

Perceived Organisational Support and Its Impact to Teachers' Commitments: A Malaysian Case Study

Juraifa Jais

juraifa@uniten.edu.my

Department of Management & HR
Universiti Tenaga Nasional
Sultan Haji Ahmad Shah Campus
26700 Muadzam Shah, Pahang, Malaysia

Mafuzah Mohamad

mafuzah@uniten.edu.my

Department of Management & HR
Universiti Tenaga Nasional
Sultan Haji Ahmad Shah Campus
26700 Muadzam Shah, Pahang, Malaysia

ABSTRACT

This study examined the role of perceived organisational support in developing teachers' commitment. Using organisational support theory, we reasoned that organisational support perceived by teachers influenced their commitment to the organisation and profession. Questionnaires were distributed among teachers in nine primary schools in Malaysia, namely in Kuala Lumpur, Selangor, and Pahang area. A total of 221 usable questionnaires were obtained which is about 74 per cent rate of return. Data analyses involved correlation, and regression test. Consistent with our hypotheses, we found that perceived organisational support was positively associated with teachers' commitment (i.e., affective, continuance, normative). The results of this study urge further attention to teachers' issues, concerns and needs in creating a better policies and support.

Keywords: teachers; perceived organisational support; organisational commitment

1. INTRODUCTION

In the pursuit of transforming Malaysia to be fully developed nation, the government had shifted from an economy based on labour and product to an economy based on knowledge (Mok, 2011b). The government through its Vision 2020 had introduced many initiatives such as providing easy access to quality education, enhance tertiary education globally, foster Research & Development and innovation, as well as constantly improve the quality of teachers and academia (Jamil, Abd. Razak, Raju, & Mohamed, 2013). These initiatives are also in line with the National Higher Education Strategic Plan 2020 which aims seven objectives, widening access and enhancing quality; improving the quality of teaching and learning; enhancing research and innovation; strengthening institutions of higher education; intensifying internationalisation; enculturation of

lifelong learning; and finally, reinforcing the Ministry of Higher Education (MOHE)'s delivery system (Sirat, 2009).

However, there are considerable gaps to close since Malaysia is increasingly at risk of falling behind where Malaysian students' performances, as benchmarked by international surveys, have been declining. In 2007, the survey by the Trends in International Mathematics and Science Study (TIMSS) indicated about 20% of Malaysian students failed to achieve minimum benchmarks for Mathematics and Science. This trend is alarming since the failure rate in 2003 is only 5% in Science and 7% in Mathematics (Economic Planning Unit, 2010).

<Insert Table 1>

Thus, the government implement assimilated human capital and endowment development structure in the framework includes a comprehensive development, starting from early childhood education, elementary education, tertiary education and to their working lives (Economic Planning Unit, 2010). The framework plan to nurture and develop Malaysians by restoring the education system (i.e. raising student outcomes, increasing the Malaysians' talent to promote employability, reforming Malaysian labour market to a high-income nation) (Economic Planning Unit, 2010). In addition, the workforce remains relatively unskilled, with 77% educated only up to 11 years of basic education at the Malaysian Certificate of Education (SPM) level or equivalent, and with only 28% of Malaysian jobs in the higher skilled bracket.

Therefore, the Malaysian government has highlighted the importance of quality teachers in educating and generating skilled workforce. Darling-Hammond (1997) adds that quality teachers influence student achievement and student outcome (Economic Planning Unit, 2010). In line with the objective, the Ministry of Education becomes an important player in ensuring school teachers develop professionally (Jamil et al., 2013). This progress has implied on the quality of new and existing teachers in the education system (Economic Planning Unit, 2010), where huge budget were provided for education and training. The budget for education and training is 21% from the total national budget (Razak, 2013).

In a similar vein, educational system around the world is rapidly changed and reformed (Furlong, Barton, Miles, Whiting, & Whitty, 2000), impacting to teachers' professional development (Little, 1990). Since teachers are the most important agents to reform and under pressure to perform (Jamil et al., 2013), it is highly critical to keep teachers motivated, confident and effective (Miller, Kahler, & Rheault, 1989). Quality teachers are capable to produce quality students (Darling-Hammond, 1999), motivated and efficient (Guskey & Passaro, 1994). Teachers are also viewed as catalyst to improve student learning (Darling-Hammond, 1995).

However, teaching is considered as one of the utmost challenging jobs (Borg, Riding, & Falzon, 1991). Teachers persistently face growing challenges such as hectic working environments, dealing with students' problem, heavy workload, insensitive administrators, parents' expectation (Mohd. Ishak, Iskandar, & Ramli, 2010), professional empowerment, student motivation, discipline problems and lack of recognition and support from administration (Darling-Hammond, 1997). Such environments can create psychological distress, annoyance and demoralized among teachers (Noriah, Ramlee, Zuria, & Siti Rahayah, 2006). Research reveals that the working environment served as determinants factor in retaining teaching profession or otherwise (Darling-Hammond, 1997).

Interestingly, teacher professionalisation in Malaysia is perceived at a low level (Noordin, Mohd Rashid, Ghani, Aripin, & Darus, 2010). Empirical studies also revealed that Malaysian teachers are experiencing emotional fallouts due to work demands and this phenomenon subsists for at least two decades (Mohd. Ishak, 1994; Idris, 2003). Therefore, more efforts and organisational support are needed. However, there are limited studies conducted to examine the role of perceived organisational support (POS) to improve the level of affective commitment of teachers (Lew, 2009). Indeed, research shows that teachers with low career commitment decreased their teacher efficacy (Knobloch & Whittington, 2003).

