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The Influence of Organizational Commitment on Teacher Performance in Basic Education High Schools: Shwe Pyi Thar Township, Republic of the Union of Myanmar

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Abstract

This study aimed to measure the levels of organizational commitment of teachers and their performance and to evaluate the influence of organizational commitment on teacher performance in basic education high schools in Shwe Pyi Thar Township, Yangon Region in Myanmar. Survey research design was adopted. The descriptive statistics were used to describe the individual demographic information of the participants in the study by frequency and percentage, and to evaluate the influence of organizational commitment of the teachers on teacher performance, Stepwise Multiple Regression Analysis (MRA) was applied. Participants of the study were 210 teachers of four basic education high schools in Shwe Pyi Thar Township, Yangon Region in Myanmar. The result showed that the level of teachers' organizational commitment is high, and the level of teachers' performance is highest. The result also showed that predictors of organizational commitment can predict 21.5% task performance of teachers at four basic education high schools in Shwe Pyi Thar Township, Yangon Region in Myanmar with the coefficient determination of ($R^2 = .213$). In details, only affective commitment, one of the aspects of organizational commitment, affects teachers' task performance with the highest coefficient values of ($\beta = 1.108$) with a statistically significant level ($p=.000$).

Keywords: Organizational Commitment, Teacher Performance

Introduction

Teacher's job performance plays a crucial role in student's learning process. Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. It is also said that good performance of teachers affects not only the students' academic achievement but also the school effectiveness.



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Organizational commitment is also one of the important topics having both practical and theoretical implications. Educational organization needs to rely on highly committed teachers. Kwon and Banks (2004) found that organizational commitment leads to important outcomes such as decreased turnover, higher motivation, higher organizational citizenship behavior and organizational support.

Teacher commitment seems to be a crucial factor in achieving educational organization success. Individuals with low levels of commitment will do only enough to work by, and they will not put their hearts into the work and mission of the organization. Furthermore, they seem to be more concerned with personal success than with the success of the organization as a whole. People who are less committed are also more likely to look at themselves as outsiders and not as long – term members of the organization. An attractive job offer elsewhere is very likely to result in their departure. There is no denying that an organization with plenty of low committed employees may lead to chaos, and no longer exist. By contrast, employees with high commitment to an organization see themselves as an integral part of the organization. They assume that anything that threatens the organization is an imminent danger to them as well. Such employees become creatively involved in the organizations mission and values, and constantly think how to make their jobs better. In essence, committed employees work for the organization as if the organization belongs to them.

In Myanmar, according to traditional culture, teachers are as one of the “five gems”, the teacher is regarded to be the same respect as the Buddha, the scriptures, the monks and parents. Teachers are traditionally regarded as community leaders not only in rural but also in urban communities. Since Myanmar education is still centralization, teachers are becoming more responsible for the students’ academic knowledge and future careers.

When it comes to ‘teacher performance’, there is still no specific and standardized criteria to assess the performance of teachers in Myanmar. Therefore, there is still lack of standardized teacher performance evaluation or management system in Basic Education System in Myanmar. What is more, the promotion system for teacher in Myanmar is normally exam-based system, and years of service-based system, which means that the one who have more years of service in the schools or organization has more chance to be promoted, compared to the others with few years of service in school or organization.

Furthermore, the teachers who are over 50 years old keep working as teachers in high schools in Shwe Pyi Thar Township governed by educational organization could probably being loyal to their profession called commitment. This also makes me curious whether the level of organizational commitment of the teachers will be high or not.



Moreover, according to theoretical concept, organizational commitment can influence on performance, I would like to test this assumption in education setting. Most of the nationwide research focus on downtown schools and there is still lack of educational research covering the topic on organizational commitment and teacher performance in Shwe Pyi Thar Township. In particular, there is no previous research of studying the influence of teacher commitment on teacher performance especially in Shwe Pyi Thar Township, Myanmar. For these reasons, I've decided to choose Shwe Pyi Thar Township to be research site in this study.

In this study, performance of teachers will be assumed as task performance of the teachers developed by Cai and Lin (2006) assuming that aspects of task performance of teachers such as Teaching Effectiveness, Teaching Values and Teacher-Student Interaction, by Cai and Lin (2006) will be closely related to teachers' daily practices and routines in schools in Myanmar.

