An Exploration of Job Satisfaction and Commitment of Teacher Educators

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ABSTRACT

One of the challenges facing administrators of teachers' institutes is to develop a more efficient and effective teacher training system assisted by a group of highly satisfied and committed teaching workforce. However, few scholars and policy makers have made systematic studies to identify whether these teacher educators were satisfied with their jobs or committed to the institution. Acknowledging this limitation, this study was conducted to explore job satisfaction and commitment of teacher educators in Batu Lintang Teachers' Institute. Data for this exploratory study was collected using self-administered questionnaires. The results indicated that teacher educators were highly satisfied and highly committed to the institute. Correlational analysis also revealed that there was a positive and significant relationship between job satisfaction and commitment. Based on the statistical results, implications of the findings were discussed in the context of understanding the relationship between these two variables. Suggestions for future research were also provided.

INTRODUCTION

Managing a teaching institution effectively, though, is the responsibility of the administrators, can be a challenging experience. This is because the institution has to cater for the increasing demands and directives from the central administration or the policy makers. One of such demands is to provide world-class quality education that is flexible and innovative to cater for the changes in the workforce in response to the advancement of globalization, liberalization and technological expansion. Arising from these challenges, there is a pressing need to develop a more efficient and responsive training system to meet the current needs of the nation.

As a result of this change, the roles and responsibilities of a teacher educator have undergone major transformation in recent years. It is unlike in the past, whereby, traditionally, they were the trainers in their respective fields, providing knowledge and skills to groups of trainees so that they

could take up the teaching jobs in schools when they graduate. Their roles and responsibilities then, among others, were confined to delivering of lectures in a most easy and straightforward manner. It was merely a direct transfer of pedagogical knowledge and experience from the trainer to the trainees, which was consider to be sufficient to meet the school demand at that time.

Today, due to increasing demands from the central administration, the traditionally recognized roles and responsibilities of educators have been redefined. Instead of equipping trainees with pedagogical knowledge and skills, they have to develop the best and effective pedagogical knowledge on how to teach, acquire new and effective teaching skills and upgrade their teaching competencies, so as to ensure that maximum learning takes place, both, inside and outside the classroom. On top of that, they have to cater for the demands of other role players. Colleagues are seeking for more collaboration and assistance in performing their organizational roles, students are demanding for more one-to-one coaching, schools are demanding for high performer teachers. Hence, being a teacher educator, he or she has to assume roles and responsibilities that go beyond their traditional roles.

In order to effectively carry out this added roles and responsibilities, it takes a lot of commitment on the part of the teacher educators, which takes into consideration their emotional or affective attachment to their job and workplace. According to Kimball and Nink (2006), employees who are committed tend to strive for excellence in their job than those who are not committed. Hence a committed work force will be an added asset to institution which focussed on quality and world class performance. Recent studies have also found that employees' commitment can be influenced by the extent of job satisfaction they experience in their job. It was reported that commitment of educators could be elevated when they experienced higher job satisfaction (Shin & Reyes, 1995, Kimball & Nink, 2006; Whiteacre, 2006).

The issues surrounding commitment and job satisfaction should be of utmost importance to administrators. Very often they have little understanding of these work attitudes practiced in their institution. However, by increasing their understanding of staff's commitment and job satisfaction, administrators are able to retain talented human capital who are committed to the goals of the institution. Therefore, the purpose of this study is to investigate these two variables among the teacher educators of Batu Lintang Teachers' Institute (BLTI).

Problem Statement

With mounting roles and responsibilities teacher educators in BLTI have to play today, it is not uncommon to find them airing their grievances among themselves. Based on unrecorded conversations and observations, their grievances include heavy teaching workload, unreasonable demands from the central administration or policy makers, working without adequate resources, unreachable datelines, excessive paper work, high quality demand, uncooperative supporting staff, taking long tea breaks, countless meetings to attend and holding many other responsibilities not related to the core areas of a teacher educator.

With this as indicators of educators' work attitudes towards their jobs, their sense of commitment and satisfaction with their job become questionable. However, instead on relying on the perception of these two variables based on own interpretation, intuition and gossips, there is a pressing need for administrators to investigate further into these variables by means of a well-designed survey. The purpose is to assess teacher educators' work attitudes, specifically on their commitment to BLTI and job satisfaction.