Ruhland (2001) indicated that teachers will retain in their profession if they have constructive teaching experiences, internal satisfaction, managerial support, ample time to execute their job, and job protection. Nevertheless, teachers' commitment is reported to decline gradually over the course of their teaching career (Fraser, Draper, & Taylor, 1998, p. 80). Teachers' commitment to teaching is crucial in determining how long they retain in the profession (McCracken & Etuk, 1986). Since support serves as an antecedent in determining commitment among teachers, this study attempts to fulfill the gap and improve the level of teacher professionalisation in Malaysia. According to organisational support theory, when an organization pays attention to mutual values and staff's welfare, they feel a high level of POS (Rhoades & Eisenberger, 2002a). Overall, this study aims to provide a comprehensive view and understanding about the linkage between POS and teachers' commitment.

2. LITERATURE REVIEW

2.1 PERCEIVED ORGANISATIONAL SUPPORT

Eisenberger, Huntington, Hutchison and Sowa (1986b, p. 9) introduced the notion of organisational support for employees, proposing the *perceptions of organisational support* (POS) construct. POS is a measure of employees' general beliefs about the extent to which an organisation values their membership, commitment of them, and concerned about employees' well-being (Eisenberger et al., 1986b). The POS concept is derived from organisational support theory and multiple studies on causes and consequences of employee perceptions of support (Erdogan & Enders, 2007).

According to organisational support theory, POS associated with employees' tendency to anthropomorphise organisations (Edwards, 2009). In this regard, POS is enhanced when employees believe that any investment and recognition of their contributions are voluntary rather than as an outcome of external controls such as government rules or union pressures (Rhoades & Eisenberger, 2002b). High POS occurs when employees' needs for esteem, approval, and social identity are met, reinforcing an expectation that performance outcomes and anticipated behaviors are acknowledged and rewarded (Aselage & Eisenberger, 2003). Such support enhances employees' commitment to organisations (Coyle-Shapiro & Conway, 2005). Thus, organisational commitment to employees contributes to fostering POS (Allen, Shore, & Griffeth, 2003).

Theoretical and empirical work relating to POS can be traced back to the seminal work of Blau (1964), who proposed a theory of social exchange involving trust and earned trustworthiness as essential components. In social exchange relationships, norms of reciprocity (Gouldner, 1960)

dictate that perceptions of support from organisations create obligations to repay that organisation for its commitment and care (Allen et al., 2003). When relationships conform to norms of reciprocity and when patterns of exchange are perceived as fair, individuals are more likely than not, to believe that they will not be exploited (Blau, 1964). Parties involved understand that favours received in the present create expectations of repayment in the future (Gouldner, 1960). To exemplify, caring actions of a partner generate a sense of gratitude on the part of the other partner, which can direct to favourable attitudes and behaviours focused toward the caring partner (Colquitt, Scott, & LePine, 2007).

Theory of social exchange states that organisations are the centre point of social and mutual long-term transactions between employees and employer (Panaccio & Vandenberghe, 2009). Fundamentally, theory of social exchange in the working environment proposed that employees are prepared to exchange their effort and time for various rewards offered by an organisation (Cropanzano & Mitchell, 2005). *POS may be used by employees as an indicator of the organisation's benevolent or malevolent intent in the expression of exchange of employee effort for reward and recognition* (Lynch, Eisenberger, & Armeli, 1999, pp. 469-470). As noted earlier, social exchange relationships are dependent on the trust of one of the parties with regard to the obligations of the other party over a relatively long-term period (Konovsky, 2000). Each party's contributions increase gradually when relationships are demonstrably and mutually satisfying over time (Konovsky, 2000).

When organisations perform practices that reflect investment in, and support of employees, there is an implication that the organisation is looking to sustain a social exchange relationship with its employees (Allen et al., 2003). Rigglet. al (2009) stated that investments made by organisations in POS programs result in strong associations between POS, and important attitudinal and behavioral employee outcomes. A large body of evidence suggests that employees with high levels of POS experience their jobs most favourably (Rhoades & Eisenberger, 2002b; Eder & Eisenberger, 2008).

In summary, POS has a strong, positive effect on organisational commitment (Riggle et al., 2009); job satisfaction (Armstrong-Stassen & Ursel, 2009), and intentions to remain at an organisation (Allen et al., 2003). Moreover, POS enhances work performance, fosters positive mood, and reduces levels of stress (Rhoades & Eisenberger, 2002b). It also acts as an important source of esteem, attachment, emotional support, and approval in the workplace (Rhoades, Eisenberger, & Armeli, 2001a).

2.2 ORGANISATIONAL COMMITMENT

Commitment to the workplace has become a benchmark of organisational success (Rosenholtz & Simpson, 1990). Meyer J & Allen (1997a) define commitment as emotional attachment to an organisation, a goals and values which results in willingness to exert optimal effort to achieve the organisational goals or investment valued by an employee if they were to leave an organization (Becker, 1960).

Organisational commitment refers to a psychological attachment of an employees to organization that reduce voluntary turnover intention (Allen & Meyer, 1996) and broadly recognized as a multidimensional work attitude (Morrow, 1993). Organization commitment is conceptualized and measured in various ways, comprising of three dimensions; a strong desire to

remain in a particular organization, work with great effort on the behalf of organization and belief in the values of organization to achieve organisational goal (Becker, Randall, & Riegel, 1995).

