

Educators' reflection on organizational commitment in technical and vocational education

Siva Rabindarang*, Khuan Wai Bing*, Khoo Yin Yin*

* University Pendidikan Sultan Idris

Abstract- The education system is facing changes. Technical and vocational education is also facing changes called vocational education transformation. Implementation of changes can cause a variety of implications among educators in technical and vocational education. Organizational commitment is one of the work situations that play an important role in the organization. Therefore, this study aims to identify the perceptions of educators on organizational commitment in technical and vocational education. This research is a combination of quantitative and qualitative methods known explanatory mixed method design. A total of 359 samples involved for the quantitative method. While 4 samples involved for the qualitative method. The descriptive method of frequency and the mean used to analyze quantitative research. The content analysis method used to analyze qualitative research. The analysis shows that technical and vocational educators are committed despite the changes in education system. Further studies of leadership impact and long-term research pattern 'longitudinal research' should be carried out to identify ongoing organizational commitment among technical and vocational educators.

Index Terms- Education, technical, vocational, commitment

I. INTRODUCTION

Organizational commitment is one of the important working situations in the organization. Employees show high commitment and loyalty due to willingness to be in the organization. It can be seen from effectiveness and job performance among employees. Organizational commitment can be defined as a bond between the individual with the organization (Sarminah Samad, 2011). Organizational commitment is the employee's psychological relationship to the organization (Marmaya et al., 2011). Commitment also has the potential to affect employees effectiveness and loyalty in the organizations (Meyer & Herscovitch, 2001).

The education system is more complex and subject to change from time to time. Technical and vocational education system also always facing changes. According to Mohd Zulfadly et al. (2011) the country's education system, especially technical and vocational education is going through a transformation process. The process of transformation is consistent with the new demands in the vocational and technical education. This change gives the impression to the employment situation in the teaching carrier. Educators play an important role in implementing the changes. Thus, they exposed to various work situations such as job stress, job satisfaction, organizational commitment and work motivation. Therefore, this study carried out to identify educator's perception on organizational commitment in technical and vocational education.

II. LITERATURE REVIEW

Commitment has the potential to influence organizational effectiveness and employee well-being (Meyer & Herscovitch, 2001). It also is loyalty, behavior and interests of employees in achieving success in an organization (Lily Suriani, 2004; Gurses & Demiray, 2009). This commitment to create a conducive environment and provide tangible results in the organization (Gurses & Demiray, 2009). Organizations play an important role in ensuring the commitment among employees is always at a high level. Organizations will always maintain a commitment among employees so that organizational performance is stable (Meyer & Allen, 2004). According to Meyer and Allen (2004) employees who are committed to the organization will be working hard and go beyond the goals targeted by the organization.

Studies of organizational commitment divided into four periods and interrelated. It started from 1960 until now (Weibo et al., 2010). It is a side-bet theory, affective dependence, multi-dimensional and a new development period. The study conducted by Meyer and Allen in period dimension is widely used in research organizational commitment. It is divided into three types, namely affective commitment, continuance and normative. Employees with high affective commitment remain in the organization for their needs (Meyer & Allen, 2004). According to Salami (2008) affective commitment is referring to the perception associated with emotions. Employees with continuance commitment remain in the organization because they have to do so (Meyer & Allen, 2004). Ageing will strengthen the commitment among workers continuance. Salami (2008) states continuance commitment refers to the perception to leave the organization and work elsewhere. Employees who have a normative commitment remain in the organization because they feel should remain in the organization (Meyer & Allen, 2004). Salami (2008) stated normative commitment refers to employees' perceptions of organizational duties. The three commitments are linked as a psychological condition that is characterized as the

relationship between the employee and the organization. It will have implications to the decision to stay or not in the organization (Ugboro , 2006) .

Changes in the education system causes by the policies and context (Bolivar-Botia & Bolivar-Ruano, 2011; Muhammad Faizal et al., 2011). These changes are inevitable as demand is increasing. With this, the educator's role increase to ensure that changes in the education system runs smoothly. The education system in Malaysia is undergoing a radical transformation began around the year 1990's (Habib, 2008). Technical and vocational education had undergone changes because it is one of the national transformation agenda that will increase national income (Mohd Izyan et al., 2012). The challenges of technical and vocational education changes, pursuit all parties involved in organization to work together (Nurul et al., 2011). These changes cause a variety of reactions and work situations existence within the organization. The work situations that often discussed are job satisfaction, motivation, job stress and organizational commitment. These work situations can lead to success or not. Therefore, educators should committed and loyal to the organization for facing changes in the technical and vocational education. It will ensure that current changes in technical and vocational transformation succeed and achieve targeted goals.

III. RESEARCH QUESTIONS

The overall purpose of the study was to identify the level and perception of educators on commitment organization in technical and vocational education. Thus, the study designed to gather deep insight into the nature of educator's reflection on organizational commitment. The three research questions guiding this study were:

- (1) What is the level of organizational commitment of educators in technical and vocational education?
- (2) What is the reflection of educators on organizational commitment in technical and vocational education?

IV. METHODOLOGY

The design of the study is explanatory mixed method; combining quantitative and qualitative methods. Questionnaires used for quantitative studies. The interview conducted for the qualitative study using seven semi-structured questions. A total of 359 samples consisting vocational educators used for quantitative studies. Simple random sampling method used for the quantitative sampling. While 4 vocational educators selected using purposive sampling for qualitative research. Purposive sampling method used for sampling qualitative research. Purposive sampling used for qualitative research because the selected sample should have at least one year experience in teaching vocational subjects.

