Organisational Climate and Teacher Commitment[*]
Örgütsel İklim ve Öğretmen Bağlılığı

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Abstract

Organisational climate and teacher commitment are a few critical factors that explained the effectiveness of a school. However, there is lack of study concerning the relationship between school's organisational climate and teacher commitment. Therefore, there is a need to carry out study that can contribute to an expansion of theory that explains the relationship between organisational climate and commitment. Hence, this study focuses on the relationship between school's organisational climate and teacher commitment. This study utilising cross sectional descriptive study design, with purposive sampling that involved 375 teachers from 167 secondary schools in Sarawak, Malaysia. Two survey instruments were used in this study, namely, the Organizational Climate Index (OCI) and the Organizational Commitment Questionnaire (OCQ). The four dimensions in the school's organisational climate (i.e. collegial leadership, teacher professionalism, academic press and institutional vulnerability) were the independent variables. While the teacher commitment served as the dependent variable. The results of this study indicated that school's organisational climate is significantly related to teacher commitment. Dimensions such as collegial leadership, teacher professionalism and academic press have positive significant relationship with teacher commitment. On the contrary, institutional vulnerability was found to have no relationship with teacher commitment. In addition, this study also showed that the most dominant predictor of teacher commitment is the teacher professionalism. In conclusion, the results of this study revealed that there is a strong academic expectancy variable in teacher commitment. The results contributed in giving a rise to some practical implications for principals, teachers, parents and academics.

Keywords: Teacher commitment, organisational climate, secondary school, Sarawak

Öz

Örgütsel iklim ve öğretmen bağlılığı, bir okulun etkinliğini ortaya koyan kritik faktörlerden birkaçıdır. Ancak, okulun örgütsel iklimi ile öğretmen bağlılığı arasındaki ilişkiyi inceleyen çalışmalarda yeterli değildir. Örgüt iklimi ve bağlılık arasındaki ilişkiyi açıklayan teorinin genişlemesine katkıda bulunabilecek bir çalışma yapılması gerekmektedir. Bu nedenle, bu çalışmada okulun örgütsel iklimi ile öğretmen bağlılığı arasındaki ilişkiye odaklanılmıştır. Bu çalışma, Sarawak, Malezya'daki 167 ortaokuldan 375 öğretmeni kapsayan amaçlı örnekleme ile kesitsel tanımlayıcı çalışma tasarımı kullanılarak yapılmıştır. Bu çalışmada Örgütsel İklim Endeksi (OCI) ve Örgütsel Bağlılık Anketi (OCQ) olmak üzere iki anket aracı kullanılmıştır. Okulun örgütsel iklimindeki dört boyut (yani meslektaş liderliği, öğretmen profesyonelliği, akademik baskı ve kurumsal kırılganlık) bağımsız değişkenlerdir. Öğretmen bağlılığı bağımlı değişkendir. Bu çalışmanın sonuçları okulun örgütsel ikliminin öğretmen bağlılığı ile önemli ölçüde ilişkili olduğunu göstermiştir. Meslektaş liderliği, öğretmen profesyonelliği ve akademik baskı gibi boyutların öğretmen bağlılığı ile pozitif anlamlı bir ilişkisi vardır. Aksine, kurumsal kırılganlığın öğretmen bağlılığı ile hiçbir ilişkisi olmadığı bulunmuştur. Ayrıca, bu çalışma öğretmen bağlılığının en baskın göstergesinin öğretmen profesyonelliği olduğunu ortaya çıkarmıştır. Sonuç olarak, bu çalışmanın sonuçları öğretmen bağlılığında güçlü bir akademik beklenti değişkeni olduğunu ortaya koymuştur. Sonuçlar, müdürler, öğretmenler, ebeveynler ve akademisyenler için bazı pratik çıkarımlar yapılmasına katkıda bulunacaktır.

Anahtar Sözcükler: Öğretmen bağlılığı, örgüt iklimi, ortaokul, Sarawak

1. INTRODUCTION

Organisational climate is considered the measurement of an individual's relationship with superiors and other employees in the work environment. It is the internal characteristics of a school that distinguishes one school from another (Hoy, Smith, & Sweetland, 2002). Scholars believe that organisational climate influences the behaviour of its members. According to Halpin and Croft (1963), a school's organisational climate varies from open to closed. High morale can be classified as open. Teachers work well together without bickering and griping. They are not

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burdened down by clerical work or routine reports. Teachers obtain a considerable amount of job satisfaction, and they have the incentive to keep the organisation moving. Teachers are proud to be associated with the school. On the contrary, a closed climate is an unhealthy or sick climate. Halpin and Croft (1963) explained that closed climate is undesirable, crippling to both the faculty and the students. Teachers are disengaged and do not work well together.