Basically, organisational commitment is also segregated in behavioural (Allen & Meyer, 1990) and attitudinal approaches (Mathieu & Zajac, 1990) where the first defines commitment as an approach in term of nature and quality in related to the linkage between an employee and an organization; a firm conviction in and recognition of the organization's goals and values, a willingness to exercise substantial effort on behalf of the organization and determinant to sustain with the organization (Mathieu & Zajac, 1990). The later approach concerns with the process where individuals develop an affection not to an organization but to their own actions (Oliver, 1990).

Committed employees would work meticulously, conscientiously, provide value, promote the organisation's services or products and seek continuous improvement (Madingan, Norton, & Fiesta, 1999). In exchange, employees anticipate better work environment that fosters growth and empowerment, better work life balance, furnish resources to satisfy customers expectation and adequate avenues for their education and training. Meyer and Allen (1991), developed a three dimensional model encompassing, affective, normative and continuance commitment. Allen & Meyer (1990, p. 3) stated that "*employees with strong affective commitment remain because they want to, those with strong continuance commitment remain because they need to, and those with strong normative commitment because they feel they ought to do so*". Meyer and Herscovitch (2001) suggest that the binding force of commitment is experienced as approach or psychological feeling to drive one action.

2.1.1 Affective Commitment

Affective commitment is positive interactions that bind an individual to the organization because of similar values that they share (Shore & Tetrick, 1991). Allen & Meyer (1990, p. 2) define affective commitment as "*an affective or emotional attachment to the organization such that the strongly committed individual identifies with, is involved in, and enjoys membership in, the organization*" or "*employee's emotional attachment to, identification with and involvement in the organization*" (Meyer & Allen, 1997a, p. 11). It is also defined as a sense of belonging and identification that geared employee to achieve organization goal (Meyer & Allen, 1991). As a result, it will reduce turnover and absenteeism (Mcshane & Von Glinow, 2000), increase motivation and citizenship (Bolon, 1997).

2.1.2 Continuance Commitment

Continuance commitment concerned with desire to continue working because of fear of losing significance rewards (Allen & Meyer, 1990), "*an awareness of the costs associated with leaving the organizations*" (Meyer & Allen, 1997a, p. 11) or "*a tendency to engage in consistent lines of activity*" (Becker, 1960, p. 33). It is also define as experience and contribution to an organization (Joolideh & Yeshodhara, 2009), related with turnover costs bearable by employee for instance pension and etc (Farrel & Rusbult, 1981).

2.1.3 Normative Commitment

Normative Commitment is a pressure or obligation to an employee to continue working (Jaros, Jermier, Koehler, & Sincich, 1993) or "*a feeling of obligation to continue*

employment” (Meyer & Allen, 1997a, p. 11) in short it is commitment to remain in organization (Allen & Meyer, 1990).

For teachers, commitment can be separated into three dimensions. First, ‘organisational commitment’ as belief and acceptance of organisational goals and values, readiness to employ effort on organizational goal and a desire to stay in the organization (Mowday, Porter, & Steers, 1982). Second; ‘commitment on teaching profession’ when someone has a positive, emotional attachment to their work (Coladarci, 1992). Third, ‘commitment on student learning’ emphasizes on teacher’s dedication to student learning regardless of the other issues that may be involved (Sii Ling Mee Ling & Ibrahim, 2013).

D.W. Chapman (1983) refers teacher commitment as the level of emotional affection of teachers toward their profession, formed before they become a teacher and influence their job satisfaction (Culver, Wolfe, & Cross, 1990). Committed teachers were motivated, satisfied with chosen career and remain in the profession (Raju & Srivastava, 1994). Subsequently, there are numerous factors influence teacher commitment such as organisational support, personality, family, alternative opportunity (Fresko, Kfir, & Nasser, 1997) and teaching experiences (Ruhland, 2001).

2.3 THE RELATIONSHIP BETWEEN PERCEIVED ORGANISATIONAL SUPPORT AND ORGANISATIONAL COMMITMENT

Research (Tansky & Cohen, 2001; Onyinyi, 2003; Zampetakis, Beldekos, & Moustakis, 2009) reveals that POS has a positive relationship with organisational commitment. Many authors (Cropanzano & Folger, 1991; Rivai, 2005; Samad, 2006) agreed that organisational commitment acts as a linkage between individual and organization. Employee who received enough POS will feel that they are a part of an organization team player, assisting organisational goal and support (Eisenberger, Cummings, Armeli, & Lynch, 1997).

In a similar vein, Meyer & Smith (2000) identified POS as a factor that mediates the relationship between HRM practices and organisational commitment. POS is related to employee attendance and job performance (Eisenberger, Fasolo, & Davis-LaMastro, 1990), assist colleagues (Shore & Wayne, 1993) and organisation progress. It also increases productivity, performance and emotional commitment to organization (LaMastro, 2000) and organisational citizenship behavioral (Organ, 1988).

Authors (Shore & Wayne, 1993; Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001; Rhoades, Eisenberger, & Armeli, 2001b) found that POS was positively related with affective commitment. (Currie & Dollery, 2006) stated that POS was significant in predicting affective and normative commitment but not on continuance commitment. Overall, high POS was related with higher commitment. Affective and normative commitment, in general, decreased as continuance commitment increased. Continuance commitment was found to be positively associated with years of service (Meyer, Allen, & Smith, 1993).

