

A FOLLOW-UP STUDY OF COMMITMENT AND JOB SATISFACTION OF TEACHER EDUCATORS

Chua Lee Chuan

Jabatan Penyelidikan & Inovasi
Profesionalisme Keguruan

ABSTRACT

An earlier study conducted by Chua (2008) indicated that teacher educators in Batu Lintang Teachers' Institute (currently known as Teacher Education Institute, Batu Lintang Campus) were highly committed to the institute and experienced high level of job satisfaction. A follow-up study was carried out in 2008 to investigate if there has been a change in their commitment and job satisfaction levels. Fifty-nine teacher educators from the institute took part in the survey. A similar approach was used in collecting data, that is, through the use of self-administered questionnaires. The results indicated that teacher educators continued to experience high level of job satisfaction and were also highly committed to the institute. However, compared to the previous year, there was a slight reduction in the overall mean for both these two variables. Specifically, both affective and normative commitment showed slight decrease while there was a slight increase in continuance commitment.

Keywords: *commitment, affective, normative, continuance, job satisfaction, teacher educators*

ABSTRAK

Kajian awal yang telah dijalankan oleh Chua (2008) melaporkan bahawa pendidik guru di Institut Perguruan Batu Lintang (sekarang dikenali sebagai Institut Pendidikan Guru Malaysia, Kampus Batu Lintang) menunjukkan komitmen yang tinggi kepada institut dan juga mengalami kepuasan kerja yang amat tinggi. Satu kajian lanjutan telah dijalankan pada tahun 2008 untuk meninjau samada tahap komitmen dan kepuasan kerja pendidiku guru di institut ini dikekalkan atau berubah. Seramai 59 pendidik guru institut menyertai kajian ini. Seperti kajian yang lepas, data kajian dikutip dengan menggunakan soal-selidik. Dapatan kajian menunjukkan bahawa pendidik guru institut melaporkan tahap komitmen dan kepuasan kerja yang amat tinggi. Walau bagaimanapun, min keseluruhan bagi kedua-dua pembolehubah telah menurun sedikit berbanding dengan dapatan kajian sebelum ini. Secara spesifik, tahap komitmen afektif dan normatif telah menurun sedikit manakala komitmen kontinuans telah menunjukkan sedikit peningkatan.

Kata kunci: *komitmen, afektif, normatif, kontinuans, kepuasan kerja, pendidik guru*

INTRODUCTION

The pressure faced by educators to provide world-class quality teacher education to future school teachers is likely to continue in teaching institutions. Arising from this pressure, the traditionally recognized roles and responsibilities of educators have to be redefined. Instead of equipping teacher 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 also need to cater to the demands of other role players. For instance, colleagues are seeking for more collaboration and assistance in performing their organizational roles. Students are demanding for more one-to-one coaching and schools are demanding for high performer teachers. Hence, teacher educators have 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 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 a teacher training institution which focuses on world-class quality teacher education and world class performance. Recent studies have also found that 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). Hence the issues surrounding commitment and job satisfaction should be of utmost importance to administrators of these institutions.

In the study conducted by Chua (2008) aimed at increasing understanding of these two work attitudes, empirical evidence have shown that teacher educators in Batu Lintang Teachers' Institute (BLTI) were highly committed to the institute and also highly satisfied with their jobs. With this as proof of educators' work attitudes towards BLTI, their sense of commitment and satisfaction with their job should not be questioned or doubted. However, this result should not be taken for granted by administrators to assume that the levels of commitment and job satisfaction reported would be sustained. Ideally, complete loyalty to the institution with the staff highly satisfied in their jobs, is warranted but the underlying questions are "Would teacher educators continue to maintain their commitment to BLTI?"; "Would they continue to experience high level of job satisfaction?" Hence there is a pressing need for administrators to continue assessing these two variables among the teaching staff of BLTI. 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 on a yearly basis.

PURPOSE OF THE STUDY

The purpose of this study was to reexamine 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 was designed 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. Are there any differences in mean values of commitment and job satisfaction in the present study as compared to the study conducted in 2007?

