Which Components of School Climate Are Best Predictors of Organisational Commitment of Indonesian Teachers?

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Abstract

This quantitative research aims to analyse the discrete and simultaneous effect of components of school climate toward the organisational commitment of middle school teachers at North Minahasa regency, Indonesia. Data are taken from a survey to 216 teachers from 15 middle schools and analysed using regression. Findings include 1. Discrete and simultaneous effects of school climate and its components (principal directive, supportive, and restrictive behaviour, as well as teacher collegial, intimacy, and disengaged behaviour) toward organisational commitment. 2. Simultaneous effects of principal-related and teacher related components of school climate toward organisational commitment. 3. Simultaneous effects of principal-related and teacher-related components of school climate toward the components of organisational commitment (affective, continuance, and normative commitments). 4. Discrete effects of each of components of school climate toward the components of organisational commitment. The study concludes that principal supportive behaviour and teacher collegial behaviour are the two most essential components of school climate, which yield greater effect on organisational commitment and its components.

Keywords: Educational management; organizational climate; principal behaviour school interaction; teacher commitment.

1. Introduction

One of the issues dealt with today's educational management is how to keep teachers committed to a school. Lack of commitment has become the drive for many destructive teacher's related cases and inadequate teaching practices. It might lead to teacher's disengagement to school programs, lack of passion toward self-advancement and professionalism, shortage of attention to students' progress and struggle, and neglecting successful cooperation with colleagues (Meyer, Stanley, Herscovitch and Topolnytskty, 2002; Armstrong, 1999; and O'Malley, 2000). Teaching has been reduced to just another profession instead of a lifetime passion in which the teachers were weighing their effort and continuance based on wages and profit. And as cases in Indonesia, there is a worldwide hunger of highly committed and loyal teachers.

From personal observation, the researcher found many cases showing scarcity of organisational commitment in the teaching profession. There were cases when teachers were being distracted to non-academic and time-consuming activities in the school (i.e., rotating saving and social gathering) that they had to take time from performing their duties. Other cases, including moonlighting teachers—those who work else were to make ends meet. There are instances such as teacher requesting relocation or quit the career solely due to the transfer of their spouse.

One of the well-known predictors of organisational commitment is the climate of the organisation itself. School climate was concerned with the degree interaction of a teacher to his or her principal and among a teacher to his colleague. And fostering this interaction should remain on the behaviour of each party. Previous studies had linked the effect of school climate toward organisational commitment directly and indirectly through job satisfaction (Lotulung, Senduk, Kambey & Paturusi, 2017). Studies of factors of organisational commitment usually paired school climate along with other variable as predictors (Agung, 2009; Aydin, Sarier & Uysal, 2013; Bestiana, 2012; Handoko, Setiawan, Surachman & Djumahir, 2013; Hutapea, 2012; Kieres, 2012; Raharjo & Nafisah, 2006; Rahmi, 2013; Seniati, 2006; Situmorang, 2012)

Although studies had confirmed that school climate as a significant predictor of organisational commitment, there is a need to see which components of school climate yield significant and more prominent contribution. Hoy and Clover (1986) recognised six components of school climate based on the interaction between principal and teachers. The six components were principal supportive, directive, and restrictive behaviour, and teacher's collegial, intimacy, and disengage behaviour. Identifying the weak component as well as focusing on the more contributing component would help school management set up the right climate that should foster more significant organisational commitment.

1.1 Organisational commitment

Organisational commitment generally referred to an employee's readiness to show positive signals about an organisation where he or she was affiliated. The commitment would drive someone to defend a company reputation and would devotedly work for the benefit of the organisation, or even willing to sacrifice time and effort for its best interest (Jaussi, 2007;

Suliman & Isles, 2000; Guzley, 1998). Guzley's (1998) theory of organisational commitment widely constructed to include responsibility and integrity to the definition. He identified four

components of organisational commitment, which are: dedication and persistence for an organisation, responsibility, integrity to values and norms, as well as sacrifice and perseverance.

Another construct to be associated with commitment is partisanship or support of an employee toward organisational values. This partisanship should be demonstrated in his action, which is according to the company's value and goals (Amstrong, 1999; Robbins, 1996; Surbakti, 2011). Amstrong's definition included three components of self-identification of an employee with an organisation's goals: desire to maintain membership of organisation and partisanship to act on behalf of the organisation.

Fundamental to every organisational commitment was the self-identification and acceptance of values by the member of an organisation (O'Malley, 2000). While there were various types of commitment, there were also driven factor for each. A person may have several high level of specific commitments while the other has none. O'Malley (2000) also emphasised that organisational commitment was considered unique, because it transcends all aspect of work and career. A person with high organisational commitment could easily be defined as a highly committed person.