Study on teachers by LaMastro (2000) revealed that teachers did not differentiate between the profession and the organisation when in term of commitment. In other word, organisational and professional commitments are attuned and identical. LaMastro (2000) found that POS had strong

positive correlation with affective commitment but negative correlation with continuance commitment.

In contrast, Noordin, Mohd Rashid, Ghani, Aripin, & Darus (2010) revealed that POS had positive relationships with affective, continuance and normative commitment with affective commitment highest score followed by continuance and normative commitment. Based on previous discussion, the following hypotheses are proposed;

H1: There is a relationship between POS and organisational commitment.

H1a: There is a relationship between POS and affective commitment.

H1b: There is a relationship between POS and continuance commitment.

H1c: There is a relationship between POS and normative commitment.

3. METHODOLOGY

3.1 Sample and Procedures

Data were collected via a self-reported questionnaire that consisted of questions relating to POS and organisational commitment. 300 questionnaires were distributed among teachers in nine primary schools in Malaysia, namely in Kuala Lumpur, Selangor, and Pahang area. In total, 221 questionnaires were returned of which had responses to all relevant questions, making for a 74 % useable response rate.

Participant demographics showing that the typical participant is aged 31 to 40 years (50.5%), female (66.4%) and married (79.5%). The majority of participants is degree holders (63.6%) and has 10-19 years of teaching experience (32.3%).

3.2 Instruments

All constructs are measured on 5-point Likert scales ranging from *Strongly Disagree* to *Strongly Agree*.

3.2.1 Perceived Organisational Support

This research used Eisenberger et al. (1986b) Perceived Organisational Support (POS) scale. In this study, eight items (e.g., 1. *The organisation values my contribution to its well-being*) were selected to assess POS (Eisenberger, Huntington, Hutchison, & Sowa, 1986a), and demonstrate acceptable levels of reliability with $\alpha = .93$ (Vandenberghe et al., 2007) and $\alpha = .91$ (Chen, Eisenberger, Johnson, Sucharski, & Aselage, 2009).

3.2.2 Organisational Commitment

Organisational commitment was assessed using the 18-item revised commitment scales developed by Meyer and Allen (1997b). However, the items were adapted to specify that the organisation referred to the school (i.e., "I do not feel like part of my family at this school").

3.3 Validity and Reliability

In this study, instruments are derived from the literature, and all scales have Cronbach's alpha values greater than $\alpha = 0.7$ (George & Mallery, 2003), a measure of lower bound reliability. Test for reliability is reported in the Results section.

3.4 Statistical Procedures

Data analyses proceeded in three main stages (data screening, correlation, and regression test).

4. RESULT

Reliability test was conducted before correlation and regression test. Cronbach's alpha coefficients of POS and organisational commitment are respectively 0.864 and 0.859. As these are higher than 0.70, it could be concluded that the instruments are reliable (Nunnally, 1978; Hair, Black, Babin, Anderson, & Tatham, 2006). The correlation between POS and the various forms of commitment was next examined. Consistent with previous literature, POS evidenced a strong positive correlation with affective commitment ($r = .562, p = .01$). Accordingly, H1a is supported fully.

Likewise, a significant correlation was noted between POS and continuance commitment ($r = .452, p = .01$). Therefore, H1b is fully supported. Finally, a positive correlation between POS and normative commitment was found ($r = .508, p = .01$), suggesting that H1c is supported fully. The regression analysis was also performed to determine the magnitude of POS related to organisational commitment. The result indicated that there was a positive relationship between POS and affective commitment ($R^2 = .316, p < .0005$).

Similarly, finding reveals a significant relationship between POS and continuance commitment ($R^2 = .204, p < .0005$). As shown in Table 1, the final result also supports a strong relationship between POS and normative commitment, explaining 25.9 per cent of the variance in normative commitment with R squared = .259 ($p < .0005$).

<Insert Table 2>

5. DISCUSSION

In the present study, the relationship between POS and organisational commitment is examined. As hypothesized, results showed that there is a significant relationship between POS and three constructs of organisational commitment (i.e., affective commitment, continuance commitment, & normative commitment). These findings suggest that teachers' commitment can be enhanced by raising the quality of support they receive. When teachers perceive their schools as caring about their well-being, and providing a strong support, teachers report higher emotional attachment to the schools and their profession (Ruhland, 2001).

The present findings also support observations (Shore & Wayne, 1993; Eisenberger et al., 2001; Rhoades et al., 2001b; Currie & Dollery, 2006) that POS impacts positively on affective commitment. Researchers (Becker, 1960; Mowday et al., 1982; Meyer & Allen, 1991) note that POS helps to encourage employee's emotional attachment to their organisations and profession. According to theory of social exchange (Blau, 1964), addressing employee needs and concerns linked to more positive perceptions of organisation. Even though affective commitment is difficult to cultivate but is it strongly related to the results that organisations valued and thus contribute to the organization's effectiveness (Meyer & Herscovitch, 2001) and committed teacher will always seek better ways to accomplish their role (Glassman, 2010).

Interestingly, the present results show that POS positively correlates with continuance commitment. This finding is inconsistent with previous studies (Shore & Wayne, 1993; Lamastro, 2000) highlighting the negative relationship between POS and continuance commitment. A number of researchers (Lamastro, 2000) suggest that individuals with strong levels of POS were less likely to feel that they "had to" remain with the organization or with the teaching profession because of limited attractive options or perceived costs associated with leaving their organisations. Similarly, employees who gain access to support and resources are likely to develop and hold positive

attitudes about their organisation's employees' development policies (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011).

