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**FACTORS INFLUENCING SERVICE COMMITMENT OF
SCHOOL TEACHERS**



**MASTER OF SCIENCE MANAGEMENT
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**FACTORS INFLUENCING SERVICE COMMITMENT OF
SCHOOL TEACHERS**

By

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UUM
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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business
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In Partial Fulfillment of the Requirement for the Degree of
Master of Science Management**



**Pusat Pengajian Pengurusan
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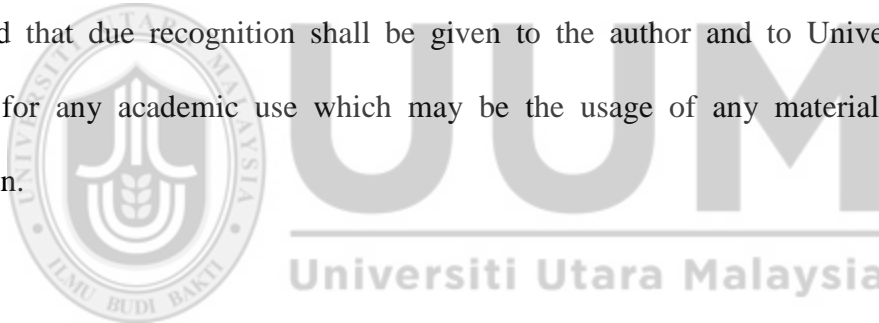
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ABSTRACT

Service commitment among teachers has been an important issue due to the modernization of education. Predicting employees satisfaction, commitment and turnover is crucial because employees are the only source of sustainable competitive advantage to organisations. Teachers nowadays should be multi-tasking as well as being able to teach students in different ways. They must create a creative environment in order to attract students to participate in the class through various audio visual aids in the teaching process. This study therefore aims to determine the factors influencing service commitment among school teachers. Factors such as Job Satisfaction, Leadership, Reward, Working Environment, and Motivation are being investigated. Teachers from various high schools in Kubang Pasu District, Kedah were chosen as respondents of this study. A total number of 350 questionnaires were distributed to respondents using simple random sampling method. Only 315 questionnaires were returned and used for analysis. The result of correlation analysis showed that there is a significant relationship between all the independent variables (Job Satisfaction, Leadership, Reward, Working Environment, and Motivation) towards Service Commitment. On the other hand, the result of regression analysis indicates that there are only two independent variables that significantly influenced Service Commitment, which is Job Satisfaction and Reward. In conclusion, the finding of this study shows that teachers' commitment and engagement is one of the most critical factors in students success.

Keywords: Service Commitment, Job Satisfaction, Leadership, Reward, Working Environment, and Motivation

ABSTRAK

Komitmen dalam perkhidmatan dikalangan guru telah menjadi satu isu penting disebabkan pemodenan didalam bidang pendidikan. Meramal kepuasan pekerja, komitmen dan pulangan merupakan isu penting kerana pekerja merupakan satu-satunya sumber kepada organisasi untuk bersaing. Guru pada masa sekarang perlu mempunyai banyak kemahiran bagi membolehkan mereka mengajar didalam pelbagai aspek kepada pelajar. Mereka mesti mewujudkan satu persekitaran kreatif supaya dapat menarik pelajar menyertai kelas melalui tayangan audio visual didalam proses pembelajaran. Kajian ini bertujuan untuk menentukan faktor-faktor yang mempengaruhi komitmen dalam perkhidmatan di kalangan guru sekolah. Faktor-faktor seperti Komitmen Perkhidmatan, Kepuasan Kerja, Kepimpinan, Ganjaran, Persekitaran Kerja, dan Motivasi telah dikaji. Guru-guru dari pelbagai sekolah menengah di Daerah Kubang Pasu, Kedah telah dipilih sebagai responden bagi kajian ini. Sebanyak 350 borang soal selidik telah diagihkan kepada responden dengan menggunakan kaedah pensampelan rawak ringkas. Namun, hanya 315 borang soal selidik sahaja yang telah dipulangkan dan digunakan untuk tujuan analisis. Keputusan analisis korelasi telah menunjukkan bahawa terdapat satu hubungan yang signifikan di antara kesemua pembolehubah tidak bersandar (Kepuasan Kerja, Kepimpinan, Ganjaran, Persekitaran Kerja, dan Motivasi) dengan Komitmen Perkhidmatan. Manakala, keputusan analisis regresi pula telah menunjukkan bahawa terdapat dua pemboleh pembolehubah tidak bersandar yang berpengaruh terhadap Komitmen Perkhidmatan, iaitu Kepuasan Kerja dan Ganjaran. Sebagai kesimpulan, penemuan pada kajian ini telah menunjukkan bahawa komitmen perkhidmatan dikalangan guru-guru merupakan faktor yang penting didalam menjamin kejayaan pelajar.

Kata Kunci: Komitmen Perkhidmatan, Kepuasan Kerja, Kepimpinan, Ganjaran, Persekitaran Kerja, dan Motivasi

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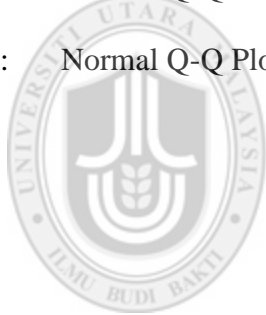
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CHAPTER 1

INTRODUCTION

1.0 CHAPTER INTRODUCTION

This study presents an overview of factors influencing service commitment among school teachers. These factors are leadership, working environment, reward, job specification, job satisfaction and motivation. This chapter contains nine parts which are classified as follows: (1) Background of the Study, (2) Problem Statement, (3) Research Objectives, (4) Research Questions, (5) The Variable of the Study, (6) Theoretical Framework, (7) Hypotheses, (8) Significance of the Study, and (9) Chapter Conclusion.

1.1 BACKGROUND OF THE STUDY

The recent globalization and liberalization of the education sector has inevitably helped to propel the transnational educational developments in Malaysia. Schools are constantly faced with multiple issues, such as challenges of how to improve student achievement and how to improve teacher's service commitment. Service commitment among teachers has been an important issue to study because of the modernization of education nowadays. In this sense, Cooper-Hakim and Viswesvaran, (2005) has pointed out that it is important for managers to predict employee satisfaction, commitment and turnover in order for an organization to succeed since employees are the main source of competitive advantage to organizations.

Ballou and Podgursky, (1997) in their research among Hong Kong Government officials found that quality and performance of teachers have been a focused concern in education. On the other hand, Manning & Patterson, (2005) proposed that if teacher only have knowledge but don't have motivation and dedication to teach then education will be lacking in quality. They also identified efficacy as another important factor that determine. Other factors that they identify were academic qualification, subject matter knowledge, pedagogy as well as teaching skills.

Teachers nowadays should be multi-tasking as well as being able to teach students in different ways. They must create a creative environment in order to attract students to participate in the class through various audio visual aids in the teaching process. A research conducted by Czubaj (1996), found that if teachers are motivated and loves the teaching profession, the result is that students will learn the content taught as well as be motivated towards the learning situations.

Service commitment and satisfaction becomes critical issues if an organization that expect to be successful. Successful high school in Malaysia such as SMK Sultanah Asma, Sekolah Menengah Sultan Abdul Halim, Malay College Kuala Kangsar as well as Sekolah Tun Fatimah has worked hard to achieve best school in Malaysia. Owens, (1991) and Rich, (1992) found that teachers should be given tasks and responsibilities needed in order for schools excel and teachers must be regarded as assets in whole educational system. The improvement of school and successful implementation of

innovations in education depend largely on teachers who are primarily responsible for the educational activities in their schools. Tsui and Cheng (1999), pointed out assertive effort should be given in order to understand the role of teachers, their behaviors as well as their performance within the school environment.

Organizational commitment has been studied widely in many researches as well as being investigated in several studies as a factor that influenced the behaviors and performance of employees. In this regard, this study, aims at investigating factors influencing service commitment among school teachers. In this relation, Bidwell (1965) and Weick (1976) found in their research that voluntary commitment by teachers is very to enhance students' learning as well as to accomplish school achievement. Committed teachers need to have a strong psychological push as well as commitment, so that they can deal with the school, students, parents, or their subject areas.

Recent attempts to tighten couplings in education through tougher standards and increased testing for both teachers and students might seem to lessen the need for teacher commitment (Firestone, Fuhrman & Kirst, 1991). However, these attempts coincide with other trends such as the push to develop more complex, intellectually demanding approaches to teaching that are likely to strengthen students' higher order thinking (Shulman, 1987). If anything, these latter changes will make schools even more dependent on teacher discretion and, therefore, increase demands for appropriate teacher commitments.

Commitment is defined as employee's emotional attachment to, identify with, and involvement in the organization. Employees that have a strong affective commitment will continue working for the organization eagerly. Continuance commitment refers to an individual's awareness of the costs as a result of leaving the organization. Employees with a high level of continuance commitment will tend to remain as a member of an organization because they feel they need to do so. Normative commitment is a feeling of obligation to stay employed in the organization. Employees high in normative commitment will feel that they need to maintain relevance in the organization (Allen & Meyer, 1990).

Employees are the key of successful factors of an organization and leads organization to achieve competitive environment. According to Fiorita, Bozeman, Young and Meurs, (2007), employee commitment must be tackled with care since it can lead to beneficial consequences to the organization. For example, they can lead to an increased in job effectiveness, performance, productivity, and decreased turnover as well as absenteeism in the organization. Employees who are satisfied with their job would perform their duties excellently well and will be committed to the organization.

Thus, it is of critical for employers to identify the factors that influenced their employees' job satisfaction level since this will in turn affect the performance of the organization in the long run (Awang, Ahmad & Zin, 2010). Furthermore, according to Steinhaus and Perry (1996), employees who are very high in commitment will be proud to be in that organization. They believe in the goals and values of the organization as well

as display high level productivity. Highly committed employees believe that they must perform better so that their organization may succeed. In addition, these employees will also have emotional involvement with their organization.



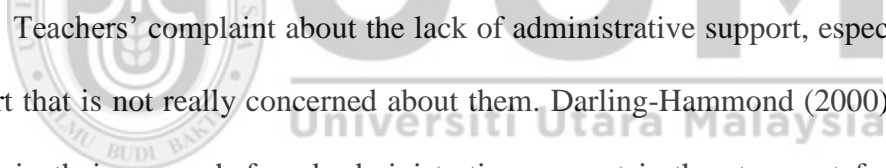
1.2 PROBLEM STATEMENT

Teacher's commitment is associated with teachers' sense of efficacy. Coladarci (1992), Joffres and Haughey (2001) found in their research that when teachers' felt uncomfortable with their situation they would make a decision either to shift or to decline. There is no significant relationship between professional commitment and attitudes towards students and lack of personal achievement. Finding results conclude that there are negative factors on teachers' commitment to teaching.

Joffres and Haughey (2001) have been studied the associations between teachers' characteristics such as age, education, gender, experience, organizational tenure, career stages and commitment. Their findings are not consistent and there are lots of questions that are not answered about the factors that influence teachers' commitments. They also underlined the factors that are affecting teachers' commitment to the profession should be studied because of nation need teachers.

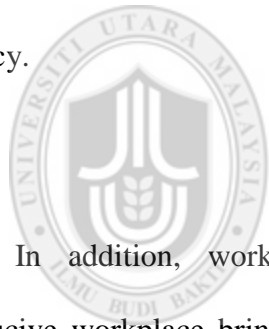
Meanwhile, according to Hallinger (1992) the role of the principal was considerable to be a manager. Schools have striven to prepare students for higher education and adulthood. Management teams in schools are led by the principal. Every principal has their own leadership style on how they will organize the school. Furthermore, Eisenberg, Monge and Farace (1984) suggested that the higher the degree of perceived agreement between the attitudes of leaders and subordinates and predictions about each other's attitudes, the higher the evaluation of one another.

As a leader, the responsibility of principals are to guide their staff to do the right thing. While Parker (1986) found that the decade of the forties marked a shift in the principals' role from being an inspector to cooperatively work with teachers with the goals of improving teaching. Meanwhile, studies conducted by Day (2000) proposed that principals should be a community leader in order to facilitate the interactions surrounding school. In the 1980s principals were expected to be a problem-solver, provide resources and facilitate the learning process for teachers and students. Principals were expected to be visionary, leading the school to become an ideal school. As the years moved into the 1990s, the role of principals shifted back to a community builder. Thus, these issues required more services from schools (Beck & Murphy, 1993).



Teachers' complaint about the lack of administrative support, especially principal support that is not really concerned about them. Darling-Hammond (2000) and Ingersoll (2002) in their research found administrative support is the strongest factor that leads teachers to stay or to leave the profession. Schools management must create a happy environment in order to keep good teachers. Hoy and Woolfolk (1993) asserted in their research, found that school principal was the one who control the internal administrative function of the organization. Other scholars supported that in order to meet the future challenge all the management teams in schools should work together to achieve their vision and mission (Lunenburg & Irby, 2006).

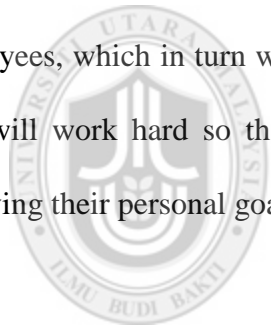
Barnett, McCormick and Connors (2001) in their research noted that transformational leadership is a factor to achieve a high level of teacher commitment. Bass and AVALIO (1994) has supported that transformational leaders interact with their followers in such a way as to inspire their performance, and help their followers perform beyond their expectations. Current school leadership literature provides the influence of this form of supportive leadership not only on teacher commitment, but also on teacher beliefs, more specifically on teacher efficacy (Ebmeier, 2003) and teacher collective efficacy (Dale, 2005; Goddard, 2001; Knobloch & Whittington, 2002; Ross & Gray, 2006). However, the influence of principal leadership on teacher commitment has not been investigated through the mediating factors of both collective efficacy and teacher efficacy.



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In addition, working environment also influences employee satisfaction. Conducive workplace brings a smile in teachers face and they are happy to perform. That's why this research want know how working environment in schools area. Are they concerned about safety or not. Factory organization generally is more concern about safety because they are dealing with machineries and equipment. But different ways in schools whereby working condition included teacher's room, classroom, toilet, office, and so on. Employees' compositions in terms of an ethnic group as well as the proportions of students from various income groups will predict teacher turnover, salaries and working environment.

Job satisfaction and commitment will lead to service commitment is because these two factors lead to the increase of productivity. This is another reason why this study is being conducted. Investigations related to employees' level of satisfaction is, therefore crucial because it can provide an insight whether signal whether employees are committed or otherwise. Employees' productivity is influenced by their job satisfaction level. This in turn can be used as a benchmark in determining the turnover rate of employees as well as to increase the level of service commitment. Managers would be needed to know the relationship between job satisfaction and service commitment because by doing so they can take action to retain their employees who are most satisfied employees. Similarly, by knowing this, it would help managers to satisfy their employees, which in turn will benefit the organization. When employees are committed, they will work hard so that the goal of the organization will be achieved as well as achieving their personal goals.