Halpin and Croft (1963) developed the Organizational Climate Descriptive Questionnaire (OCDQ) that measures the climate of elementary schools. Later, Hoy and Sabo (1998) combined OCDQ and Organizational Health Inventory (OHI) to form the Organizational Climate Index (OCI).

In the past decades, school climate has been studied with several variables such as school spirit, teacher morale, effectiveness, principal behaviour, teachers' personal efficacy, and resource support (Othman & Kasuma, 2016; Smith, 2009; Hoy & Sabo, 1998).

Along with climate, organisational commitment is another important part of organisational research, with its emphasis on attachment to the organisation, organisational commitment includes the organisation's goals and values. Commitment goes beyond loyalty to an organisation. It involves giving of one's self to the organisation with teacher commitment influencing student achievement (Reihl & Sipple, 1996).

The characteristics of a school influence teacher commitment. Teachers receiving administrative support are more likely to be committed to the school's goals and values. Teachers associated with an orderly school have a higher level of professional commitment. Classroom autonomy for teachers is another characteristic associated with commitment. Peer support is also a key element in teacher commitment (Raman, Chang & Khalid, 2015; Chung, 2014; Smith, 2009).

Clearly, organisational climate is associated with commitment. Therefore, this study can contribute to explain the relationship between these two variables.

2. LITERATURE AND HYPOTHESIS

2.1 Collegial Leadership and Commitment

Any principal that treats faculty members as colleagues, is open to their input, establishes high and attainable standards of performance, and is friendly and courteous should expect some level of teacher's commitment (Douglas, 2010). Previous research, (Lucero & Etom, 2017; Raman, Chang, & Khalid, 2015; Savas & Toprak, 2014) using the OCDQ and OHI supported a relationship between

supportive principal behaviour and principal influence on teacher commitment. Since the OCI combines elements of the OCDQ and the OHI, therefore, a positive relationship between these two variables is expected.

H_1: Collegial leadership is positively correlated with teacher commitment

2.2 Teacher Professionalism and Commitment

A school climate demonstrates that the teachers' support and respect for each other, committed to students' achievement and beliefs in each other's abilities should outline some level of teacher's commitment. Previous studies by Lucero and Etom (2017), Hosseini and Talebian (2015), Ebrahimi and Mohamadkhani (2014) and Smith (2009) supported a positive relationship between teacher professionalism and their commitment.

H_2: Teacher professionalism is positively correlated with commitment

2.3 Academic Press and Commitment

A school climate where high but achievable academic standards are set, all stakeholders press for high achievement and students work hard to achieve and gain teachers respect might expect some level of teacher's organisational commitment. Prior studies, (Akoto & Allida, 2017; Othman & Kasuma, 2016; Raman, Chang & Khalid, 2015) supported a positive relationship between academic press and student achievement with adequate effect on teacher commitment.

H_3: Academic press is positively correlated with teacher commitment

2.4 Institutional Vulnerability and Commitment

A school climate that is susceptible to outside forces and their input might expect a low level of teacher's organisational commitment. A highly vulnerable school will leave the teachers and principal unprotected from influential parents and citizen groups (Akoto & Allida, 2017; Hosseini & Talebian Nia, 2015; Reza, Jafar, Mohammad, Hasan & Shahrookh, 2013; Smith, 2009). Therefore, a negative relationship between institutional vulnerability and teacher commitment is expected.

H_4: Institutional vulnerability is negatively correlated with teacher commitment

3. METHODOLOGY

3.1 Research Design

In order to achieve the purpose of this study, a quantitative approach that focus on descriptive and inferential research designs were used. Documentary analysis was executed to

understand the theories and conceptual links concerning organisational climate and teacher commitment. Questionnaire that included the Organisational Climate Index (OCI) and Organisational Commitment Questionnaire (OCQ) was used as the main source of data collections and analyses.

