



UNIVERSITI PUTRA MALAYSIA

**FACTORS ASSOCIATED WITH OCCUPATIONAL COMMITMENT OF
SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR**

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**FACTORS ASSOCIATED WITH OCCUPATIONAL COMMITMENT OF
SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR**

By

ALI KHAMIS ALI

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

July 2002



DEDICATION

This thesis is dedicated to:

My late father, Khamis bin Ali

My mother, Sharife Bai Ali

My perpetual wife, Khadija Ali Sheikh

My daughter, Khairaat

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

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Chairperson: Associate Professor Dr. Zaidatul Akmaliah Lope Pihie

Faculty: Educational Studies

This research was an attempt to study factors associated with the occupational commitment of secondary school teachers in Kuala Lumpur, Malaysia. The research design was a descriptive correlational study and the data were collected using questionnaires. The study followed a survey method which used a stratified sampling technique to select 510 teachers. A response rate of 83.23% (433) was considered to be valid. Both descriptive and inferential statistics were used to analyse the data of the study.

The research findings showed that teachers' levels of affective, continuance, normative and overall occupational commitment were moderate. Female teachers indicated higher affective, normative and overall occupational commitment than did males. Malay teachers indicated higher affective and overall occupational commitment than did teachers from Chinese, Indian and other ethnic groups. Both non-graduate teachers and teachers with a Bachelor's degree showed higher

affective, continuance, normative and overall occupational commitment than did teachers with a Master's degree. Years of experience in a current school had a significant correlation with continuance occupational commitment; whereas number of children had a significant correlation with overall occupational commitment.

Furthermore, the findings showed that supportive principal behaviour, engaged teacher behaviour, frustrated teacher behaviour, affective organizational commitment, continuance organizational commitment, normative organizational commitment, role conflict, intrinsic motivation and extrinsic motivation have significant correlations with affective, continuance, normative and overall occupational commitment. Role ambiguity has a significant correlation with affective, normative and overall occupational commitment. Intimate teacher behaviour has a significant correlation with only affective occupational commitment.

Multiple regression analysis showed that non-graduate qualifications, normative organisational commitment, and intrinsic motivation were significant factors to predict affective, continuance, normative and overall occupational commitment. Also, the multiple regression analysis indicated that a Bachelor's degree and extrinsic motivation were significant factors to predict affective, normative and overall occupational commitment, whereas continuance organisational commitment was a significant factor for affective and continuance occupational commitment. Ethnic groups and frustrated teacher behaviour were only significant factors for affective and overall occupational commitment; whereas role conflict was only a significant factor for continuance occupational commitment. Generally, the study

indicated that normative organizational commitment was the most significant factor in explaining the variances of affective, continuance, normative and overall occupational commitment. Based on the findings of the study, a model for understanding research on teachers' occupational commitment was proposed.

The study mainly recommended that practitioners should clearly understand the distinct components of occupational commitment and factors associated with each of them whenever they want to establish a policy for teachers' occupational commitment. Finally, other recommendations for practice and further research were made.

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

**FAKTOR BERKAITAN KOMITMEN PEKERJAAN DI KALANGAN GURU
SEKOLAH MENENGAH DI KUALA LUMPUR**

Oleh

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Penyelidikan ini adalah usaha untuk mengkaji faktor yang berkaitan dengan komitmen pekerjaan di kalangan guru sekolah menengah di Kuala Lumpur, Malaysia. Reka bentuk penyelidikan adalah kajian korelasi deskriptif dan data dihipunk dengan menggunakan soal selidik. Kajian ini mematuhi kaedah tinjauan yang menggunakan teknik persampelan berstrata untuk memilih 510 guru. Kadar respons adalah 83.23% (433). Kedua-dua perangkaan deskriptif dan statistik inferensi digunakan untuk menganalisis data kajian.

Dapatan penyelidikan menunjukkan bahawa aras komitmen afektif, keberterusan, normatif dan pekerjaan keseluruhannya adalah sederhana. Guru wanita menunjukkan komitmen afektif, normatif dan pekerjaan keseluruhan yang lebih tinggi daripada guru lelaki. Guru Melayu menunjukkan komitmen afektif dan pekerjaan keseluruhan yang lebih tinggi daripada guru Cina, India dan kumpulan etnik lain. Kedua-dua guru bukan graduan dan guru berkecualan ijazah Bachelor menunjukkan komitmen afektif,

keberterusan, normatif, dan pekerjaan yang lebih tinggi daripada guru berkecayaan sarjana. Pengalaman di sekolah semasa memperlihatkan korelasi yang signifikan dengan komitmen pekerjaan berterusan, manakala bilangan anak mempunyai korelasi signifikan dengan komitmen pekerjaan keseluruhan.