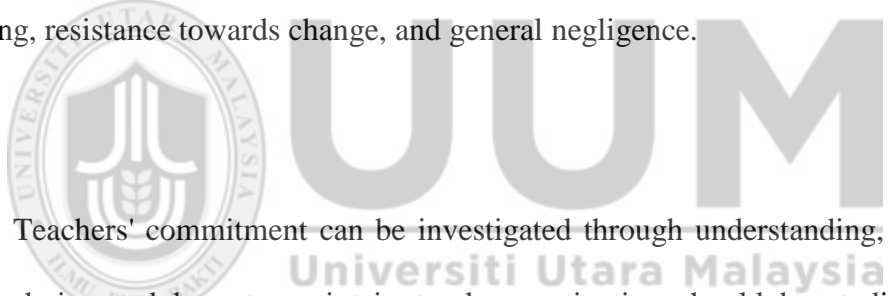


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There is a positive relationship between satisfied employees and organizational performance. If employees are satisfied and happy about their work, they will perform better in their job and this will eventually increase the quality of their work. Customers will then be happy and this in turn will contribute to organizational success. In order to make sure that employees put very high commitment on the job, employers must provide ways to increase employees' satisfaction. However, most of the time, managers usually have little knowledge about their employees' satisfaction level. They are not aware that employee satisfaction level will influence the way they perform their job. As a result, this

study was conducted with the aim of finding the relationship between the organizational commitment and job satisfaction among school teachers.

Joffres and Haughey, (2001) in their research, identify factors that influencing teachers' performance and commitment such as career choice, level of confidence and teaching method. Qualified teachers lacking the motivation to teach often have little enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routinized. Consequently, interest decreases and the teacher fail to fulfill the capacity and becomes less effective. In concrete terms, the result is lack of planning, resistance towards change, and general negligence.



Teachers' commitment can be investigated through understanding, teaching as a career choice and how to maintain teacher motivation should be studied. Teachers' responsibilities are broad and challenging in order to adapt to new knowledge, new technologies and new techniques so that teachers can deliver the best to their organizations. Similarly, school administrators also should well plan their task and always keep up to date with the latest progress and situation in teaching and learning process, so that, they can provide the best performance to their students.

1.3 OBJECTIVES OF THE STUDY

1.3.1 Main Objective

The main objective of this study is to determine factors influencing service commitment among school teachers.

1.3.2 The Specific Objectives

1. To examine the significant difference of service commitment between genders among school teachers.
2. To examine the significant difference of service commitment between age, ethnic group, religion, monthly income, duration of service and level of education.
3. To determine the relationship between the independent variable (job satisfaction, leadership, reward, working environment, and motivation) on service commitment among school teachers.
4. To determine the influence of job satisfaction, leadership, reward, working environment, and motivation towards service commitment among school teachers.

1.4 RESEARCH QUESTIONS

Four research questions have been formulated to achieve the objectives of this study as follows:-

1. Is there any significant difference between service commitment and genders among school teachers?
2. Is there any significant difference between service commitment and age, ethnic group, religion, monthly income, duration of service and level of education of respondents?
3. Is there any significant relationship between independent variable (job satisfaction, leadership, reward, working environment, and motivation) on service commitment among school teachers?
4. Is there any significant influence of job satisfaction, leadership, reward, working environment, and motivation towards service commitment among school teachers?

1.5 THE VARIABLES OF THE STUDY

A variable can vary in value, in direction or usually will, vary in terms of magnitude or strength. There are two different types of variables in descriptive and causal research which are dependent variables and independent variables. Therefore, independent and dependent variables are narrated between each other (Zikmund et al., 2010).

1.5.1 Dependent Variable

The dependent variable of this study is Service commitment.

1.5.2 Independent Variable

The independent variables in this study are job satisfaction, leadership, reward, working environment and motivation.



1.6 THEORETICAL FRAMEWORK

Smyth (2004) defined research framework as a framework that is assembled from a combination of a wide range of belief, view and theories that help researchers to identify problems develop the question and search for relevant literature. Theoretical framework is an important component in any research. This is because it helps the researchers to see the relationship between the factors that are important in the research problems. Research framework involves the relationship between dependent variable (DV) and independent variables (IV).

In other words, the DV will rely on independent variable. The DV also do not change the IV. In this study, there are five IV and one DV. The DV is “Service Commitment” among school teachers. The IV in this study consist of five factors that influence the service commitment (DV) namely job satisfaction, leadership, reward, working environment, and motivation. The theoretical framework of this research is shown in the Figure 1.1 which shows the variables that need to be examined according to the objectives, research questions and hypothesis.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES

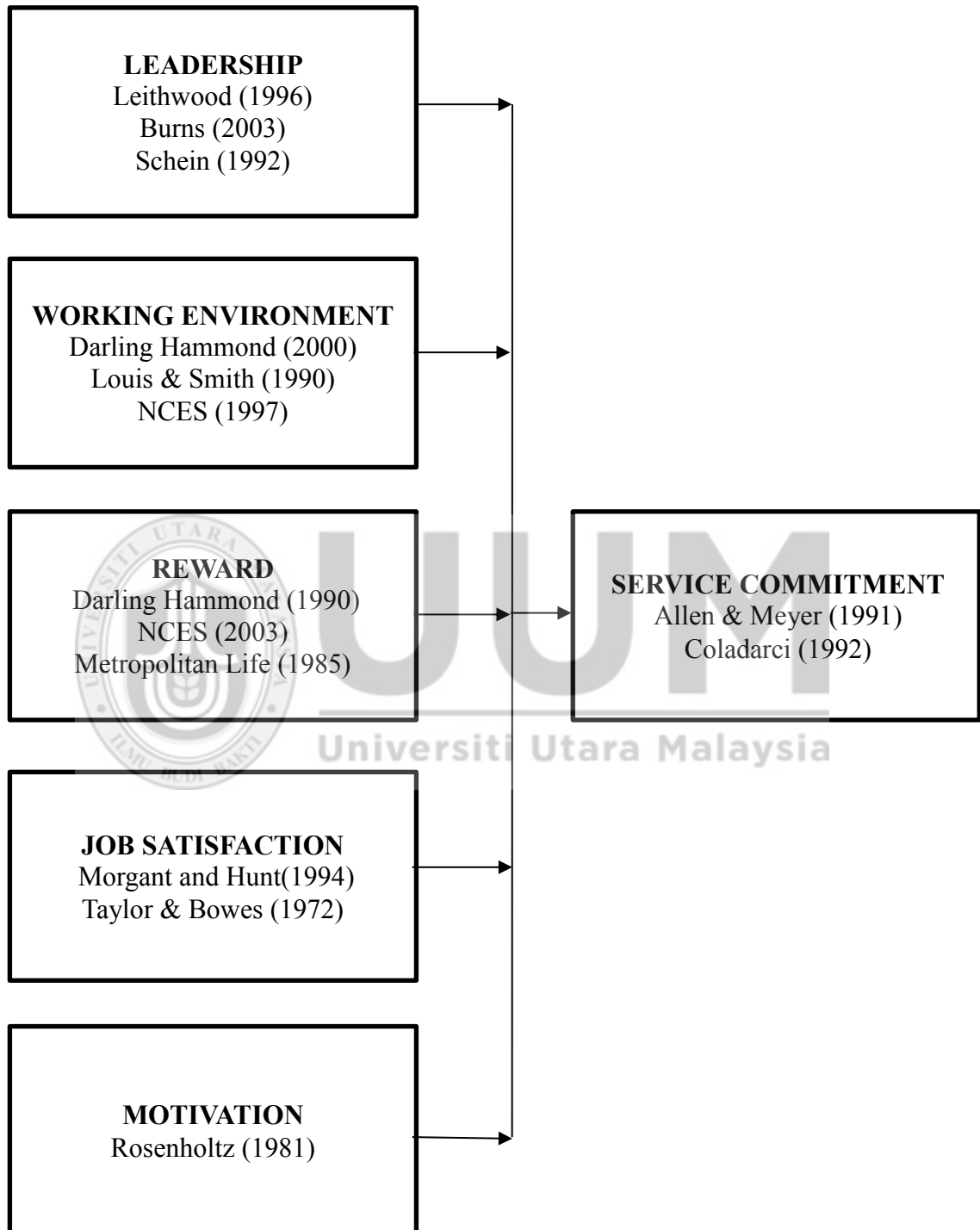


Figure 1.1 : Theoretical Framework of the Research

1.7 HYPOTHESES

Hypothesis 1 :

There is a significant difference in service commitment between genders among teachers.

Hypothesis 2 :

There is a significant difference in service commitment between age (H2a), ethnic group (H2b), religion (H2c), monthly income (H2d), duration of service (H2e) and level of education (H2f).

Hypothesis 3 :

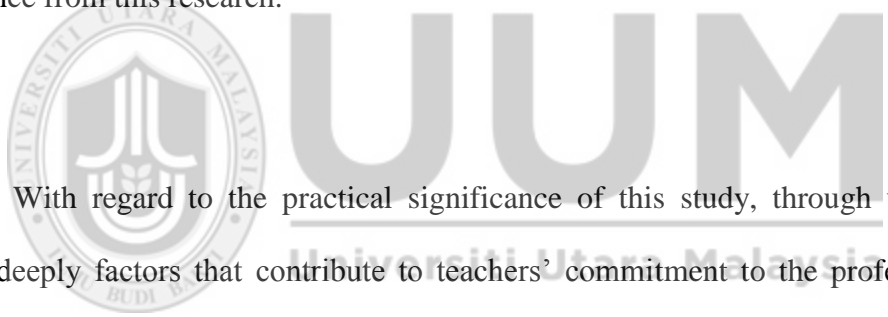
There is a significant relationship between job satisfaction (H3a), leadership (H3b), reward (H3c), working environment (H3d) and motivation (H3e) towards service commitment among school teachers.

Hypothesis 4:

Job satisfaction, leadership, reward, working environment, and motivation significantly influenced service commitment among school teachers.

1.8 SIGNIFICANCE OF THE STUDY

This study can contribute advantages to all parties, especially to all schools and educational institutions in order to keep them performing to be successful and understand of their staff needs. This research will help school administrative to achieve a conducive working environment as well as job satisfaction and work commitment. However, this study attempts to focus on service commitment among high school teachers. In other words, academician or teachers also get benefit from this research in order to maintain their performance and make adjustment in their teaching and learning process. Teachers also can get the real results and can know the weakness and stoniest relationship and the influence from this research.



With regard to the practical significance of this study, through understanding more deeply factors that contribute to teachers' commitment to the profession, school principals and other administrators could use this knowledge to organize, analyze, assess, and guide their decisions so that teachers' commitment is increased. Principals and management team also can assess the vicinity of their school, take a step to create more supportive environments, and reinforce motivation, loyalty, and commitment in order to keep teachers comfortable. The measures in this study can also be used to guide professional development and measure how successful attempts is to increase teacher commitment. Knowledge of the principal leadership behavior that contributes to teacher commitment can also provide a framework through which principals can reflect on their leadership practices and discover how they are perceived by school staff.

This research would also be useful to parties that are related to education in Malaysia especially to maintain school performance and ranking. However, an organization can find out the needs of their employees through this study among teacher in high school. Researcher hopes this study will help the managers to concern about their employees' job satisfaction and commitment towards the organization. Ministry of Education also will get the benefit from this study by identifying the factor that influences service commitment among teacher. They will understand what the teachers' needs are and how the teachers feel.

Besides that, organization might be able to identify the factor that may affect service commitment and job satisfaction. An organization can get the valuable in order to compete with other competitors. The results will minimize the turnover. Employers should be aware about their employee satisfactions. When an employee commits to their job, productivity will be increase or in other word best student will be born. Lastly, researcher hopes this knowledge would further contribute to the body of knowledge and be a useful source of information for the future research regarding this subject matter.

1.9 CHAPTER CONCLUSION

In this chapter, the specific factors are being underlined to determine factors influencing service commitment among school teachers. The importance of the study was identified and mentioned. The theoretical framework, research objectives and hypothesis were also highlighted.

CHAPTER 2

LITERATURE REVIEW

2.0 CHAPTER INTRODUCTION

This chapter provides general conceptualizations of the main variables. The main research works that have been carried out, specifically those certain to the main issued of the study, which is service commitment are also being discussed.

2.1 SERVICE COMMITMENT

Studies conducted by National Centre for Education Statistics (1997) and Reyes (1990) have pointed out that teachers' commitment is part of the performance and quality and need to be studied because of the importance. According to Nias (1981) character of teacher who are committed to their job such as caring, dedicated, concern and confidentially. Whereas Coladarci (1992) suggested that commitment to teaching as the "teacher's psychological attachment to the teaching profession". If teachers are not performing well to their teaching profession, they may quit. A study conducted by Steen (1988) found that learning process and school loyalty are the factors that lead to teacher commitment. Factors such as student behavior, administrative support, parents' demands, national education policies, teachers' professional histories and career phase also will influence on teacher commitment.

2.1.1 Commitment

A research conducted by Magazine, Williams and Williams (1996) has pointed out commitment as a feelings, opinions and intentions that increase to stay in the organization. In addition, Porter, Steers, Mowday and Boulian (1974) have explained commitment as behavioral situation. Commitment identified as the power of involvement of an individual with a certain organization. If the individual only concentrates on achievement, then the outcome is great compared than doing nothing. Similarly, research conducted by Allen and Meyer (1990) and Oliver (1990) highlight that commitment is about initiatives to remain in the organization.

Gundlach, Achrol and Mentzer (1995), Morgan and Hunt (1994) found that commitment are a key to building a successful long-term relationship. They defined commitment as “an exchange partner believing that an ongoing relationship with another is so important as to warrant maximum efforts at maintaining it.” Moorman, Zaltman and Deshpande (1992) clarify that commitment as “an enduring desire to maintain a valued relationship”. Similarly, Kelley and Davis (1994) suggested that a customer’s perceived service recovery may function as a channel for updating the customer’s organizational commitment. They found that satisfied health club members were more committed to the organization.

Another scholar has pointed out satisfaction is a commitment whereby improvement from customer complaint that is the real effort (Tax, Brown & Chandrashekar, 1998). Employees will struggle and put full effort in order to improve customers' complaint and customer need. If the customer is satisfied with their product or services, it means there are high level of commitment among the employees towards their job. Studies conducted by Oliver (1997) identify commitment as a tendency to stay and striving in trustworthiness in the organization.

Meanwhile, Bowen and Shoemaker (1998) proposed that ability of employees to make improvement in product and participation in company activities was called a commitment. Allen and Meyer (1990) in their research mention that "commitment to describe very different constructs has led to considerable confusion in the literature". Studies conducted by Coopey and Hartley (1991) found in their research that commitments sometimes are unpredictable and unclear. A lot of scholars found in their research that there are various differences in commitment meaning.