This study conducted by using organizational commitment scale adapted from Meyer and Allen (2004). Organizational commitment instrument also consists three dimensions; affective, continuance and normative. Reliability of the organizational commitment instrument in this study was 0.80. This shows the instruments used in this study has a high reliability index.

V. ANALYSIS AND FINDINGS

There were 165 (46%) male respondents and 194 (54%) female respondents participated in the research. The summary of the results of the study showing frequencies and percentage of gender, marital status, age and educational qualification (table 1).

Table 1
Respondents Profile

Variables	Frequency	Percent
<i>Gender</i>		
Male	165	46.0
Female	194	54.0
<i>Marital Status</i>		
Single	53	14.7
Married	306	85.3
<i>Age</i>		
< 25	7	1.9
26 – 30	47	13.0
31 – 35	55	15.3
35 – 40	63	17.5
41 – 45	63	17.5
46 – 50	74	20.6
51 – 55	39	10.9
55 – 60	11	3.1
<i>Educational Qualification</i>		
SPM/MCE/SPMV	4	1.1
STPM/STP	1	0.3
Diploma	5	1.4
Bachelor	312	86.9

Masters	36	10.0
PhD	1	0.3

Research Question 1 – Descriptive Analysis

Descriptive statistics of the organizational commitment variables reported in table 2. The means range of the three dimension of organizational commitment is from 3.49 to 3.69. The overall mean for organizational commitment is 3.59. It shows that the organizational commitment in technical and vocational education in moderately high level. Standard deviations are close to one, which is at an acceptable level.

Table 2

Descriptive for Organizational Commitment

Dimension & Variable	Mean	Standard Deviation
Affective Commitment	3.69	0.94
Continuous Commitment	3.49	0.93
Normative commitment	3.60	0.86
ORGANIZATIONAL COMMITMENT	3.59	0.91

Research Question 2 – Content Analysis

There are three main categories in organizational commitment: the involvement of affective commitment, desire of continuance commitment and the loyalty of normative commitment.

According to respondents V1;

"... *My job is teaching. We guide and we teach our students to make them into a useful man to religion, nation-building*".

This view clearly shows that respondents V1 have a high desire to educate students. The aim is not only to be successful in the exam but also to create a talented student. This indicates the respondent is committed to his career so he wants his students to succeed and become a useful man.

According to respondents V2;

"... *I manage classes and manage the daily lesson plan. I am also a warden who must manage the hostels. I'm very, very dedicated to work and I feel comfortable with my job*."

Respondents V2 view showed that he have a desire to perform a variety of jobs within the organization. In fact, statements that is very dedicated to his work shows that he has a high desire within the organization. This shows that he is very committed to his career.

According to respondents V3;

"... *Still loyal to the organization*".

V3 respondent's statement shows he is very loyal to the organization. It is also related to his experience and age. With the high experience and increasing age is also an aspect that increases the commitment to the continuation of the organization.

According to respondents V4;

"... *The task exchanged and rotated, so give me the opportunity to gain work experience*".

Contrary to the views of respondents, V4 although routine works always changed and rotated but he remained loyal to the organization. He felt that this system could improve and give him the opportunity to gain more work experience. This shows that respondents V4 is a faithful educator's in the organization

The results showed there are similarities in quantitative method and qualitative method. Findings in quantitative method strength with qualitative method as proposed in explanatory mixed method design. This indicates that educators in technical and vocational education are committed to their job.

The education system is becoming a complex and undergone significant change with the changes of times Work situations in the organization can influence the organization effectiveness. High motivation and commitment in organizations is one of the important work situations to solve complex problems in the organization (May-Chiun et al., 2009). Thus, organizational commitment plays important role in organization.

According to Fletcher (2007) level of commitment is moderately high mean score of 3.67. This assertion is supported by research conducted by Addae and his colleagues of the level of commitment is at a medium level with the mean score 3.51 affective commitment, 3.58 continuance commitment and 3.17 normative commitment. Referring previous studies, the level of organizational commitment is to be at moderately high. Along with this study, the level of organizational commitment is also at a moderately high level. Although educator is in technical and vocational education facing transformation but they are still committed with their carrier.

VI. CONCLUSION

In the findings of this study, results show that organizational commitment among educator in technical and vocational education in moderately high level. It shows that educators committed although the organization facing overall transformation. The findings indicate that transformation is not a situation that could decrease commitment in technical and vocational education. Its depends to the educators and organization leadership to maintain the commitment level among educators. Leaders plays important role in increasing or decreasing organizational commitment among educators. The teamwork leadership form is important in today's organizations. The teamwork leadership can enhance work effectively (Ministry of Education, 2012). Therefore, leadership impacts on organizational commitment are suggested for further study. Further studies of long-term research pattern 'longitudinal research' also should be carried out to identify ongoing organizational commitment among technical and vocational educators.

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AUTHORS

First Author – Siva Rabindarang, M.ed, siva_smtsr@yahoo.com

Second Author – Khuan Wai Bing, Phd, University Pendidikan Sultan Idris

Third Author – Khoo Yin Yin, Phd, University Pendidikan Sultan Idris

Correspondence Author – Siva Rabindarang, siva_smtsr@yahoo.com, 0194700756.