
Integrating Landscape Of Organizational Commitment Among Teachers In Indigenous Primary Schools In Malaysia

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Abstract: Purpose of the study: This study focused on job satisfaction and organizational commitment among teachers who are teaching the indigenous students in the Pahang state. The purpose of this study was to identify the relationship between job satisfaction and organizational commitment among the teachers and to find out which dimension in job satisfaction scored the highest factors in fulfilling organizational commitment.

Methodology: This is a correlational study adopting a quantitative approach in data analysis. A questionnaire on organizational commitment was adapted from Meyer and Allen (1990) while job satisfaction dimension was adapted from Spector (1985). The questionnaires were distributed to 51 respondents from 3 indigenous schools in Pahang. This study used purposive sampling technique and data were analysed using SPSS version 25.

Main Findings: Findings showed a significant relationship between job satisfaction and organizational commitment among the teachers. The result showed that promotion opportunities were the element of job satisfaction that has the highest influence towards organizational commitment, meanwhile supervision has the factors lowest influence to organizational commitment.

Applications of this study: This study is beneficial to the Pahang State Education Department in providing guidelines on how to increase organizational commitment among teachers in indigenous schools. Besides that, this study also benefits the school management as it offers a guideline for them to improve performance appraisal. The findings can also help future researchers by providing better understanding of the connection between job satisfaction and organizational commitment.

Novelty/Originality of this study: Although literature pertaining to job satisfaction and organizational commitment has often been discussed internationally, there is a scarcity of investigation on the issue in the Malaysian context, explicitly in the topic related to indigenous school teachers. Hence, this study is trying to fill this gap.

Keywords: Indigenous; Job satisfaction; Organizational commitment; Primary schools; Teachers

INTRODUCTION

The issue on organizational commitment has been considered vital in many organizations. According to Luz, Paula and Oliviera (2018), employees who are committed to the organization seem to be more loyal, more likely to perform at work, more effective, and portray behavior that will help the success of an organization. This is supported by Bahadur and Naimatullah (2019) when they found that committed employees are more dedicated towards the company and perform better in their job. As a result, the company become more profitable and businesses will also grow. Jameel, Mahmood, and Jwmaa (2020) discovered that organizational commitment is a process in which people identify themselves and interact with their company without any intention to quit and also represents the characteristics of the collaboration among employees and organization that influence the retention of their membership in the organization (Karem, Mahmood, Jameel, & Ahmad, 2019).

The connection between organizational commitment and job satisfaction has received much attention from researchers around the world. Fatma (2020) discovered that employees who are more satisfied with their job tend to be more productive, more committed towards their job and have lower levels of turnover rate and absenteeism. The need to address teacher's commitment and satisfaction arose when Han and Yin (2016) stated that teacher's shortage was reported by many western countries including the US, Australia and some other

European countries like the UK, Germany and Norway. Another study conducted by Larkin (2015) found that the shortage of teachers has cost United States of America in excess of \$7 billion annually for recruitment, administrative processing and hiring, and professional development training of the replacement teachers (National Commission on Teaching and America's Future (NCTAF), 2007). Unfortunately, the reason for the shortage is not from the retirement of teachers, but from the school's inability to retain qualified teachers. As such, there is a need for the researchers to understand why the problem occurs and discover how to attract the teachers and to retain them in teaching.

At present, the education transformation in Malaysia is taking a lot of teachers' time with clerical work and if this issue is not addressed, it will affect their interest to stay in the education line and they become less committed and satisfied in their jobs. Moh Wahyudin, Makruf and Yeti (2020) stressed that teachers' job satisfaction does affect their work enthusiasm. They stated that high satisfaction teachers can assess work positively, are more committed, and always motivate themselves to carry out their work properly. It is clear that the interaction among the teachers in the school, between the teachers and the students, the quality of procedures and the level of the teachers' apprehension of their profession all affect the teachers' level of organizational commitment. Lower commitment teachers may create problems and cause teachers to be less successful in their professional performance or more incline to leave the profession. Indeed, the question of how to increase teacher's commitment is still a problem. Hence, a study which investigates the teacher's commitment and job satisfaction should be endeavored.

Currently, the education system in Malaysia is facing new challenges related to the need to organize activities in schools during the covid-19 situation. Teachers and students from schools nationwide are affected including the indigenous school students. In Malaysia, the indigenous minority people in Peninsular Malaysia are called "Orang Asli" (Alias, 2015) and "Orang Asli" means the original or first people of the Peninsular Malaysia (Department of Orang Asli Affairs, 2008). According to Rosniza, Lyndon, Vivien, Siti Norsakira, Syahiran and Mohd Fuad (2018), in the Aboriginal People Development Strategic Plan 2011 - 2015 and population census 2010, the total population of "Orang Asli" community was 179,197 (in 2010) and represented a mere 0.7% of the total Malaysian population (Portal Statistic Malaysia, 2014). Many researchers (Richard, Cheleen and Chris, 2016; Gawaian and Bronwyn 2016; Abd Rahman, Halim, Ahmad, Hassan, and Tuan Soh, 2018), found that the indigenous people dream to have a good standard of living through education, however, their low level of education has made them unable to help their children's education. Another research conducted by Catherine (2016) reported that language and cultural barrier were the reasons for the interaction gap between indigenous people with other community and have caused them to be left behind in the educational development. As such, to overcome this barrier, the indigenous people are relying totally on the school to provide education to their children (Clandinin 2016; Rosniza, Saari and Novel, 2017). It is undeniable that teachers play a vital role to educate this new generation of indigenous people and in order to educate them, schools need committed and competent teachers to deliver effective teaching. Therefore, this research is trying to explore the connection between teacher's commitment and satisfaction in teaching the indigenous students and it is hoped that with these committed teachers, the indigenous students will not be left behind anymore.

