

Table 6 shows the dimensions of organisational climate statistically significantly predict the teacher commitment [$F(4, 370) = 14.642, p < .01$], except for institutional vulnerability ($p > .05$). The combined influence of the dimensions of organisational climate explained 68% of the variance change in teacher commitment ($R = .85, \text{Adj. } R^2 = .68, p < .01$). Moreover, teacher professionalism is found to be the best predictor of teacher commitment ($\beta = .59, p < .01$). Collegial leadership ($\beta = .51, p < .01$) and achievement press ($\beta = .40, p < .01$) are also good predictors of teacher commitment. The results are an addition to the previous studies that found teacher professionalism was the only predictor for commitment (Bahramia, et. al., 2016; Othman & Kasuma, 2016; Smith, 2009).

5. CONCLUSION AND IMPLICATIONS

The overall objective of this study is to examine the relationship of the four dimensions of organisational climate and teacher commitment within the context of the Sarawak secondary schools. The descriptive statistics of this study show that the level of organisational climate of the teachers in Sarawak is moderately high. It is also note that the level of their commitment is relatively high.

The inferential statistics of this study show that there is a significant and positive relationship between collegial leadership and teacher commitment, teacher professionalism and teacher commitment, and academic press and teacher commitment.

In addition, collegial leadership, teacher professionalism and academic press are predictors of teacher commitment with teacher professionalism being the most dominant predictor of commitment. Collegial leadership and academic press are also good predictors of teacher commitment. However, institutional vulnerability is the only dimension in the organisational climate which has neither relationship nor influence on teacher commitment.

The results of this research have implications not only for the principals of the schools that involved in the study, but also for all teachers, parents and stakeholders in the field that strive for teacher commitment. The findings show that teacher professionalism, collegial leadership and academic press dominate teacher commitment emphasize the need for principals or school administrators to initiate a greater responsibility in promoting teacher professionalism, cooperation and collaboration, besides putting in higher standard in academic achievement. These moves will slowly but steadily cultivate and enhance greater commitment among teachers.

Drawing on the dimension items of the organisational climate gives the following expectation if teacher commitment is to be improved. First and foremost, from the perspective of professionalism, teachers must experience support from their superior – the principal and fellow colleagues as well. Relatively, teachers must act professionally and provide strong social support to their colleagues. Principals could create conditions such as departmental meetings where teachers can exercise collaboration and cooperation. Besides, mentor-mentee and teacher-to-teacher collaboration should be addressed in professional development programme with principals utilising tutorial as a platform to address group effort issues and organisational acceptance. These should be some of the smart moves to promote and enhance sense of professionalism among teachers.

From the perspective of collegial leadership, teachers associated with an orderly school are more likely to be committed to the school's goals and values. Therefore, principals must develop a climate where their teachers feel they are protected and supported by their principal, and that their principal will deliver for their teachers. Principals must also provide opportunity for teachers to develop social rapport. Principals must explore all sides of topics and acknowledge that other opinions exist. They should exercise a more flexible decision-making process, adapting behaviours that demonstrate a more shared method. For example, involvement of teachers in parent involvement activities, setting alternatives in achieving higher target in the courses study, or disciplinary cases concerning students. These moves are vital because teachers' involvement in decision making is linked to commitment (Douglas, 2010; Smith, 2009).

Finally, the findings in this study reveal that academic press is positively related to teacher commitment. When teachers demonstrate enthusiasm and "go the extra mile" with their students' academic achievement, they become more committed to their school. In this context, schools need a collegial leader who sets forth academic goals obtainable for their school and recognize teachers and students when those goals are achieved. Besides, teachers should go alongside with parents to be actively involved in the academic activities organised by the school. They should also press for academic improvement of the school and exert pressure on students to maintain high standards of achievement.

For further research, it is suggested to involve the academic and non-academic staff into the sample of the study. The academic and non-academic staff from other mainstream of schools can be included to ascertain their perceptions regarding the organisational climate and commitment. The

results of the study could profitably be compared with the findings of this study.

A future study might consider adding more independent variables such as the teacher efficacy and its effects on teacher professionalism or commitment. The study might examine the relationship and the influence of teacher efficacy on organisational climate and teacher commitment. Furthermore, the study might also test whether or not collegial leadership influences the level of teacher efficacy.

The study to examine the relationship between organisational climate and teacher commitment is vital for school's success. Therefore, the importance of these two variables and others should be consistently tested and evaluated to enrich good practices in the entire educational field.

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