

# Unveiling the Dynamics of Organizational Commitment: Exploring Organizational Commitment and Demographic Factors among Teachers in Technical Secondary Schools

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## ABSTRACT

This study examines organizational commitment among schoolteachers, aiming to determine its extent and explore variations across different teacher groups. The research involved 217 participants from all Technical Secondary Schools in the country. Data were collected through a questionnaire adapted from the Three-Component Model of Occupational Commitment and analyzed using Statistical Package for the Social Sciences (SPSS version 26). Results indicated a notably high level of organizational commitment among the teachers. No significant differences were observed in relation to age and experience in connection to organizational commitment. However, a noteworthy gender difference emerged, revealing that female teachers exhibited higher levels of commitment compared to their male counterparts.

**Keywords:** educational leadership, TVET, affective commitment, continuance commitment, normative commitment

## INTRODUCTION

The significance of commitment is paramount in establishing a successful relationship, particularly within the context of employment. It is expected that employees demonstrate unwavering commitment to the organization they are affiliated with to foster a positive and harmonious work environment. Nonetheless, achieving full employee commitment poses a substantial challenge for organizations, as highlighted by Mwesigwa, Tusiime, and Ssekiziyivu (2020). Various factors, including job compensation, career development, training initiatives, and management support, are identified as influential contributors to employees' organizational commitments, as noted by Mohamed Fajil and Ahmad Shah (2016).

In educational environments, particularly within schools, the effectiveness of the teaching and learning process is heavily reliant on the commitment and effectiveness of teachers. Therefore, it is crucial for teachers to be deeply dedicated to their roles and the overall organization. A notable concern has emerged regarding a substantial number of teachers in Malaysia contemplating early retirement. A report by A Rosli (2022) highlighted that over 10,000 teachers were considering this option. The primary reasons cited included a waning interest in their profession, family-related factors, excessive work burdens, and personal considerations, as indicated by Danial Farook (2022). This trend of a higher number of teachers contemplating early retirement is not exclusive to Malaysia but is recognized as a global phenomenon by Danial Farook. Consequently, maintaining commitment to the organization becomes a formidable challenge due to the myriad factors influencing teachers' commitment, as discussed by Mwesigwa et al. (2020), A Rosli (2022), and Danial Farook (2022).

The primary aim of this study was to gain a comprehensive understanding of the extent of teachers' commitment to their schools. To achieve this overarching goal, two specific objectives were identified. The first objective aimed to assess and identify the overall level of organizational commitment among teachers. The second objective sought to examine and determine any variations in organizational commitment levels based on the demographic backgrounds of the teachers. The expectation was that a thorough understanding of these aspects would provide valuable insights, serving as a foundation for subsequent studies, with a particular focus on strategies to enhance and strengthen teachers' commitment to their schools.

## REVIEW OF RELATED STUDIES

Numerous studies have been conducted on organizational commitment, spanning both local and international contexts. These studies have adopted diverse approaches and perspectives, exploring facets in both educational and non-educational domains. In this article, the discussion will center on research specifically related to the commitment of schoolteachers. The focus will be on studies conducted in Malaysia, as well as selected countries, delving into the unique dynamics and factors influencing organizational commitment within the teaching profession.

In Malaysia, a study by Nurulaim and Suhaida (2013) found that teachers' level of commitment was moderate. Similar findings were also reported by Saini, Shahril and Jamal (2015), Lily James and Suhaimi (2020) and, Zaliza and Mohd Izham (2020). A high level of organizational commitment was reported by Tang and Tengku Ahmad (2015), Marlia and Yahya Don (2016), Mohd Khairuddin, Maspiah and Halimah (2017), Zuraidah and Mohamed Yusoff (2018), Siva, Khuan and Khoo (2018), Musliza Mat Jusoh, Siti Noor Ismail and Anis Salwa Abdullah (2020), Nur Afny Juati, Mohamad Nizam Nazarudin, Zakiah Noordin, Journadi Musa and Hujaimah (2020) and, Latipah and Khairudin (2021).

In various countries, research findings indicate varying levels of organizational commitment among schoolteachers. Erdogan and Cavli (2019), as well as Akdemir (2019) specifically in the context of internalization sub-dimension, reported a high level of commitment among teachers in Turkey. Similarly, in Hong Kong, McInerney, Ganotice Jr, King, Marsh, and Morin (2015) found that schoolteachers exhibited a high degree of organizational commitment.

