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ORGANIZATIONAL COMMITMENT OF VOCATIONAL COLLEGE
TEACHERS IN MALAYSIA

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ABSTRACT

This study aimed to validate factors related to organizational commitment among teachers in vocational colleges in Malaysia. As we know, the commitment given to the organization will make the organization manageable. However, there are issues regarding the commitment given by the teachers in vocational colleges, which has led to poor performance of college organizations. Some studies have found that factors such as narrative commitment, affective commitment and ongoing commitment cause the overall commitment to the organization to be disrupted. In this study, a fully quantitative approach is used to determine factors in the organization commitment of vocational college teachers. The questionnaire was administered to 264 vocational college teachers in three states in Malaysia namely Negeri Sembilan, Melaka and Johor. The data obtained were then analyzed using Structural Equation Modeling (SEM) using AMOS 21 application. Confirmatory Factor Analysis was performed to obtain factor loading for each element obtained namely narrative commitment, affective commitment and continuous commitment. The analysis results show that the factors reflect the appropriate fit and meet all the criteria for validation. Therefore, the findings of this study can further confirm previous findings on this issue.

INTRODUCTION

The Vocational Education Transformation Plan is an effort to reengineering the existing vocational education system to the extent that it has a vocational education system in line with Malaysia's transformation agenda as a developed and high-income nation (BPTV, 2012). Teachers' commitment to the school is a key factor in realizing the educational aspirations as committed teachers are considered the human capital at the forefront of a nation's educational development and have a strong belief in high school leaders and teachers who will always be positive in the belief that leaders and schools will prioritize them, maintain and even ensure that their policies are not ignored (Nurulaim and Suhaida, 2013). Whereas Bogler&Somech (2004) stated that teachers who are highly committed to the school will also feel that they have high status and are willing to contribute beyond what is expected of them. Teacher commitment is defined as teacher commitment which is a decisive factor influencing students' teaching and learning process (Nurulaim and Suhaida, 2013).

BACKGROUND RESEARCH

According to Yahya Don (2009) the quality of work that is the result of commitment among the teachers is necessary because commitment is the proud focus that the teacher must give. High commitment results from positive perceptions and calls by teachers to respond to the proposed transformation (Lokman et al., 2010). According to Elliot &Crosswell (2003); Firestone and Pennell (1993), teachers whose values such as successful transformation, responsibility, care, dedication, and dedication are high value for a teacher committed to their career. Therefore, this study was conducted to meet the objectives and research questions as follows:

- a. Research objective
 - i. Validate factor compatibility for organizational commitment among teachers in vocational colleges.

- b. Research questions
 - i. Can the factors for organizational commitment among teachers in vocational colleges be determined by their consistency?

LITERATURE REVIEW

There are studies showed that organizational commitment has a huge impact on the organization as a whole. Among them is a study by Lokman et.al. (2010) stated that teachers who are able to respond to challenges and give their full commitment can help their organization succeed. Similarly, a study by Elliot &Crosswell (2003), stated that high teacher dedication and commitment enables organizations to move successfully. A teacher is also seen to be more committed to his or her career if he or she is responsible for the organization that supports it (Firestone & Pennell, 1993). According to Yahya Don (2009), a strong focus can enable a teacher to provide the best service to the organization. Nurulaim and Suhaida (2013) state that teachers' commitment to the school is the determinant of school success in

achieving their vision and mission. Whereas Bogler&Somech (2004) explain that high teacher commitment makes them ready to serve the school well.

According to Emma et al. (2017), organizational commitment is important to recognize the links generated between individuals and the organization that encourage a desire for organization best performance. They also state that individuals have to practice narrative, affective and continuous commitment in providing the best service to the organization. Carolina and Silvio (2016) suggest that affective and normative commitments and satisfaction with pay, are correlated with the service for organizational. While Al-Jabari and Ghazzawi (2019) states that narrative commitment, continuous commitment and affective commitment can influence the management of an organization.