3.2 Participants

The participants of this study consisted of teachers from 167 secondary schools in Sarawak, Malaysia. Following the purposive sampling method and referring to Krejcie and Morgan's (1970) Table of Minimising Sample Size, 375 teachers were selected as the participants for this study.

The distribution of the participants was made in accordance with six factors, i.e. gender, age, marital status, education level, experience and location. The findings as shown in Table 1: Demographic Profile of Participants.

Table 1: Demographic Profile of Participants

Factor	Demographic variables	f	%
Gender	Male	180	48.0%
	Female	195	52.0%
Age	21-30 years	74	19.5%
	31-40 years	153	40.8%
	41-50 years	83	22.4%
	51-60 years	65	17.3%
Marital status	Married	318	84.8%
	Single	57	15.2%
Education level	Diploma	81	21.6%
	Bachelor	256	68.3%
	Master	38	10.1%
Experience	1-10 years	71	18.9%
	11-20 years	169	45.1%
	21-30 years	96	25.6%
	> 30 years	39	10.4%
Location	Urban	182	48.5%
	Rural	193	51.5%

Table 1 provides details of the demographics of participants. The results show that 180 or 48% and 195 or 52% are male and female participants respectively. For the factor of age, the results show that 74 or 19.5%, 153 or 40.8%, 83 or 22.4%, and 65 or 17.3% of the participants are aged within 21-30 years old, 31-40 years old, 41-50 years old and 51-60 years old respectively. Most of the participants (318 or 84.8%) had married. While, only 57 or 15.2% of them indicated they are single. From the factor of education, 81 participants (21.6%) with diploma qualification, 256 participants (68.3%) with bachelor degree qualification and only 38 (10.1%) participants with master degree qualification. From the perspective of participants' experiences, 71 (18.9%) participants have 1-10 years of experience, 169 (45.1%) respondents have 11-20 years of experience, 96 (25.6%) participants have 21-30

years of experience and 39 (10.4%) participants have more than 30 years of experience. Last factor is location. More participants (193 or 51.5%) indicated they are from rural schools in comparison with those (182 or 48.5%) from urban schools.

3.3 Data Collections

This study made used of two types of questionnaires namely, Organisational Climate Index (OCI) and Organisational Commitment Questionnaire (OCQ). A pilot study was carried out in order to examine the reliability and construct validity of the questionnaire. The results revealed that the Cronbach's Alpha coefficients for all four dimensions in OCI were relatively high: Collegial Leadership (0.90), Teacher Professionalism (0.86), Academic Press (0.91), and Institutional Vulnerability (0.88). Meanwhile, the Cronbach's Alpha coefficients for OCQ ranged from 0.64 to 0.90. Six items that scored lesser than 0.70 were deleted to make the overall reading of Cronbach's Alpha coefficients to settle at 0.86 which showed a high degree of reliability. On the other hand, item analysis revealed that all the items from these two sets of questionnaires reached the significant level at 0.05. Furthermore, the results of factor analysis also showed adequate construct validity.

3.4 Statistical Analysis

This study utilised SPSS version 22 to analyse all the collected data. The statistical procedures for this quantitative study include factor analysis, reliability analysis, linearity test, descriptive analysis, correlation analysis and multiple regression analysis.

4. RESULT AND ANALYSIS

Research Question 1: What is the level of organisational climate in secondary schools in Sarawak?

Table 2: Mean and Standard Deviation for Organisational Climate

Organisational Climate Dimension	Mean ($\bar{x}$)	Standard Deviation (SD)
Collegial leadership	3.18	.40
Teacher professionalism	3.47	.46
Academic press	3.22	.50
Institutional vulnerability	2.40	.75
Overall	3.14	.35

Table 2 shows that the mean value for all the dimensions are moderately high; collegial leadership dimension (3.18), teacher professionalism (3.47), academic press (3.22) and institutional vulnerability (2.40). The overall mean value of organisational climate for the 167 schools is 3.14.

Research Question 2: What is the level of teacher commitment in secondary schools in Sarawak?

