Organizational Commitment of Secondary Schools Teachers in the Federal Territory of Kuala Lumpur
Komitmen Organisasi Bagi Guru Sekolah Menengah Di Wilayah Persekutuan Kuala Lumpur

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Abstract

The quality of teaching and teachers’ organizational commitment determines the success in educational institutions. This study aims to examine the factors influencing organizational commitment of teachers among secondary schools in Federal Territory of Kuala Lumpur. This is a non-experimental quantitative research using survey technique through the administration of a set of questionnaire. A total of 357 surveys were randomly selected as samples. The data was analyzed by following descriptive and inferential statistics with SPSS. The results exhibited that teachers’ organizational commitment was perceived as a moderate level, and there was a positive inter-relationship among the dimensions of organizational commitment. In addition, the age of the teacher was the only statistically significant predictor of teacher organizational commitment. As implication from this study, the researcher recommends the policy makers for taking initiatives to enhance the level of commitment of teachers.

Keywords: Teacher organizational commitment, age of teacher, secondary schools

Introduction

Secondary education is an imperative stage for Malaysian children though education at this level forms the core of the education system. The Ministry of Education, Malaysia has drawn some objectives for secondary education, for example, to foster the personal development of students, preparation for secondary examination and international test, social capital and cultural thoughtful; religious and moral contribution to the society and country (Ministry of Education, 2013). The aims of secondary education can be reachable with the honest and sincere efforts and association from teachers.

However, the Government has financed markedly in the education sector since independence. Yet, the Malaysia Education Blueprint (2013-2025) has claimed lower quality of teaching practices receiving abundant criticism and public enquiry from parents who want higher quality education to prepare today’s students for future needs (Ministry of Education, 2013). Thus, the posed question is whether the education system is capable and ample to prepare today’s students for the needs of the upcoming world.
These circumstances are overlooked by the effective involvement of school teachers to build up the students with proper knowledge and manners though they have directly influence on student outcomes (Raman et al., 2015). Nowadays the job responsibilities of teachers, therefore are diverted due to establish a high quality of teaching and to create talented human capital. Emphasizing this issue, many researchers highlighted commitment of teachers that can be easily motivated them to perform their teaching activities willingly to obtain school achievement (Gupta & Gehlawat, 2013; Shirzadi et al., 2013).

From various perspectives of commitment, teacher organizational commitment (TOC) is identified as the root of all types of commitments that is constructed as a multidimensional aspect (Meyer & Allen, 2004; Nesje, 2016) and is comprised of trust, acceptance and willingness of employee towards organization (Kurland & Hasson-Gilad, 2015). Organizational commitment concerns regarding employee’s feelings and desire to engage and involvement themselves towards the organization. In a word, TOC shows a bond between organization and employees’ attachment (Bond, 2015).

However, the level of organizational commitment between people to people fluctuate due to influence of internal and external factors within the organization. In order to ensure organizational commitment, it is very important to look determining factor of demographic variables of teacher that act as functioning outcome for the development of schools. Many researchers focused on demographic variables of teachers, such as gender, age, and race. For example, Noordin et al. (2010) found that age of employees positively correlates with organizational commitment. On the other hand, Peltokorpi et al. (2015) found no significance relationship between age of employees and organizational commitment. Moreover, Madsen et al. (2013) examined with marginally related among organizational commitment, gender and age of teachers.

Moreover, Malaysia is a multiracial (Malay, Chinese and Indian) country, therefore the race of school teachers may be played a vital role on their job responsibilities (Fontaine, Richardson, & Foong, 2002). Teh et al. (2014) found no significant differences among three races about their level of commitment towards their organization. Past researcher reported that age and race were influenced a little on job satisfaction (Martin, 2007). Since the inconsistency information lead the researcher to determine on teacher organizational commitment regarding the perspective of teacher demographic variables, such as gender, age and race in Federal Territory of Kuala Lumpur secondary schools. The current findings could be generated an imperative path in improving teacher organizational commitment to acquire school outcomes.

**Literature Review**

Organizational commitment is recognized as employees’ devotion, readiness to employ strength, position of accomplishing goal and value, and wish to remain as
membership towards their organization (Devece et al., 2016). On the basis of multidimensional aspects of organizational commitment, the three-component model (TCM) was proposed by Meyer and Allen (2004). The three components, affective commitment, normative commitment and continuance commitment are determined for the ongoing participation of the individuals within the organization. At first, desire-based commitment is referred as affective commitment though it has the correlation among employees’ attendance, performance, and organizational citizenship behavior and stress and work – family conflict outcomes (Meyer et al., 2002).