In view of the high expectation of teacher educators to perform, the issues surrounding commitment and job satisfaction cannot be ignored. Ideally, complete loyalty to the institution with the staff highly satisfied in their jobs, is warranted but the underlying questions are "Are the teacher educators committed to BLTI?" "Are they highly satisfied with the teaching job?" It is important to address these issues as there are virtually no published studies or literature investigating into these variables among the teaching staff of BLTI. As stated earlier, much of the perception of teacher educators of BLTI has been taken from unrecorded conversations and observations. The exact levels of their commitment and job satisfaction have yet to be determined. From the administrators' perspective, given that teacher educators will continue to play an important instructional role in teaching institutions, it is critical that these issues be investigated.

Purpose of the Study

The purpose of this study was to study commitment and job satisfaction of teacher educators in BLTI. In doing so, this study provided empirical evidence on the exact level of teacher educators' commitment towards BLTI and satisfaction experienced in their job for both, practical and theoretical purposes in order to better capture their work attitudes.

Specifically, this study aimed to answer the following research questions:
(1) What are the levels of commitment among teacher educators towards BLTI?
(2) What are the levels of job satisfaction among teacher educators in BLTI?
(3) Is there a significant relationship between commitment and job satisfaction?

RELATED LITERATURE

Commitment

The theoretical background of commitment study was taken from Meyer and Allen's multi-dimensional model of commitment (1997). Based on the model, commitment is a multi-dimensional construct comprising of three separate components: affective, continuance and normative. Affective commitment referred to the employees' emotional attachment to, identification with and involvement in the organization. Employees with a strong affective commitment continue employments with the organization because they want to do so. Continuance commitment refers to an awareness of the costs associated with leaving the organization. According to Meyer and Allen (1997), employees whose primary link to the organization is based on continuance commitment remain because they have to. Normative commitment reflects a sense of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization by virtue of their belief that it is the right and moral thing to do (Meyer & Allen, 1991; Wiener, 1982).

A review of literature indicated that if commitment is lacking it can bring about other numerous undesirable adverse effects on work outcomes. There have been conclusive evidences provided by numerous past studies on commitment that low commitment was associated with absenteeism (Eby & Freeman, 1999), intention to quit (Bishop, et al., 2000; Clugston, 2000; Somers & Birnbaum, 2000; Kacmar & Carlson, 1999; Cable & Judge, 1996, Rahim & Afza, 1993) and job performance (Richards & O'Brien, 2002; Baugh & Roberts, 1994; Ayree & Tan, 1992; Mathieu & Zajac 1990), academic achievement (Kushman, 1992) and student quality (Ostroff, 1992).

Based on the findings of past studies, the importance of commitment cannot be denied. It is something worth developing in employees as the consequences to an organisation or organization with employees displaying low commitment can be extensively and financially costly. In the teaching organization, the importance of commitment is no less important. According to Hartmann (2000), the study of commitment is important in the field of education as it receives large amounts of public funding and has an important role in developing the skills and knowledge of the community.

Therefore, teacher educators' attitudes towards their work and organization are important. Lowly committed workforce can result in a devastating deterrent to the successful performance of the pedagogue's duties of the trainers. It can also affect the efficiency and effectiveness of the institution, the overall education system and ultimately affect the accomplishment of predetermined educational goals. Therefore, it is an issue that deserves serious attention from the top management.

Job Satisfaction

According to Kimball and Nink (2006) and Anthony and Valadez (2000), job satisfaction is a multifaceted construct. It is difficult to identify a complete list of contributors of job satisfaction. Hence, measurement of satisfaction can be problematic as studies on job satisfaction showed wide-ranging differences on contributors to the construct. Past studies have associated job satisfaction with administrative support (Gonzalez, 1995), interactions with colleagues (Kim & Loadman, 1994), autonomy (Kim & Loadman, 1994), working conditions Kim & Loadman, 1994), salary Kim & Loadman, 1994), opportunities for advancement Kim & Loadman, 1994), pupils' achievement (Dinham, 1994), collegial support (Gonzalez, 1995), involvement in decision making (Gonzalez, 1995), accomplishment Anderman, Belzer & Smith, 1991 and recognition (Anderman, Belzer & Smith, 1991). These findings confirmed the multidimensionality of the job satisfaction construct, comprising of different aspects of the job.