Modern construct of organisational commitment was based upon self-identification and involvement in the organisation (Mowday, Porter & Steers, 1982). According to this construct, there were three main components of commitment, which are acceptance and inclusion of organisational goals and values, involvement and contribution, and maintaining loyalty toward the organisation. This theory was revised by Allen and Meyer (1990) with additional focus on three component: affective attachment, continuance and normative commitment. According to this revised definition, a person who committed to a certain organisation would demonstrate affection, loyalty and obligation to continue within the institute.

The three component of organisational commitment theory was further elaborated by Meyer et al. (2002), which draw limit among these components: Affective components referred to an emotional attachment or self-identification which provide bases of what an individual wants to do. Continuance component refers to contemplating the implied cost for leaving an organisation and signifies employee's reliance on the organisation. And normative component was an obligation resulted from their moral faculty or what an employee ought to do. This construct of organisational commitment was widely recognised among the professional in the field and had been used in many studies in the field of management.

1.2 School climate

School climate, in a broad sense was the environment in which the employees perform their work. The climate was set up as a dynamic system that portrayed the whole activities in the organisation, including the members of the organisation (Davis & Newsorm, 1996). Simamora (2004) defined organisational climate as an internal psychological environment of an organisation. This climate would differ from one company to another due to various work and behaviour of the employees. The organisational climate was the collection of environment pattern that could affect the practice of human resources accepted within the organisation.

Stimste (2002) defined it with "...collection and pattern of environmental determinant of aroused motivation" (p. 122).

One of the fundamental theories of organisational climate was Lussier's (2005) theory, which was based on the relationship between an employee and his work (including scope and facility), between an employee and his supervisor and colleagues, and between an employee and organisational values and policies. This relationship was perceived in seven main dimensions of climate, the stronger this relation be, the higher the organisational climate would be for the employee. The dimensions are structure, responsibility, reward, warmth, support, organisational identity and loyalty, and risk.

In the narrow sense, however, the organisational climate was limited to relationship and interaction. Collie, Shapka and Perry, (2011) discussed three main dimensions of climate in classic Moos theory, namely: the relationship among members of the organisation, selfdevelopment of members, and advancement of the organisation.

School as an organisation had a specific type of interaction. School climate was defined as the atmosphere of work environment in school perceived by its residents (Owens, 1995).

This climate was, therefore, perceived toward aspect of school environment, personal, social, and cultural. It deals with affection which form patterns of behaviour that later would characterise the school and affect attitude of school community.

One of the comparisons of school climate was dichotomy of positive and negative school climate by DeRoche (1985). Negative school climate was identified by lack of direction, dissatisfaction, lack of communication, student exclusion, frustration, lack of creativity and innovation, uniformity, lack of respect and trust, and apathy traits. On the contrary, the positive school climate was identified as awareness and resolving conflict, acceptance to critiques and dissatisfaction, shared responsibility in problem-solving, principal's respect of input and involvement, low absence, pride, trust and openness, productivity and involvement, unity attention to togetherness.

School climate, in its broad sense, should not be limited to interaction between a teacher and his or her principal, nor between a teacher and his or her colleague. In this sense, school climate may involve the construct of cultural background and social networks. It also can be associated with the atmosphere, culture, resources, and social network of a school (Loukas & Murphy. 2007).

Since the beginning of the modern theory of management (i.e. Halpin and Croft in 1963), the construct of school climate had included an interaction of members as important as a physical and psychological environment (Douglas, 2010). Hoy and Clover (1986) and Hoy, Hoffman, Sabo and Bliss (1996) narrowed down the limit of climate by focusing specifically on the types of interaction among teachers and between a teacher with his superior (i.e. principal). There are six gradual levels of interaction described in the early theory based on the openness and the obscureness of their relationship, namely: open, independent, controlled, paternal, and closed.

Hoy and Clover (1986) found six dimensions of school climate based on the interaction of the teacher with his superior and with a fellow teacher. The dimensions are:

1. Supportive principal behaviour is when the principal show openness to teachers' input, giving credits and healthy critics, and professionally acknowledge his or her teachers.

2. Descriptive principal behaviour is when principal manages strict and closed supervision in all school activities.

3. Restrictive principal behaviour is when principal hassles the teachers with unending administrative jobs, routine meetings, and tasks.

4. Collegial teacher behaviour is when teacher support open and professional interaction with enthusiasms, acceptance, and acknowledgement.

