



UNIVERSITI PUTRA MALAYSIA

**THE INFLUENCE OF SELECTED FACTORS ON PROFESSIONAL
COMMITMENT OF TECHNICAL SCHOOL TEACHERS IN SARAWAK**

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By

CHUA LEE CHUAN

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfilment of the Requirements for the Degree of Doctor of Philosophy

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DEDICATION

This thesis is dedicated to
in memory of
my late father, Chua Chiang Kee
and
my late mother, Chan Yong Tin

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment
of the requirement for the degree of Doctor of Philosophy

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Chairman: Professor Turiman bin Suandi, Ph.D.

Faculty: Educational Studies

Although studies on commitment are prevalent in the education literature, most of these studies generally focused on commitment as a unidimensional concept. Recent studies provided evidence that commitment is multi-dimensional (Meyer and Allen, 1990, 1991, 1997), but received little attention from researchers. Acknowledging that commitment is multi-dimensional in nature, this study was undertaken to use a three-component commitment model, proposed by Meyer and Allen's (1990) to examine professional commitment. The study also examined the extent to which professional commitment can be predicted by perceived principal support, collegial support, role states and job characteristics.

Data were collected from 120 randomly selected technical school teachers in Sarawak, using self-administered questionnaires. Overall, the study concluded that technical school teachers were highly committed to the teaching profession. They



reported relatively high levels of affective, continuance and normative commitment.

Results obtained from the correlation analysis revealed that teachers who perceived high levels of principal support, collegial support and job characteristics were more committed to the teaching profession. However, teachers who perceived high levels of role states were relatively less committed. Principal support, collegial support and job characteristics were also strongly related to affective, continuance and normative commitment. Role states were negatively related to affective commitment but positively related to continuance commitment.

Results from a series of regression models revealed that overall professional commitment was predicted by principal support (emotional support), collegial support and job characteristics (feedback) but not role states. These three predictors explained 46.1% of the variance in professional commitment.

Separately assessing each of the three components of professional commitment, it was found that affective, continuance and normative commitment were predicted by different clusters of factors. Specific results showed that affective commitment was highly dependent on emotional support, role conflict, skill variety, task significance and feedback. These predictors explained 38.3% of the variance in affective commitment. Only skill variety was significant in explaining continuance commitment, which contributed 11.7% of the variance in continuance commitment.

Normative commitment closely resembled the pattern of results found in professional commitment, with emotional support, collegial support and feedback as significant predictors. These predictors explained 39.9% of the variance in normative commitment.

The results of this study highlighted the importance of recognising that professional commitment be viewed as a multi-dimensional concept. Therefore, more studies should look into the multi-dimensional aspect of commitment to gain a more comprehensive understanding of the true nature of professional commitment. Based on the statistical results, implications of the findings were discussed in the context of understanding professional commitment of teachers. Suggestions on how to increase professional commitment and avenues for future research were also provided in this dissertation.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PENGARUH FAKTOR-FAKTOR TERPILIH TERHADAP KOMITMEN
PROFESION DI KALANGAN GURU-GURU SEKOLAH TEKNIK
DI SARAWAK**

Oleh

CHUA LEE CHUAN

April 2004

Pengerusi: Profesor Turiman bin Suandi, Ph.D.

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Terdapat banyak literatur tentang kajian-kajian komitmen yang telah dijalankan di dalam bidang pendidikan tetapi kebanyakan kajian ini mengkaji komitmen sebagai satu dimensi. Kajian-kajian terkini membuktikan bahawa konsep komitmen mempunyai pelbagai dimensi (Meyer & Allen, 1990, 1991, 1997), tetapi ianya kurang mendapat perhatian penyelidik. Berdasarkan pengetahuan bahawa komitmen mempunyai pelbagai dimensi, kajian ini dijalankan dengan menggunakan model komitmen tiga-komponen, seperti yang dicadangkan oleh Meyer dan Allen (1990), untuk meninjau komitmen profesion. Kajian ini juga meninjau perhubungan pengaruh sokongan pengetua, sokongan rakan sekerja, peranan kerja dan ciri-ciri kerja terhadap komitmen profesion.

