/10.4324/9781315763620-15>

Jamil, M., Stephens, S., & Md Fadzil, A. F. (2024). Sustainability in family business settings: a strategic entrepreneurship perspective. *Journal of Family Business Management*.

Kamau, S. (2024). Tax compliance procedures and tax compliance of small and medium enterprises in Thika town, Kiambu county, Kenya. *International Journal of Business Management Entrepreneurship and Innovation*, 6(1), 169–189. <https://doi.org/10.35942/rwk93v04>

Kapengura, F. (2024). Understanding quantitative research techniques. In Mishi, S & Maredza, A. *Research methods for economics*. Pretoria: Van Schaik.

Karaca, S. (2024). Development of the short-form parent rating scale (sfprs) for screening gifted children. *Clinical Psychology and Special Education*, 12(4), 93–106. <https://doi.org/10.17759/cpse.2023120405>

Kumar, R. (2020). *Research methodology: A step-by-step guide for beginners*. London: SAGE.

Lyons, R., Ahmed, F. U., Clinton, E., O’Gorman, C., & Gillanders, R. (2024). The impact of parental emotional support on the succession intentions of next-generation family business members. *Entrepreneurship & Regional Development*, 36(3-4), 516–534.

Mabasa-Manganyi, R. (2023). Factors influencing foundation phase rural teachers’ understanding and practices in selecting inclusive teaching strategies. *South African Journal of Childhood Education*, 13(1). <https://doi.org/10.4102/sajce.v13i1.991>

Maclean, N., Geiger, M., & Ned, L. (2024). Employment equity targets: How a state-owned enterprise recruits people with disabilities. *SA Journal of Human Resource Management*, 22, 2355.

Marishane, R. N. (2016). South African standards for principals: connecting theory, policy, practice and context. *Journal of Social Sciences*, 49(1-2), 26–33. <https://doi.org/10.1080/09718923.2016.11893593>

Masha, A. K. & Eze, E. (2022). Selecting your instruments for data collection. In Adu, E. and Okeke, C. I. eds. *Fundamentals of research in humanities, social sciences and science education: A practical step-by-step approach to a successful research journey*. Pretoria: Van Schaik.

Mokofe, W. M. (2024). The impact of global transformation on decent work in South Africa. *Obiter*, 45(3), 649-666.

Molise, H. (2024). Examining the continuous professional teacher development programme in South Africa: a case study of economics and management science teachers in the thabo-mafutsanyane district. *E-Journal of Humanities Arts and Social Sciences*, 1567–1580. <https://doi.org/10.38159/ehass.202341315>

Muñoz-Cobos, F. (2024). Validation of an inhaled therapy beliefs questionnaire in patients with chronic obstructive pulmonary disease. *Journal of Clinical Medicine*, 13(8), 2281. <https://doi.org/10.3390/jcm13082281>

Musyoka, J. (2024). Effect of crisis leadership on performance of SMEs during COVID-19 pandemic in Nairobi county, Kenya. *Kabarak j. res. innov.*, 13(4), 95-112. <https://doi.org/10.58216/kjri.v13i4.376>

Narendraputra, A. (2024). Informed consent in the workplace nutrition intervention studies: a narrative review on ethical challenges. *JISN*, 1(3), 112–120. <https://doi.org/10.46799/jisn.v1i3.14>

Nayak, J.K. and Singh, P., 2021. *Fundamentals of Research Methodology Problems and Prospects*. SSDN Publishers and Distributors.

Pietersen, J. & Maree, K. (2023). Surveys and the use of questionnaires. In Maree, K. (Ed.). *First steps in research*. Pretoria. Van Schaik

Ramirez-Lozano, J., Peñaflor-Guerra, R., & Sanagustín-Fons, V. (2023). Leadership, communication, and job satisfaction for employee engagement and sustainability of family businesses in Latin America. *Administrative Sciences*, 13(6), 137.

Schneider, S. (2024). Can you tell people's cognitive ability level from their response patterns in questionnaires? *Behaviour Research Methods*, 56(7), 6741-6758. <https://doi.org/10.3758/s13428-024-02388-2>

Sefotho, M. M., 2024. Research and professional practice. In Fouché, C.B., Strydom, H. and Roesterburg, W. J. H., Eds. *Research at the grassroots for the social sciences and human services professions*. 5th Edition. Pretoria: Van Schaik.X

Seprudin, S. (2024). Teacher Professional Development: A Systematic Literature Review on Strategies for Effective Continuous Learning. *International Journal of Multidisciplinary Approach Sciences and Technologies*, 1(1), 45–54. <https://doi.org/10.62207/0pb7vm02>

Shahzad, F., Akhlaq, A., & Ghaffar, C. (2024). Exploring business succession dynamics in family-owned businesses: lessons from Pakistani case studies. *Journal of Family Business Management*.

Tan, J., & Lin, L. (2024). Exploring key social capital indicators for disaster preparedness in rural disaster-prone areas: a boosted regression tree approach. *Natural Hazards*, 120(5), 4159-4180.

Tang, Y. Y., & Chan, R. S. K. (2024). Unveiling the Importance of the Roles of Social Capital from Clan Association Memberships: A Comprehensive Review. *Journal of Ethnic and Diversity Studies (JOEDS)*, 2(1).

Truscott, J., & Benton, L. (2024). 'But what is a researcher?' Developing a novel ethics resource to support informed consent with young children. *Children's Geographies*, 22(3), 396-403. <https://doi.org/10.1080/14733285.2023.2292551>

William, F. (2024). Delving into the principles and application of positivism in research: a guide for scholars. *IJRP*, 146(1). <https://doi.org/10.47119/ijrp1001461420246237>

Wright, T., Conley, H., & Sarter, E. K. (2024). Using public procurement to promote equality in employment: assessment of the evidence from Australia, South Africa and the UK. In *Research Handbook on Inequalities and Work* (pp. 180–195). Edward Elgar Publishing.

Yilmaz, Y., Raetze, S., Groote, J. D., & Kammerlander, N. (2024). Resilience in family businesses: a systematic literature review. *Family Business Review*, 37(1), 60-88.

Zapata-Cantu, L., Sanguino, R., Barroso, A., & Nicola-Gavrilă, L. (2023). Family business adapting a new digital-based economy: Opportunities and challenges for future research. *Journal of the Knowledge Economy*, 14(1), 408-425.

Zhang, J. (2024). What mathematics content do teachers teach? Optimising measurement of opportunities to learn in the classroom. *Educational Measurement Issues and Practice*, 43(2), 40–54. <https://doi.org/10.1111/emip.12603>

Zhi, R. (2024). Modelling the interplay between resilience, emotion regulation and psychological well-being among Chinese English language teachers: the mediating role of self-efficacy beliefs. *European Journal of Education*, 59(3). <https://doi.org/10.1111/ejed.12643>