On the contrary, Nisha Chanana's study (2021) in an Indian district during the COVID-19 pandemic identified a lower level of organizational commitment among teachers. From these diverse findings, it can be inferred that, overall, schoolteachers' organizational commitment tends to be predominantly high, but contextual factors and circumstances, such as a global health crisis, can influence and potentially lower commitment levels in specific instances.

In examining differences, researchers have investigated various demographic factors and their associations with organizational commitment. Age, gender, and experience have been widely scrutinized in relation to organizational commitment. Studies conducted by Hery, Motem, and Casius (2013), Renuka & Anil (2014), Siva Rabindarang et al. (2014), and Mohd Ahamar Khan, Shah Mohd Khan, and Kalyan Kumar Sahoo (2018) identified a significant difference in organizational commitment concerning age. Conversely, Zohreh, Haftkhavani, Batoul, and Alireza (2012), as well as Mukti, Viju, and George (2018), found no significant difference in this regard. These contrasting findings underscore the nuanced relationship between demographic factors and organizational commitment, suggesting that the impact may vary based on different contexts and study populations.

Regarding the gender factor, several studies found no significant difference between male and female teachers in terms of organizational commitment. Nurulaim and Suhaida (2013), Henry et al., Siva Rabindarang et al. (2014), Mukti et al. (2018), Ng Pek Cheng and Suhaida Abdul Kadir (2018), and

Shoruok Mohammed Farag and Liu Jiali (2019) all reported no statistically significant distinctions based on gender. However, Gyeltshen's study in 2019 found that female teachers exhibited a higher level of organizational commitment compared to their male counterparts. This discrepancy in findings suggests that the influence of gender on organizational commitment may vary across different studies and contexts.

In regard to experience factor, Zohreh, Faghiharam, and Araghieh (2012), Mohammed Aboudahr and Jiali (2019), and Gyeltshen (2019) did not find a significant difference in organizational commitment with respect to experience. However, Manzoor and Basu (2023) proposed a different perspective, suggesting that teachers' organizational commitment tends to decrease as their work experience increases. In other words, the more years of experience teachers have, the less committed they appear to be. These divergent findings highlight the complexity of the relationship between experience and organizational commitment, emphasizing the need for a nuanced understanding that considers various contextual factors and individual differences.

Various related studies have delved into additional demographic background factors and variables. Zohreh, Faghiharam, and Araghieh (2012) examined teachers' levels of education and academic performance. Marlia and Yahya Don (2016) and Siva, Khuan, and Khoo (2018) investigated the relationship between organizational commitment and leadership style. Mohd Khairuddin, Maspiyah, and Halimah (2017) focused on emotional intelligence, while Lily James and Suhaimi (2020) concentrated on work culture. Moreover, several studies explored the connection between job satisfaction and work commitment, including works by Laimah Sangap (2017), Lee (2017), Martinus Tukiran, Herfina, and Nurcahya (2018), Mehmet et al. (2019), and Nihan (2020). These diverse investigations underscore the multifaceted nature of factors influencing organizational commitment among teachers, ranging from educational background and leadership styles to emotional intelligence, work culture, job satisfaction, and broader work-related commitments.

## METHODOLOGY

The study employed an exploratory survey design to investigate organizational commitment among teachers. The participants consisted of teachers from government technical secondary schools in the country. The selection of this particular type of school was deliberate, as there were limited existing studies focusing on organizational commitment within this context. Given the increased emphasis on Technical and Vocational Education and Training (TVET) by the government, it became imperative to assess and ensure teachers' commitment within this sector. Following the recommendation of Krejcie and Morgan (1970), a sample size of 240 teachers was determined from a population of 496, aiming to capture a representative and meaningful subset for the study.

The research utilized a survey questionnaire consisting of two parts. Part A focused on collecting demographic information from the participants, while Part B comprised 15 items designed to measure organizational commitment using a five-point Likert scale. The questionnaire structure was adapted from the Three-Component Model of Occupational Commitment, proposed by Meyer and Allen in 1997. This model identifies three dimensions—namely, affective, continuance, and normative—that are crucial in determining employees' organizational commitment.