2.2.2 Attitudinal Commitment

According to Legge (1995) in his research found that probably the most popular method of examining the concept is through an individual's attitudes and feelings towards his or her employing organization. Attitudinal Commitment is characterized by three components, namely identification, involvement and loyalty. These translate to an understanding and strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization, or to go the extra mile (Guest, 1995) for the good of the company and; a strong desire to maintain membership in the employing organization, or the aspiration to remain in the employ of the organization.

2.2.3 Normative Commitment

Normative commitment was defined as the degree to which a customer is psychologically bonded to the organization on the basis of his or her sense of obligation to the organization (Gruen, Summers & Acito, 2000). The felt obligation is typically developed from a social pressure to perform in a certain manner or conform to certain standards of behavior (Meyer & Allen, 1997). For example, a may feel obligated to utilize a certain landscaping service if the owner of the service is a friend and neighbor that will know if someone else landscapes the yard. Very few research studies, however, have examined the role of normative commitment in consumer response.

According to Meyer, Stanley, Herscovitch and Topolnytsky (2002), one such mechanism that has been identified as a base of normative commitment is the social norm of reciprocity. These norms of reciprocity are found in many committed relationships, such as friendships, communities, marriage and other partnerships. Studies in this area are often informed by social bond theory that suggests that social ties formed, the strength of those ties, and the identity that results direct behavior (Burke & Reitzes, 1991). Allen and Meyer, 1990) suggests that individuals attach themselves to one organization since this is the proper way to behave.

Normative commitment is defined as the totality of internalized normative pressures to act in a way that meets organizational goals and interests and suggests that individuals exhibit behavior solely because they believe this is the right and moral way in which to behave (Wiener, 1982). Normative commitment is presented within a motivational framework as an extension of the largely accepted identification approach to viewing commitment which has been shown to underpin the attitudinal commitment model. It refers to identification as the acceptance of organizational expectations and values by the individual, which in turn guide employee behavior. Hence, commitment is based on the strength of an individual's personal obligations. There is little evidence in the literature to demonstrate the take-up of the normative view.

2.24 Behavioural Commitment

Staw and Salancik (1977) develops behavioural commitment as an individual's past actions which are ultimately binding. It occurs when an individual has identified himself with a particular behavior and adjusts his attitude to fit that behavior. It incorporates the notion of cognitive dissonance which suggests that the behavior of the individual causes the development of congruent attitudes. Individuals pursue a reinforcing cycle of congruence as they strive to create consistency in their organizational lives. Guest (1987) notes that although the behavioral model of commitment is more specific than attitudinal commitment, it is less useful in general human resource policy formula. Studies that provide a formal measure of Staw and Salancik (1977) approach to commitment of it have been limited and no formal operationalisation has been widely used.

2.25 Calculative Commitment

Becker, (1960) and Kanter, (1968) prefer to define commitment in calculative terms. This involves the number of investments an individual makes as a result of their employment with an organization and the associated costs of leaving their current organization, together with their perceived availability of other job alternatives. Becker (1960) argues that when individuals are offered better alternatives with other organizations which they choose to decline, it may be that this is as a result of sets of rewards or side bets associated with their present job, which make it difficult for them to move. Thus, the individual's decision to remain with their current employing institution is secured by binding mechanisms.

2.26 Affective Commitment

Gruen et al. (2000) defined affective commitment as the degree to which a customer is psychologically bonded to the service on the basis of how favorable the consumer feels about the organization. Affective commitment appeared frequently in the marketing literature in a number of different contexts such as channels, sales, and services as a driver of a number of different focal customer responses. In addition, affective commitment has been found to be a strong predictor of a variety of more discretionary customer responses. Research have also found that affective commitment is a powerful predictor of a variety of both focal and discretionary customer responses.

2.27 Continuance Commitment

Gruen et al. (2000) define that continuance commitment as the degree to which a customer is psychologically bonded to the organization on the basis of the perceived costs associated with terminating the relationship. These perceived costs can reflect both a lack of available alternatives and a significant investment in a focal firm (Meyer et al., 2004). A customer who experiences a high level of continuance commitment has, by definition, given thought to the lack of alternatives for example, they have considered the relative benefits of remaining with their current service providers and have determined that the costs of finding a suitable alternative outweigh any potential gains. Continuance commitment is similar to the type of channel member dependence (informed by transaction cost economics) that occurs in marketing channel relationships (Kim & Frazier, 1997).

2.2 LEADERSHIP

Leadership is regarded by organizations everywhere as the key factor in solving problems and achieving success. Strong leadership is the defining characteristic of thriving effective schools. The research on effective schooling (Boyan, 1982; Sweeney, 1982) has identified the principal as the central factor in reaching effectiveness. Trait theory suggested that we could evaluate leadership and recommend effective leadership behaviors by considering whether an individual possesses certain personality traits, social traits, and physical characteristics (Kirkpatrick & Locke, 1991). Skills and ability to implement the vision for an organization are necessary to transform traits into leadership behavior.



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The Ohio State Leadership Studies categorized leadership behaviors as initiating structure or consideration. In these studies Fleishman, Harris and Buret (1955) described initiating structure as the extent to which the leader structures his or her own role and subordinates roles toward achieving the group's goal through developing work schedules, assigning employees' job responsibilities, and maintaining performance standards. They described consideration as the degree to which the leader affirms subordinates' needs through mutual communication, respect, and trust between leaders and subordinates and consideration of subordinates' feelings. Kenneth Leithwood (1994) provided a historical perspective of school leadership and school leaders. He postulates that by understanding the concept of leadership, the preparation of future administrators or the furtherance of sitting administrators would be enhanced.

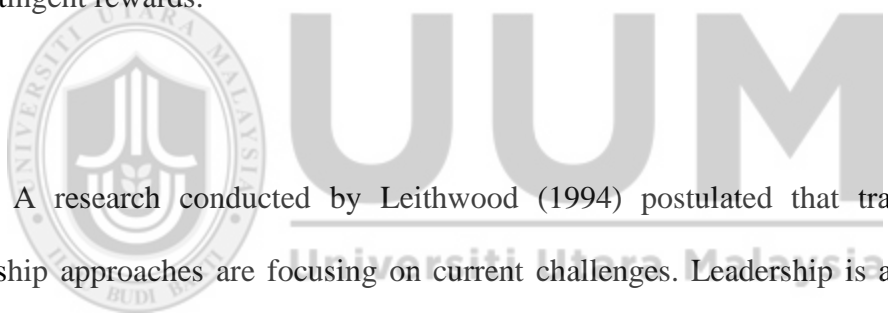
While Robert Wright (2004) postulated leadership was diffuse, a matter of consensus, or something earned by merit or example. When the hunter was successful, he shared his meat and thus gained power and prestige from his followers. Leadership is a universal phenomenon. The roles of both leaders and followers have become more complex and elaborate and multiple perspectives exist on how leadership is conceptualized.

However, Foster and Young (2004) in their research among leadership found if employees are loose of belief, then the objectives of the organization cannot be achieved. People will blame on the leader that are not reacting to the situation. Similarly, with school condition that always be faulted because of students' performance are poor. According to Young and Foster outline, is to “blame those people believed to be the person in charge of leadership when solving is not readily forthcoming”.

Myers (2001) determined that there were four major roles that principals must play in order for job satisfaction of teachers to be high. These included the principal being a team leader, a facilitator, a manager of facilities, and an instructional leader. In other words, they had to be a leader in many different aspects. The teachers in this study preferred that the principals interact with teachers and students instead of spending the majority of time in their offices. As a result, leadership style should be studied to find out the relationship between employees with the organization.

2.2.1 Transactional and Transformational Leadership

In distinguishing between transactional and transformational leadership, Burns (1978) noted that transactional leadership refers to a type of leadership that is based on an exchange relationship between leader and follower. Burns felt that this exchange could take different economic, political or psychological forms. He argued, does not bring leaders and followers together to pursue higher purposes. Transformational leaders interact with their followers in such a way that both leaders and followers raise each other to higher levels of motivation and morality. Meanwhile, according to Bass (1990) transactional leaders focus on the clarification of task requirements and the specification of contingent rewards.



A research conducted by Leithwood (1994) postulated that transformational leadership approaches are focusing on current challenges. Leadership is an adjustment, improvement and changes in order to get better results. In another discussion of leadership some researchers' perception toward leadership is transformation. Most theorists would agree that leadership is not about status, but is about change. This change in schools deals with reciprocal influence, where individuals holding different roles collaborate to improve conditions within a school. The actions of a transformational leader move in several directions and create opportunities for influence and constraints for actions that affect all participants within a school community. Concomitant factors are trust and change. Transformational school leadership will affect on staff characters' and school conditions.


2.2.2 Laissez-faire Leadership

While transactional and transformational leaders were described as active leaders (Yammarino & Bass, 1990), while laissez-faire leaders were viewed as inactive or sleeping leaders. Laissez-faire leaders are characterized by avoiding responsibility and decision-making. Although such a style under certain conditions for example, leader with a group of scientists or college professors then it will be effective because of situation. Laissez-faire leaders also well known as the absence of leadership. Therefore, this type of leadership was considered to be an inappropriate way to lead (Hartog, Muijen & Koopman, 1997).



2.3 JOB SATISFACTION

Every organization should understand their employees' satisfaction in order to compete with other competitors and give extraordinary in competitive advantages. Locke (1976) has pointed out job satisfaction as the employee's feelings towards his or her job. Sometimes, organization must appreciate employees as well as make them happy in working conditions. According to Meyer et al. (2002) stress out that job satisfaction will influence towards organizational commitment. The differentiations between organizational commitment and job satisfaction which is a response towards organizational and response towards jobs. Both of these variables are highly interconnected. In other words, if employees commit to the jobs, they also will commit to the organization.



A research conducted by Magazine (1997) proposed that job satisfaction has been measured and was identified as one of the aspect that will benefit to all parties. Whereas studies conducted by Locke (1976) and Kallerberg (1977) suggest that adopts a global approach in order to recognize job satisfaction that will give positive emotions towards a work role. When employees are satisfied with their jobs, organizational outcomes will increase as well as customer satisfaction (Ryan, Schmit & Johnson, 1996). Hong Lu, While and Barriball (2005) in their research has highlighted factors that contribute to job satisfaction and the effect among employees productivity. A range of findings derived from quantitative and qualitative studies has been reported in the literature on sources of job satisfaction among employees. However, most of these studies have been conducted

within healthcare particularly, nursing with few focusing on financial services (Timothy Carl, Joyce & Patton, 2001).

Studies conducted by Rainey (1997) found that lots of research has been conducted about job satisfaction in order to identify variable in organizational research. According to Saari and Judge (2004) in their study postulated intrinsic job criteria has become factors contribute job satisfaction. Factors that contribute to job satisfaction such as workload, job task, power, work condition, and job scope. They also found there are different perceptions of scholar that express job satisfaction can be found through job scope, differs to others that identified overall employees' perception towards the job. George and Jones (1997) found in their research there are significant relationship between job satisfaction and performance. A research conducted by Bussing, Bissels, Fuchs and Perrari (1999) postulated that job satisfaction must be assessed through employees need, hopes, working nature and motivations. Their research among public service employees in China focusing motivation on job satisfaction.

Job satisfaction could be defined as positive feelings that employees have towards their jobs (Schermerhorn, Hunt & Osborn, 1997) or satisfaction and loyalty that employees have towards their jobs (George & Jones, 1996; Moorhead & Griffin, 1995). Job satisfaction is an employee's general attitude towards his job (Robbins, 1986) and being served the events and/or elements which an employee attaches importance. Besides individual variables like gender (Vaydonoff, 1980; Hulin & Smith 1967), age (Lee &

Wilbur, 1985), marital status, education and personality (King et al., 1982) wage (Borjas, 1979), promotion (Jamal & Baba, 1991), working conditions (Near et al., 1984), job and jobs' characteristics (Robbins, 1991) also affect job satisfaction (Blegen, 1993).

According to Meyer et al. (2002) job satisfaction is a determinative of organizational commitment. The main difference between organizational commitment and job satisfaction is that while organizational commitment can be defined as the emotional responses which an employee has towards his organization; job satisfaction is the responses that an employee has towards any job. It is considered that these two variables are highly interrelated. In other words, while an employee has positive feelings towards the organization, its values and objectives, it's possible for him to be unsatisfied with the job he has in the organization. Therefore, job satisfaction should be studied to find out employees' commitment. With regard to this problem, this study was conducted to examine factors of satisfaction among employees.

2.4 WORKING ENVIRONMENT

Wegner (1998) in his research explains that people will learn from their participation and interaction with others surrounding. He also notifies that employees always keep doing the same thing in their jobs in the same environment. Nelson (2002) suggested that manager should keep improving working environment that are comfortable because it may encourage employee's to struggle hard in order to increase quality of jobs. In order to improved employees' skill and knowledge, organization should provide training in communication and teamwork in the service.

On the other hand, Tan (2003) proposed that employees must play an important role to express their idea on improving working process, then it can make changes and the flow will become smoother. But some of the employees keep silent and never express their ideas. According to Harps (2001) has pointed out company should take an action in determining their employees unsatisfied with and ask them to speak. Employees are companies' asset and without it company cannot operate at all. In order to make employees happy make sure that company provide a comfortable and conducive environment so that they will work hard to increase companies' target.

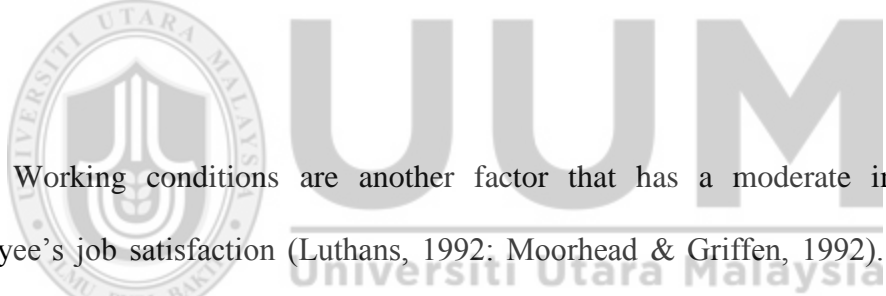
Companies must provide a conducive environment for employees then it will encourage them to work hard and achieve organization objectives (Kerpoe, 2001). A research conducted by Allee (1997) indicates why employees need a comfortable environment because they need a space for them to speak out and sharing ideas with

others. Through communication employees can get information and through teamwork employees can get experience to expand their skills.

Teachers' working conditions are a subject of increased discussion in today's current literature (Grossman, 2003; Hirsch, Emerick, Church, & Fuller, 2007; Loeb, Elfers, Knapp, Plecki, & Boatright, 2004; Novick, 2007). As states grapple with increasing retirements of teachers and an increased demand for qualified candidates, much attention has been drawn to the conundrum of what factors are at play within the teaching environment that might be preventing teachers from staying (National Center for Education Statistics (NCES), 2004). While there are a number of internal factors associated with teacher working conditions, some studies have examined external issues, such as labor markets and salary (Boe, Bobbitt, Cook, Whitener, & Weber, 1997; Shen, 1997). Others have attempted to describe working conditions by framing the characteristics of a teacher's work experience.