4. Is there a significant relationship between commitment and job satisfaction?

METHODOLOGY

This 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 59 educators took part in this study.

A questionnaire was 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.

Items used to measure commitment were adapted from Meyer, Allen and Smith's (1993) commitment scale which comprised of 18-item statements with six statements measuring affective commitment, six statements measuring continuance commitment and another six statements to measure normative commitment. The job satisfaction scale was designed by the researcher. It is a multifaceted construct measuring 25 aspects of the teaching job. The responses of the statements used to measure both commitment and job satisfaction were rated based on a Likert scale of one to seven with one representing 'absolutely disagree' and seven representing 'completely agree.' Higher scores indicated higher level of commitment and job satisfaction.

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). The subscales were aggregated into composite and mean scores before analyzing the data. 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: Low
2.34 – 4.67: Moderate
4.68 – 7.00: 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 59 respondents who participated in the survey, there were slightly more female (51.7%) than male teacher educators (45%). Approximately 3.3% did not indicate their gender in the survey.

Level of Commitment to BLTI

This section presents the levels of commitment as perceived by the respondents in the study. In this study, commitment is defined as the relative strength of a teacher educator's affective, continuance and normative commitment to BLTI. Table 1 showed that the overall commitment was high, with a mean value of 5.12 and standard deviation of 1.13. With regards to the three components of commitment, affective commitment and normative commitment have high mean values of 5.74 and 4.85 respectively while teacher educators reported moderate level of continuance commitment, 4.67.

Table 1

Mean and Standard Deviation of Commitment

Commitment	Mean	SD
Total Commitment	5.12	1.13
Affective commitment	5.74	1.22
Continuance Commitment	4.67	1.30
Normative Commitment	4.85	1.48

The positive attitudes displayed by teacher educators indicate that generally teacher educators were committed to BLTI. Such encouraging level of commitment displayed by the majority of respondents is something that should be worth maintaining. This is because commitment is associated with numerous job outcomes such as absenteeism (Eby & Freeman, 1999), intention to quit (Bishop, Scott & Burroughs, 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), academic achievement (Kushman, 1992) and student quality (Ostroff, 1992). These findings should provide

enough empirical support as to the benefits of maintaining a highly committed workforce in BLTI.

Since teacher educators also reported high levels of affective commitment, efforts should be taken to encourage them to remain and to continue their commitment to BLTI. This is because, those who reported high level of affective commitment implied that they were very emotionally attached to BLTI. They related their commitment in terms of values and goals congruency where they strongly associated their values with that of the institute. This type of commitment forms the higher-level intrinsic attachment of a teacher educator to the institute. It goes beyond the normal expected teaching loads. 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.

A moderate level of continuance commitment implied 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 or forgoing future opportunities for promotions. According to Becker (1960) these are all called side bets or investments. It was because of these side bets that influenced the teacher educators' commitment to the institute. The existing level 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.

With regards to normative commitment the results concluded that teacher educators reported 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 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.

Job Satisfaction

This section reports the level of job satisfaction experienced by teacher educators in the study. This multifaceted construct was measured by asking the respondents to indicate their satisfaction level pertaining to 25 aspects of the job on a 7-point scale. For comparison purposes, data obtained from the different aspects investigated are displayed in Table 2.

Table 2

Mean and Standard Deviation of Items Measuring Job Satisfaction

No	Aspects of the Job	Mean	SD
1	freedom in choosing own teaching methods;	6.13	1.07
2	overall satisfaction	5.82	1.07
3	satisfaction with BLTI	5.82	1.30
4	accomplishment received;	5.76	1.15
5	students' achievement;	5.68	1.02
6	opportunities given to use own ability;	5.63	1.40
7	relationship with immediate boss;	5.62	1.43
8	involvement in decision making	5.40	1.28
9	responsibility given;	5.37	1.40
10	salary;	5.32	1.61
11	work variety	5.30	1.42
12	fellow colleagues;	5.28	1.40
13	work recognition;	5.22	1.73
14	assigned co-curricular activities;	5.18	1.49
15	administrative decisions;	4.95	1.62
16	thumb-print system;	4.87	2.03
17	chances of promotion;	4.83	1.85
18	distribution of workload;	4.77	1.29
19	opportunity to attend seminar;	4.70	1.94
20	in-house training;	4.65	1.74
21	flexible working hours; and	4.58	1.90
22	physical work condition;	4.53	1.67
23	introduction of 5s	4.48	1.65
24	availability of teaching facilities;	4.30	1.68
25	excellence service award;	4.08	1.97
Overall mean: 5.09			
Standard Deviation: 1.07			