The current findings support the view (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002) that studies conducted within and outside North America may yield a different result due to cultural differences. The way in which the social environment is interpreted is strongly influenced by the cultural background of the perceiver (Den Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999). In a similar study by Noordin et al. (2010), the POS positively correlates with continuance commitment. Noordin et al. (2010) found that continuance commitment should be taken into consideration by the school management since it is also related with teachers.

Finally, the hypothesized result confirms that POS is an important determinant of normative commitment, supporting Hypothesis 1c. Teachers are morally obligated to remain with the school and teaching profession when organisational support is experienced as present. The organisational support signals that teachers' contributions and experiences are valued and rewarded. In line with the theory of social exchange, organisational support is influential when it comes to determining the value and meaning of exchange relationships between employees and employers, sending clear messages to employees about expected attitudes and behaviours (Rousseau & Ho, 2000). However, social exchange occurs only when social behaviours are motivated by expected returns or responses from other parties (Panaccio & Vandenberghe, 2009). The current findings confirm that teachers demand high levels of organisational support to compensate for the loyalty to the school and teaching profession.

6. LIMITATIONS

Findings need to be positioned within the context of two main limitations: limitation of cross-sectional design, and limited generalisation of finding. First, the present findings are based on self-report cross-sectional data. Cross-sectional data precludes conclusive inferences regarding causal relationships among study variables, utilising one-time measurement of variables. Thus, caution must be exercised in interpretation of results. Longitudinal research efforts are needed to go beyond correlational methods and reduce the likelihood of cognitive accessibility of responses. This type of methodology can provide strong inferences about causal processes and depth. Second, the present study involved Malaysian teachers in 9 Malaysian schools. Malaysian teachers might be quite different from those overseas. Moreover, it is unclear whether there are differences in terms of organisational culture, diversity of staff, and education policies are other important factors that need to be considered. Thus, it is possible that Malaysian teachers' experiences differ from those living in other countries. Accordingly, the generalisation of findings to other populations may be limited.

7. FUTURE RESEARCH

Further research is required to extend our understanding of the research problem. Many avenues can be explored to build upon the results presented here. A deeper examination of teachers' commitment and organisational support would provide valuable additional insight. The outcomes of the present clearly suggest the existence of relationships between POS and organisational commitment. However, findings do not provide any insight into the unique finding of positive correlation between POS and continuance commitment. Moreover, the specific type of organisational support needed by teachers remains elusive. Therefore, future research may explore the individual voices through the use of qualitative approach. Blending together both quantitative

and qualitative approaches in research is said to provide valuable insights and enhance the validity of a study (Rugg & Petre, 2007; Welter & Lasch, 2008).

8. CONCLUSION

Overall, this study is consistent with organisational support theory, purporting that organisational support enhances employees commitment to organisations (Coyle-Shapiro & Conway, 2005). It is therefore important to provide support as it is a critical factor in the retention of employees (McNee, Morello, Zidar, & Smith, 1998; Döckel, 2003). Indeed, improvements are needed in teaching professionalisation in order to increase the teachers' commitment and reduce the turnover rate. Noordin et al. (2010) adds that teacher must be reimbursed for continuing education tuition fees, given decision-making power, and paid on a level commensurate to their education and value to the society as a whole. Since education has always been of the highest priority in Malaysia, teachers are the driving force to raise the capacity of knowledge and innovation. The result of this study may help teachers in Malaysia to have a greater commitment towards their students and school. The finding hopefully would serve as a source of information for future research in this field of study. It also adds to the existing literature of POS and organisational commitment, enriching the literature in human resource management. Indeed, teachers are the catalyst of developing a knowledge-based society. As an agent of change, teachers' commitment requires serious attention. Their issues, concerns and needs should be addressed. Hence, policy-makers and the educational administration must work hand in hand to create policy and organisational support that best serve the interest of Malaysian teachers. Such policies and support may provide an impetus to increase the commitment of Malaysian teachers, thereby supporting the nation goals towards excellence, glory and distinction.

9. REFERENCES

- Allen & Meyer. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 91, 1-18.
- Allen & Meyer. (1996). Affective, Continuance, and Normative Commitment to the Organization: An Examination of Construct Validity. *Journal of Vocational Behavior* (49), 252-276
- Allen, Shore & Griffeth. (2003). The Role of Perceived Organizational Support and Supportive Human Resource Practices in the Turnover Process. *Journal of Management*, 29(1), 99-118. doi: 10.1177/014920630302900107
- Armstrong-Stassen & Ursel. (2009). Perceived organizational support, career satisfaction, and the retention of older workers. *Journal of Occupational and Organizational Psychology*, 82, 201-220.
- Aselage & Eisenberger. (2003). Perceived organizational support and psychological contracts: a theoretical integration. *Journal of Organizational Behavior*, 24, 491-509.
- Becker. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32-42.
- Becker, Randall & Riegel. (1995). The multidimensional view of commitment and the theory of reasoned action: A comparative evaluation. *Journal of Management*, 21(4), 617-638.
- Blau. (1964). *Exchange and Power in Social Life*. New York, NY: Wiley.
- Bolon. (1997). Organizational citizenship behavior among hospital employees: A multidimensional analysis involving job satisfaction and organizational commitment. *Hospital & Health Services Administration*, 42.