Operational descriptions are helpful in characterizing the nature of teacher working conditions, a more specific set of variables that can be measured can also lead to a more coherent understanding of their level of impact. A number of studies have provided this insight by discussing some aspect of the following five components of teacher working conditions: time, leadership, facilities and resources, teacher empowerment, and professional development (Leithwood & McAdie, 2007).

Surveys of teachers have long shown that working conditions play a major role in teachers' decisions to switch schools or leave the profession. Teachers' feelings about administrative support, resources for teaching, and teacher input into decision making are strongly related to their plans to stay in teaching and to their reasons for leaving (Darling-Hammond, 2000; Ingersoll, 2002). High and low-wealth schools differ greatly, on average, in the support that they give teachers. Teachers in more advantaged communities experience easier working conditions, including smaller class sizes and pupil loads and greater influence over school decisions (NCES, 1997). The high attrition of teachers from schools serving lower-income or lower-achieving students appears to be substantially influenced by the poor working conditions typically found in those schools.



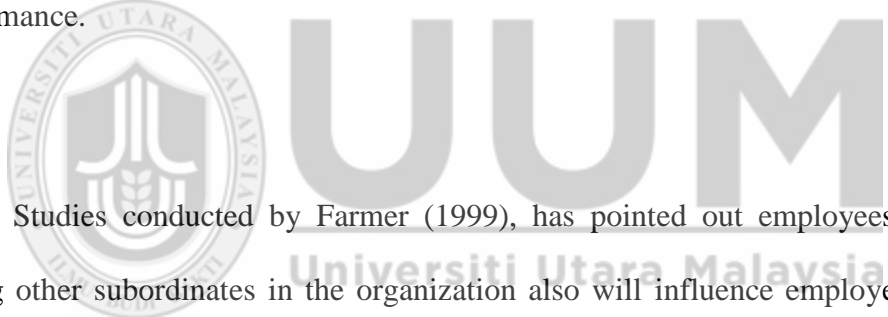
Working conditions are another factor that has a moderate impact on the employee's job satisfaction (Luthans, 1992; Moorhead & Griffen, 1992). According to Luthans (1998), if people work in a clean, friendly environment, they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Vorster (1992) maintains that working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems (Luthans, 1992; Visser, 1990, Vorster, 1992).

Commonly accepted is the idea that good working conditions lead to more satisfied workers (Crotts & Michaels, 2003; Hoke, 2004; Miller, 2003). While there have been studies to examine the impact of positive working conditions on productivity since the early 20th century, the empirical evidence for positive working conditions as a factor in overall job satisfaction and retention rates has only grown with contemporary studies within the fields of human resource management and organizational development (Lee, 2005; Whitney & Kohn, 2003).



2.5 MOTIVATION

Motivation theory plays an important role in this study. Motivation is a complex task that needs to achievement of personal objective. Scholars had mentioned that motivation comprises of quick responses, target direction and sustain performance. Hays and Hill (2001) found that motivated employees will give greater service toward their job. Similarly, Goldstein (2001) also pointed out that employees with highly motivated will perform better to achieve excellent results. According to research by Li (1993) conducted a study about job satisfaction and performance among 640 coaches of the spare-time sport schools in China and found that motivation had a positive influence on coaches' job performance.



Studies conducted by Farmer (1999), has pointed out employees relationship, among other subordinates in the organization also will influence employee motivation. He found that employees need to be forced, then they will deliver the best and get the sense of satisfaction. Company should tackle their employees properly or else it will lose. He also suggested employees' always give worth effort and response fairly to the organization. Motivation is a medium for companies to achieve goals and competitive advantages.

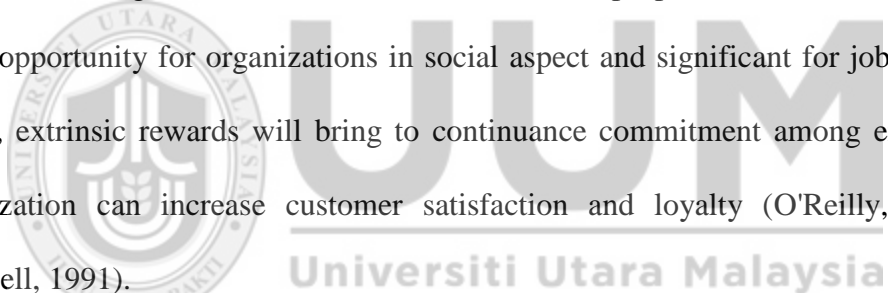
On the other hand, Mabel (2002) found in his research that motivation has seen as individual miracle towards action that will deliver best results. He has pointed intangible motivation included high salary, job safety, protection programs, promotions and value added in pension. While intangible motivation included opportunities to stand out; appreciation from tasks given; personal improvement; highest of respect, and evaluate the value. He also mentions that motivated employees will challenge them in order to succeed organizational target. Differ with unmotivated employees that are not performing, passive and with bad manners will deter organizational objectives as well as decrease productivity.

A research conducted by Sumita (2004) has a similar view, suggesting that people work for different reasons, for example, monetary reasons to fulfill their basic survival needs while others use work to fulfill their self-esteem. He maintains that motivation can be adequately described and summarized with three concepts which is direction, intensity, and persistence.

2.6 REWARD

According to Lincoln and Kallerberg (1990) in their research highlight that reward had a powerful impact on employees' attitudes towards their jobs. The result is supported by Herzberg & Mausner's two factor theory, found that intrinsic and extrinsic rewards will affect levels of employees satisfaction (Hong Lu, et al. 2005). An intrinsic reward is within the job itself, such as variety, challenge and autonomy. Extrinsic rewards consist of pay and fringe benefits, promotion or workplace environment.

According to Driscoll and Randall (1999) has proposed that intrinsic rewards will be an opportunity for organizations in social aspect and significant for job involvement. While, extrinsic rewards will bring to continuance commitment among employees and organization can increase customer satisfaction and loyalty (O'Reilly, Chatman & Caldwell, 1991).



However, pay was identified as quantity of financial reward that employees get from their work. Remuneration and earnings are a cognitively complex and multidimensional. Factors that influence job satisfaction are determined by employees' compensation and income. Studies conducted by Luthans (1998) have pointed employees are attracted to salaries rather than other thing because of the requirement. On the other hand, Voydanoff (1980) found in his research that factors that contribute to job satisfaction are financial reward. Similarly, with the research conducted by that Taylor

and West (1992) among public employees that received lower salaries and have lower job satisfaction. Reward can affect employees' satisfaction, so company should see this issue.

Pay level also is related to aggregate pay satisfaction and organizational performance, with the three points, which can be elaborated with the individual pay satisfaction or dissatisfaction leads to differential individual behavior outcomes. Second is a differential individual behavioral outcome becomes shared and produce an emergent collective structure that results in organizational attitudes, norms and behaviors. And the last one is, from the constructive behavioral based collective attitudes, norms and behavior will subsequently impact organizational performance and functions (Currall, Towler, Judge & Kohn, 2005).



Teacher who is merciful and motivated person, also are being influence by reward. Teacher salaries 20 percent lower than other professionals salaries if compared in education and training sector. A research conducted by Brewer (1996), Mont and Rees (1996) proposed that Mathematics and Science teacher are high demand towards their salary that differs from other teachers. "The differences in salary also been an issue when teacher starting their career" according to Theobald and Gritz (1996) and Hanushek, Kain & Rivkin (1999). Loeb and Page (2000) postulate in their study experiences teachers are receiving more salaries rather than the new one and become famous among students at the schools. Reward should be investigated in determining service commitment among school teachers.

2.7 CHAPTER CONCLUSION

This chapter, explained service commitment and the factors that might influence service commitment among school teachers. These factors included leadership, job satisfaction, working environment, motivation and reward.



CHAPTER 3

MEHODOLOGY

3.0 CHAPTER INTRODUCTION

This chapter describes the research methodology used for this study. Topics of coverage in this chapter include research design, sampling procedure, measurement of variables and instrument design, data collection method, questionnaire design, pilot test and data analysis. A questionnaire survey had been utilized to collect primary data. Six point Likert scale are used to measure all the items.

3.1 RESEARCH DESIGN

Research design used in this study is the survey method using a questionnaire to collect data. A survey is where samples of target respondents giving answer to the same set of questions to measure various variables and test multiple hypotheses (Neuman, 2007). A research conducted by Zikmund (2003) found research design as master plan in identifying methods and procedures for collecting and analyzing data and information. A six point Likert scale is used in this study to measure responses from the respondents. All these items are answered according to scale from the “Extremely Disagree” to the “Extremely Agree”.

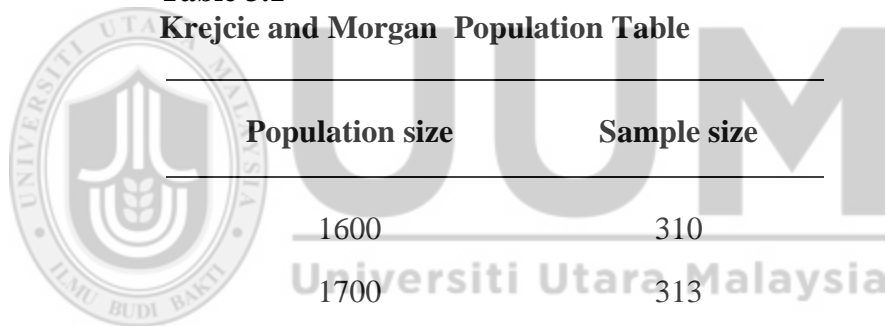
3.2 POPULATION AND SAMPLING

Population refers to the entire group of people, events or thing of interest that the researcher wishes to investigate and sample is subset of the population (Sekaran & Bougie, 2012). Population of high school teachers in Malaysia is 181,978 Ministry of Education (2016). There are 2404 high school in Malaysia. This study only concentrates in Kedah at Kubang Pasu district. High school teachers in the Kubang Pasu district were selected as a population and sample in this study. There are 24 high schools in the Kubang Pasu district and only 11 high schools were selected in this study. Data from Kedah Education Department was found that there are 1698 teachers from 24 high schools in the Kubang Pasu. Out of this number, a total of 350 teachers were selected using simple convenience sampling to be the sample of this study. According to Roscoe (1975), sample sizes are larger than 30 and less than 500 are appropriate for most research. Within this limit (30 to 500), the use of sample about 10% size of parent population is recommended.

3.2.1 Sample Size

According to Hair, Anderson, Tatham and Black (2006) a sample can be defined as a portion or subset of a larger group or population. To simplify the process of determining the sample size for a finite population, Krejcie and Morgan (1970) came up with a table using sample size formula for finite population. According to Krejcie and Morgan (1970) table, sample size for 1698 populations of high school teachers in the Kubang Pasu is 313 teachers as respondents.

Table 3.1
Krejcie and Morgan Population Table



Population size	Sample size
1600	310
1700	313
1800	317

Source: Krejcie and Morgan (1970)

3.2.2 Sampling Design

The sampling technique for this study is convenience random sampling and was conducted in high schools in the Kubang Pasu District, Kedah. According to Sekaran and Bougie (2010) convenience random sampling means the collection of information from members of the population who are conveniently available to use. Besides, this technique is the best approach in getting some basic information quickly and efficiently. On the other hand, Zikmund (2010) pointed out that convenience sampling is the sampling procedure of gaining those people or units that are most conveniently available. In addition the purpose to use convenience sampling is to obtain a large number of completed questionnaires with quickly and economically.

3.2.3 Unit of Analysis

The unit analysis in this study is individual, which are the high school teachers. Eleven (11) high schools were identified in this study. According to Harps (2001) company's greatest asset is its' employees, same with school situation whereby teachers are an asset for school. Furthermore, teacher commitment is one of the most important aspects of performance and quality of school staff (National Centre for Education Statistics, 1997; Reyes, 1990). Teachers' commitment should be studied because it can affect performance and quality of service.

3.2.4 Questionnaire Design

The questionnaire of this research consists of 54 questions and divided into two sections. In Section A, there are nine questions which relate to demographic profile measurement. In Section B, there are 45 questions which relate to the dependent variable and the independent variable.

The purposed of section A is to gather information about demographic information on the respondent. The questions asked are related to gender, age, ethnic group, religion, marital status, monthly income, grade, length of services, and level of education. Section B consists of 45 statements based on dependent variable and independent variable in this study. It is intended to gather information from respondents about service commitment, leadership, job satisfaction, working environment, motivation and reward. The dimensions and items for each dimension are as follows:

1. **“Leadership”** consists of the eight items from Leithwood (1996), Burns (2003) and Schein (1992).
2. **”Job Satisfaction”** consists of the eight items from Morgant and Hunt(1994) and Taylor & Bowes (1972).
3. **“Service Commitment”** consists of the eight items from Allen & Meyer (1991) and Coladarci (1992).

4. **“Reward”** consists of the five items from Darling Hammond (1990), NCES (2003) and Metropolitan Life (1985).

5. **“Working Environment”** consists of the eight items from Darling Hammond (2000), Louis & Smith (1990) and NCES (1997).

6. **“Motivation”** consists of the eight items from Rosenholtz (1981).

The summary of the items in each variable is shown in Table 3.2 below.

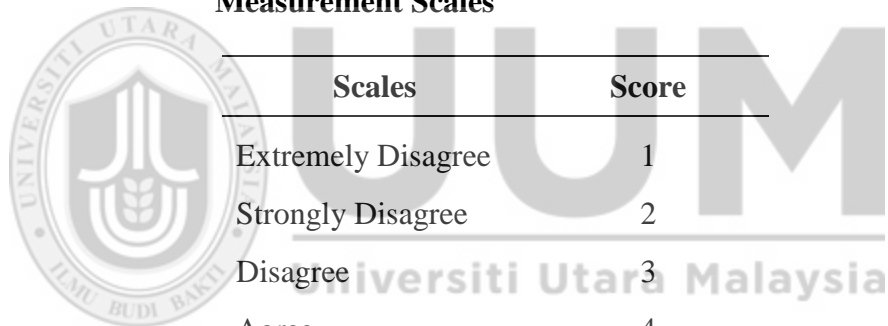
Table 3.2
Summary of the questionnaire

Variables	No. of Items	Items
Section A:		
Demographic Data	9	Section A: Item 1-9
Section B:		
Leadership	8	Section B : Item 1 - 8
Job Satisfaction	8	Section B : Item 9 - 16
Service Commitment	8	Section B : Item 17 - 24
Reward	5	Section B : Item 25 - 29
Working Environment	8	Section B : Item 30 - 37
Motivation	8	Section B : Item 38 - 45

3.3 MEASUREMENT OF STUDY

Six-point Likert scale was used in this study. The use of Likert Scale is to produce a good reliability and validity outcome. For each statement, respondents are required to indicate the level of agreement to the statement. According to Zikmund et al. (2010), Likert Scale is a measurement approach and manner that are used to empower the respondent to give rate based on how extremely nor strongly agree or disagree with carefully regarding the constructed statement. The score and scales in this study are shown in Table 3.3.