Generally, the overall level of job satisfaction perceived by the respondents was high (mean = 5.09) with means ranging from 4.08 to 6.13 on a scale of 1 to 7. Generally, they were highly satisfied with the job (mean = 5.82) and they also reported strong liking in working for BLTI (mean 5.82). Pertaining to the various aspects of the job, respondents were most satisfied with the

freedom given to choose their own teaching methods, with the highest mean value of 6.13, followed by accomplishment received from the job (mean = 5.76) and student achievements (mean = 5.68).

Teacher educators could be highly satisfied with these three aspects of their jobs 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 the course content. Choosing effective teaching methods would mean that educators would be able to accomplish what had been planned and consequently helped students improve their academic achievements. These three aspects of the job were found to be most satisfying and rewarding to teacher educators.

However, among the 25 aspects surveyed, data showed that they were only moderately satisfied (mean score ranging from 2.34-4.67) with 5 aspects of the jobs such as implementation of in-house training to share knowledge gained from attending courses and seminars (mean = 4.67), flexible working hours (mean = 4.58), physical work condition, implementation of 5s (mean = 4.48), availability of teaching facilities (mean = 4.30) and how excellent service was awarded to lecturers (mean 4.08).

The dissatisfaction faced by teacher educators pertaining to 3 of the aspects (in-house training, availability of teaching facilities and excellence service award) was further elaborated by respondents who provided written comments in Section D of the questionnaire. Stated below are their unedited responses to the 3 dissatisfactory aspects of the job.

- Peluang untuk menghadiri kursus/seminar di luar maktab adalah 0% untuk tahun ini sedangkan ada pensyarah pula telah menghadiri kursus/seminar di luar maktab melebihi 10 kali dalam tahun yang sama iaitu tahun 2008 (dalam jabatan yang sama)
- Pemilihan/cadangan pensyarah mengikut seminar perlu lebih tulus
- Pihak pengurusan harus mempertimbangkan cara yang lebih sistematik utk mengagih peluang kepada pensyarah mengikut kursus/seminar/bengkel utk mengelakkan pensyarah yang sama saja pergi mengikut kursus/seminar/bengkel.
- Kemudahan utk GERKO perlu dimantapkan
- LCD perlu diletakkan dalam bilik kuliah
- Remote control LCD selalu tidak ada
- Sometimes feel angry too with work to finish and the printer is not working
- Orang yang tidak masuk kelas dan selalu tidak di institut dapat APC
- Orang tidak masuk kelas dapat APC

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. The other dissatisfactory element reported was the implementation of flexible working hours. Previously, teacher educators worked an average of 5 1/2 hours (7.30 am - 1.00 pm) but with the implementation of flexible working hours, teacher educators have to work 8 hours (7.30 am – 4.30 pm). This extension of working hours could give rise to various work or non-working problems such as fatigue, stress, reduced leisure time, resulting in resentment experienced by some teacher educators.

Commitment and Job Satisfaction

Table 3 presents the correlation results between commitment and job satisfaction. Pearson product-moment 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, Runyon and Haber (1998), commitment was moderately correlated with job satisfaction ($r = .65$).

Table 3

Pearson Product-Moment Correlation Coefficient between Commitment and Job satisfaction

Variables	Professional Commitment			
	Affective	Continuance	Normative	Overall
Job Satisfaction	.61*	.49*	.59*	.65*

* Correlation is significant at the .05 level

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 ($r = .61$) with job satisfaction than normative ($r = .59$) and continuance commitment ($r = .49$).