Purposes/ Objectives

This study attempts to identify the following aspects:

1. To examine the level of organizational commitment of teachers in Basic Education High Schools in Shwe Pyi Thar Township, Yangon Region in Myanmar.
2. To determine the level of teachers' performance in Basic Education High Schools in Shwe Pyi Thar Township, Yangon Region in Myanmar.
3. To investigate the predictive factors of organizational commitment on performance of teachers in Basic organizational Education High Schools in Shwe Pyi Thar Township, Yangon Region in Myanmar.

Research Scope

The central issue of this study focused on organizational commitment of teachers and teachers' performance in all basic high schools in Shwe Pyi Thar Township, Yangon Region in Myanmar. There are 4 Basic Education High Schools in Shwe Pyi Thar Township, Yangon Region in Myanmar. These 4 Basic Education High Schools will be the research site for this study. In these schools, there are 312 teachers. Among them, 210 teachers were selected randomly to be sample group in this study.

Methodology

1. Research Design

The descriptive research was employed to study the levels of organizational commitment and teachers' performance. Stepwise Multiple Regression Analysis was used to



explore the predictors of organizational commitment of teachers on teachers' performance in Basic Education High Schools in Shwe Pyi Thar Township, Yangon Region in Republic of the Union of Myanmar.

2. Research Process

The instrument of this study was a structured questionnaire consisting of three parts as follows: Part 1 of the questionnaire was designed to survey demographic data of the personals including name of the school, age, gender, educational qualification, position and teaching experience. The answers of the questions were multiple choices. Part 2 of the questionnaire was about teachers' attitude toward their organizational commitment. Teachers have to describe their feelings about their current organization. The second part contains 18 items with a rating scale. This section was intended to use the following subscales namely: Affective Commitment (6 items), Continuance Commitment (6 items), and Normative Commitment (6 items). The Three-Component Organizational Commitments Questionnaire (TCOCQ) developed by Meyer and Allen (1991), Meyer et al. (1993), Allen and Meyer (1990) were adopted in this study. However, few items were modified and added to relevant to the research sites. Part 3 of the questionnaire was to measure the teachers' performance. This section was intended to use the following subscales namely: teacher effectiveness (7 items), teacher-student interaction (4 items), and Teaching Values (4 items). Few items were adopted from the Questionnaires of Teacher Job Performance developed by Cai and Lin (2006), Sylatmena (2014).

The result from the analyzation of the consistency index analysis were from 0.60 - 1.00 after that try out the revised questionnaire which was modified from the recommendation of the three professional experts. 30 non-sample teachers answered the questionnaires to analyze the reliability tools by the use of internal consistency with Cronbach's alpha coefficient. The reliability values of organizational commitment scale and teacher performance scale were 0.866 and 0.979 respectively. Cronbach's alpha-coefficient (1970) was employed to determine the reliability of the instrument and value was computed statistical analysis.

3. Data Collection

The study was conducted by coordinating with principles from four basic education high schools in Shwe Pyi Thar Township, Yangon to collect the data from 210 teachers from those schools. It took 2 weeks to get back 100 percent of the questionnaires.

4. Data Analysis

Data obtained from the questionnaires were analyzed by using the program package in order to find out the descriptive and inferential statistics in the following sequences. The resulted responses were placed in tabulations to organize main elements of the recording for descriptive statistical analysis to reach sound conclusion. The descriptive statistics were used



to analyze the individual demographic information: name of the school, age, gender, educational qualification, position and teaching experiences of the participants in the study by frequency and percentage. The influence of organizational commitment of the teachers on teacher performance will be analyzed by Stepwise Multiple Regression Analysis (MRA).

Findings/Results

The level of Overall Organizational Commitment

According to Table 1, it could be seen that the overall organizational commitment of teachers was rated at high level with a mean score of 3.50. Affective commitment and normative commitment were rated at high level with mean scores of 3.86 and 3.47 respectively, however, continuance commitment was rated at moderate level with a mean score of 3.18.

Table 1: The Teachers' level of Organizational Commitment

	Organizational Commitment	Mean	S.D.	The level of attitude
1	Affective Commitment	3.86	0.90	High
2	Continuance Commitment	3.18	1.28	Moderate
3	Normative Commitment	3.47	1.12	High
	Total	3.50	1.1	High

Note: 1.00-1.80 = lowest level, 1.81-2.60 = low level, 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level.

The Level of Overall Task Performance

According to Table 2, it could be seen that the overall teacher performance of teachers was rated at highest level with a mean score of 4.37. All of the aspects of task performance of teaching effectiveness and, teaching value and teacher-student interaction were rated at highest level with mean scores of 4.38, 4.39 and 4.35 respectively.