Table 3.3
Measurement Scales



Scales	Score
Extremely Disagree	1
Strongly Disagree	2
Disagree	3
Agree	4
Strongly Agree	5
Extremely Agree	6

Source: Zikmund *et al.* (2010)

The data in this study were the analyzed using “Statistical Package for Social Science” (SPSS) version 21.0. To ensure the questions are reliable and capable to achieve all the objectives, the questionnaires were adopted and adapt from a reliable source based on previous research on brand loyalty. Table 3.4 shows the variable and the number of items in this study.

Table 3.4
Source of Measurement Items

Variable	No. of Items	Source and Year
Leadership	8	Leithwood (1996) Burns (2003) Schein (1992)
Job Satisfaction	8	Morgant and Hunt(1994) Taylor & Bowes (1972)
Service Commitment	8	Allen & Meyer (1991) Coladarci (1992)
Reward	5	Darling Hammond (1990) NCES (2003) Metropolitan Life (1985)
Working Environment	8	Darling Hammond (2000) Louis & Smith (1990) NCES (1997)
Motivation	8	Rosenholtz (1981)

3.4 DATA COLLECTION METHOD

Teachers from high schools in Kubang Pasu District, Kedah were chosen as respondents of this study. The population of teachers in this district is 1698 person. Sample size for 1698 population is 313 teachers as respondents based on high school teachers. In this study, 350 questionnaires were distributed to all respondents using convenience random sampling method. First of all, the permission to distribute the questionnaire from the principal was obtained. The questionnaires were distributed at school office, teachers' room, school hall, and at assembly school.

To ensure that the process of collecting data is efficient, the questionnaire was given to the respondents with an explanation about the research to help them easy to understand during answering process. Each respondent was given 15 minutes to complete the questionnaire. After that period, the questionnaire was collected. Some of the questionnaire was left at school for the respondent to answer and the next week questionnaire will collect back. This study took three weeks to distribute the questionnaire and three weeks to collect back the questionnaire. Altogether, 350 questionnaires were distributed and only 315 questionnaires were returned and used for analysis.

3.5 PILOT TEST

Pilot test is used to see the questions flow and whether it necessary to remove or improve some of the questions before implementing in the large scale. In addition, it also can help to obtain informative, accurate and useful information from the respondents (Bryman & Bell, 2015). In this study, fifty (50) teachers of high school are selected to participate in the pilot test.

3.6 DATA ANALYSIS

This study used descriptive and inferential analyses. For the purpose of data analysis and hypothesis testing several statistical tools and methods were employed from SPSS software version 21.0, which is included normality test, reliability test, descriptive statistic One Way ANOVA, Person Correlation Analysis, and Multiple Regression.

3.6.1 Reliability Test

Reliability is the measurement used to determine the consistency and stability of the data in the study. If Cronbach's alpha value, is less than 0.60, item used are considered poor. If the value is in the range of 0.70, the items are considered acceptable, and if the value is more than 0.80, the items are considered good (Sekaran & Bougie, 2012). Table 3.5 shows the value of Cronbach's alpha and its internal consistency. Table 3.5 shows the result of the reliability test for the pilot test and the real test.

Table 3.5
Internal Consistency Measurement

Cronbach's alpha	Internal consistency
$a = 0.9$	Excellent
$0.8 = a < 0.9$	Good
$0.7 = a < 0.8$	Acceptable
$0.6 = a < 0.7$	Questionable
$0.5 = a < 0.6$	Poor
$a < 0.5$	Unacceptable

Source: Sekaran and Bougie (2010)

Table 3.6, below shows the result of the reliability test of this study. Cronbach's Alpha value obtained for both pilot test and the real test are more than (between 0.618 and 0.915). This means that all the items are reliable. After complete the pilot test, it is indicates that two of the independent variable, reward and motivation, the result from Cronbach Alpha's value was low, below than 0.6, which is 0.424 for reward and 0.579 for motivation. The researcher may require removing item with lower correlations (Pallant, 2005). Therefore, this item was removed from the scale if there are values under the column which is advanced than the overall alpha value. The purpose this action is to improve the alpha level. After removing the item, it shows the improvement the alpha level from 0.424 to 0.719 for reward and 0.579 to 0.618 for motivation. The result shows that the Cronbach Alpha's value obtained for both the pilot test and the real test are improved. Consequently, the result of reliability and valid analysis indicate that the measures of variables are considered acceptable reliable in this thesis except variable motivation is 0.618 in the consistency scales questionable.

Table 3.6
Reliability Test of Result

Variables	No. of Items	Cronbach's Alpha	
		Pilot Test	Real Test
Section B:			
Leadership	8	0.889	0.908
Job Satisfaction	8	0.915	0.883
Service Commitment	8	0.794	0.859
Reward	5	0.719	0.784
Working Environment	8	0.847	0.863
Motivation	8	0.618	0.686

3.6.2 Normality Test

In this study, normality test is used to assess the distribution of the data as a whole. Based on the Q-Q plot theory, if the data are normally distributed the data points will be close to the diagonal line. However, if the data points stray from the line in an obvious non-linear pattern, the data are considered not formally distributed (Pallant, 2005). In this study normality test is used to show the normality of dependent variables (Service Commitment) and all the five independent variables.

3.6.3 Descriptive Statistics

According to Zikmund, Carr and Friffin (2010), descriptive statistics provide simple summaries about the sample and measures. In this study, descriptive is used to describe the characteristics of the population or sample regarding to their demographic background, such as gender, age, ethnic group, religion, monthly income, duration of service and level of education.

3.6.4 Independent Sample T-test

According to Pallant (2005) independent sample T-test is used to compare the means scores of two different groups of people or conditions. In this study, T-test will analyze differences between female and male in service commitment among school teachers.

3.6.5 One Way ANNOVA

According to Sekaran and Bougie (2012) One Way ANOVA involves examination of the significant differences between means of three or more groups on one factor or dimension. In this study, the One Way ANOVA is used to see the differences of gender, age, ethnic group, religion, monthly income, duration of service and level of education.

3.6.6 Pearson Correlation Analysis

According to Pallant (2005) strength and the direction of independent and dependent variables can be determine by using correlation analysis. In this study, the Pearson correlation analysis is analyzed based on the relationship between Leadership, Job Satisfaction, Reward, Working Environment and Motivation on Service Commitment.

3.6.7 Multiple Regression Analysis

According to Pallant (2005), Multiple Regression is family of technique that can be used to discover the relationship between one continuous dependent variable on independent variables. There are three main types of multiple regressions that can be used to analyze the data in the study, namely standard or simultaneous, hierarchical or sequential and stepwise. However in this study, Standard Multiple Regression will be used to analyze the influenced of independent variables on the dependent variables.

This technique will be able to show the strongest factor that influenced service commitment among school teachers.

3.7 CHAPTER CONCLUSION

This chapter is related to the research design in this study. The questionnaire design, sampling techniques, pilot test and data collection technique are being explained. In the next chapter, the hypothesis testing and all results of this study will be discussed.



CHAPTER 4

FINDINGS

4.0 CHAPTER INTRODUCTION

This chapter will discuss about the results from the survey. This chapter will analyzing the data by using several statistics method such as Normality test, Descriptive Statistics, Independent Sample T-test, One Way ANNOVA, Pearson Correlation Analysis, and Multiple Regression Analysis.

4.1 Normality Test Results

Normality refers to the shape of the data distribution to an individual metric variable and its correspondence to the normal distribution (Hair and Samouel, 2007). From the result of the normality test in Figure 4.7, it can be concluded that the data of this study are considered to be normally distributed as it follows the diagonal line closely and does not appear to have a non-linear pattern.