- Borg, Riding & Falzon. (1991). Stress in teaching: A study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers. *Educational Psychology, 11(1)*, 59-75.
- Chapman. (1983). A model of the influences on teacher attrition. *Journal of Teacher Education, 34*, 43-49.
- Chen et al. (2009). Perceived Organizational Support and Extra-Role Performance: Which Leads to Which? *The Journal of Social Psychology, 149*, 119.
- Coladarci. (1992). Teachers' sense of efficacy and commitment to teaching. *The Journal of experimental education, 60(4)*, 323-337.
- Colquitt, Scott & LePine. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology, 92(4)*, 909-927.
- Coyle-Shapiro & Conway. (2005). Exchange relationships : examining psychological contracts and perceived organizational support. *Journal of applied psychology, 90(4)*, 774-781.
- Cropanzano & Folger. (1991). *Procedural justice and worker motivation*. In R. Steers & L. Porter (Eds.), *Motivation and work behavior* New York: McGraw-Hill.
- Cropanzano & Mitchell. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of Management, 31(6)*, 874-900. doi: 10.1177/0149206305279602
- Culver, Wolfe & Cross. (1990). Testing a model of teacher satisfaction for blacks and whites. *American Educational Research Journal, 27*, 323-349.
- Currie & Dollery. (2006). Organizational commitment and perceived organizational support in the NSW police Policing: . *An International Journal of Police Strategies & Management, 29(4)*, 741-756.
- Darling-Hammond. (1995). *The Current Status of Teaching and Teacher Development in the United States*. . Paper prepared for the National Commission on Teaching and America's Future.
- Darling-Hammond. (1997). Doing what matters most: Investing in quality teaching. *New York: National Commission on Teaching and America's Future*.
- Darling-Hammond. (1999). Teacher quality and student achievement: A review of state policy evidence. *Seattle, WA: Center for the Study of Teaching and Policy*.
- Den Hartog et al. (1999). Culture specific and cross-culturally generalizable implicit leadership theories: Are attributes of charismatic/transformational leadership universally endorsed? *The Leadership Quarterly, 10(2)*, 219-256.
- Döckel. (2003). *The effect of retention factors on organisational commitment: An investigation of high technology employees*. Unpublished MCom dissertation (Human Resources Management), University of Pretoria.
- Economic Planning Unit. (2010). *Tenth Malaysia Plan*.
- Eder & Eisenberger. (2008). Perceived Organizational Support: Reducing the Negative Influence of Coworker Withdrawal Behavior. *Journal of Management, 34 (1)*, 55-68.
- Edwards. (2009). HR, perceived organisational support and organisational identification: An analysis after organisational formation. *Human resource management journal, 19(1)*, 91-116.
- Eisenberger et al. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology, 86*, 42-51.
- Eisenberger et al. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology, 82*, 812-820.
- Eisenberger, Fasolo & Davis-LaMastro. (1990). Perceived organizational support and employee diligence, commitment, and innovation. *Journal of Applied Psychology, , 75*, 51-59.

- Eisenberger et al. (1986a). Perceived Organizational Support. *Journal of Applied Psychology*, 71 (3), 500-507.
- Eisenberger et al. (1986b). Perceived organizational support. *Journal of Applied Psychology*, 71, 500-507.
- Erdogan& Enders. (2007). Support from the top: Supervisors' perceived organizational support as a moderator of leader-member exchange to satisfaction and performance relationships. *Journal of Applied Psychology*, 92(2), 321-330.
- Farrel& Rusbult. (1981). Exchange variables as predictors of job satisfaction, job commitment and turnover: The impact of rewards, costs, alternatives and investments *Organizational Behavior and Human Performance*, 27, 78-95.
- Fraser, Draper& Taylor. (1998). The quality of teachers' professional lives: Teachers and job satisfaction. *Evaluation & Research in Education*, 12(2),, 61-71.
- Fresko, Kfir& Nasser. (1997). Predicting teacher commitment. *Teaching and Teacher Education*, 13(4), 429-438.
- Furlong et al. (2000). *Teacher education in transition: Re-forming professionalism?* . Buckingham: Open University Press.
- George& Mallery. (2003). *SPSS for Windows step by step: A simple guide and reference 11.0 update* (4th ed.). Boston: Allyn & Bacon.
- Glassman. (2010). Some Thoughts about Teaching and Technology. *College Quarterly*, 13(2).
- Gouldner. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25, 161-178.
- Guskey& Passaro. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, 31, 627-643.
- Hair et al. (2006). *Multivariate data analysis (6th ed.)*. New Jersey: Prentice Hall.
- Idris. (2003). *Profil personaliti guru-guru sekolah*. Unpublished Master's Thesis. Bangi, Selangor: Universiti Kebangsaan Malaysia.
- Jamil et al. (2013). Teacher Professional Development in Malaysia: Issues and Challenges.
- Jaros et al. (1993). Effects of continuance, affective, and on the withdrawal process: An evaluation of eight structural equation models. *Academy of Management*, 36, 951-995
- Joolideh& Yeshodhara. (2009). Organizational commitment among high school teachers of India and Iran. *Journal of Educational Administration*, 47(127-136).
- Knobloch& Whittington. (2003). Differences in teacher efficacy related to career commitment of novice agriculture teachers. *Journal of Career and Technical Education*, 20(1).
- Konovsky. (2000). Understanding procedural justice and its impact on business organizations. *Journal of Management*, 26(3), 489-511.
- Kraimer et al. (2011). Antecedents and outcomes of organizational support for development: The critical role of career opportunities. *Journal of Applied Psychology*, 96(3), 485-500. doi: 10.1037/a0021452
- Lamastro. (2000). Commitment and Perceived Organizational Support. *National Forum*, 3(3).
- Lew. (2009). The Relationships between Perceived Organizational Support, Felt Obligation, Affective Organizational Commitment and Turnover Intention of Academics working with Private Higher Educational Institutions in Malaysia. *European Journal of Social Sciences* 9 (1), 72-87.
- Little. (1990). The mentor phenomenon. In C. Cazden (Ed.), *Review of research in education* (pp. 297-351). Washington, DC: American Educational Research Association.
- Lynch, Eisenberger& Armeli. (1999). Perceived organizational support: inferior versus superior performance by wary employees. *Journal of Applied Psychology*, 84, 467-483.