Moreover, it expresses the attachment of employee towards the organization that has proved their overall job satisfaction. Hence, affective commitment shows employees extra effort and maintains the good relationships for upgrading the organization. It is concluded that affective commitment can reveal the employees understanding and behavior towards their organization (Keiningham et al., 2015) that is negatively correlated with stress and work-family conflict (Meyer et al., 2002).

The second construct, cost-based commitment is referred as continuance commitment which shows employees’ wants to stay in the organization because of financial needs (Meyer & Allen, 2004). However, the higher level of continuance commitment can be proved employees’ remaining within the organization avoiding the financial issue (Peltokorpi et al., 2015). Therefore, the lower level of continuance commitment of employee shows their turnover intention within the organization (Meyer & Allen, 2004). As a result, the impact of this commitment reflects on their family lives. Devece et al. (2016) found in their study in Spain that there was an interesting information that continuance commitment moves the level of organization which develops the relationship between affective commitment and organizational citizenship behavior in a corporate organization.

The third construct, the normative commitment or obligation-based commitment belongs the feelings of employees regarding their moral and desirable obligation towards organization (Meyer & Allen, 2004; Meyer et al., 2002). Meyer and Allen (2004) also argued that job performance, attendance, and organizational citizenship behavior are correlated with normative commitment. According to Gonzalez and Guillen (2008), the emotion of obligation to remain with an organization derives from the internalization of normative force. The acceptance of special favors from the organization may oblige an employee to endure even more getting another alternative. Moreover, they work toward the success of these organizations because of their moral values.

In the field of education, teacher organizational commitment shows teacher’s robust
wish for achieving organizational goals and values, willingness for the involvement of school work and strong intent to remain in the school (Kim et al., 2016). Therefore, many researchers have underscored teacher organizational commitment for school outcomes in Malaysia. For example, Raman et al. (2015) found that teacher’s professional behavior was considered as the factor for teachers’ commitment in five excellent schools in the district of Kubang Pasu, Kedah.

By using quantitative analysis, the findings of this research showed that school climate had a relationship with teachers’ commitment. These findings also proved that the highly committed teachers have shown their higher level of performance towards schools and transform these schools as excellent schools by the good academic performance of students.

In addition, Selamat et al. (2013) stated teacher organizational commitment as a vital factor in determining the school success because of their higher level of willingness promoted as effective schools. The researchers found that the teachers of these schools were attached within the schools emotionally. Based on various literature, it is clear that the commitment of teachers effect on student learnings and on school achievement overall resulted as an effective organization. The level of teacher commitment is influenced by many perspectives. Similarly, Bakar and Mustaffa (2013) revealed age and tenure of employees had no influence on the commitment level in Malaysian organization.

Moreover, Kim et al. (2016) found that their control variables, such as age and gender have no significant relationship with organizational commitment. From the perspective of Malaysia, Teh et al. (2014) found in their quantitative research that there were no significant differences among three races on commitment to students, commitment to teaching, commitment to profession and overall commitment towards their organization from one hundred and fifty-four questionnaires in Penang primary schools. Therefore, this study aims at finding the extent of teacher organizational commitment from teachers’ demographic variables in Federal Territory of Kuala Lumpur public secondary schools. The following objectives are formulated to achieve the aim.

Research objectives

The objectives of this study are as follows:

1. To investigate the level of organizational commitment regarding the perceptions of teachers.
2. To find the inter-relationships among the dimension of teacher organizational commitment.
3. To find the best demographic predictors of teachers to predict on teacher organizational commitment.
Methodology

Research design

The survey study designed a descriptive-inferential approach. This study has collected the data from Federal Territory of Kuala Lumpur public secondary school teachers about their level of commitment towards the organization. In addition, this approach was employed to describe inter-relationship among the dimensions of teacher organizational commitment as well as determined the influence of teachers’ demographic factors on organizational commitment.