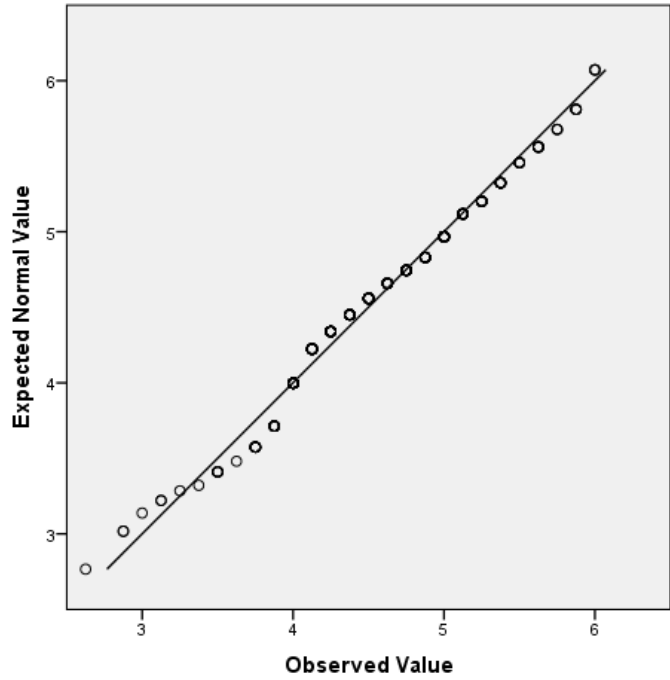


Figure 4.1: Normal Q-Q Plot Leadership

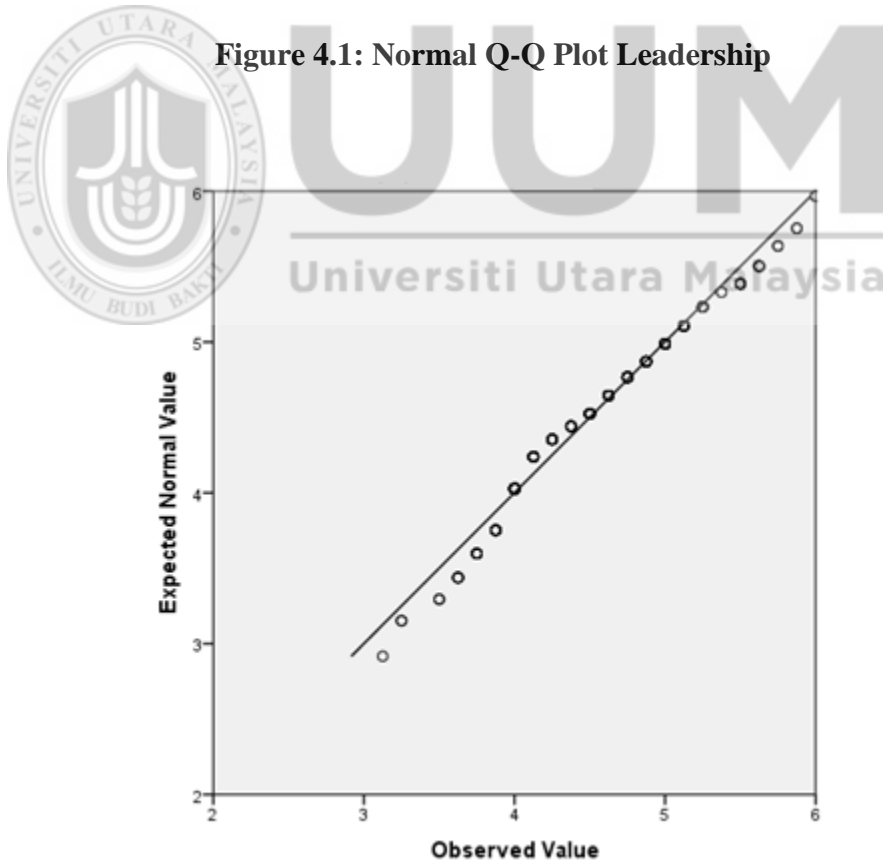


Figure 4.2: Normal Q-Q Plot Job Satisfaction

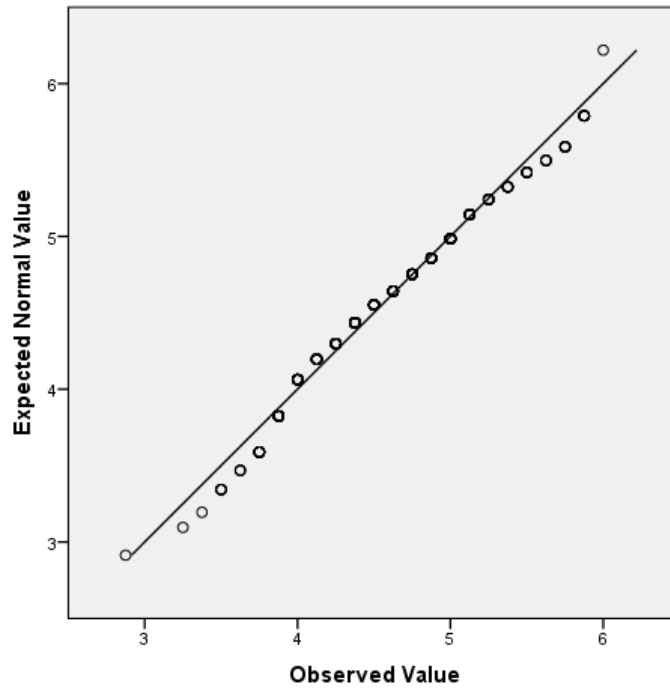


Figure 4.3: Normal Q-Q Plot Service commitment

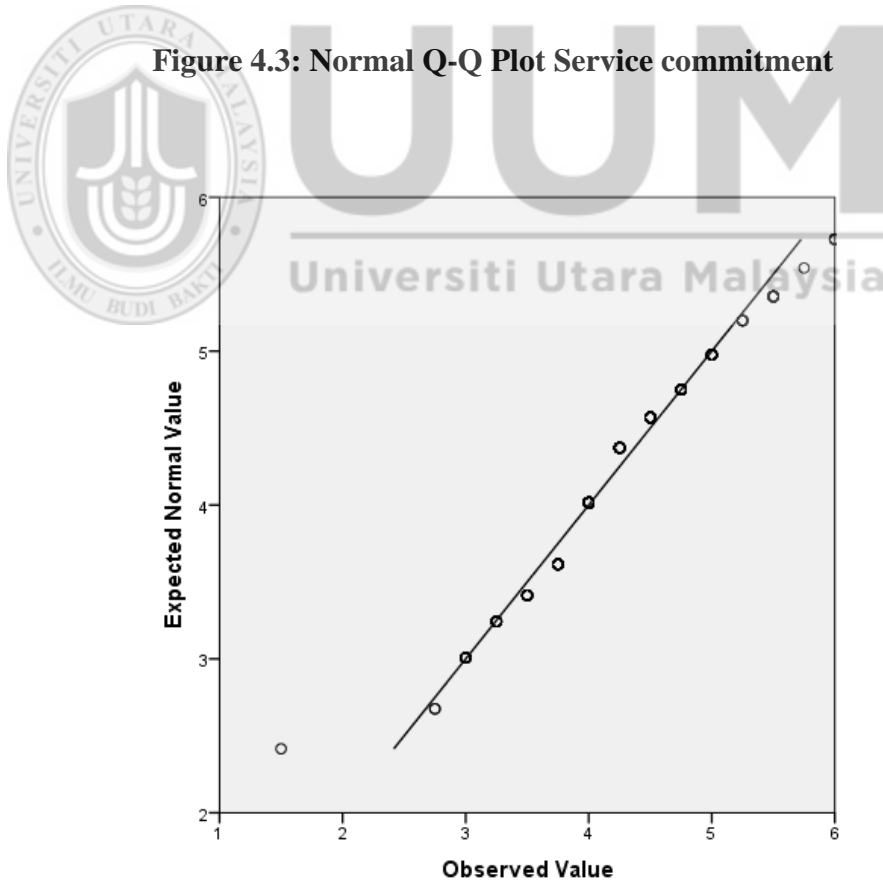


Figure 4.4: Normal Q-Q Plot Reward

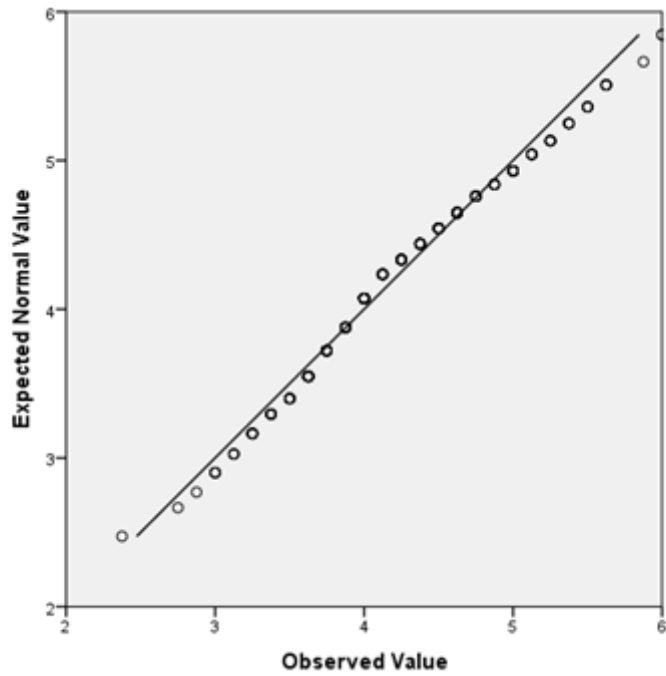


Figure 4.5: Normal Q-Q Plot Working Environment

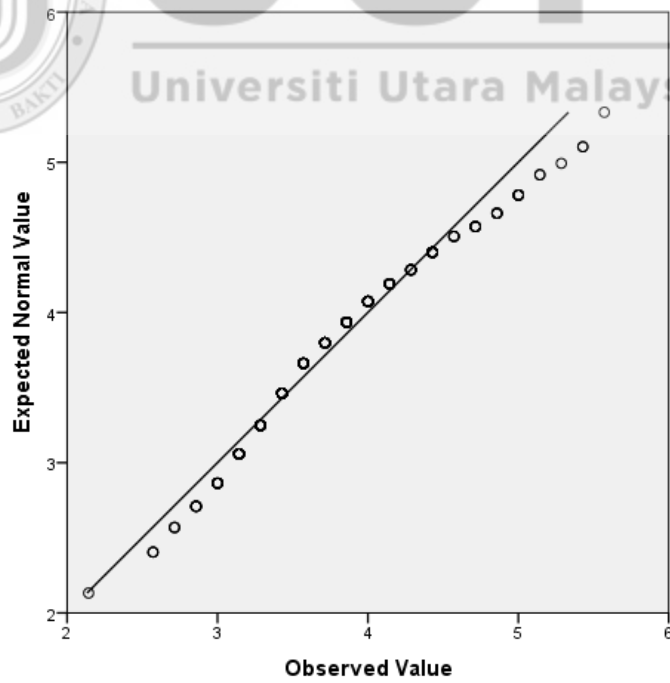


Figure 4.6: Normal Q-Q Plot Motivation

4.2 Descriptive Statistics of Data

In this research, descriptive statistic is useful to obtain respondent's demographic information such as their gender, age, ethnic group, religion, level of education, duration of service and monthly income.

4.2.1 Gender of Respondents

Table 4.1 represents the gender of the respondents of this study. Most of the respondents are female (235 respondents or 77.3%) while male respondents are only 69 respondents (22.7%)

Table 4.1
Gender of respondents

Gender	No. of respondents	Percent
Male	69	22.7
Female	235	77.3
Total	304	100.0

4.2.2 Ethnic Group of Respondents

Based on Table 4.2, most of the respondents are Malay (284 respondents or 93.4%), 12 respondents (3.9%) are Chinese, 5 respondents (1.6%) are Indian and 3 respondents (1.0%) are other ethnic group.

Table 4.2

Ethnic Group of respondents

Ethnic Group	No. of respondents	Percent
Malay	284	93.4
Chinese	12	3.9
Indian	5	1.6
Others	3	1.0
Total	304	100.0

4.2.3 Age of Respondents

Based on Table 4.3, the result indicates that respondent's age ranges between 26-35 years old are 57 respondents or 18.8%. Most of the respondents are from range 36-45 years old (123 respondents or 40.5%). On the other hand, 111 respondents (36.5%) are between 46-55 years old and 13 respondents (4.3%) are above 56 years old.

Table 4.3

Age of respondents

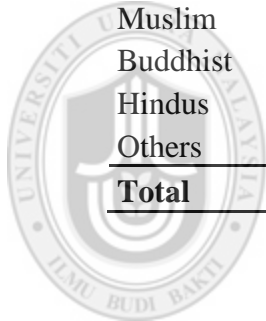
Age	No. of respondents	Percent
26 - 35 years old	57	18.8
36 - 45 years old	123	40.5
46 - 55 years old	111	36.5
Above 56 years old	13	4.3
Total	304	100.0

4.2.4 Religion of Respondents

Table 4.3 shows that religion on the respondent's whereby most of the respondents are Muslim (288 respondents or 94.7%). On the other hand, Buddhist respondents are 3.3% (10 respondents), Hindus respondents are 1.6% (5 respondents) and others religion only 1 respondent (0.3%).

Table 4.4
Religion of respondents

Religion	No. of respondents	Percent
Muslim	288	94.7
Buddhist	10	3.3
Hindus	5	1.6
Others	1	0.3
Total	304	100.0



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4.2.5 Level of Education of Respondents

Based on Table 4.5, the result indicates that level of education of respondents whereby only 3 respondents (1.0%) are from SPM. For level STPM, there are 5 respondents (1.6%) and for Diploma levels there are 6 respondents (2.0%). Most of the respondents have Degree (274 respondents or 90.1%) while, 16 respondents (5.3%) have other qualifications.

Table 4.5
Level of education of respondents

Level of education	No. of respondents	Percent
SPM	3	1.0
STPM	5	1.6
Diploma	6	2.0
Degree	274	90.1
Others	16	5.3
Total	304	100.0

4.2.6 Monthly Income of Respondents

Table 4.6 shows the monthly income of respondents. The lowest number of respondents (26 respondents or 8.6%) have monthly income around RM2001 - RM3000. On the other hand, 78 respondents (25.7%) with RM3001 - RM4000 monthly income and 99 respondents (32.6%) with RM4001 - RM5000 monthly income. The highest number of respondents (101 respondents or 33.2%) had monthly income above RM5001.

Table 4.6
Monthly income of respondents

Monthly income	No. of respondents	Percent
RM2001 - RM3000	26	8.6
RM3001 - RM4000	78	25.7
RM4001 - RM5000	99	32.6
Above RM5001	101	33.2
Total	304	100.0

4.2.7 Duration service of Respondents

Table 4.7 shows the duration service of respondents whereby majority of the respondents have over 15 years of experience in service. While, respondents that service less than 5 years is 27 respondents, 6 -10 years is 36 respondents and 11 - 15 years is 60 respondents.

Table 4.7
Duration service of respondents

Duration service	No. of respondents	Percent
Less than 5 years	27	8.9
6 -10 years	36	11.8
11 - 15 years	60	19.7
Over 15 years	181	59.5
Total	304	100.0

4.3 MEAN AND STANDARD DEVIATION COLLECTED DATA

Table 4.8 shows the results of dependent variables and independent variables with positive high means value range 3.73 to 4.56.

Table 4.8
Mean and Standard Deviation of all Variables

Variables	Dimension	Mean	Standard Deviation
Dependent Variables	Service Commitment	4.56	0.57
Independent Variables	Leadership	4.51	0.60
	Job Satisfaction	4.55	0.57
	Reward	4.22	0.63
	Working Condition	4.21	0.60
	Motivation	3.73	0.55



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4.3.1 Leadership

Table 4.9 shows that the highest mean score (4.75) from the items "School leadership helps clarify the specific meaning of the school's mission in terms". Meanwhile, the lowest mean value (4.31) from the items "The management regularly brings the instructional issues to the school for discussion". Then the total average for independent variables Leadership is 4.51.

Table 4.9
Mean and Standard Deviation (Leadership)

Item	Mean	Standard Deviation
School leadership helps clarify the specific meaning of the school's mission in terms.	4.75	0.79
School leadership encourages the development of school norms supporting openness to change.	4.68	0.77
School leadership promotes an atmosphere of caring and trust among staff.	4.58	0.80
School leadership facilitates effective communication among staff.	4.57	0.80
School leadership provides moral support by making me feel appreciated for my contributions.	4.48	0.74
School leadership at my school is very active in securing resources to facilitate instruction.	4.36	0.75
The management regularly brings the instructional issues to the school for discussion	4.31	0.78
Important decisions made in this school will be presented to the students, teachers, and administration.	4.36	0.79
Average (Leadership)	4.51	0.60

4.3.2 Job Satisfaction

Based on Table 4.10 the highest mean score (4.84) from the items " I feel that my job is meaningful". Meanwhile, the lowest mean value (4.11) from the items "There are a few rewards for those who work here". The total average for independent variables Job Satisfaction is 4.55.

Table 4.10
Mean and Standard Deviation (Job Satisfaction)

Item	Mean	Standard Deviation
Overall, I am satisfied with my job.	4.83	0.76
The goals of this organization are clear to me.	4.69	0.75
All in all, I am satisfied with the members in my work group.	4.62	0.71
Considering my skills and level of education that I have, I am satisfied with my pay and benefit that I get in this organization.	4.60	0.84
Most people in this organization are satisfied with the job that done now.	4.30	0.77
Communication seems good within this organization.	4.44	0.70
There are a few rewards for those who work here.	4.11	0.78
I feel that my job is meaningful.	4.84	0.81
Average (Job Satisfaction)	4.55	0.57

4.3.3 Service Commitment

Table 4.11 shows that the highest mean score (4.75) from the items "School leadership helps clarify the specific meaning of the school's mission in terms". Meanwhile, the lowest mean value (4.31) from the items "The management regularly brings the instructional issues to the school for discussion". Then the total average for independent variables Leadership is 4.51.

Table 4.11

Mean and Standard Deviation (Service Commitment)

Item	Mean	Standard Deviation
As a staff, I share the load of responsibility for the school with the other staffs.	4.72	0.76
As a staff, I often volunteer for the unpaid duties and responsibilities.	4.69	0.76
As a staff, I have a strong professional commitment to one another.	4.73	0.70
As a staff, I appreciate the value and work hard at collaborating.	4.72	0.76
I think people nowadays move from one school to another too often.	3.70	0.97
I do believe that person must always be loyal to his/her organization.	4.57	0.87
I am a part of the family of this organization.	4.74	0.86
I do feel like 'part of family' of this organization.	4.62	0.74
Average (Service Commitment)	4.56	0.57

4.3.4 Reward

Results in Table 4.12 show that the highest mean score (4.28) from the items "I am satisfied with my pay relative to other employees outside this organization with similar jobs". Meanwhile, the lowest mean value (4.12) from the items "I make a considerable amount of money on my job". The total average for independent variables Reward is 4.22.

Table 4.12
Mean and Standard Deviation (Reward)

Item	Mean	Standard Deviation
I make a considerable amount of money on my job.	4.12	0.84
I am satisfied with my pay relative to other employees outside this organization with similar jobs.	4.28	0.84
I am rewarded fairly considering the responsibilities I have.	4.22	0.79
Overall, the rewards I receive in this school are quite fair.	4.25	0.75
Average (Reward)	4.22	0.63

4.3.5 Working Environment

Table 4.13 shows that the highest mean score (4.66) from the items "The school is committed to helping every student learn". Meanwhile, the lowest mean value (3.50) from the items "The school is committed to helping every student learn". The total average for independent variables Working Environment is 4.21.

Table 4.13
Mean and Standard Deviation (Working Environment)

Item	Mean	Standard Deviation
School facilities and resources most affect my willingness to keep teaching at my school.	4.26	0.73
There is an atmosphere of trust and mutual respect within the school.	4.45	0.74
The school is committed to helping every student learn.	4.66	0.76
Teachers and staff work in a school environment that is clean and well maintained.	4.36	0.78
School facilities and resources most affect my willingness to keep teaching at my school.	4.50	0.77
There is an atmosphere of trust and mutual respect within the school.	4.08	0.93
The school is committed to helping every student learn.	3.50	1.09
Teachers and staff work in a school environment that is clean and well maintained.	3.90	0.90
Average (Working Environment)	4.21	0.60

4.3.6 Motivation

Based on Table 4.14 the highest mean score (4.43) from the items “I am willing to start working early or staying late to finish the job”. Meanwhile, the lowest mean value (2.86) from the items “A lot of people can be affected by my working performance”. The total average for independent variables Motivation is 3.73.

Table 4.14
Mean and Standard Deviation (Motivation)

Item	Mean	Standard Deviation
Just doing the work required by the job provides many chances for me to figure out how well I am doing.	3.80	0.90
My job is simple and quite repetitive.	3.67	1.01
My job can be done adequately by a person working alone-without talking or checking with other people.	3.22	1.04
The management and co-workers on this job always give me any ”feedback” about how well I am doing in my work.	4.14	0.76
I am willing to start working early or staying late to finish the job.	4.43	0.84
A lot of people can be affected by my working performance.	2.86	1.15
The management often let me know how well they think I am performing the job.	3.97	0.84
Average (Motivation)	3.73	0.55

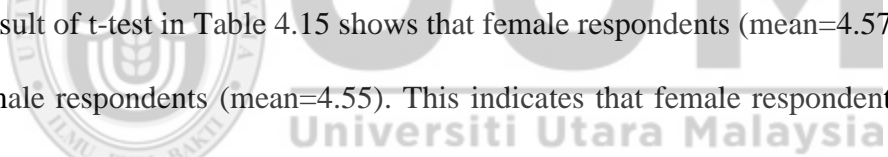
4.4 INDEPENDENT SAMPLES T-TEST

To Achieve Objective 1:

This objective is to examine the significant difference of service commitment between genders among school teachers. Independent Samples T-Test will be used to test Hypothesis 1 in this study.