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

The finding that job satisfaction and commitment were positively related is in agreement 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 have to feel satisfied in their job. Understanding the exact level of teacher educators' job satisfaction will enable the management to take effective and immediate measures to enhance their job satisfaction further. Consequently, teacher educators can 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.

Comparison of Commitment and Job Satisfaction of Teacher Educators between 2007 and 2008

Table 4 provides a comparison of commitment and job satisfaction perceived by teacher educators in the current year with that of the previous year (2007). However, the interpretation of the data should be read cautiously as the composition of the workforce might differ with intake of new educators as well as departure of educators who might have been transferred to other institutions, currently pursuing their studies elsewhere, or have retired upon reaching retirement age. Additionally, the number of respondents who took part in these two studies also differs with 83 respondents participating in 2007 as compared to 59 in the current year of study.

Table 4

Comparison of Mean and Standard Deviation of Commitment and Job Satisfaction

Commitment/Job Satisfaction	2007		2008	
	Mean	SD	Mean	SD
Total Commitment	5.26	0.96	5.12	1.13
Affective commitment	6.22	0.99	5.74	1.22
Continuance commitment	4.45	1.10	4.67	1.30
Normative Commitment	5.13	1.34	4.85	1.48
Job Satisfaction	5.75	0.94	5.09	1.07

Nevertheless, the results in Table 4 show that total commitment and job satisfaction of teacher educators has dropped in the current year of study from mean values of 5.26 and 5.75 in 2007 to 5.12 and 5.09 respectively. With regards to the 3 components of commitment, affective commitment and normative commitment were slightly lower than the previous year. In

contrast, continuance commitment showed a slight increase in the present study.

Although there was only a slight decrease in total commitment, the result should not be completely ignored. Any indication of reduction of commitment could still be a profound problem that needed to be urgently addressed. This is because past studies have indicated that the consequences of reduced commitment could prove to be devastating to themselves, their students and the education system as a whole. In previous research, when commitment of employees was lower, they tend to be more absent from work (Eby & Freeman, 1999), experienced higher intention to quit (Bishop et al., 2000; Clugston, 2000; Somers & Birnbaum, 2000; Kacmar & Carlson, 1999; Cable & Judge, 1996, Rahim & Afza, 1993) and performed at a lower level (Richards & O'Brien, 2002; Baugh & Roberts, 1994; Ayree & Tan, 1992), achieved lower academic achievement (Kushman, 1992) and produced lower student quality (Ostroff, 1992). Such negative job outcomes should be a point of concern to the management of BLTI as the quality of teacher training would be greatly affected and this would directly have a great impact on the accomplishment of predetermined educational goals. Hence, any indication of lower committed teacher educators must be seriously attended to if the quality and productivity of education were not to be undermined.

The findings also indicate that the workforce in the current year of study was less satisfied with their job as compared to the previous year's workforce. This difference may be due to the 5 dissatisfactory factors in their job such as the poor implementation of in-house training to share knowledge gained from attending courses and seminars, implementation of unfavourable flexible working hours, existing poor physical work condition, the implementation of 5s, lack of teaching facilities and poor implementation of excellent service award.

Any job dissatisfaction, like low commitment, should also be seriously noted as past studies have found that educators who are dissatisfied with their job tend to experience lower retention, absenteeism and illness (Culver, Wolfe & Cross, 1990), reduced commitment and school effectiveness (Shan, 1998), reduced work involvement, higher stress (Billingsley & Cross, 1992) and self-image (Borg & Richard, 1991). Based on these studies, teacher educators' sense of satisfaction in their job is important in order to avoid any negative work outcomes.

Effect size statistics were used to assess the mean differences of both commitment and job satisfaction between 2007 and 2008. According to Cohen's (1988) rule of the thumb criteria, the effect size of commitment is trivial (0.13) and the effect size of job satisfaction (0.66) is considered medium. Trivial effect size means that the relative magnitude of the mean

difference of commitment between year 2007 and 2008 is either very small or insignificant. Hence a drop in commitment in 2008 is not of practical significance. However, a medium effect size for job satisfaction indicates that the difference in means is observable and noticeable (to the eye of the beholder), which should be a concern for the management since the findings indicate that teacher educators in the current year of study were less satisfied compared to the previous year.