- Madingan, Norton & Fiesta. (1999). The Quest of Work-life Balance. [Online]. Rogers Media.
- Mathieu & Zajac. (1990). Consequences of organisational commitment. *108*(171-194).
- McCracken & Etuk. (1986). Commitment of Ohio vocational agriculture teachers to their profession. *The Journal of the American Association of Teacher Educators in Agriculture* 27(2), 2-12, 18.
- McNee et al. (1998). Strategic human resources management: Addressing a critical problem for the information systems organisation. : Gartner Group Strategic Analysis Report.
- Mcshane & Von Glinow. (2000). *Organizational behavior* (3rd ed.). New York: McGraw-Hill.
- Meyer & Allen. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1, 61-89.
- Meyer & Allen. (1997a). *Commitment in the Workplace: Theory, Research, and Application*: Thousand Oaks, CA: Sage.
- Meyer & Allen. (1997b). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Thousand Oaks, CA.
- Meyer, Allen & Smith. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of applied psychology*, 78(4), 538.
- Meyer & Herscovitch. (2001). Commitment in the workplace: Toward a general model. *Human Resources Management Review*, 11, 299-326.
- Meyer & Smith. (2000). HRM practices and organizational commitment: Test of a mediation model. *Canadian Journal of Administrative Sciences* 17(4), 319-331.
- Meyer et al. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior* 61, 20-52.
- Miller, Kahler & Rheault. (1989). Profile of the effective vocational agriculture teacher. *Journal of Agricultural Education*, 30(2), 33-40.
- Mohd. Ishak. (1994). *Tekanan, personaliti Type A dan pola menangani tekanan di kalangan guru*. Unpublished Master's Thesis: Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia.
- Mohd. Ishak, Iskandar & Ramli. (2010). Emotional intelligence of Malaysian teachers: a comparative study on teachers in daily and residential schools. *Procedia Social and Behavioral Sciences*(9), 604-612.
- Mok. (2011b). 'The Quest For Regional Hub Of Education: Growing Heterarchies, Organizational Hybridization and New Governance in Singapore and Malaysia. *Journal Of Education Policy*, 26(1), 61-81.
- Morrow. (1993). *The theory and measurement of work commitment*: Greenwich: JAI Press.
- Mowday, Porter & Steers. (1982). *Employees organisational linkages: The psychology of commitment, absenteeism and turnover*. New York.: Academic Press. Naumann SE.
- Noordin et al. (2010). Teacher Professionalisation And Organisational Commitment: Evidence From Malaysia. *International Business & Economics Research Journal* 9, 2 49
- Noriah et al. (2006). Emotional intelligence of Malaysian teachers: Implications on workplace productivity. *International Journal of Vocational Education and Training*, 14, 7-24.
- Nunnally. (1978). The impact of human resource management practices on Operational performance: recognizing country and industry differences. *Journal of Operational Management*, 19-43.
- Oliver. (1990). Rewards, investment alternatives and organisational commitment: Empirical evidence and theoretical development. *Journal of Occupational Psychology*, 2-7.

- Onyinyi. (2003). Perceived Organizational Support, Commitment and Organizational Citizenship Behaviors A Comparative Study of Mulago and Nsamby a Hospitals. . *Unpublished MBA Dissertation, Makerere University.*
- Organ. (1988). *Organizational citizenship behavior: The good soldier syndrome*: Lexington, MA: Lexington Books.
- Panaccio& Vandenberghe. (2009). Perceived organizational support, organizational commitment and psychological well-being: A longitudinal study. *Journal of Vocational Behavior, 75(2)*, 224-236.
- Raju& Srivastava. (1994). Factors contributing to commitment to the teaching profession. *International Journal of Educational Management, 8(5)* 7-13.
- Razak. (2013). The 2013 Budget Speech "Prospering The Nation, Enhancing Well-Being Of The Rakyat: A Promise Fulfilled". In The Dewan Rakyat
- Rhoades& Eisenberger. (2002a). Perceived organizational support: a review of the literature. *Journal of applied psychology, , 87(4)*, 698.
- Rhoades& Eisenberger. (2002b). Perceived organizational support: A review of the literature. *Journal of Applied Psychology, 87*, 698-714.
- Rhoades, Eisenberger& Armeli. (2001a). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology, 86*, 825-836.
- Rhoades, Eisenberger& Armeli. (2001b). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology, 86*, 825–836.
- Riggle, Edmondson& Hansen. (2009). A meta-analysis of the relationship between perceived organizational support and job outcomes: 20 years of research. *Journal of Business Research, 62(10)*, 1027-1030.
- Rivai. (2005). *An Empirical Testing of the Impacts of Organisational Justice, Job Satisfaction and Commitment on Turnover Intent and Organisational Citizenship Behaviour*. Southern Cross University.
- Rosenholtz& Simpson. (1990). Workplace conditions and the rise and fall of teachers' commitment. . *Sociology of education, 241-257.*
- Rousseau& Ho. (2000). Psychological contract issues in compensation. In S. L. Rynes& E. Gerhart (Eds.), *Compensation in organizations: current research and practice*. San Francisco, CA, USA: Jossey-Bass.
- Rugg& Petre. (2007). *A gentle guide to research methods*. UK: Open University Press McGraw-Hill.
- Ruhland. (2001). Teacher shortage: An analysis of factors impacting the turnover and retention of secondary career and technical education teachers. *Journal of Career and Technical Education, 17(2)*, 36-47.
- Samad. (2006). Predicting Turnover Intentions: The Case of Malaysian Government Doctors. *The Journal of American Academy of Business, Cambridge, , 8(2)*, 1113-1119.
- Shore& Tetrick. (1991). A construct validity study of perceived organizational support. *Journal of Applied Psychology, 76*, 637–643.
- Shore& Wayne. (1993). Commitment and employee behavior: Comparison of affective commitment and continuance commitment with perceived organizational support. . *Journal of Applied Psychology, 78*, 774–780.