Hypothesis 1 :

There is a significant difference in service commitment between genders among teachers.



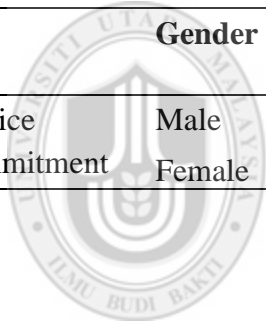
The result of t-test in Table 4.15 shows that female respondents (mean=4.57) scored more than male respondents (mean=4.55). This indicates that female respondents have higher tendency to service commitment rather than male respondents. Besides, for Levene's Test, the p-value is above 0.749 which is larger than 0.05, this means that the sample is assumed Equal Variance. The result shows no significant different between gender (female and male) on service commitment among school teacher (t value -0.253, p=0.8). This is because the value in the sig (2 tailed) column is above 0.05.

Based on the analysis below, it can be concluded that there is no significant different of service commitment between genders among school teachers. **Hence, H₁ is rejected.**

Table 4.15
Independent samples t-test between gender and service commitment

		Levene's Test for Equality of Variances				
		F	Sig.	T	Df	Sig. (2-tailed)
Service Commitment	Equal variances assumed	.103	0.749	-.253	302	.800
	Equal variances not assumed			-.251	109.125	.803

Gender		N	Mean	Std. Deviation	Std. Error Mean
Service Commitment	Male	69	4.550	0.586	0.070
	Female	235	4.570	0.573	0.037



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4.5 ONE WAY ANALYSIS OF VARIANCE

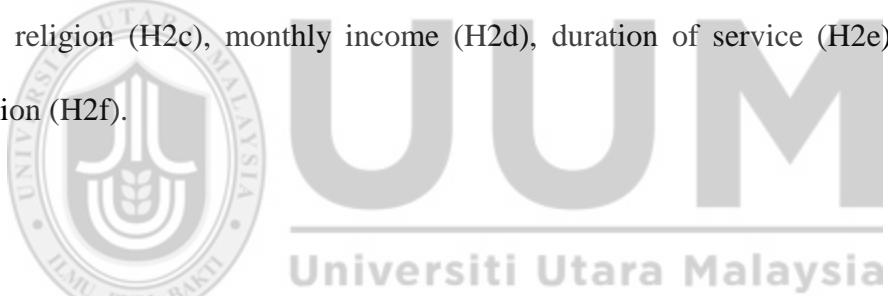
Achieving Objective 2:

This objective is to determine the significant difference of service commitment between age, ethnic group, religion, monthly income, duration of service and level of education.

One way ANOVA will be used to test Hypothesis 2.

Hypothesis 2 :

There is a significant difference in service commitment between age (H2a), ethnic group (H2b), religion (H2c), monthly income (H2d), duration of service (H2e) and level of education (H2f).



One Way ANOVA is used to test and evaluate whether there exists a significant difference between the population mean of this study. According to Pallant (2005), if the significant value is less than or equal to 0.5 (e.g 0.3.01, .001) then there is significant different somewhere among the mean score on the dependent variable for the three groups.

H2a: There is a significant difference in service commitment between age

As depicted in Table 4.16, it shows that there is no significant different among age on service commitment ($F=0.839$, $p > 0.05$) with significance level 0.473. **Hence, H2a is rejected.**

Table 4.16
One way ANOVA between Age and Service Commitment

Test of Homogeneity of Variances				
Service Commitment	Levene Statistic	Df1	Df2	Sig.
	1.700	3	300	0.167

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.836	3	0.279	0.839	0.473
Within Groups	99.659	300	0.332		
Total	100.496	303			

H2b: There is a significant difference in service commitment between ethnic groups

Table 4.17 shows that there is no significant different among ethnic groups on service commitment ($F=2.317$, $p > 0.05$) with significance level 0.076. **Hence, H2b is rejected.**

Table 4.17
One way ANOVA between Ethnic Groups and Service Commitment

Test of Homogeneity of Variances				
Service Commitment	Levene Statistic	Df1	Df2	Sig.
	0.740	3	300	0.529

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.275	3	0.758	2.317	0.076
Within Groups	98.220	300	0.327		
Total	100.496	303			

H2c: There is a significant difference in service commitment between religions

As depicted in Table 4.18, it shows that there is no significant different among religions on service commitment ($F=2.090$, $p > 0.05$) with significance level 0.102. **Hence, H2c is rejected.**

Table 4.18
One way ANOVA between Religions and Service Commitment

Test of Homogeneity of Variances					
Service Commitment	Levene Statistic	Df1	Df2	Sig.	
	0.911 ^a	2	300	0.403	
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.058	3	0.686	2.090	0.102
Within Groups	98.438	300	0.328		
Total	100.496	303			

H2d: There is a significant difference in service commitment between monthly income

Table 4.19 shows that there is no significant different among monthly income on service commitment ($F=1.757$, $p > 0.05$) with significance level 0.155. **Hence, H2d is rejected.**

Table 4.19
One way ANOVA between Monthly Income and Service Commitment

Test of Homogeneity of Variances				
Service Commitment	Levene Statistic	Df1	Df2	Sig.
	1.058	3	300	0.367

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.736	3	0.579	1.757	0.155
Within Groups	98.760	300	0.329		
Total	100.496	303			

H2e: There is a significant difference in service commitment between duration of service

As depicted in Table 4.20, it shows that there is no significant different among duration of service on service commitment ($F=2.147$, $p > 0.05$) with significance level 0.075.

Hence, H2e is rejected.

Table 4.20
One way ANOVA between Duration of Service and Service Commitment

Test of Homogeneity of Variances					
Service Commitment	Levene Statistic	Df1	Df2	Sig.	
	0.386 ^a	3	299	0.763	
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.806	4	0.702	2.147	0.075
Within Groups	97.690	299	0.327		
Total	100.496	303			

H2f: There is a significant difference in service commitment between level of education

Table 4.21 shows that there is a significant different among level of education on service commitment ($F=0.292$, $p < 0.05$) with significance level 0.883. **Hence, H2f is accepted.**

Table 4.21
One way ANOVA between Level of Education and Service Commitment

Test of Homogeneity of Variances				
Service Commitment	Levene Statistic	Df1	Df2	Sig.
	0.991	4	299	0.412

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.391	4	0.098	0.292	0.883
Within Groups	100.104	299	0.335		
Total	100.496	303			

4.6 CORRELATION ANALYSIS

To achieve objective 3:

This objective is to determine relationship between the independent variable (job satisfaction, leadership, reward, working environment, and motivation) towards service commitment among school teachers.

Correlation Analysis will be used to test Hypothesis 3 : (H3a), (H3b), (H3c), (H3d), (H3e) and (H3f) in this study. The table 4.22 below shows the correlation scale use in the correlation test.

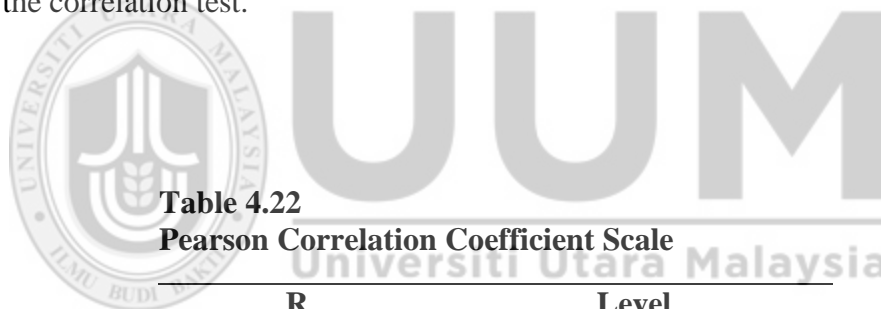


Table 4.22
Pearson Correlation Coefficient Scale

R	Level
Above 0.70	Very strong relationship
0.50 to 0.69	Strong relationship
0.30 to 0.49	Moderate relationship
0.10 to 0.29	Low relationship
0.01 to 0.09	Very low relationship

Source: Hair et al., (2009)

Hypothesis H3a : There is a significant relationship between job satisfaction and service commitment.

The result of correlations in Table 4.23 shows that there is positive relationship between Job Satisfaction and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.785$) signifies that the strength of the relationship between Job Satisfaction and Service Commitment is very strong relationship. Thus, **H3a is accepted.**

Table 4.23
Correlation between Job Satisfaction and Service Commitment

	Service Commitment
Pearson	.785**
Correlation	
Sig. (2-tailed)	.000
N	304

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis H3b : There is a significant relationship between leadership and service commitment.

The result of correlations in Table 4.24 shows that there is positive relationship between Leadership and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.674$) signifies that the strength of the relationship between Leadership and Service Commitment is very strong relationship. Thus, **H3b is accepted.**

Table 4.24

Correlation between Leadership and Service Commitment

Correlations		Service Commitment
Leadership	Pearson Correlation	.674**
	Sig. (2-tailed)	.000
	N	304

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis H3c : There is a significant relationship between reward and service commitment.

The result of correlations in Table 4.25 shows that there is positive relationship between Reward and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.610$) signifies that the strength of the relationship between Reward and Service Commitment is very strong relationship. Thus, **H3c is accepted.**

**Table 4.25
Correlation between Reward and Service Commitment**

		Service Commitment
Reward	Pearson Correlation	.610**
	Sig. (2-tailed)	.000
	N	304

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis H3d : There is a significant relationship between working environment and service commitment.

The result of correlations in Table 4.26 shows that there is positive relationship between Working Environment and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.649$) signifies that the strength of the relationship between Working Environment and Service Commitment is very strong relationship. Thus, **H3d is accepted.**

Table 4.26:
Correlation between Working Environment and Service Commitment

		Service Commitment
Working Environment	Pearson Correlation	.649**
	Sig. (2-tailed)	.000
	N	304

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis H3e : There is a significant relationship between motivation and service commitment.

The result of correlations in Table 4.27 shows that there is positive relationship between Motivation and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.420$) signifies that the strength of the relationship between Motivation and Service Commitment is very strong relationship. Thus, **H3e is accepted.**

Table 4.27
Correlation between Motivation and Service Commitment

		Service Commitment
Motivation	Pearson Correlation	.420**
	Sig. (2-tailed)	.000
	N	304

** . Correlation is significant at the 0.01 level (2-tailed).

4.7 REGRESSION ANALYSIS

Achieving objective 4:

This objective is to determine the influence of job satisfaction, leadership, reward, working environment, and motivation towards service commitment among school teachers. Regression Analysis will be used to test Hypothesis 4 in this study.

Hypothesis 4:

Job satisfaction, leadership, reward, working environment, and motivation significantly influenced service commitment among school teachers.



4.7.1 Regression Analysis on Coefficient of Determination (R²)

In this study, Coefficient of Determination (R²) is function to measure and explain changes of service commitment (Dependent Variable) with the changes of the Independent Variable (Job Satisfaction, Leadership, Reward, Working Environment, and Motivation).

The model summary of Multiple Regression for this study is shown in Table 4.28. The value of adjusted R² was 0.811. The independent variable (Job Satisfaction, Leadership, Reward, Working Environment, and Motivation) were explaining that 65.8% of the changes in dependent variable (Service Commitment) as tested in the model. That means it had 65.8% of influences to the Service Commitment (Dependent Variable).

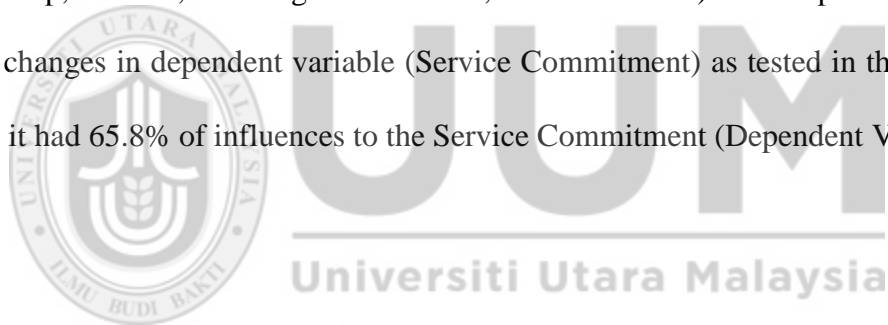


Table 4.28
Regression Analysis Model Summary

Model	R	R Square
1	.811 ^a	.658

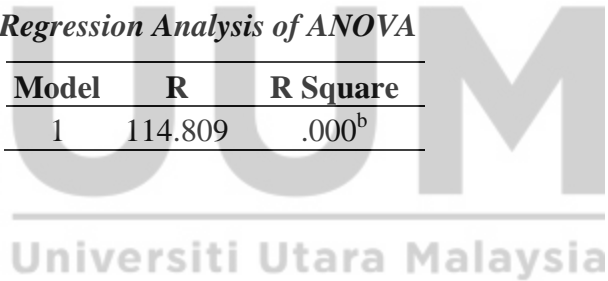
4.7.2 ANOVA Test

According to Hair et al., (2007) the larger the F-Ratio, the more varied the independent variable is explained by the independent variable. Besides, if the p-value is greater than 0.05, it indicates that the result is insignificant. However, if the p-value is lower than 0.05, it indicates that the result is significant. In the ANOVA table 4.29, the F-ratio is 114.809 and highly significant at the level 0.000. This means that there is a strong relationship, between independent variables and dependent variables.

Table 4.29

Regression Analysis of ANOVA

Model	R	R Square
1	114.809	.000 ^b



4.7.3 Regression Analysis of Coefficient

Based on Table 4.30, Beta of Leadership is 0.118, Job Satisfaction is 0.523, Reward is 0.150, Working Environment is 0.102 and Motivation is -0.012. Two independent variables that are significant influence of Service Commitment, which is Job Satisfaction (0.000) and Reward (0.000). Instead, the other three independent variables did not influence on Service Commitment with the value Leadership (0.022), Working Environment (0.057), and Motivation (0.794). However, when further test was conducted, it was found that Job Satisfaction is the strongest factor that influences Service Commitment.

Table 4.30
Regression Analysis of Coefficient

Model	B	Beta	t	Sig.
(Constant)	.623		3.559	.000
Leadership	.118	.125	2.309	.022
Job_Satisfaction	.523	.520	9.001	.000
Reward	.150	.165	3.549	.000
Working_Environment	.102	.108	1.913	.057
Motivation	-.012	-.011	-.262	.794

4.8 CHAPTER CONCLUSION

The result shows that there is a strong relationship between all the independent variables with the dependent variables. In addition, through regression analysis, it was found that Job Satisfaction is the strongest factors that influence service commitment.