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. According to Saul (2019), quantitative methods are approaches to quantitative data and involve numerical measurement. Researchers distribute questionnaires to 264 vocational college teachers. The questionnaire set was analyzed using the Structural Equation Modeling (SEM) approach. The items for the set of questionnaires are as per Table 1.

Table 1: Questionnaires Items

Narrative Commitment	I am very happy to spend my entire career with this organization.
	I really feel that the problems in this organization are like my own.
	I have deep affection for this organization.
	I feel an emotional connection to this organization.
	I feel like I'm part of the family of this organization.
	This organization has many personal memories of myself.
Continuous Commitment	I continue to stay in this organization because I feel that it is not easy to move to another organization.
	If I want to leave my organization right now, it's very difficult.
	If I make the decision to leave this organization, it will ruin my life
	I remain in this organization because I feel that I only have a few opportunities in this organization.
	I will not leave this organization because of the possible loss I will bear.
	There are too few job options in other organizations if I want to leave this organization.
Affective commitment	One of the main reasons why I continue to work in this organization is because it leaves a great deal of sacrifice. Other organizations may not have the many benefits that I have for this organization.
	I think one of the negative effects of leaving the organization is due to the lack of alternatives.
	I believe that one has to be loyal to his organization.
	I ask for opinions from others to solve the problem.
	If I get a better job offer elsewhere, I don't think it's the right thing to leave my organization.
	I believe loyalty to the organization is important and it is my duty to remain in this organization.
I have been educated on the value of trust in one organization.	
I think staying in one organization for the rest of my career is better.	
I think being an employee owned by an organization is not a necessity at this time.	

SEM is the second generation of multivariate analysis in the study (Zainudin, 2015). The use of AMOS applications to adapt this SEM method is very appropriate as the analysis performed will provide more accurate results (Barbara, 2010). The tests used to determine the compatibility of the factors involved were CFA tests for each factor. The main criterion for determining this compatibility is to look at the loading factor value that should be ≥ 0.50 , not be ≥ 1.00 , and must be positive. The other criteria proposed for this fit are divided into 3 fitness validity namely, fitness index, Convergent Validity and Construct Validity. For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative/Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990). For validity assessment, the Convergent Validity (Average Variance Extracted-AVE) and Construct Validity measurements need to be met. According to Kline (2005), the value of AVE that can determine compatibility is at least 0.50, while Fornell&Larcker (1981) suggest that the AVE value in meeting the Convergent Validity measurement requirements is ≥ 0.5 . Next is the criteria for reliability measurement. This criterion involves a Composite Reliability value of ≥ 0.7 .

FINDINGS

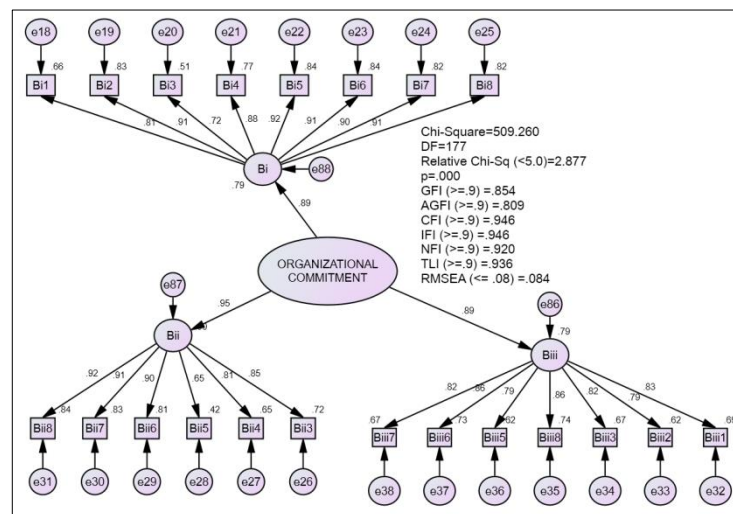


Figure 1: CFA for Organizational Commitment (Original)