Based on this literature review, 16 aspects of job satisfaction was investigated in this study: (1) overall satisfaction; (2) satisfaction with BLTI; (3) opportunities given to use own ability; (4) responsibility given; (5) work variety; (6) freedom in choosing own teaching methods; (7) involvement in decision making; (8) relationship with immediate boss; (9) work recognition; (10) chances of promotion; (11) physical work condition; (12) fellow colleagues; (13) administrative decisions; (14) salary; (15) accomplishment received; and (16) students' achievement.

Job satisfaction, like commitment, is also an important area to investigate. Past studies have found that teachers who are dissatisfied with their job tend to experience lower teacher retention, absenteeism and illness (Culver, et al., 1990), reduced commitment and school effectiveness (Shan, 1998), reduced work involvement, higher teacher stress (Billingsley & Cross, 1992) and self-image (Borg & Richard, 1991).

Based on these studies, teacher educators' sense of satisfaction in their job is important as it could result in various negative work outcomes. Hence the study of job satisfaction is of utmost importance, particularly among teacher educators, giving the important role they played in the educational training

system. By measuring the extent of their job satisfaction would enable the management to know the exact level experienced and ultimately measures can be taken to further enhance their satisfaction in their job.

Commitment and Job Satisfaction

The relationship between commitment and job satisfaction has received a great deal of attention in educational studies on a worldwide scale. There have been extensively studies investigating the correlation between these two constructs. Past studies found that job satisfaction and commitment were positively related (Whiteacre, 2006; Borg & Riding, 1991). According to Borg and Riding (1991), both these variables were highly correlated and the relationship was found to be significant, indicating that the highly satisfied teachers were more likely to be committed to the organization. However, the focus was on career commitment. Whiteacre (2006) conducted a study on organizational commitment at a community correction center and also concluded that job satisfaction was positively related to commitment. These studies were not designed to investigate causality, hence, it was not clear whether enhanced job satisfaction led to commitment or whether increased commitment led to greater commitment as the study.

Studies on the causal relationships between these two variable conducted by Shann (1998), Shin and Reyes (1995) and Singh and Billingsley (1996) concluded that job satisfaction have a direct impact on teacher commitment. In fact, job satisfaction was a predictor of teacher commitment. Based on these studies, commitment was determined by job satisfaction, which implied that in order for teacher educators to be committed, they had to feel satisfied in their job. Hence, administrators need to be concerned about the effects of job satisfaction on teacher educators' commitment. Understanding the exact level of job satisfaction would enable administrators to take effective and immediate measures to enhance teacher educators' job satisfaction. Consequently, teacher educators would develop a sense of commitment to the organization.

Although studies on the association between job satisfaction and commitment have been extensively conducted, most of these studies were conducted on school teachers. Studies investigating teacher educators' sense of commitment and job satisfaction are still lacking and limited. Additionally, a thorough review of literature also found no documented studies addressing these two issues among teacher educators in BLTI, which warranted this research.

METHODOLOGY

This exploratory descriptive study used a survey design to assess teacher educators' job satisfaction and sense of commitment to Batu Lintang Teachers' Institute. The population for the study comprised of teacher educators currently attached to the institute which is located in Kuching, Sarawak. A total of 83 educators took part in this study.

Questionnaires were used to measure the two constructs investigated in the study. The questionnaire consisted of four sections. Section A aimed to obtain demographic information of the respondents. Section B and C measured commitment and job satisfaction respectively. Section D was allocated for respondents to provide general comments pertaining to their job satisfaction and sense of commitment to BLTI.

The items used to measure teacher educators' commitment were derived from Meyer, Allen and Smith's (1993) commitment scale. A total of 18-item statements were used to measure commitment, with six statements measuring affective commitment, six statements measuring continuance commitment and another six statements to measure normative commitment.

Job satisfaction was measured by asking the respondents to indicate how satisfied they were with the various aspects of their lecturing job. As mentioned in the literature review that job satisfaction is a multifaceted construct, the statements used in this study were derived from items used by previous researchers and perceived as contributors of job satisfaction. A total of 16 item-statements measuring 16 aspects of the job were investigated: (1) overall satisfaction; (2) satisfaction with BLTI; (3) opportunities given to use own ability; (4) responsibility given; (5) work variety; (6) freedom in choosing own teaching methods; (7) involvement in decision making; (8) relationship with immediate boss; (9) work recognition; (10) chances of promotion; (11) physical work condition; (12) fellow colleagues; (13) administrative decisions; (14) salary; (15) accomplishment received; and (16) students' achievement.