CHAPTER 5

DICUSSION, RECOMMENDATIONS AND CONCLUSION

5.0 CHAPTER INTRODUCTION

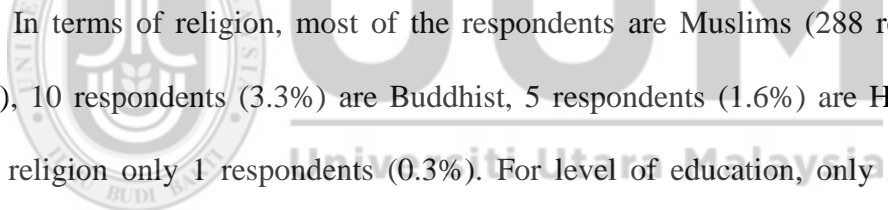
This chapter consists of discussion, limitations of the study, recommendations and conclusion. This chapter will discuss regarding on the results of the study with the proven statement.

5.1 DISCUSSION

The main objective of this study is to determine the factors that influenced service commitment among school teachers in high school. The data were gathered from the questionnaires which are distributed to 350 teachers from seven high schools. But only 304 questionnaires are returned and used for data analysis. Some of them were eliminated from the final analysis due to certain reasons such as incomplete answers. SPSS version 21.0 was used to analyze the relationship between Job Satisfaction, Leadership, Reward, Working Environment, and Motivation on Service Commitment.

5.1.1 DESCRIPTIVE STATISTIC

In terms of gender, the result of the research shows that most of the respondents are female with total 235 respondents (77.3%) and male respondents are 69 (22.7%). In case of ethnic group, 284 respondents are Malay or (93.4%), 12 respondents (3.9%) are Chinese, 5 respondents (1.6%) are Indian and 3 respondents (1.0%) are other ethnic group. Besides, in term of age of the respondents, the result indicates that respondent's age is between 26-35 years old are 57 respondents or 18.8%. Most of the respondents are between 36-45 years old (123 respondents or 40.5%). Whereas, 111 respondents (36.5%) are between 46-55 years old and 13 respondents (4.3%) are above 56 years old.



In terms of religion, most of the respondents are Muslims (288 respondents or 94.7%), 10 respondents (3.3%) are Buddhist, 5 respondents (1.6%) are Hindus and for others religion only 1 respondents (0.3%). For level of education, only 3 respondents (1.0%) are from SPM, 5 respondents (1.6%) from STPM, 6 respondents (2.0%) from Diploma. Most of the respondents have Degree (274 respondents or 90.1%) while, 16 respondents (5.3%) have other qualifications.

Furthermore, from monthly income result shows that the lowest monthly income between RM2001 - RM3000 only have 26 respondents (8.6%). On the other hand, 78 respondents (25.7%) between RM3001 - RM4000 monthly income and 99 respondents (32.6%) between RM4001 - RM5000 monthly income. The highest number of respondents (101 respondents or 33.2) reached above RM5001 monthly income.

5.1.2 INDEPENDENT SAMPLES T-TEST

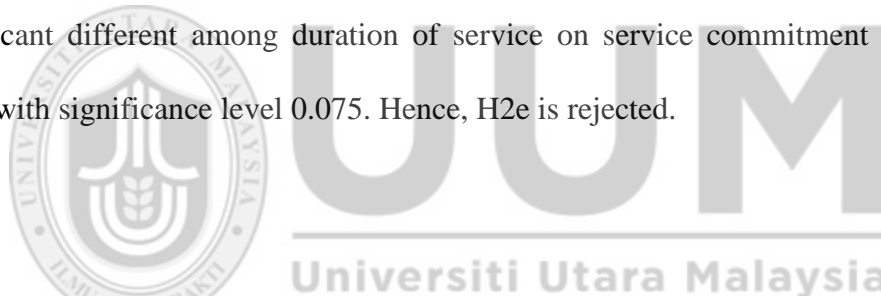
This test was conducted to achieve Objective 1 of the study. According to the analysis conducted using Sample T-test, H1 is rejected, whereby there is no significant difference of service commitment between genders among school teachers (t value -0.253, p=0.8). The result is supported by a study conducted by Thompson and McNamara (1997) that reviewed all job satisfaction studies published in the Educational Administration Quarterly over the past six years and showed no significant difference between male and female satisfaction levels. Similarly, Bruning and Synder (1983) approved that organizational commitment shows no difference in terms of gender.

5.1.3 ONE WAY ANALYSIS OF VARIANCE

One way ANOVA test was used to achieve Objective 2 in this study. The results of One way ANOVA prove that only one hypothesis is accepted and five hypothesis are rejected. For age test, H2a is rejected, whereby there is no significant difference among age on service commitment (F=0.839, p > 0.05) with significance level 0.473. The result is supported by Meyer and Allen (1997), who compared age to younger ones, older employees are more bound to their organizations and, more satisfied with their jobs and their positions in the organizations.

The result is similar to ethnic groups, whereby there is no significant different among ethnic groups on service commitment ($F=2.317$, $p > 0.05$) with significance level 0.076. Hence, H2b is rejected. Whilst, for the religion, there is no significant different among religions on service commitment ($F=2.090$, $p > 0.05$) with significance level 0.102. Hence, H2c is rejected.

H2d also was rejected, whereby the result shows that there is no significant different among monthly income on service commitment ($F=1.757$, $p > 0.05$) with significance level 0.155. The results of duration of service show that there is no significant different among duration of service on service commitment ($F=2.147$, $p > 0.05$) with significance level 0.075. Hence, H2e is rejected.



However, results for level of education shows that there is a significant difference among level of education on service commitment ($F=0.292$, $p < 0.05$) with significance level 0.883. Hence, H2f is accepted.

5.1.4 CORRELATION ANALYSIS

This test was conducted to achieve Objective 3 of the study. The result of correlation analysis showed that there is a significant relationship between all independent variable (Job Satisfaction, Leadership, Reward, Working Environment, and Motivation) with the dependent variable (Service Commitment).

The result of correlations analysis showed that there is positive relationship between Job Satisfaction and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.785$) signifies that the strength of the relationship between Job Satisfaction and Service Commitment is very strong relationship. Thus, H3a is accepted. These findings support by Wang and Feng (2003) claim that the higher the job satisfaction, the more likely workers will hold a positive attitude toward their jobs, and are more likely to be committed to the organization.

The result proved by Locke (1976) and Kallerberg (1977), that adopts a global approach in order to recognizes job satisfaction that will give positive emotions towards a work role. When employees are satisfied with their jobs, organizational outcomes will increase as well as customer satisfaction (Ryan, et al. 1996). Hong Lu, et al. (2005) in their research has highlighted factors that contribute to job satisfaction and the effect among employees productivity.

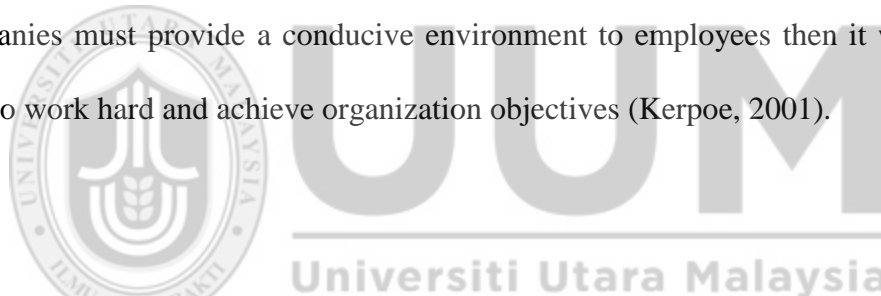
Similarly, the result of correlation analysis shows that there is positive relationship between Leadership and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of Pearson correlation ($r = 0.674$) signifies that the strength of the relationship between Leadership and Service Commitment is very strong relationship. Thus, H3b is accepted. The result is supported by a study conducted by Boyan and Sweeney, (1982) who found that from the research on effective schooling has identified the principal as the central factor in reaching effectiveness.

Nir (2002), argue that school principals' support will affects teachers' commitment. Moreover, Kirkpatrick & Locke, (1991) assumed and a recommended effective leadership behavior is very important in this sense. He said that managers should consider whether individual possesses certain personality traits, social traits, and physical characteristics by using trait theory. Skills and ability to implement the vision for an organization are necessary to transform traits into leadership behavior.

In addition, there is positive relationship between Reward and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of Pearson correlation ($r = 0.610$) signifies that the strength of the relationship between Reward and Service Commitment is very strong relationship. Thus, H3c is accepted. According to Lincoln & Kallerberg (1990), found in their research that that reward had a powerful impact on employees' attitudes towards their jobs. The result is supported by a Herzberg

& Mausner's two factor theory, found that intrinsic and extrinsic rewards will affect levels of employee satisfaction (Hong Lu, et al. 2005).

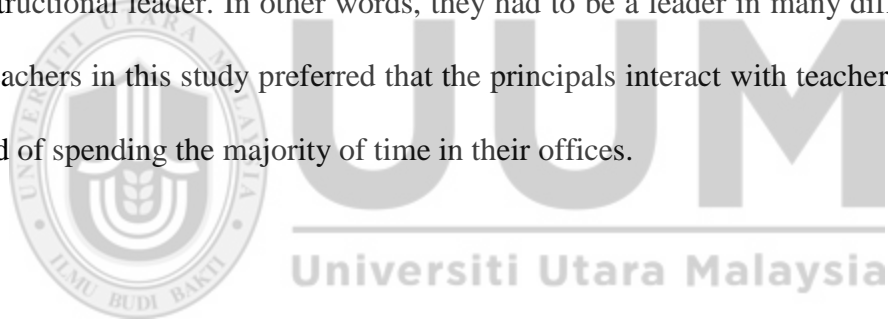
In terms of the relationship between Working Environment and Service Commitment, the result also positive at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.649$) signifies that the strength of the relationship between Working Environment and Service Commitment is very strong relationship. Thus, H3d is accepted. According to Harps (2001), company's greatest asset is its' employees, same with school situation whereby teachers are an asset for school. Companies must provide a conducive environment to employees then it will encourage them to work hard and achieve organization objectives (Kerpoe, 2001).



The correlation analysis conducted also prove that there is positive relationship between Motivation and Service Commitment, at a value of 0.000 ($p < 0.01$, Sig. 2 tailed). The positive value of pearson correlation ($r = 0.420$) signifies that the strength of the relationship between Motivation and Service Commitment is very strong relationship. Thus, H3e is accepted. Hays and Hill (2001) found that motivated employees will give greater service toward their job. Similarly, Goldstein, (2001) also pointed out that employees with highly motivated will perform better to achieve excellent results. According to a research by Li (1993) who conducted a study about job satisfaction and performance among 640 coaches of the spare-time sport schools in China and found that motivation had a positive influence on coaches' job performance.

5.1.5 REGRESSION ANALYSIS

Regression Analysis was used to achieve Objective 4 in this study. In this study, result of regression analysis indicates that there are only two independent variables that are significant influence of Service Commitment, which is Job Satisfaction (0.000) and Reward (0.000). Instead, the other three independent variables are not predictors of Service Commitment, which is Leadership (0.022), Working Environment (0.057), and Motivation (0.794). Based on research by Myers (2001) determined that there were four major roles that principals must play in order for job satisfaction of teachers to be high. These included the principal being a team leader, a facilitator, a manager of facilities, and an instructional leader. In other words, they had to be a leader in many different aspects. The teachers in this study preferred that the principals interact with teachers and students instead of spending the majority of time in their offices.



However, Day, Elliot, and Kington, (2005) suggested that teacher commitment relates to job satisfaction, morale, motivation, and identity. While, predictor of teachers' work performance, such as absenteeism, burn-out, and turnover, will affect on students' achievement in and attitudes toward school. Factors such as student behavior, administrative support, parents' demands, national education policies, teachers' professional histories and career phase also will influence on teacher commitment. The result of beta value shows beta for Leadership is 0.118, Job Satisfaction is 0.523, Reward is 0.150, Working Environment is 0.102 and Motivation is -0.012. However, Job Satisfaction is found to be the strongest factor that influences Service Commitment.

5.2 LIMITATION OF THE STUDY

The first limitation of this study is related to the location of the research. In this research the questionnaires are only distributed to high school teachers. Even though the participants in the study were selected randomly using simple random sampling, some of the teachers did not participate due to busy and they don't have time. Hence, data collected might not necessarily be able to represent the population of the study and the result cannot be generalized across the larger population of high school teachers. Moreover, more schools should also be selected to gain more insight of the result.

The second limitation of this study is the sample size. A sample size of 313 respondents is considerate small. Therefore, further research should be conducted on a larger sample size and diverse location to make the result more appropriately and accurately. Next limitation is related to time. The lack of the time poses the difficulties to investigate in depth about the service commitment among school teachers. This is because a lot of research has been conducted on commitment, but only a few researchers focus on service commitment among teachers.

Lastly, another limitation relates to respondent privacy. Some the respondents are unwilling to mention their privacy information about their monthly income. This might cause some of the questions are not answered.

5.3 RECOMMENDATIONS

The result from this study provides an empirical evidence for the factor that influence service commitment among school teachers. There are some suggestions and recommendations to overcome the limitation of this study.

Firstly, place of this research study is only conducted among high school teacher in Kubang Pasu, Kedah. The suggestion for future research is that they should distribute more survey forms around the country and also Malaysia to get the real results of teachers' commitment, and not only in one district such as Kubang Pasu. Therefore, the result will be more accurate and more meaningful.

This study is only focusing on high school teachers'. In order to get the numbers of overall teachers', further research should be conducted on lower and high school teachers' so that the results will explained of totals teachers' in Malaysia.

Then, limitation arising regarding sample size is also important to improve for the further researcher. The variation of the respondents in this study should be increased to ensure that the collected responses can be generalized for high school teachers'. A sample size of 313 respondents is considerate small to express the results of overall teachers' in Kedah. Therefore, further research should be conducted on a larger sample size and diverse location to make the result more appropriately and accurately.

The questionnaires also should be designed properly and not consist of privacy questions. Some the respondents are unwilling to mention their privacy information. Next suggestion is to improved questionnaire component in order to attract the respondent to answer easily.

Lastly, future research also can include other relevant variable that may be the determinants of service commitment among school teachers?. So that the research would be more precise and accurate in finding the determinants of service commitment. Then the result will be useful for education system in Malaysia.



5.4 CONCLUSION

The result of this study showed that all independent variable (job satisfaction, leadership, reward, working environment, and motivation) have a positive relationship with Service Commitment among high school teachers. Besides that, finding of the study also suggests Job Satisfaction is strongest factor that influence service commitment. This means that teachers will perform and commit to their jobs when they have level of satisfaction. Therefore, principal and management team can use these results in shaping teachers satisfaction towards the school. An employee who is satisfied with his job would perform his duties well and be committed to his job, and subsequently to his organization.

Moreover, reward also influences service commitment in this study. From this research, government also will get the results that reward is one of the factors that influence service commitment among teachers. They will understand what the teachers' needs in their service. Lastly, there are numbers of factors that may influence teachers, commitment, but job satisfaction and reward is the key of teachers' commitment. When they have a commitment then they will perform in their works, so that we will get the value of the successful. Huberman (1997) and Nais (1981) was right when they found that teachers' commitment and has been identified as one of the most critical factors in students' success as well as education. Schools' administrative and other parties should respond and take action in order to improve teachers' service commitment. Happy teacher will commit to their works and achieve the school target.

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