Population and Sampling

The targeted population of the study was represented by public secondary school teachers from Federal Territory of Kuala Lumpur, Malaysia. There were 5,268 teachers in these secondary schools (District Education Office, Federal Territory of Kuala Lumpur, 1July, 2015), the minimum number of respondents were needed 357 where the significance level is \( p = .05 \) and margin error of 5% according to Krejcie and Morgan (1970). A total of 390 surveys were distributed to the respondents and a total of 357 questionnaires were randomly selected to do for further analysis, representing response rate of 96 %.

Instrumentation

Creswell (2013) stated that an instrument is a tool for determining, detecting, or documenting quantitative data. The instrument was designed to answer specific questions and possible response that were required for doing this study. This study selected the questionnaire as a research instrument. The questionnaire is appropriate for using in educational research especially for teachers due to reducing the burden or any pressure during answering the items as well cover up their free timing. A close ended questionnaire was comprised of two parts; Section-A; demographic part; Section-B: Three-Component Model (TCM) was adopted from Meyer et al., (1993).

This instrument, TCM has been translated and applied the researchers in their studies since several decades (Meyer & Allen, 2004). This survey was ratio-scale typed with 16 items and the numerical rating scale was from number 0 to 10 where the first endpoint "0" was anchored with the words "strongly disagree" and "10" was anchored with the words "strongly agree".

The researcher used this numerical rating scale to get the highest form of measurement accuracy from the respondents and to perform all types of mathematical operations for the study (Hair et al., 2010). The survey had three dimensions, such as affective commitment is referred with employees’ emotional connection, credentials with, and
attachment to the organization (Meyer & Allen, 2004). Continuance commitment is referred as employees’ wishes for remaining in organization due to financial demands (Meyer et al., 2002). Furthermore, normative commitment is referred as employees’ feeling of moral obligation towards their organization (Meyer & Allen, 2004).

**Data Analysis**

Data analysis means analysing and interpreting the data which is conducted simultaneously. Analysing information involves examining the ways that reveal the relationships, patterns, trends, etc. that can be found within it. Quantitative data was analysed using the computer program such as Statistical Package for Social Sciences (SPSS). This data was analysed both descriptive and inferential statistical methods to answer the three research questions of this study. The descriptive statistics state the features of the variables in a population directly by the descriptive indices (Chua, 2013). Though the researcher used ratio scales’ data in this study, therefore these data were presented by mean (M), and standard deviation (SD) scores (Chua, 2013). Mean (M) and standard deviation (SD) and analysis of items of each dimension of organizational commitment were estimated the perceived level of teachers regarding their organizational commitment in these secondary schools.

In addition, the researcher used the numerical rating scale to measure the perceptions of teachers where the starting point of this scale was “0” and the ending point was “10”. Besides, the researcher measured the mean scores of the variables into three levels with an equal interval. The researcher interpreted the arithmetic formula for measuring the equal interval as follows: 0 to 3.33 as low; 3.34 to 6.67 as moderate; 6.68 to 10.00 as high.

In order to find out the inter-relationship among the dimensions of teacher organizational commitment and to analyse the influence of teachers demographic variables on TOC, this study as used the inferential statistics. The inferential statistics also help a researcher to come to a conclusion regarding the relationship of different variables of this quantitative study (Creswell, 2013). Before proceeding for inferential statistics, one of the fundamental conditions is to check whether the data of the study was normally distributed or not. Normality of data was accepted by some statistics and graphs. Regarding measure the normality test, the researcher for this study used Skewness and Kurtosis (Hair et al., 2010).

It was found that the data was the normally distributed. Therefore, Pearson Product–moment correlation was computed to investigate the relationship for explaining the research question two such as to examine the inter-relationship of three dimensions of teacher organizational commitment. The correlation coefficient (r) is a value that is measured the direction and strength of the relationship between two variables (McMillan, 2012). The r value ranges from +1.00 to -1.00 and the strength of the
correlation are based on Chua (2013).

In addition, Stepwise Multiple Regression Test was used to answer the research question. This statistic technique is used to find out the change in two or more dimensions or factors of independent variables that contribute to change in a dependent variable (Fraenkel & Wallen, 2008). In this study, it was used to find out which demographic variables is contributed most on teacher organizational commitment. The researchers used frequency distribution and percentage for the profiles of respondents in terms of demographic variables, such as gender, race, and experience of the teacher.