Sii Ling Mee Ling & Ibrahim. (2013). Transformational Leadership and Teacher Commitment in Secondary Schools of Sarawak. *International Journal of Independent Research and Studies – IJIRS* ISSN: 2226-4817; EISSN: 2304-6953, 2(2), 51-65.

Sirat. (2009). Strategic Planning Directions of Malaysia’s Higher Education: University Autonomy in the Midst of Political Uncertainties. *Higher Education*, published on-line on 9 July 2009.

Tansky & Cohen. (2001). The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12(3), 285-300.

Vandenberghe et al. (2007). An examination of the role of perceived support and employee commitment in employee-customer encounters. *Journal of Applied Psychology*, 92, 1177–1187.

Welter & Lasch. (2008). Entrepreneurship research in Europe: taking stock and looking forward. *Entrepreneurship Theory and Practice*, 32(2), 241-249.

Zampetakis, Beldekos & Moustakis. (2009). Day-to-day” entrepreneurship within organization: The role of trait Emotional Intelligence and Perceived Organizational Support. *European Management Journal* 27, 165-175.

Table 1 Tenth Malaysian Plan

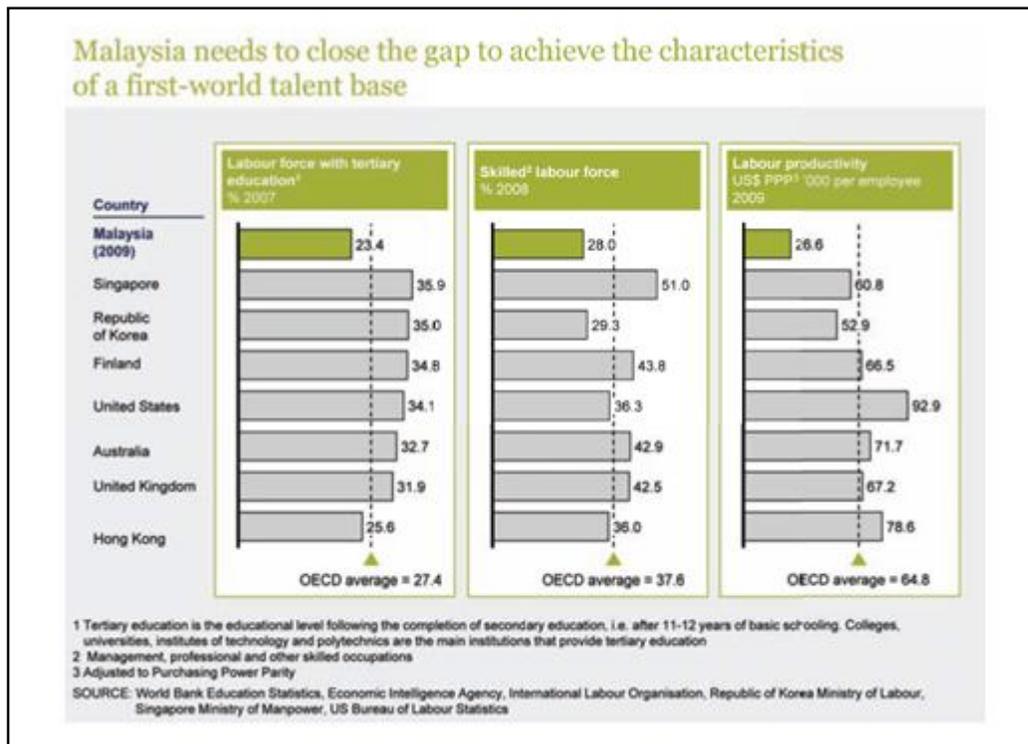


Table 2 Correlation and regression results

Hypothesis	Correlation	Regression R^2	Hypothesis Result
<i>H1: Perceived organisational support is related positively to organisational commitment</i>			
H1a: Perceived organisational support is related positively to affective commitment	.562*	.316**	Supported
H1b: Perceived organisational support is related positively to continuance commitment	.452*	.204**	Supported
H1c: Perceived organisational support is related positively to normative commitment	.508*	.259**	Supported

Note. * $p < 0.01$. ** $p < 0.005$.