IMPLICATIONS AND RECOMMENDATIONS

The findings of the study imply that teacher educators in BLTI were highly committed to BLTI and highly satisfied with their present job. Although, there was a drop in mean values of these two variables as compared to the previous year, the data showed that teacher educators were still highly committed to BLTI. 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. A large number of teacher educators reporting high level of continuance commitment implied that they were committed not because they wanted to be committed but because they perceived the cost of leaving BLTI to be too high to make such an untenable decision. Similarly, teacher educators also reported a high level of normative commitment which implied that they were committed due to their moral obligation to BLTI. Since teacher educators' intention to stay in BLTI was due to those reasons, then measures need to 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 25 aspects of the job investigated. Generally, they were highly satisfied with their job and they liked working in BLTI. They were most satisfied with freedom given to choose their own teaching methods, accomplishment received from the job and student achievements. On the other hand, they were less satisfied with implementation of in-house training, unfavourable flexible working hours, poor physical work condition, implementation of 5s, lack of teaching facilities and poor implementation of excellent service award system, as reported 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.

Based on the comparative data which showed a slight decrease in educators' level of commitment and job satisfaction as compared to the previous study, it should be a signal to administrators that they need to

constantly attend and address these two issues given the important roles educators play in the educational training system. Administrators need to work towards developing a more accurate measurement of educators' commitment and job satisfaction in order to better understand the work attitudes of these teacher educators. By knowing the exact level experienced, administrators would be able to develop suitable intervention strategies that will ultimately contribute to the improvement of their commitment to BLTI and further enhance their satisfaction in their job.

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 job.

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, Turiman, Foo & Asma, 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.

Additionally, since very few studies have examined the issue of job satisfaction and commitment among teacher educators, in order to increase the validity and generalisability of the findings, one recommendation is to conduct additional research to test this research model using a larger sample, perhaps replicating the study on all the teacher training institutes on a nation-wide scale. Consequently it could assess its degree of generalisability in order to more firmly determine the possible boundary for its applicability.

LIMITATIONS OF THE STUDY

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 59 out of 108 teacher educators from BLTI which is less than 50% of the total number of teaching staff. As such, the results of the study should be interpreted cautiously. Generalisation should be confined to those teacher educators studied. This limitation should be noted when considering the findings of this study.

REFERENCES

- Angle, H. L., & Lawson, M. B. (1994). Organizational commitment and employees performance ratings: both type of commitment and performance count. *Psychological Reports*, 1539-1551.
- Ayree, S., & Tan, K. (1992). Antecedents and outcomes of career commitment. *Journal of Vocational Behavior*, 40, 288-305.
- Baugh, S. G., & Roberts, R. M. (1994). Professional and organizational commitment among engineers: Conflicting or complementing? *IEEE Transactions on Engineering Management*, 41, 108-114.
- Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32-40.
- Billingsley, B. S., & Cross, L.H. (1992). Predictors of commitment, job satisfaction and intent to stay in teaching. A comparison of general and special educators. *Journal of Special Education*, 25(4), 453-472.
- Bishop, J. W. Scott, K. D., & Burroughs, S. M. (2000). Support commitment and employee outcomes in a team environment. *Journal of Management*, 26 (6), 1113-1132.
- Borg, M. G., & Riding, R. J. (1991). Occupational stress and satisfaction in teaching, *British Educational Research Journal*, 17(3), 263.
- Cable, D. M., & Judge, T. A. (1996). Person-organization fit, job choice decisions and organizational entry. *Organizational Behavior and Human Decision Processes*, 67, 294-311.
- Caruana, A., Ewing, M., & Ramaseshan, B. (1997). Organizational commitment and performance: the Australian public sector experience. *School Research Series*, School of Marketing, Curtin University, Perth.
- Chua, L. C., Turiman, S., Foo, S. F., & Asma, A. (2005). Exploring the relationship between professional commitment and collegial support in technical schools in Sarawak. Paper presented at the national seminar, Seminar Penyelidikan Pendidikan Guru Peringkat Kebangsaan Tahun 2005 at Beverly Hotel, Kota Kinabalu, Sabah.
- Chua, L. C. (2007). The relationship of professional support and commitment to the teaching profession. Paper presented at the international symposium, The 5th ASEAN/Asian Symposium on Educational Management and Leadership at The Legend Hotel, Kuala Lumpur.