Table 1
Demographic profile of the sample (N = 357)

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Male</td>
<td>67</td>
<td>18.8</td>
</tr>
<tr>
<td>Gender Female</td>
<td>290</td>
<td>81.2</td>
</tr>
<tr>
<td>Race Malay</td>
<td>261</td>
<td>73.5</td>
</tr>
<tr>
<td>Race Chinese</td>
<td>57</td>
<td>18.0</td>
</tr>
<tr>
<td>Race Indian</td>
<td>39</td>
<td>10.9</td>
</tr>
<tr>
<td>Age Below 31 years</td>
<td>95</td>
<td>26.6</td>
</tr>
<tr>
<td>Age 31-40 years</td>
<td>117</td>
<td>32.8</td>
</tr>
<tr>
<td>Age 41-50 years</td>
<td>80</td>
<td>22.4</td>
</tr>
<tr>
<td>Age Above 51 years</td>
<td>65</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Among 357 respondents, sixty-seven (18.8%) teachers were male, while the remaining of two hundred and ninety (81.2%) teachers were female. In terms of race, two hundred and sixty-one (73.5%) teachers were Malay, fifty-seven (18%) teachers were Chinese and the rest of thirty-nine teachers (10.9%) were Indian. In case of age of teachers, ninety-five (26.6%) teachers were of age below 31 years, one hundred and seventeen (31.4%) teachers were aged between 31 to 40 years while eighty teachers (22.4%) were aged between 41 to 50 years, and the remaining sixty-five (18.2%) teachers were aged more than 51 years in schools.

With regards to demographic background, it can be noted that majority (81.2%) of the respondents were females whereas only 18.8% respondents were male in schools. As Malaysia is a multi-racial country, so the researcher has focused on race whereas most of the respondents (73.5%) were Malay, subsequently the few were Chinese (18.0%) and Indian (10.9%). Regarding age, most of the teachers are aged in between below 31 to 40 years in these investigated schools.

Results
This section represents the results of the study. Table 2 shows that the values of Skewness and Kurtosis are within the threshold range, +1.96 and -1.96 (Chua, 2013). Therefore, data was found normal for furthered analysis.

Table 2

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>-.567</td>
<td>.731</td>
</tr>
<tr>
<td>Continuance commitment</td>
<td>-.015</td>
<td>.414</td>
</tr>
<tr>
<td>Normative commitment</td>
<td>-.250</td>
<td>.254</td>
</tr>
<tr>
<td>Teacher organizational commitment</td>
<td>-.106</td>
<td>.811</td>
</tr>
</tbody>
</table>

The descriptive analysis yield results as shown in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Dimension</th>
<th>M</th>
<th>SD</th>
<th>Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective Commitment</td>
<td>6.76</td>
<td>1.52</td>
<td>High</td>
</tr>
<tr>
<td>Continuance Commitment</td>
<td>6.31</td>
<td>1.43</td>
<td>Moderate</td>
</tr>
<tr>
<td>Normative Commitment</td>
<td>6.44</td>
<td>1.48</td>
<td>Moderate</td>
</tr>
<tr>
<td>Teacher Organizational Commitment</td>
<td>6.50</td>
<td>1.24</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

*Mean: Smaller than 3.34 as Low; 3.34 to 6.67 as Moderate; 6.68 to 10.00 as High)

Table 3 shows that TOC is rated as a moderate level (M = 6.58, SD = 1.24) while affective commitment obtained the highest mean score (M = 6.76, SD = 1.52) followed by normative commitment (M = 6.44, SD = 1.48), continuance commitment (M = 6.31, SD = 1.43). From the analysis of data, it is depicted that secondary school teachers have perceived a moderate level of organizational commitment due to moderate level of normative and continuance commitment whereas the affective commitment is perceived as a higher level in these investigated schools.

The Pearson product-moment correlation test was performed to investigate the inter-relationship among the dimensions of teacher organizational commitment. The findings of the analysis was presented in Table 4.

Table 4

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Continuance commitment</th>
<th>Normative commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>.520”</td>
<td>.536”</td>
</tr>
</tbody>
</table>
Continuance commitment 1.00  .648**

** Significant.01 (2-tailed)

The inter-correlation analysis (see Table 4) shows a moderate and positive correlation between the dimensions, affective and continuance commitment (r = .52); affective and normative commitment (r = .54) and continuance and normative commitment (r = .65). All these correlations are significant at p < .01. The results show that the dimensions of teacher organizational commitment have a significant and positive association with each other in this study.