5. Intimacy teacher behaviour is when teachers show a cohesive and robust network of social support. They knew and became close to each other socially.

6. Disengaged teacher behaviour is when professional activities lack its meaning and focus, due to unproductive, and uncooperative attitude.

From the six dimensions (or components) of school climate theory, Hoy et al., (1986) elicited the Organisational climate dimensions questionnaire (OCDQ), which are used in this study. The questionnaire has undergone several revision to suit the need, one of them is OCDQ-RS by Kottkamp, Mulher and Hoy (1987), which was known as Rutgers revision. OCDQ-RS which stood for Organisational Climate Dimensions Questionnaire-Rutgers Secondary were primarily used for secondary teachers. One of the significant revisions is by using five dimensions of climate, namely: Principal supportive and directive behaviour, and teacher engaged, frustrated, and intimate. This revision, however, found only the first four factors could be used as an index of school climate. Another revision made in 1996 (Hoy et al. 1996) suggested a four division of school climates: open, closed, attached, and unattached climates. Open school climate refers to a high supportive, low directive, and low restrictive principal attitude, and a high collegial, high intimacy, and low disengaged teacher behaviour. Closed school climate referred to a low supportive, high directive, and high restrictive principal behaviour, and a low collegial, low intimacy, and high disengaged teacher behaviour. Unattached school climate referred to a high supportive, low directive, and low restrictive principal behaviour and a low collegial, low intimacy, and high engaged teacher behaviour. Attached school climate, on the contrary, referred to a low supportive, high directive, and high restrictive principal behaviour, as well as a high collegial, high intimacy, and low disengaged teacher behaviour.

Findings had established the school climate variable as a direct predictor of organisational commitment. One of the studies was conducted by Collie at al., (2011) to 664 primary and secondary school teachers in Canada. The study concluded that both school climate and socio-emotional learning predicted organisational commitment. Another study was conducted by Bogaert, Bonne and Wittellostuijn (2012) in Belgium to 209 teachers and lecturers and found that both school climate and social value orientation are effective predictors of affective commitment. Still another one by Douglas (2010) who found a correlation between school climate and teacher commitment, and particularly collegial teacher behaviour as the best predictor of teacher commitment.

While other organisational extrinsic factors, such as leadership, atmosphere and organisational culture has been well explored, studies on the factors of school climate on organisational commitment were underrepresented in Indonesia's education context. Unlike the factors of leadership atmosphere and culture, school climate provides the vertical and horizontal

alignment of interaction. How the teachers perceive the leadership, atmosphere and culture and interact with it should be more important to investigate.

2. Methods

This research employed a one direction correlational design to analyse quantitatively the variable of School climate (X) and its components [Principals supportive behaviour (X_1), Principal directive behaviour (X_2), Principal restrictive behaviour (X_3), Teacher Collegial behaviour (X_1), Teacher Intimacy behaviour (X_1), and Teacher Disengage behaviour (X_6)] and their effect toward Organisational Commitment (Y) variable and its components [Affective Commitment (Y_1), Continuance Commitment (Y_2), and Normative Commitment (Y_3). The objective was to evaluate inter-variables direct and simultaneous effect from independent and dependent variables.

A survey was distributed to teachers from ten middle schools in North Minahasa Regency, Indonesia. Cluster sampling was used to choose 216 participants. The 67-item questionnaire was validated two ways: The first by a pilot study with reliability test (Cronbach alpha score of .93 and .73) and the second by expert judges qualitative validation.

A simple and multiple regressions were used to statistically treat the scores of the survey with significant value at α .05. A normality and linearity test of assumption was administered before regression analysis may take place, and resulted in Kolmogorov-Smirnov sig value of $< \alpha$ .05 for normality of dependent variable and a normal one-line P-P Plot for linearity. Data were interpreted in a 5-scale Likert rating.

3. Results and Discussion

There were several findings of this study, and the first two findings dealt with descriptive statistics of both the dependent variable of Organisational commitment (Y) and the independent variable of School climate (X). Organisational commitment was found to be moderate (XM = 3.40), with two components in high level, namely: Affective commitment (Y_1M = 3.83) and Normative commitment (Y_3M = 3.59). Continuance commitment (Y_2M = 2.78), however, was moderate.