Table 2: The Teachers' level of Overall Task Performance

	Task Performance	Mean	S.D.	The level of attitude
1	Teaching effectiveness	4.38	0.63	Highest
2	Teaching value	4.39	0.61	Highest
3	Teacher-student interaction	4.35	0.67	Highest
	Total	4.37	0.64	Highest

Note: 1.00-1.80 = lowest level, 1.81-2.60 = low level, 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level



The predictive factors of organizational commitment on teachers’ task performance

The stepwise multiple regression analysis was applied to explore the organizational commitment factors affecting teacher performance. According to Table 3, this finding explained that affective commitment affects teacher performance at significant level of .05. It was found that affective commitment can predict 21.3% teachers’ task performance with the coefficient determination ($R^2 = .213$). The result revealed that affective commitment would have high influence on teacher performance with the coefficient value ($\beta = 1.108$).

Table 3: The predictive factors of organizational commitment on teachers’ task performance

Model	R	R ²	Adjusted R ²	R ² change	Beta	t	Sig.
Affective Commitment	.462	.213	.209	.213	1.108	7.509	.000
Constant					39.947	11.601	.000

Note: a Predictors: (Constant), Affective Commitment

Based on Table 3, the equation line for regression line is following:

$$TP \text{ (Teacher Performance)} = 39.947 + 1.108 \text{ AC (Affective Commitment)}$$

Conclusion and Discussion

The result showed that the level of organizational commitment and task performance of teachers in basic education high schools in Shwe Pyi Thar Township, Yangon Region in Myanmar was found at a high level with a mean score of 3.50. and the level of teacher performance was found at a highest level with a mean score of 4.37.

The result showed that one independent variable of organizational commitment affects teacher performance with the significant level of ($p=.000$). The variable identified was Affective Commitment. The finding explained that affective commitment can explain 21.3% teachers’ performance. When determining the influence of Affective Commitment to predict the Teacher Performance from the coefficient value ($\beta = 1.108$), it revealed that Affective Commitment would have the high influence on Teacher Performance. As only one independent variable was included in the regression model, it can explain the variable Affective Commitment at 21.3% ($R^2 = .213$).

Fu and Deshpande (2014) studied the impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China’s insurance company. One of the results was organizational commitment has a significant direct impact on job



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performance. Khan et al. (2010) revealed a positive relationship between organizational commitment and employees' job performance. In the comparative analysis of three dimensions of organizational commitment, normative commitment has a positive and significant impact on employees' job performance. The results also showed that there is positive relationship between corporate social responsibility and employee commitment as well as between employee commitment and organizational performance. Therefore, organizations can improve their performance through employees' commitment by engaging in social activities since such activities also include the welfare of employees and their families. Ali et al. (2010) studied the multifaceted influence of corporate social responsibility (CSR) on employee's organizational commitment and organizational performance. The results found significantly positive relationship between CSR actions and employee organizational commitment, CSR and organizational performance and employee organizational commitment and organizational performance. Suharto, Suyanto, and Hendri (2019) studied the direct effect of multicultural competencies, organizational fairness and organizational commitment on job performance. The results showed that multicultural competence directly influences organizational fairness, multicultural competence influences organizational commitment directly, multicultural competence has no direct influence on job performance, organizational fairness directly influences organizational commitment, organizational fairness has no direct influence on job performance, and organizational commitment directly influences job performance.

Suggestions

1. The suggestion for the school principals and policy makers

1.1 In this study, the result was found that teachers' organizational commitment and task performance are at high level and the highest performance respectively, the school principals and policy makers need to think of giving rewards and opportunities to the teachers such as offering certificated letter of recognition of performing high level in each of the academic years and some potential incentives that would make them perform as sustainably as possible.

2. The suggestions for future studies

2.1 As this study is limited to the four basic education high schools in Shwe Pyi Thar Township, Yangon Region in Myanmar, another similar study should conduct and collect data from all schools in different township, different regions in Myanmar.

2.2 Future study should conduct a comparative study of the teachers' level of organizational commitment among four high schools in Shwe Pyi Thar Township, Yangon Region in



Myanmar, and a comparative study of the teachers' level of performance among four high schools in Shwe Pyi Thar Township, Yangon Region in Myanmar.

2.3 Future study should use other methodology and add other variables or factors affecting teachers' performance, such as motivational factors, leadership factors, teacher's professional development factors and so on and so forth.

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