The stepwise multiple regression analysis yields outputs as shown in Table 5.

Table 5
Results of stepwise multiple regression test on factors of TOC (N = 357)

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td>.225</td>
<td>.066</td>
<td>.179</td>
<td>3.428</td>
</tr>
</tbody>
</table>

R = .179; R^2 = .032; F (1, 355) = 11.751; p < .05 (age)
Predictor variable: age; Dependent variable: TOC

Results of the stepwise multiple regression tests in Table 5 shows that age of teachers is only significant predictor on TOC. In addition, age of teachers (β = .225, p < .05) is contributed 3.2% on TOC [R^2 = .032; F (1, 355) = 11.751; p < .05]. Hence, based on Cohen’s benchmark (Cohen, 1988) age has a little effect on TOC though R^2 has smaller than 0.13.

In this case, another demographic variable, gender, and race are not significant factors on TOC. Therefore, the multiple regression model of this study is presented in the following box. It means a unit of standard deviation increase of age would cause .22 unit of standard deviation increase in teacher organizational commitment.

TOC = .225 Age

Discussions

Results of the descriptive analysis display that teacher organizational commitment is perceived as a moderate level by Wilayah Persekutuan Kuala Lumpur secondary school teachers. These findings are sustained by Siti Fairuz et al. (2013), Noordin et al. (2010) in Malaysian perspective. However, most of the teachers have perceived as a higher level of affective commitment whereas continuance and normative commitment to a moderate level. In addition, the higher level of affective commitment
as a good pointer for the high quality of teaching and learning the process in schools (Han, Yin, & Wang, 2015). The findings recommend that the teachers are honestly aware of their psychological attachment and moderately desired to remain working in these schools.

Another important finding shows that the inter-correlation among the constructs of TOC reveals a significantly positive and moderate relationship. On the contrary, this relationship among these constructs is moderate level, so that the initiatives should be taken to improve their commitment levels due to ensure the high quality of teaching practices. A study by Kim et al. (2016) also found the same findings in their research work.

Results of demographic variables show that age of teachers has positive and significant relationship with teacher organizational commitment. A similar result was revealed by Martin (2007). The findings are inconsistent by Bakar and Mustaffa (2013), Mathieu et al. (2016). From the age of teachers of this study, it may be added that most of the teachers are in between below 31 to 40 years, the age group might be influenced TOC in these investigated schools. Besides this gender and race of the teachers in this study have no significant relationship with TOC. These findings are consistent with Teh et al. (2014) who found no significant differences among three races on commitment to students, commitment to teaching, commitment to the profession and overall commitment towards their organization in Malaysia.

The findings of this study, overall show a clear picture regarding teacher organizational commitment and provide an information of proper guidance to enhance organizational commitment for upgrading the quality of teaching within the school. In addition, teachers in this context have the potential to set up the accountabilities to attain its possessions within schools and sustain the effort over the medium to long term results in education sectors. Hence, there is a required to look after another construct of TOC such as, continuance and normative commitment to finding out the gap in literature to improve the level of commitment of teachers.

**Conclusion**

The effort of this study is to find out the level, inter-relationship among the constructs of teacher organizational commitment and predictor of demographic variables on teacher organizational commitment as perceived by the secondary school teachers in Federal Territory of Kuala Lumpur. From the findings, it can be concluded that teacher organizational commitment is perceived as a moderate level, while affective commitment at a higher level; inter-relationship among the dimensions are found to be positive and moderate and age of teachers only is significant on TOC. The findings that teacher organizational commitment and inter-relationship among the constructs
are at average levels, hence it is required to develop their level of commitment towards their job responsibilities. There is a need to underscore teachers’ demands, involving them in effective professional training and constructing a collaborative environment. Regarding this, the common concept of teacher commitment is head off from school leaders who are responsible for generating the positive culture in schools.

As effective school leaders are active and imperative contributors to establish a learning culture and professional growth of teachers through their instructional approach (Sharma et al., 2016) that can be provided the encouragement towards the job responsibilities and hence upgrade their level of commitment towards organization. Moreover, this study is only followed quantitative approach to find out the answer of research objectives, so it is needed to examine as furthered to find out the connection between teacher organizational commitment and school success followed blended research method.

References