Seterusnya, dapatan kajian menunjukkan bahawa tingkah laku pengetua yang menyokong, tingkah laku guru yang setia, tingkah laku guru yang kecewa, komitmen organisasi afektif, komitmen organisasi keberterusan, komitmen organisasi normatif, konflik peranan, motivasi dalaman dan motivasi luaran mempunyai korelasi signifikan dengan komitmen afektif, keberterusan, normatif dan pekerjaan keseluruhan. Ketaksaan peranan adalah berkorelasi secara signifikan dengan komitmen afektif, normatif, dan pekerjaan keseluruhan. Tingkah laku intim guru mempunyai korelasi signifikan dengan hanya komitmen pekerjaan afektif.

Analisis regresi berbilang menunjukkan bahawa kelayakan bukan graduan, komitmen organisasi normatif dan motivasi dalaman adalah faktor signifikan untuk komitmen afektif, keberterusan, normatif dan pekerjaan keseluruhan. Di samping itu, analisis regresi berbilang menunjukkan bahawa ijazah bachelo dan motivasi luaran adalah faktor signifikan untuk komitmen afektif, normatif dan pekerjaan keseluruhan, sementara komitmen organisasi keberterusan adalah faktor signifikan untuk komitmen afektif dan pekerjaan keberterusan. Kumpulan etnik dan tingkah laku guru yang kecewa adalah faktor signifikan untuk meramal komitmen afektif dan pekerjaan keseluruhan, sementara konflik peranan hanyalah faktor signifikan untuk meramal komitmen pekerjaan keberterusan. Pada keseluruhannya, kajian ini

menunjukkan bahawa komitmen organisasi normatif adalah faktor yang paling signifikan bagi menjelaskan varians komitmen afektif, keberterusan, normatif dan pekerjaan keseluruhan. Berdasarkan dapatan kajian, satu model untuk memahami penyelidikan tentang komitmen pekerjaan guru telah dicadangkan.

Kajian ini terutamanya mencadangkan bahawa pengamal harus memahami dengan jelas perbezaan komponen komitmen pekerjaan dan faktor yang berkaitan dengan setiap komponen itu apabila hendak menentukan satu dasar untuk komitmen pekerjaan guru. Akhir sekali dikemukakan juga cadangan lain untuk amalan dan penyelidikan selanjutnya.

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This thesis submitted to the Senate of Universiti Putra Malaysia has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The Members of the Supervisory Committee are as follows:

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CHAPTER I

INTRODUCTION

Background of the Study

In recent years, the concept of commitment has received increasing attention as a potential determinant of employees' performance and high productivity in various types of occupations and organisations. However, in the review of commitment literature, Reyes (1990) noted that while the general empirical literature on employees' commitment has generated over 70 articles, very few of these studies have used educational organisations as the unit of analysis. Furthermore, observation shows that trends of commitment studies on educational organisation have not indicated a significant change. This means there is a lack of empirical assessment of teachers' commitment to both the teaching occupation and school organisations.

The concept of commitment has received increasing attention for several reasons. For instance, the literature on commitment reveals that studies on occupational commitment are important for career development and progress because of the longitudinal nature of careers (Colarelli & Bishop, 1990). In addition, commitment is a critical issue in the development of occupational ability as commitment to an occupation helps one persist long enough to develop specialized skills (Perrow, 1986). Commitment is also crucial because it is associated with greater job effort and involvement (Mowday, Porter, & Steers, 19982; Rosenholtz, 1989). In addition, occupational commitment may become an important source of occupational meaning

and continuity as organisations become more fluid and less able to guarantee employment security (Colarelli & Bishop, 1990). It has been suggested that commitment to occupation is necessary for teachers for the reason that it provides motivation to professionalize and pursue changes in their practice while dealing with the complex demands brought by these changes (Firestone & Pennel, 1993). However, Colarelli and Bishop (1990) observed that occupational commitment has yet to receive much attention in the commitment literature. Therefore, examining the determinants of occupational commitment in work behaviour and school practices is of particular significance.

Furthermore, studies of commitment in Malaysia have strongly recommended that further studies on commitment should be conducted (Hanifah, 1981; Mat Zain, 1993; Perumal, 1995; Hon, 1996). This could help improve the teaching profession in schools and school performance in generally, as Ramanathan (1988) found that teachers' lack of commitment reduces motivation. Moreover, studies on commitment may provide guidelines to understand factors that help retain teachers in their occupation.

Factors that help retain teachers in their profession are not universal because these factors can differ from one nation to another. For instance, whereas an improvement in the socio-economic situation of teachers has helped to retain many teachers in the teaching profession in some countries like Jordan and the Philippines, other countries such as Tanzania have not shown improvement (International Labour Organisation (ILO), 1991). Thus, it seems evident that there is a strong need to conduct more