- Chua, L. C. (2008). An exploration of job satisfaction and commitment of teacher educators. *Jurnal Penyelidikan*, 8, 65-83.
- Clugston, M. (2000). The mediating effects of multidimensional commitment on job satisfaction and intent to leave. *Journal of Organizational Behavior*, 21, 477-486.
- Cohen, J. (1988). *Statistical power analysis for the behavioural sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Culver, S. M., Woffle, L. M., & Cross, L. H. (1990). Testing a model of teacher satisfaction for blacks and whites. *American Educational Research Journal*, 27, 323-349.
- Cunningham, G. B., & Sagas, M. (2001). Occupational commitment and intent to leave the coaching profession: Differences according to race. *International Review for the Sociology*, 36(2), 131-148.
- Eby, L. T., & Freeman, D. M. (1999). Motivational bases of affective organizational commitment. A partial test of an integrative theoretical model. *Journal of occupational & Organizational Psychology*, 72(4), 463-484.
- Elifson, K. W., Runyon, R. P., & Haber, A. (1998). *Fundamentals of social statistics*. Third Edition. Boston: McGraw-Hill.
- Jernigan, I. E., Beggs, J. M., & Kohut, G. F. (2002). Dimensions of work satisfaction as predictors of commitment type. *Journal of Managerial Psychology*, 17(7), 564-579.
- Kacmar, K. M., & Carlson, D. S. (1999). Antecedents and consequences of organizational commitment: A comparison of two scales. *Educational & Psychological Measurement*, 59 (6). 976-995.
- Ketchand, A. A., Strawser, J. R. (1998). The existence of multiple measures of organizational commitment and experience-related differences in a public accounting setting. *Behavioral Research in Accounting*, 10, 109-137.
- Kimball, L., Scot, N., & Carl, E. (2006). How to improve employee motivation, commitment, productivity, well-being and safety. *Corrections Today*, 68(3).
- Kushman, J. W. (1992). The organizational dynamics of teacher workplace commitment: A study of urban elementary and middle schools. *Educational Administration Quarterly*, 28, 5-42.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78, 538-551.
- Meyer, J. P., & Smith, C. A. (2000). HRM practices and organizational commitment: test of a mediation model. *Canadian Journal of Administrative Sciences*, 17(4), 319-332.

- Ostroff, C. (1992). The relationship between satisfaction, attitudes and performance: An organizational level analysis. *Journal of Applied Psychology*, 77, 963-974.
- Rahim, M. A., & Afza, M. (1993). Leader power, commitment, satisfaction, compliance and propensity to leave a job among US accountants. *Journal of Social Psychology*, 133(5), 611-626.
- Richards, B., O'Brien, T., & Akroyd, D. (2002). Predicting the organizational commitment of marketing education and health education teachers by work related rewards. *Journal of Industrial Teacher Education*, 32(1).
- Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *Journal of Educational Research*, 92(2), 67-74.
- Shin, H. S., & Reyes, P. (1995). Teacher commitment and job satisfaction: A causal analysis. *Journal of School Leadership*, 5(1), 22-39.
- Singh, K., & Billingsley, B. S. (1996). Intent to stay in teaching: Teachers of students with emotional disorders versus other special educators. *Remedial and Special Education*, 17(1), 37-47.
- Somers, M., Birnbaum, D. (2000). Exploring the relationship between commitment profiles and work attitudes, employee withdrawal and job performance. *Public Personnel Management*, 29(3). 353-365.
- Whiteacre, K. W. (2006). Measuring job satisfaction and stress at a community correction center: An evidence-based study. *Corrections Today*, 68(3).