To ensure the quality and validity of the instrument, a Panel of Experts was consulted. They verified the face and content validity of the questionnaire. Additionally, the overall construct validity, indicating the instrument's ability to measure the intended constructs accurately, was determined to be 0.895. This rigorous validation process enhances the reliability and credibility of the survey instrument used in the study.

Data collection for the study was facilitated through an online survey. The questionnaire was distributed via email to the respective respondents' schools, following the acquisition of permission from the school Principals. The collected data underwent analysis using the Statistical Package for the Social Sciences

(SPSS version 26) to derive both descriptive and inferential results.

Descriptive statistics, particularly means, were employed to determine the organizational commitment of the sampled teachers. In addition to descriptive analyses, inferential analyses were conducted to test specific hypotheses formulated for the study. This comprehensive approach to data analysis enabled the researchers to explore both the central tendencies of the data and draw meaningful inferences regarding the hypotheses related to organizational commitment among teachers in government technical secondary schools. The hypotheses were:

H<sub>0</sub>1: There is no significant difference between organizational commitment and gender type.

H<sub>0</sub>2: There is no significant difference between organizational commitment and age group.

H<sub>0</sub>3: There is no significant difference between organizational commitment and experience.

## RESULTS AND DISCUSSION

The study's results were derived from a total of 217 respondents out of the 240 questionnaires that were emailed. Among the participants, 152 (70%) were female, while 65 (30%) were male. The majority of respondents, numbering 155 (71.5%), were aged 41 years and above, with a smaller proportion, 62 (28.6%), falling within the age group of 40 years and below. Regarding teaching experience, 154 participants (71.1%) had accumulated 16 years of experience or more, while 63 participants (29.2%) reported having 15 years of experience or less. These demographic details provide a snapshot of the study's participant composition, offering insights into the distribution of gender, age, and teaching experience among the surveyed teachers. The respondents' demographic background is presented in the table below:

**Table 1: Respondents' Demographic Background**

Respondent (N= 217)	Frequency	(%)
Gender		
Male	65	30.0
Female	152	70.0
Age Group		
30 years and below	16	7.4
31-40 years	46	21.2
41-50 years	85	39.2
51 years and above	70	32.3
Teaching Experience		
Less than 5 years	18	8.3
6-10 years	12	5.5
11-15 years	33	15.2
16-20 years	64	29.5
More than 21 years	90	41.5

### Organizational commitment

The respondents’ organizational commitment was measured based on 15 items related to the three dimensions of commitment namely, affective, continuance and normative as shown in the following table:

**Table 2: Results of Respondents’ Organizational commitment**

Commitment	Mean (M)	Standard Deviation (SD)	Level
Affective	4.23	0.52	High
Continuance	4.08	0.67	High
Normative	4.01	0.77	High
<b>Overall Mean</b>	<b>4.13</b>	<b>0.54</b>	<b>High</b>

According to Table 1, the respondents demonstrated high scores across all three dimensions, contributing to an overall high score (M=4.13). The Affective dimension received the highest score (M=4.23), followed by the Continuance dimension (M=4.08), and the Normative dimension (M=4.01). This suggests that teachers in Technical Secondary Schools exhibited a high level of commitment to their schools. This finding aligns with previous studies conducted by Tang and Tengku Ahmad (2015), Marlia and Yahya Don (2016), Mohd Khairuddin, Maspiah, and Halimah (2017), Zuraidah and Mohamed Yusoff (2018), Siva, Khuan, and Khoo (2018), Musliza Mat Jusoh, Siti Noor Ismail, and Anis Salwa Abdullah (2020), Nur Afny Juati, Mohamad Nizam Nazarudin, Zakiah Noordin, Jornadi Musa, and Hujaimah (2020), as well as Latipah and Khairudin (2021). The consistency of these findings across studies reinforces the notion of a high level of commitment among teachers in Technical Secondary Schools.