Data kajian ini diperolehi daripada sejumlah 120 guru sekolah teknik di Sarawak yang dipilih secara rawak, dengan menggunakan soal-selidik. Pada keseluruhannya,

dapatan kajian menunjukkan bahawa guru-guru sekolah teknik mempunyai komitmen yang tinggi terhadap profesion perguruan. Mereka juga menunjukkan komitmen yang tinggi dalam ketiga-tiga komponen: afektif, kontinuan dan normatif.

Berdasarkan analisis korelasi, guru-guru yang menerima sokongan yang tinggi daripada pengetua dan rakan sekerja, dan mengalami ciri-ciri kerja yang memuaskan, menunjukkan komitmen yang tinggi terhadap profesion perguruan. Sebaliknya, guru-guru yang mengalami peranan kerja yang tinggi, secara perbandingan, menunjukkan komitmen yang rendah. Dapatan kajian juga menunjukkan bahawa sokongan pengetua, sokongan rakan sekerja dan ciri-ciri kerja mempunyai pertalian yang kuat dengan komitmen afektif, kontinuan dan normatif. Peranan kerja mempunyai perkaitan yang negatif dengan komitmen afektif tetapi hubungannya dengan komitmen kontinuan adalah positif.

Hasil yang diperolehi dari analisis regresi menunjukkan bahawa komitmen profesion boleh diramalkan oleh sokongan pengetua (sokongan emosi), sokongan rakan sekerja dan ciri-ciri kerja (maklumbalas) dan bukan peranan kerja. Ketiga-tiga peramal tersebut menerangkan sebanyak 46.1% daripada varian yang terdapat dalam komitmen profesion.

Apabila ketiga-tiga komponen komitmen profesion ditinjau secara berasingan, hasil yang diperolehi menunjukkan bahawa komitmen afektif, kontinuan dan

normatif dipengaruhi oleh faktor-faktor yang agak berlainan. Khususnya, dapatan kajian menunjukkan bahawa komitmen afektif bergantung kepada sokongan emosi, konflik kerja, kemahiran yang pelbagai, kepentingan kerja dan maklumbalas. Faktor-faktor tersebut menerangkan sebanyak 38.3% daripada varian yang terdapat dalam komitmen afektif. Komitmen kontinuan hanya boleh diramal oleh kemahiran yang pelbagai dan ianya menyumbang sebanyak 11.7% daripada varian komitmen kontinuan. Faktor-faktor yang menerangkan komitmen normatif iaitu, sokongan emosi, sokongan rakan sekerja dan maklumbalas adalah sama dengan faktor-faktor yang menerangkan komitmen profesion. Kesemua faktor tersebut menerangkan sebanyak 39.9% daripada varian yang terkandung dalam komitmen normatif

Dapatan kajian ini telah menggariskan kepentingan komitmen profesion yang dilihat sebagai suatu konsep yang mempunyai pelbagai dimensi. Oleh itu, untuk memperolehi pengetahuan yang lebih menyeluruh mengenai komitmen profesion yang sebenar, kajian lanjutan tentang kepelbagaian dimensi komitmen perlu dijalankan. Berdasarkan dapatan kajian yang diperolehi, implikasi dalam konteks memahami komitmen profesion di kalangan guru juga dihuraikan. Di samping itu, beberapa cadangan untuk meningkatkan komitmen profesion dan arah-tuju untuk kajian-kajian yang akan datang juga dikemukakan.

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LIST OF SYNONYMS AND SYMBOLS

BPTV	Technical and Vocational Management Division
EPRD	Education Planning and Research Division
GDP	Gross Domestic Products
ICT	Information and Communication Technology
JDS	Job Diagnostic Survey
MoE	Ministry of Education
PMR	Penilaian Menengah Rendah
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
VIF	Variance Inflation Factor
β	Probability of Type II error (Beta)
ρ	Pearson's correlation coefficient for a population
df	Degree of freedom
f^2	Effect size for multiple regression
H_0	Null hypothesis
n	Sample size
r	Pearson's Product moment correlation coefficient for a sample
R	multiple correlation coefficient
R^2	Multiple coefficient of determination
Adj R^2	Adjusted coefficient of determination
r_p^2	Semi partial multiple correlation coefficient

v	degree of freedom of the denominator of the F ratio
α	Probability of Type I error (alpha)
λ	Lambda value