In order to determine the internal reliability of the items to measure the two variables used in the research instrument, a reliability test obtained through the Cronbach's alpha coefficient of reliability was derived. The reliability coefficients of commitment and job satisfaction were valued at .89 and .93 respectively, indicating that the items used in the instrument were relevant and reliable to measure these two variables.

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). For descriptive purposes, three arbitrary levels have been created based on the mean scores. The scores were classified into low, moderate and high as shown below:

$$1.00 - 2.33: \text{Low}$$
$$2.34 - 4.67: \text{Moderate}$$
$$4.68 - 7.00: \text{High}$$

These categories were created in order to discuss the different levels of commitment and job satisfaction reported by the respondents. To provide a more comprehensive description of the three different levels, indices such as means, standard deviations and percentages were also presented. To determine the relationship between commitment and job satisfaction, Pearson Correlation Analysis was used.

FINDINGS AND DISCUSSION

The purpose of the study was to address the respondent's commitment to BLTI and satisfaction experienced from their lecturing job. As an introduction to addressing the research questions, a brief description of the demographic profile of the respondents was presented.

Demographic Profile of Respondents

Respondents in the study were taken from teacher educators currently attached to Batu Lintang Teachers' Institute. Out of the 83 respondents in the survey, a demographic assessment of the sample revealed that there were slightly more male (54.9%) than female teacher educators (45.9%) with an average age of 46.3 years (SD = 5.32). In terms of marital status, 86.7% of the respondents were married, 10.8% were single and 1.2% divorced. For educational level, slightly more than half (56.3%) of the respondents held master's degrees, 32.5 % had bachelor's degree, 7.4 % had earned their doctorates while only 3.8 % of the respondents were non-graduates who held a college teaching certificate. The respondents have been working for the present institute for an average of 10.6 years (SD 6.95) with an average working experience of 12 years (SD 7.84) as a lecturer. These respondents also earned a monthly income ranging from RM2400 to RM 6670 with an average income of RM 4047.

Overall Level of Commitment to BLTI

This section aimed to present the levels of commitment as perceived by the respondents understudied. In this study, commitment was defined as the

relative strength of a teacher's affective, continuance and normative commitment to BLTI. The overall level of commitment was indicated in Table 1 where 77.4% of the respondents reported high levels of commitment while 21.3% reported moderate levels and a small percentage of 1.3% reporting low levels of commitment. The mean score of overall commitment was high (mean = 5.26) with a standard deviation of 0.96.

Table 1

Frequency Distribution of Commitment

Commitment	Low (%)	Moderate (%)	High (%)	Mean	SD
Affective	1.2	9.6	89.2	6.22	0.99
Continuance	3.8	51.2	45.0	4.45	1.10
Normative	4.8	30.1	65.1	5.13	1.34
Overall	1.3	21.3	77.4	5.26	0.96

The positive attitudes displayed by these respondents gave an indication that generally teacher educators were committed to BLTI. Such encouraging level of commitment displayed by majority of the respondents is something that should be worth maintaining. This is because based on literature review, commitment was associated with numerous job outcomes such as absenteeism (Eby & Freeman, 1999), intention to quit (Bishop, et al., 2000; Clugston, 2000; Somers & Birnbaum, 2000; Kacmar & Carlson, 1999; Cable & Judge, 1996, Rahim & Afza, 1993) and job performance (Richards & O'Brien, 2002; Baugh & Roberts, 1994; Ayree & Tan, 1992; Mathieu & Zajac 1990), academic achievement (Kushman, 1992) and student quality (Ostroff, 1992). These findings should provide enough empirical support as to the benefits in increasing the levels of commitment held by teacher educators.

Despite the increasing challenges facing teacher educators in BLTI, only 1.3% reported low level of commitment. It is not clear whether the results revealed the real situation or whether that 1.3% found in the present study might well be an underestimation of the actual prevalence of commitment. One possible explanation could be that the stigma of not being committed to the institute they were engaged in might cause respondents to feel threatened if the truth was revealed to the authority. Thus, they were not willing to report the real situation.

Nevertheless, assuming that only 1.3% of them were lowly committed, the result should not be completely ignored. Any indication of low level of commitment could still be a profound problem that needed to be urgently addressed and it should be a point of concern to the management of BLTI. This is because past studies have indicated that the consequences of low commitment could prove to be devastating to themselves, their students and the education system as a whole.