Table 1: Descriptive Statistic of Organisational commitment

Variable/component	N	Mean	Std. Error of Mean	Std. Deviation	Variance
Organisational commitment	216	3.59	0.03	0.40	0.16
Affective commitment	216	3.40	0.02	0.27	0.08
Continuance commitment	216	3.83	0.03	0.41	0.17

| Normative commitment | 216 | 2.78 | 0.04 | 0.53 | -0.128 |

Source: SPSS data analysis

The variable of School climate was high (XM = 3.94) with five of its six components were in high level: Principal supportive behaviour (X_1M = 4.18), Principal directive behaviour (X_2M = 3.96), Teacher collegial behaviour (X_4M = 3.79), Teacher intimacy behaviour (X_5M = 4.23), and Teacher disengaged behaviour (X_6M = 3.90). The Principal restrictive behaviour (X_3M = 3.45) was the only moderate component.

Table 2: Descriptive Statistic of School Climate

Variable/component	N	Mean	Std. Error of Mean	Std. Deviation	Variance
School Climate	216	3.90	0.06	0.81	0.65
Principal supportive	216	3.94	0.02	0.29	0.08
Principal directive	216	4.18	0.35	0.51	0.26
Principal restrictive	216	3.96	0.03	0.40	0.16
Teacher collegial	216	3.45	0.03	0.50	0.25
Teacher intimacy	216	3.79	0.02	0.32	0.11
Teacher disengaged	216	4.23	0.03	0.49	0.24

Source: SPSS data analysis

The Indonesian teachers considered their school climate as high, with components ranging from moderate to high levels. Indonesian teachers generally accept the opinion that they worked in a conducive school climate and maintained good interaction with the principals and fellow teachers. Similarly, these teachers evaluated themselves as having a strong commitment to the organisation, especially in affective and normative commitment.

The third finding of this study dealt with the effect of School climate (X) toward
Organisational commitment (Y). Finding illustrated that the dependent variable of Organisational commitment was positively and significantly affected by the independent variable of School climate (R^2= .04, P = 00). This suggested that the school climate was a valid predictor of teacher organisational commitment. An increase in school climate could contribute positively toward 4% rise of commitment. This finding agrees with the result of several studies, particularly the finding of Hutapea (2012), which claims that the school climate is a positive predictor of organisational commitment.

The next finding dealt with the effect of principal-related components of school climates (X_{123}) toward Organisational commitment (Y). The components were Principal directive (X_1). Principal supportive (X_2) and Principal restrictive (X_3) behaviour. Organisational commitment (Y) was significantly and simultaneously affected by these combined components of principal interactions (X_{123} R^2= .09, P = .00). Among the three components. Principal supportive behaviour (X_1) is the only component yielded positively effect. This component also contributes greater effect ($X_1\beta$ = .38. P = .00) compared to Principal directive ($X_2\beta$ = -.22, P = .02) and Principal restrictive behaviour ($X3\beta$ = -.14, P = .03). The study also found significant effects of teacher-related components of school climates (X_{456}) toward organisational commitment (Y) ($X_{456}R^2$= .07, P = .00). There were three components of school climates, namely: Teacher

Collegial (X_4), Teacher intimacy (X_5), and Teacher disengaged (X_6) behaviour. However, among the three components, teacher collegial behaviour is the only component yielded significant effect ($X_4\beta = -.27$, $P = .00$).

Table 3: The effect of School climate and contribution of its components toward Organizational commitment

	Organisational Commitment				
	(β)	(R^2)	T-score	F-score	Sig. value (P)
School Climate	.19	.37	2.86	8.19	.01*
All components		.13		5.27	.00*
Principal-related components		.31		7.37	.00*
Teacher-related components		.07		5.39	.00*
Principal supportive	.38		3.99		.00*
Principal directive	-.22		-2.30		.23
Principal restrictive	-.14		-2.15		.33
Teacher collegial	.27		3.66		.00*
Teacher intimacy	.00		.01		.99
Teacher disengaged	.15		.22		.82

Source: SPSS data analysis

The finding suggested that Organisational commitment is also predicted by simultaneous in variations in both principal-related and teacher-related components of school climate. An increase in principal-related components could contribute toward 9% change of commitment whereas teacher-related component only 7%. All principal-related components discretely generate contribution, although only Principal supportive behaviour yields a positive effect. Only teacher collegial from all teacher-related components discretely generate contribution toward organisational commitment, and it is negative.

The following two findings were focused on the affective component of organisational behaviour affected by components of school climate. The first component was affective organisation commitment (Y_1), which was significantly and simultaneously affected by combined components of principal interaction ($X_{123}R^2 = .09$, $P = .00$). Among the three components, Principal supportive behaviour (X_1) was the only component yielded significant effect ($X_1\beta = .19$, $P = .04$). Affective commitment (Y_1) was also significantly and simultaneously affected by combined components of teacher interaction ($X_{456}R^2 = .11$, $P = .00$). Among the three components, Teacher collegial (X_4) behaviour is the only component yielded significant effect ($\beta = .26$ $P = .00$).