Table 3: Mean and Standard Deviation for Teacher Commitment

Aspect in commitment	Mean ($\overline{x}$)	SD
Commitment towards exerting extra effort	3.88	.45
Desiring to remain with the organisation	4.20	.48
Sharing the values and goals of the organisation	4.15	.51
Overall	4.09	.40

The findings from Table 3 show that Sarawakian teachers have an overall of high level of teacher commitment ($\overline{x}$ = 4.09). They show the highest level of commitment in the aspect of desiring to remain with the organisation ($\overline{x}$ = 4.20). This is followed by the aspect of sharing the values and goals of the organisation ($\overline{x}$ = 4.15) and commitment towards exerting extra effort ($\overline{x}$ = 3.88).

Hypothesis Testing

To measure the strength of the relationship between organisational climate and teacher commitment, the Table of Correlation Value Interpretation developed by Bartlett, Kontrlik, and Hinggins (2001) is referred.

Table 4: Correlation Value Interpretation

Correlation Value (r)	Relationship Strength
± 0.70 – 0.99	Very Strong
± 0.50 – 0.69	Strong
± 0.30 – 0.49	Moderately strong
± 0.10 – 0.29	Weak
± 0.01 – 0.09	Very weak

Table 5: Correlations between Organisational Climate and Teacher Commitment

Variable	Com	CL	TP	AP	IV
Commitment (*Com*)	-				
Collegial leadership (*CL*)	.65*	-			
Teacher professionalism (*TP*)	.78*	.60*	-		
Academic press (*AP*)	.64*	.40*	.61*	-	
Institutional vulnerability (*IV*)	-.11	-.03	-.20	-.04	-

Significant at p < .01(One-tailed)

From Table 5, it is found that there is a significant, positive and strong relationship between collegial leadership and teacher commitment (r = .65, n = 375, p < .01). The positive significant relationship shows that a high collegial leadership dimension can increase the level of teachers' commitment and vice versa. Therefore, H$_1$ is supported. The results are consistent with the theory that teachers will be committed to an organisation when they are led by a principal who provides structure, resources, consideration, useful influence, and professional support in a nonthreatening, noncontrolling manner (Tarter et al., 1989).

A significant, positive and strong relationship also found between the teacher professionalism and commitment (r = .78, n = 375, p < .01). The positive significant relationship

shows that a higher level of teacher professionalism will resulted in a higher level of teacher's commitment and vice versa. Therefore, H$_2$ is supported. The results concor with the previous findings (Lucero & Etom, 2017; Hosseini & Talebian, 2015; Raman, Chang, & Khalid, 2015; Ebrahimi & Mohamadkhani, 2014; Smith, 2009).

Similarly, there is a significant, positive and strong relationship between academic press and teacher commitment (r = .64, n = 375, p < .01). The positive significant relationship shows that a high academic press dimension in school climate can increase the level of teacher' commitment and vice versa. Therefore, H$_3$ is supported. This result supported the findings from previous studies and the conceptual link between these variables (Othman & Kasuma, 2016; Raman, Chang & Khalid, 2015; Savas & Toprak, 2014; Hoy & Miskel, 2008).

It is cleared that there isn't any significant relationship between institutional vulnerability and teacher commitment (r = .11, n = 375, p > .05). Therefore, H$_4$ is failed to be supported. The results somewhat concor the previous findings (Akoto & Allida, 2017; Hosseini & Talebian Nia, 2015; Raman, Chang & Khalid, 2015; Reza, Jafar, Mohd., Hasan & Shahrookh, 2013), but fails to support the conceptual link between the variables (Hoy, Tarter, & Kottkamp, 1991).

In summary, as predicted collegial leadership, teacher professionalism and academic press show positive relationship with teacher commitment. Surprisingly, institutional vulnerability shows no significant relationship with teacher commitment.

Research Question 4: What is/are the dominant organisational climate dimension/s that influence teacher commitment?

Table 6: Correlation and Multiple Regression Analysis for Teacher Commitment on Predictor Variables (Collegial Leadership, Teacher Professionalism, Academic Press and Institutional Vulnerability)

Independent variable	r	Beta (β)	Sig.
Collegial leadership	.65*	.51*	.000
Teacher professionalism	.78*	.59*	.000
Academic press	.64*	.40*	.000
Institutional vulnerability	-.11	-.12	.458
		R = .85	
		F = 14.642	
		Adjusted R^2 = .68*	

Significant at p < .01

a. Predictors: (Constant), Collegial leadership, Teacher professionalism, Academic press.

b. Dependent Variable: Teacher commitment

Table 6 shows the dimensions of organisational climate statistically significantly predict the teacher commitment [F (4, 370) = 14.642, p < .01], except for institutional vulnerability (p > .05). The combined influence of the dimensions of organisational climate explained 68% of the variance change in teacher commitment (R = .85, Adj. R^2 = .68, p < .01). Moreover, teacher professionalism is found to be the best predictor of teacher commitment (β = .59, p < .01). Collegial leadership (β = .51, p < .01) and achievement press (β = .40, p < .01) are also good predictors of teacher commitment. The results are an addition to the previous studies that found teacher professionalism was the only predictor for commitment (Bahramia, et. al., 2016; Othman & Kasuma, 2016; Smith, 2009).