Level of Affective Commitment to BLTI

Affective commitment reflected teacher educators' emotional attachment to, identification with and involvement in BLTI. Based on Table 1, the result showed that nearly 90% of the respondents reported high levels of affective commitment while the remaining 10% reported low to moderate levels. The mean score of affective commitment was also high (mean = 6.22) with a standard deviation of .99.

Since teacher educators in this study reported high levels of affective commitment, efforts should be taken to encourage them to remain and to continue their contributions to BLTI. This is because, those who reported high level of affective commitment implied that they were very emotionally attached to BLTI. This type of commitment formed the higher-level intrinsic attachment of a teacher educator to the institute. When teacher educators are affectively committed, they would be more willing to invest extra time, efforts and money into the institute. Therefore, better and effective efforts should be put up to ensure that these teacher educators remain highly and affectively committed to BLTI.

Level of Continuance Commitment to BLTI

Continuance commitment referred to the teacher educators' awareness of the costs associated with leaving BLTI, which can be both financial and non-financial. As indicated in Table 1, continuance commitment was found to be mainly in the moderate (51.2%) and high levels (45%) with only 3.8% of the respondents reporting low level. Compared to affective commitment (89.2), less than half of the respondents reported having high continuance commitment (45%). Nevertheless, most of the respondents tend to cluster around the moderate level based on the reported mean value of 4.45. The variability of the data of continuance commitment as indicated by the standard deviation value was also more spread (SD = 1.10) than affective commitment (SD = .99).

Since 96.2% of the respondents reported continuance commitment of moderate to high level, it can generally be concluded that teacher educators

in this survey were aware of the cost associated with leaving BLTI. They were aware that if they leave the institute, they would incur costs, for instance, cost of relocating a family to another city or town, cost of changing lifestyles, cost of spending time and effort in acquiring specific knowledge and skills which might not be transferable and future opportunities for promotions, which according to Becker (1960) are called side bets or investments. It was because of these side bets that influenced the teacher educators' commitment to the institute.

The existing levels of continuance commitment among teacher educators in this study was not surprising since the management has been making a lot of effort to encourage cooperation and collaboration among both academic staff and supporting staff, giving out incentives, such as attending seminars and conferences as well as to acknowledge their contributions to the institute. The benefits of this nature would make it more costly to depart from the institute.

However, having 96.2% of the respondents reporting moderate and high levels of continuance commitment is indeed a disturbing finding. These teacher educators were committed not because they wanted to be committed but because they feared that they would have to bear a high cost if they leave BLTI. Their intention to remain in the institute was because they perceived the cost of discontinuation from the institute to be too high as to make disengagement or termination an untenable option. Therefore, if teacher educators were committed to the institute for that reason, then measures must be taken to rectify this situation. This is because this type of commitment has often been viewed negatively as it would not lead to higher job performance nor would it facilitate personal flexibility and adaptability, unlike affective commitment (Caruana, 1997; Angle & Lawson, 1994).

Level of Normative Commitment

Normative commitment was referred to as the teacher educator's level of moral obligation to continue working in BLTI, which was measured using six–item statements. The finding indicated in Table 1, showed that 65.1% of the respondents reported high levels of normative commitment while 30.1% of them revealed moderate levels of normative commitment. Only 4.8% indicated low levels of normative commitment. This component of commitment has a mean value of 5.13, slightly more than the mean value of continuance commitment (4.45) but less than the mean value of affective commitment (6.22). The data of normative commitment were found to be more dispersed (SD = 1.34) compared to both affective and continuance commitment.

Based on this result, it can be concluded that majority of the teacher educators in the survey displayed relatively strong normative commitment to BLTI. They revealed that they were committed due to their moral obligations to remain in the institute. It is not clear how these teacher educators developed this feeling of obligation but according to Meyer and Allen (1991), this group of normatively committed teacher educators could have developed their commitment on the basis of investment that BLTI has made on them, which they found it difficult to reciprocate. Such investments might include attending seminars and training, granting of study leaves or consideration of other personal needs. If the principle of reciprocity applies, teacher educators who were the recipients of such investments have incurred a debt, and this feeling of indebtedness acted to hold them back in BLTI.

Based on the above discussion, it could mean that approximately 95.2% of the teacher educators surveyed who demonstrated moderate to high levels of normative commitment retained memberships in BLTI, not because they found it to their personal benefits but because they believed that they should be committed since it was the appropriate behaviour expected from them. They felt that they ought to remain by virtue of their belief that it was the right thing to do and morally not right to leave the institute. It should be noted that this type of commitment could develop without them having any feelings of affective attachment to the institute (Meyer & Smith, 2000). This should also be a concern to the management of BLTI.

