

The commitment level of primary school teachers in Betong Division, Sarawak

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Abstract

Teachers' commitment was found to be one of the most crucial factor for the school effectiveness. The main purpose of this study was to find out the commitment level of 310 primary school teachers in Betong Division, Sarawak toward their school based on demographic factors. TCM Employee Commitment (Allen & Meyer, 2004) instrument was deployed to obtain data from the respondent. The findings of the study indicated that there were some significant differences in the commitment level of teachers based on educational level, teaching experience and tenure but exceptional for gender and age.

Keywords: Commitment, Primary School, Teachers, demographic factors, crucial factor

1. Introduction

Commitment is one of the most important factors in every organizations. Subordinates' commitment would determine the success of an organization (Mowday, Porter & Steers, 1982; Allen & Meyer, 1990) ^{[1], [3]}. High commitment level is often associated with the quality of works such as increase productivity, job satisfaction, low turnout rate and harmonious working environment (Worrall, Copper & Campell, 2000; Culverson, 2002) ^[5]. In school contexts, teachers' commitment is vital in determine the performance of the school. According to Kushman (1992) ^[8] committed teachers are willing to put some extra efforts regardless of time and energy to ensure that the school goal could be achieved. Commitment of the teachers to the school are much influenced by the behavior of the headmaster such as giving supports and good relationship with the teachers (Dannetta, 2002) ^[6].

2. Literature Review

Allen and Meyer (1990) ^[3] introduced the three dimensional commitment model. It consists of three components of commitment namely affective commitment, continuance commitment and normative commitment. Affective commitment refers to employee' emotional attachment to, identification with, and involvement in the organization. Continuance commitment refers to commitment based on the cost that employees have to bear if they left the organization while normative commitment refers to employees' feelings of obligation to stay in the organization.

There were handful of researches had been conducted on organization commitment. Asri Marsidi *et al.* (2007) ^[4] conducted a study to identify the factors which could influence employee commitment in the public organization in Malaysia. It was found that educational level and psychological factor correlated positively with employee organizational commitment. Meanwhile, demographic elements such as age,

marital status, tenure and income failed to show any correlation with the employee organizational commitment.

Abiddin (2010) had conducted a study and found that demographic factors such as age, sex, income and tenure were affecting the employee commitment. Contrary to the findings of Lok and Crawford (1999) ^[9] they found that the educational level, tenure and experience were uncorrelated with the commitment of 258 nurses. However, there was a slight positive correlation found between age and commitment. In Pakistan, Aamir Ali Chughtai *et al.* (2006) ^[1] conducted a study on 125 teachers from 33 universities and found that commitment did not correlated significantly with personal characteristics such as age, tenure, marital status and educational level.

3. Objectives of the study

The objective of the study is to find out the commitment level of primary school teachers in Betong Division, Sarawak based on demographic factors such as gender, age, academic level, teaching experience and tenure.

4. Methodology

Researcher use questionnaire to obtain data from the respondents. TCM Employee Commitment Survey instrument built by Allen and Meyer (2004) ^[10] was used to measure the commitment level of the teachers toward their school. The population of the study consisted of teachers who teach in Betong Division, Sarawak. There were 310 teachers had been selected as samples of this study and it involved only national primary school teachers who had teaching tenure not less than two years.

5. Respondent Profile

Table 1 below shows the respondent profile consists of gender, age, teaching experience, educational level and tenure.

Table 1: Respondent Profile

Gender		Frequency	Percent
Valid	Male	165	53.2
	Female	145	46.8
	Total	310	100
Age		Frequency	Percent
Valid	Below 30 years	81	26.1
	31 to 40 years	107	34.5
	41 to 50 years	86	27.7
	Above 51 years	36	11.6
	Total	310	100
Category		Frequency	Percent
Valid	Graduates	205	66.1
	Non-Graduates	105	33.9
	Total	310	100
Experience		Frequency	Percent
Valid	Below 10 years	135	43.5
	11 to 20 years	81	26.1
	21 to 30 years	80	25.8
	Above 30 years	14	4.5
	Total	310	100
Tenure		Frequency	Percent
Valid	2 to 5 years	148	47.7
	6 to 10 years	102	32.9
	Above 10 years	60	19.4
	Total	310	100

6. Findings

Hypotheses Testing

To test the hypotheses, the researcher use Independent-Sample T-Test and one way Anova with post-hoc tests. Independent-Sample T-Test is use to make comparison between the two score of two different groups of subjects namely; gender and academic level of the respondent. One way Anova is used to identify the significant differences in the means scores on the subjects group and the post hoc test is use to find out the detail of the differences. The significant difference occurs if the significant value is equal or less than 0.05.