5.   CONCLUSION AND IMPLICATIONS

The overall objective of this study is to examine the relationship of the four dimensions of organisational climate and teacher commitment within the context of the Sarawak secondary schools. The descriptive statistics of this study show that the level of organisational climate of the teachers in Sarawak is moderately high. It is also note that the level of their commitment is relatively high.

The inferential statistics of this study show that there is a significant and positive relationship between collegial leadership and teacher commitment, teacher professionalism and teacher commitment, and academic press and teacher commitment.

In addition, collegial leadership, teacher professionalism and academic press are predictors of teacher commitment with teacher professionalism being the most dominant predictor of commitment. Collegial leadership and academic press are also good predictors of teacher commitment. However, institutional vulnerability is the only dimension in the organisational climate which has neither relationship nor influence on teacher commitment.

The results of this research have implications not only for the principals of the schools that involved in the study, but also for all teachers, parents and stakeholders in the field that strive for teacher commitment. The findings show that teacher professionalism, collegial leadership and academic press dominate teacher commitment emphasize the need for principals or school administrators to initiate a greater responsibility in promoting teacher professionalism, cooperation and collaboration, besides putting in higher standard in academic achievement. These moves will slowly but steadily cultivate and enhance greater commitment among teachers.

Drawing on the dimension items of the organisational climate gives the following expectation if teacher commitment is to be improved. First and foremost, from the perspective of professionalism, teachers must experience support from their superior – the principal and fellow colleagues as well. Relatively, teachers must act professionally and provide strong social support to their colleagues. Principals could create conditions such as departmental meetings where teachers can exercise collaboration and cooperation. Besides, mentor-mentee and teacher-to-teacher collaboration should be addressed in professional development programme with principals utilising tutorial as a platform to address group effort issues and organisational acceptance. These should be some of the smart moves to promote and enhance sense of professionalism among teachers.

From the perspective of collegial leadership, teachers associated with an orderly school are more likely to be committed to the school's goals and values. Therefore, principals must develop a climate where their teachers feel they are protected and supported by their principal, and that their principal will deliver for their teachers. Principals must also provide opportunity for teachers to develop social rapport. Principals must explore all sides of topics and acknowledge that other opinions exist. They should exercise a more flexible decision-making process, adapting behaviours that demonstrate a more shared method. For example, involvement of teachers in parent involvement activities, setting alternatives in achieving higher target in the courses study, or disciplinary cases concerning students. These moves are vital because teachers' involvement in decision making is linked to commitment (Douglas, 2010; Smith, 2009).

Finally, the findings in this study reveal that academic press is positively related to teacher commitment. When teachers demonstrate enthusiasm and "go the extra mile" with their students' academic achievement, they become more committed to their school. In this context, schools need a collegial leader who sets forth academic goals obtainable for their school and recognize teachers and students when those goals are achieved. Besides, teachers should go alongside with parents to be actively involved in the academic activities organised by the school. They should also press for academic improvement of the school and exert pressure on students to maintain high standards of achievement.

For further research, it is suggested to involve the academic and non-academic staff into the sample of the study. The academic and non-academic staff from other mainstream of schools can be included to ascertain their perceptions regarding the organisational climate and commitment. The

results of the study could profitably be compared with the findings of this study.

A future study might consider adding more independent variables such as the teacher efficacy and its effects on teacher professionalism or commitment. The study might examine the relationship and the influence of teacher efficacy on organisational climate and teacher commitment. Furthermore, the study might also test whether or not collegial leadership influences the level of teacher efficacy.

The study to examine the relationship between organisational climate and teacher commitment is vital for school's success. Therefore, the importance of these two variables and others should be consistently tested and evaluated to enrich good practices in the entire educational field.

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