Job Satisfaction

This section aimed to report the level of job satisfaction experienced by teacher educators of the study. This multifaceted construct was measured by asking the respondents to indicate their satisfaction level pertaining to 16 aspects of the job on a 7-point scale. For comparison purposes, data obtained from the different aspects investigated were displayed in Table 2. Generally, the overall level of job satisfaction perceived by the respondents was high (mean = 5.75) with means ranging from 4.93 to 6.36 on a scale of 1 to 7. Additionally, they were satisfied with the job (mean = 6.16) and they also liked working in BLTI (mean 6.17). Pertaining to the various aspects of the job, respondents were most satisfied with the freedom given to choose their own teaching methods (mean = 6.36), followed by opportunities given to use their abilities (mean = 6.11). Teacher educators could be highly satisfied with these two aspects because in BLTI, though they lack freedom to determine the course content or structure, they were given complete autonomy to choose the various teaching methods they found most suitable to deliver their lectures. In addition, the management often provided ample opportunities for teacher educators to use their knowledge and skills when

assigning tasks, both academic and non-academic, something that most teacher educators would find to be satisfying and rewarding.

However, among the 16 aspects surveyed, data showed that they were less satisfied with existing chances of promotion (mean = 5.21) and the physical work condition in BLTI (mean = 4.93), although the ratings were on the high end of the job satisfaction scale. Teacher educators may be dissatisfied because of the limited allocation to promote existing staff, particularly now that addition criteria are set in order for promotion to take place. For instance, a teacher educator needs to obtain high score in their year-end assessment, pass a proficiency test and must be nominated and supported by top management. Failure to fulfill these set criteria, a teacher educator could not be promoted. As for the physical work condition that they found dissatisfying, it could be due to the existing construction works taking place in the institute to upgrade and renovate certain parts of the building as promised under the Ninth Malaysia Plan.

Table 2

Mean and Standard Deviation of Items Measuring Job Satisfaction

Job Aspects	Mean	SD
Freedom to choose teaching methods	6.36	0.99
Like working in BLTI	6.17	1.07
Generally satisfied with the job	6.16	1.04
Opportunity to use own ability	6.11	1.28
Accomplishment obtained from the job	5.95	0.99
Students' level of achievement	5.94	1.00
Responsibility given	5.90	1.28
Relationship with immediate boss	5.89	1.43
Fellow colleagues	5.77	1.26
Participation in decision making	5.71	1.38
Pay	5.69	1.40
Work recognition	5.55	1.48
Work variety	5.52	1.47
Administrator's decisions	5.41	1.50
Promotion	5.21	1.66
Physical work condition	4.93	1.80
Overall	5.75	0.94

With the high rating given to all the 16 aspects pertaining to teacher educators' level of job satisfaction, these findings seemed to contradict the unrecorded statements and gossips surrounding their unhappiness over their various issues raised in the research instrument. Though with mounting

roles and responsibilities teacher educators have to play today, they found their job in BLTI highly satisfying. However, it is important to note that the data might not reflect the real job satisfaction of teacher educators as there might be other underlying factors not investigated in this study. Based on the general comments provided by the respondents at the end of the questionnaires a list of other dissatisfactory elements arises. Among the dissatisfaction reported were as follow:

- Lack of teaching facilities such as LCDs
- Unfair distribution of work load
- Failure to ensure that work distribution capitalizes one's personal strength or expertise
- Victimization of staff arising from the incompetence of others
- Unfair distribution of paid lecture during the in-semester breaks
- Questionable system used in giving out the yearly Excellence Service Award
- Irresponsible work attitudes of lecturers who prefer to travel than attending to academic matters, such as leaving the class unattended during their absence
- Discrimination practices in using the finger print system where some members are exempted from using it
- Failure to disseminate knowledge and skill gains after attending seminars or courses outside
- Unsuitable time allocated for extra curricular activities in the afternoons
- Unconducive lecture halls
- Lack of opportunities to attend seminars

Commitment and Job Satisfaction

Table 3 presents the correlation results between commitment and job satisfaction. Pearson correlations revealed that commitment was significantly related to job satisfaction at .05 level of significance. Based on the guidelines pertaining to the strength of a relationship as suggested by Elifon, et al. (1998), commitment was moderately correlated with job satisfaction (r = .66).