Hypotheses 1: There is no significant difference level of commitment among the teachers based on the gender.

Based on the analysis in Table 2, it shows that there was no significant difference the level of teachers' commitment toward school between male and female teachers, $t(296) = .46$, $p > .05$. Therefore, null hypothesis was accepted.

Table 2: Difference level of commitment based on gender

	No.	Mean	SD	DF	T	Sig
Male	153	3.61	.44874	.03604	.46	.64
Female	143	3.59	.43783	.03661		

Hypotheses 2: There is no significant difference in the commitment level among the teachers toward school based on educational level.

Table 3 below shows that there was a significant difference the level of teachers' commitment toward the school between the graduate and non-graduate teachers, $t(296) = -2.8$, $p < .05$.

Therefore, null hypotheses was rejected.

Table 3: Difference level of commitment based on educational level

	No.	Mean	SD	DF	T	Sig
Graduates	195	3.55	.44874	.44149	-2.8	.01
Non-Graduates	103	3.70	.43783	.43093		
Graduates						

Hypotheses 3: There is no significant difference in the commitment level of teachers toward the school based on age categories.

Table 4 below shows that there was no significant difference in the commitment level of teachers toward the school based on age categories. According to ANOVA statistic, the $F=2.186$ is insignificant with a p value = .090 which is above the cutoff value of .05. Therefore, null hypotheses was accepted.

Table 4: Difference level of commitment based on age categories

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.272	3	.424	2.186	.090
Within Groups	57.002	294	.194		
Total	58.273	297			

Hypotheses 4: There is no significant difference in the commitment level of teachers toward the school based on teaching experience.

Table 5 below shows that there was a significant difference in the commitment level of teachers toward the school based on teaching experience. According to ANOVA statistic, the $F=3.963$ is significant with a p value = .009 which is below the cutoff value of .05. Therefore, null hypotheses was rejected. The Tukey post hoc tests indicated that the commitment level of teachers toward school with teaching experience 21 to 30 years and 1 to 10 years ($p < .05$).

Table 5: Difference level of commitment based on teaching experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.265	3	.755	3.963	.009
Within Groups	56.008	294	.191		
Total	58.273	297			

Hypotheses 5: There is no significant difference in the commitment level of teachers toward the school based on tenure.

Table 6 below shows that there was a significant difference in the commitment level of teachers toward the school based on tenure. According to ANOVA statistic, the $F=4.530$ is significant with a p value = .012 which is below the cutoff value of .05. Therefore, null hypotheses was rejected.

The Tukey post hoc tests indicated that the commitment level of teachers toward school with tenure more than 11 years and 1 to 5 years ($p < .05$).

Table 6: Difference level of commitment based on tenure

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.736	3	.868	4.530	.012
Within Groups	56.537	294	.192		
Total	58.273	297			

7. Discussion

The study had found that there is no significant differences in the commitment level of teachers toward school based on gender and age. The findings were contradicted with the findings of Korso (2012)^[7] who found that male teachers were more committed compare to female teachers in term of affective professional commitment. However it supported the findings of Asri Marsidi *et al.* (2007)^[4] and Khatibi (2009) who found that the age did not have any effect on commitment. Apart from that, the results of this study found that there were significant difference in the commitment level of teachers toward school based on educational level, teaching experience and tenure. These findings did not supported the findings of Sii Ling Mee Ling *et al.* (2013)^[12] and Yahzanon Tahir *et al.* (2011)^[14] who found that there were no significant differences in the commitment level of teachers based on educational level. Lastly, the findings of this study supported the findings of Abdullah *et al.* (2013) who found the workers with experience and tenure were more committed.

8. Conclusion

The commitment level of primary school teachers in Betong Division, Sarawak did not show any significant difference based on gender and age except for educational level, teaching experience and tenure. Non-graduate teachers were found to be more committed compared to the graduate teachers. Those teachers who had been working as a teacher for 21 to 30 possessed high level of commitment.

9. References

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