Table 4: The simultaneous effect of principal-related and teacher components of School climate

	Affective commitment			Continuance commitment			Normative commitment		
	(R^2)	Fscore	Sig. value (P)	(R^2)	Fscore	Sig. value (P)	(R^2)	Fscore	Sig. value (P)
Principal-related components	.09	7.15	.00*	.14	11.57	.00*	.02	1.38	.25

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| Teacher-related components | .11 | 8.56 | .00* | .06 | 4.43 | .01* | | | |

Source: SPSS data analysis

The component of affective organisational commitment is predicted simultaneously in variations in both principal-related and teacher-related components of school climate. An increase in principal-related components could contribute toward 9% change of affective commitment whereas teacher-related component 11%. However, only two components generate effects, Principal supportive (positive) and teacher collegial behaviour (positive).

The continuance component of organisational commitment (Y_2) was affected by both principal-related and teacher-related components of school climates. Continuance commitment (Y_2) was significantly and simultaneously affected by combined components of principal interaction $(X_{123}R^2 = .14, P = .00)$. All three components yielded a significant effect. However only Principal supportive behaviour $(X_1\beta = .33, P = .00)$ provide positive effect, whereas Principal directive behaviour $(X_2\beta = -.45, P = .00)$ and Principal restrictive behaviour $(X_3\beta = -.26, P = .00)$ induced negative influence toward continuance commitment. The continuance commitment (Y_2) was also significantly and simultaneously affected by combined school climate components of teacher interaction $(X_{456}R^2 = .06, P = .01)$. Two components yielded a significant effect. Teacher collegial behaviour with positive effect $(X_4\beta = .17, P = .02)$, and Teacher disengaged behaviour with negative effect $(X_6\beta = -.18, P = .01)$.

The finding suggested that component of continuance organisational commitment was positively predicted simultaneously by both principal-related and teacher-related components of school climate. An increase in principal-related components could contribute toward a 14% change of continuance commitment, whereas teacher-related components 6%. Five out of six components of school climate significantly affect continuance commitment: Principal supportive (positive), Principal directive (negative) and Principal restrictive (negative), Teacher collegial (positive), and Teacher disengaged (negative).

The normative component of organisational commitment (Y_3) was not significantly affected by principal-related components of school climates. However, it was significantly and simultaneously affected by combined school climate components of teacher interaction (X_{456}). However, only teacher disengaged component yielded a significant effect $(X_6\beta = .18, P = .01)$, which was negative.

Table 5: The contribution of components of School climate toward components of organisational commitment.

	Affective commitment			Continuance commitment			Normative commitment		
	β	t-score	Sig. value (*P*)	β	t-score	Sig. value (*P*)	β	t-score	Sig. value (*P*)
Principal supportive	.19	1.99	.05*	.33	3.60	.00*	.14	1.45	.15
Principal directive	.15	1.52	.13	-.45	-4.85	.00*	-.00	-.04	.97
Principal restrictive	.04	.55	.58	-.259	-3.97	.00*	.01	.16	.87
Teacher collegial	.26	3.65	.00*	.67	2.27	.02*	.06	.80	.43

Teacher initiative	.11	1.60	.11	-.13	-1.77	.08	.05	.74
Teacher disengaged	.08	1.21	.23	-.18	-2.64	.01*	.18	2.71	.01*

Source: SPSS data analysis

The component of normative organisational commitment is predicted simultaneously by teacher-related components only. An increase in teacher-related components could contribute toward 4% change of normative commitment. The normative component was also predicted discretely and negatively by Teacher disengaged component.

4. Conclusion

The moderate level of organisational commitment of Indonesian teacher could explain the cases in the initial observation, where teachers are distracted with other functions, or have to take another job to make ends meet, and are quickly asking for a transfer or quitting the career. The moderate level of continuance commitment, in which the teachers are counting the implied cost for leaving an organisation, signifies their lack of reliance on the organisation. This calls for better wage and job security for teachers.

The Principal supportive and Teacher collegial components are the essential school climate behaviours, which prominently and positively predict organisational commitment. These two components should be given priority to maintain and increase the organisational commitment of Indonesian teachers. It is recommended that principal to show openness to teachers' input, giving credits and healthy critics, and professionally acknowledge his or her teachers. And it is recommended that teacher support open and professional interaction with enthusiasm, acceptance and acknowledgement.

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