Table 3

Correlation Coefficient between Commitment and Collegial Support

Variables	Professional Commitment			
	Affective	Continuance	Normative	Overall
Job Satisfaction	.64*	.45*	.54*	.66*

Note. * $p < .05$

With regards to the three components of commitment, the results revealed that affective, continuance and normative commitments were also positively and significantly correlated to job satisfaction. However, in terms of the magnitude of correlation, affective commitment was substantially more correlated ($r = .64$) with job satisfaction than normative ($r = .54$) and continuance commitment ($r = .45$).

This finding provided strong empirical evidence on the significant association between job satisfaction and commitment of teacher educators towards BLTI. When teacher educators experienced high level of satisfaction in their job, they also demonstrated significantly higher commitment. Increased job satisfaction experienced by teacher educators was found to be positively related to all the three components of commitment, affective, continuance and normative.

This finding that job satisfaction and commitment were positively related was in accordance with past studies (Whiteacre, 2006; Shann, 1998; Shin & Reyes, 1995; Singh & Billingsley, 1996; Borg & Riding, 1991). These studies concluded that job satisfaction have a positive influence on commitment, which implied that in order for teacher educators to be committed, they had to feel satisfied in their job. By understanding the exact level of teacher educators' job satisfaction would enable the management to take effective and immediate measures to enhance their job satisfaction further. Consequently, teacher educators would develop a higher sense of commitment to BLTI. Therefore, it would be a mistake to ignore the importance of job satisfaction, given that an increased job satisfaction is positively related to commitment of teacher educators towards the institute.

IMPLICATIONS AND RECOMMENDATIONS

The findings of the study implied that teacher educators currently attached to BLTI were highly committed to BLTI and highly satisfied with their present job. These findings projected a more accurate picture than that obtained from unrecorded conversations, observations and gossips of teacher educators' work attitudes, specifically on their commitment and job satisfaction.

The findings presented in this article indicated that teacher educators were highly committed to BLTI, irrespective whether their commitment were affective, continuance or normative. However, among the three different types of commitment investigated, teacher educators reported higher affective than continuance and normative commitment, indicating that they were very emotionally attached to BLTI, which constituted a more positive attachment. Nevertheless, the high level of both continuance and normative

commitment reported by teacher educators in the study should be further investigated so that measures can be taken by the management to rectify this unhealthy work behaviour.

The study also concluded that despite the increasing roles and responsibilities teacher educators had to play in BLTI, they were satisfied with all the 16 aspects of the job investigated. Generally, they were highly satisfied with their job and they liked working in BLTI. However, it is important to note again that the data might again be an underestimation of the actual job satisfaction level as there were other underlying factors not investigated in this study as revealed in the study. These factors could be a good avenue to look into by future researchers when conducting studies on job satisfaction in teacher training institutes.

Regarding the relationship between job satisfaction and commitment, it was found that these two variables were positively and significantly correlated. Since job satisfaction is positively related to commitment, this should be a signal to the management of BLTI that they need to ensure that teacher educators are highly satisfied with their job in order to prevent the occurrence of lowly committed teacher educators from developing in BLTI or ensure that teacher educators remain committed in order for them to be satisfied with their jobs.

Since this study also concluded that job satisfaction was positively related to commitment, further field studies on commitment should be encouraged to look into other possible contributing factors that were not investigated in this study. Past studies have shown that commitment can be associated with principal support (Chua, 2007) and collegial support (Chua, et. al., 2005). Exploring these additional variables might provide a better understanding of commitment of teacher educators towards BLTI. However, it must be noted that the factors contributing to commitment could be quite complex and the solutions to this issue would be neither simple nor cosmetic. Therefore, future research should examine more complex variables as well as their interactions in influencing the pattern of relationships with commitment.

Like any other studies, this study, without exception, has inherent limitation where it only aimed to enlighten researchers and practitioners specifically on job satisfaction and commitment of teacher educators in BLTI. Hence, one of the methodological limitations of this study is the generalisability of the results. Data collected from the present study were drawn solely from 83 teacher educators from BLTI and thus, represented one of the teaching institutions in Malaysia. As such, the results of the study should be interpreted cautiously. Generalisation should be confined to those teacher educators in this study. This limitation should be noted when considering the findings of this study.

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