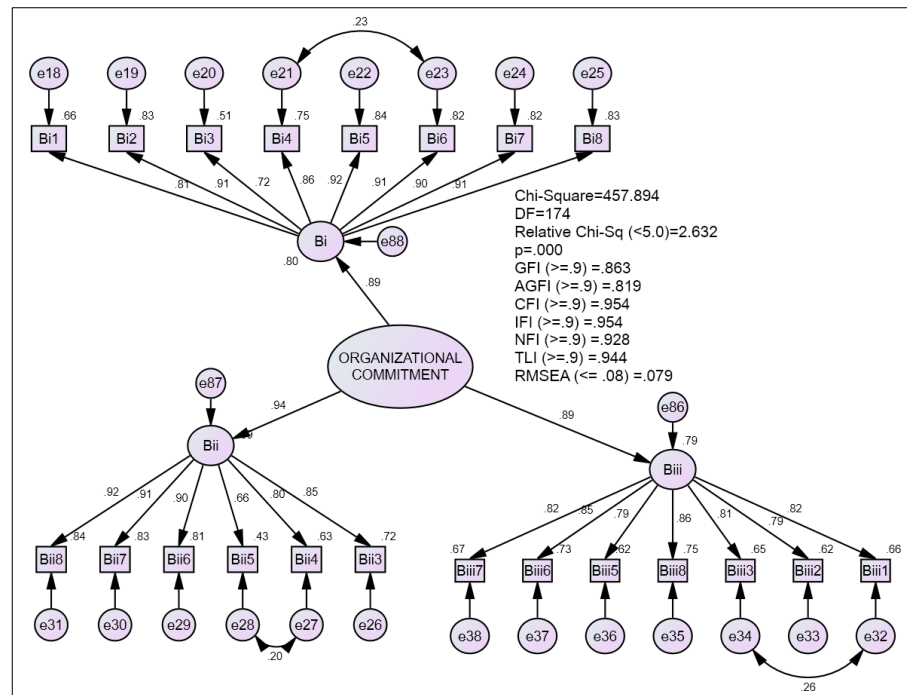


Figure 2: CFA for Organizational Commitment (Modified)

The findings show that the CFA analysis conducted for organizational commitment did not meet the criteria for RMSEA (0.084), while Relative / Normed Chi-Square (2.877), and GFI, CFI and TLI values reached ≤ 0.90 , as indicated in Figure 1. Therefore, this CFA needs to be re-run for improvements through fit indices (Zainudin, 2015). After modification made to the CFA, the correlation value was achieved at RMSEA = 0.079, Relative / Normed Chi-Square (2.632), while the CFI and TLI values reached ≥ 0.90 , as shown in Figure 2.

DISCUSSION

Based on the results of this analysis, it can be said that the factors to the organizational commitment of the vocational college teachers are divided into three: narrative commitment, affective commitment and continuous commitment. All of these factors can be verified using CFA and SEM analysis through the application of AMOS 21. Overall, respondents agreed that all of these factors contributed to the vocational college teacher's commitment to their organizational achievement. These three factors showed a high loading factor of 0.94 for continuous commitment, 0.89 for narrative commitment and affective commitment. This indicates that these three factors have a significant impact on the vocational college teachers' commitment to the school. This finding also answers the questions of the study. This indicates that the organization's commitment to the teachers has been an integral part of the vocational college organization and these factors have been validated.

CONCLUSION AND SUGGESTION

Based on the findings of this study, it can be concluded that the issue of vocational college teachers' organizational commitment is still ongoing and has not yet been found. Given the emphasis on the factors gained through this study, it is hoped that stakeholders such as school leadership can look at this issue and improve their college management. Through this study, the researchers suggested that school management can focus on the management and distribution of duties to teachers of vocational college by examining the policies of the Ministry of Education Malaysia. For further studies, it is proposed that further exploration of these factors be used by qualitative methods to obtain more data. This study also suggested some other constructs such as emotional intelligence and teacher work attitude.

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