### Demographic Differences

Inferential analyses were carried out to test the three hypotheses formulated before. The first hypothesis was to determine differences between organizational commitment and gender. The results are presented in the following table:

**Table 3: Organizational commitment Difference Based on Gender**

Variable	Gender	Mean	SD	T	Df	p
Organizational commitment	Male	4.00	0.54	-2.480	215	0.014
	Female	4.19	0.53			

*Significance p<0.05*

An independent sample t-test analysis was conducted to assess whether there was a difference in organizational commitment between male and female respondents. The results indicated a statistically significant difference between the two groups. Specifically, it was found that female respondents exhibited higher commitment than male respondents, with  $t(215) = -2.480$ ,  $p < 0.05$ . This suggests that, in Technical Secondary Schools, female teachers were more committed than their male counterparts. This finding aligns with the study conducted by Gyeltshen (2019), although it contrasts with the results of studies by Nurulaim and Suhaida (2013), Henry et al., Siva Rabindarang et al. (2014), Mukti et al. (2018), Ng Pek Cheng and Suhaida Abdul Kadir (2018), and Shoruok Mohammed Farag and Liu Jiali (2019), which did not identify a significant gender difference in organizational commitment among teachers.

Moreover, the second hypothesis was to determine the difference between organizational commitment and age. The following table shows the results of the analysis.

**Table 4: Organizational commitment Difference Based on Age**

Organizational commitment Based on Age	Chi Square	Degree of Freedom (df)	Chi Square Mean	F Value	p
Between Groups	1.459	3	0.486	1.672	0.174
Within Groups	61.953	213	0.291		
Total	63.412	216			

*Significance  $p < 0.05$*

A one-way ANOVA test was conducted to assess the differences in organizational commitment among different age groups. The results revealed that there was no statistically significant difference in organizational commitment based on age. This implies that teachers across all age groups in Technical Secondary Schools demonstrated an equal level of commitment to their schools. These findings align with studies by Zohreh, Haftkhavani, Batoul, and Alireza (2012) and Mukti, Viju, and George (2018), supporting the notion that age does not significantly impact organizational commitment among teachers. However, these results differ from studies by Hery, Motem, and Casius (2013), Renuka & Anil (2014), Siva Rabindarang et al. (2014), and Mohd Ahamar Khan, Shah Mohd Khan, and Kalyan Kumar Sahoo (2018), which suggested variations in organizational commitment across different age groups.

The third hypothesis was to determine the difference between organizational commitment and work experience. The results are shown in the following table:

**Table 5: Organizational commitment Difference Based on Experience**

Organizational commitment Based on Experience	Chi Square	Degree of Freedom (df)	Chi Square Mean	F Value	P
Between Groups	0.578	4	0.145	0.488	0.745
Within Groups	62.834	212	0.296		
Total	63.412	216			

*Significance  $p < 0.05$*

A one-way ANOVA test was utilized to assess differences in organizational commitment among various work experience groups. The results indicated that there was no statistically significant difference in organizational commitment based on work experience [ $F(4) = 0.488, p = 0.745$ ]. This implies that teachers in Technical Secondary Schools demonstrated an equal level of organizational commitment, irrespective of their work experience. These findings align with studies by Zohreh, Faghiharam, and Araghieh (2012), Mohammed Aboudahr and Jiali (2019), and Gyeltshen (2019), which also found no significant differences in organizational commitment concerning work experience. However, this contrasts with the study by Manzoor and Basu (2023), which suggested that teachers' organizational commitment decreased as their

work experience increased.

## CONCLUSION

Employee commitment is a crucial factor for the survival and success of an organization. This study specifically focused on assessing teachers' commitment to their schools, recognizing that committed schoolteachers play a pivotal role in delivering effective teaching and learning processes. The findings of this study revealed a high level of commitment among schoolteachers to their respective schools, irrespective of age and teaching experience. Additionally, the study established that female teachers exhibited a higher level of commitment compared to their male counterparts. These results emphasize the significance of teacher commitment in the educational context and underscore gender differences in this aspect.

The results and findings of this study are limited in generalizability and are specifically applicable to schoolteachers within Technical Secondary Schools in the country. Due to the exploratory nature of the study, these conclusions should be interpreted within this specific context. For a broader and more in-depth understanding, further studies could be conducted, encompassing a wider range of schools or educational settings. Expanding the scope of research would contribute to a more comprehensive and nuanced exploration of teachers' commitment, allowing for insights that could be relevant to diverse educational environments.

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