This research aims to investigate whether there is any significant relationship between job satisfaction and organizational commitment among teachers in indigenous schools in Pahang, Malaysia. Moreover, this research aims to examine which element of job satisfaction has the highest influence on organizational commitment among the teachers. This study was also conducted to test the following hypothesis:

H₁ There is a significant relationship between job satisfaction and organizational commitment among teachers in indigenous primary schools in Pahang.

The researcher will begin this article with the background of the study followed by the discussion on the existing literature on the conceptualisation of job satisfaction (JS) and organizational commitment (OC), as well as the development of the hypothetical models of the JS-OC relationship. After that, it presents the research methodology, the results and discussion of the findings. Finally, it concludes with the discussion of limitations and recommendations for future research.

LITERATURE REVIEW [1000 to 1500 words]

Job Satisfaction

Job satisfaction is the most studied variable. It can be defined as the extent to which an individual like or dislikes his or her job. It is important to consider that the success of organizations depends on the job satisfaction of its employees. Most of the studies emphasize the relationship between job satisfaction and organizational commitment, which implies that an individual can be committed to the organization only when he or she is satisfied with his or her job (Akhtar, Muhammad & Amina, 2019).

The dimension of Job Satisfaction theory used in this research is based on the Job Satisfaction Survey (JSS), which encompasses nature and content of the job, rewards, supervision and promotion opportunities (Spector, 1997). This theory is widely used by researchers in investigating about job satisfaction. According to previous research, a survey was administered via the internet to obtain data on independent variable job satisfaction and

organizational commitment (Jackson, 2018). Haruna and Marthandan (2017), and Nwachukwu and Chladkova (2017) indicated that if job satisfaction was adjusted, organizational commitment would transform consequently. Previous research done among teachers reveal that if teachers feel that their organizations care about their welfare and needs, they work with more devotion and loyalty and give a better feedback. Organizations that satisfy the social needs of the employees such as self-respect, attachment and identification in response, would have employees who work for organizations to fulfil the organizational goal (Akhtar, Muhammad & Amina, 2019). A study done by Arunachalam and Palanichamy (2017), revealed that an organization should also focus on employees' development needs by always giving a supportive feedback and necessary training opportunities as a way to produce satisfaction and commitment among employees. In fact, by having a continuous feedback from the teachers, the management would be able to understand the needs and wants of the teachers at the schools. Guzi and Garcia (2015) verified that job satisfaction is one of the three indicators of subjective well-being, whereby employees with higher level of this well-being will not just be happy, but they are more likely to fulfil the relationships, increased their work performance and income, having better physical health and will live longer (Kushlev, Heintzelman, Lutes, Wirtz, Oishi & Diener, 2017). A good supervision is also important in order to strengthen the success of an organization. Alvinus et al. (2017) mentioned that good relationship with coworkers is important because it can build trustworthiness and loyalty towards the organization. A good relationship among employees may lead them to have a special connection and make them loyal and focus on the objectives of the team and contribute to organizational commitment. Meanwhile, the nature and content of a job are vital and they also contribute towards an organizational commitment. It is crucial for the management to identify the job description and job scope among teachers in order to prevent burnout. Alferaih (2017), indicated job burnout can occur due to several factors such as role ambiguity, role conflict and role overload. The study also ratified that higher levels of job stress resulted in lower job satisfaction and job performance. However, the findings of this study contradicted the findings of Salahudin, Baharuddin, Abdullah and Osman (2016) who found there no significant relationship between job satisfaction and organizational commitment.

Organizational Commitment

Organizational commitment is defined as a situation where an employee favoring certain organizations and the goals and desires to retain membership in the organization. Massoudi, Jameel and Ahmad (2020) described organizational commitment as a feeling of attachment and desire to stay within the organization that can be measured through emotional relationships, the acceptance of needs and the participation of employees in the organization. Besides that, organizational commitment also refers to "the relative strength of an individual identification with and involvement in a particular organization". It also describes the employee's state of commitment to the organization, as well as the employee's identification with the organization's values and goals (Mowday, Steers, & Porter, 1979; Al-Jabari & Ghazzawi, 2019). Bateman & Stress (1984) agreed with Hood (2016) and stated that organizational commitment is a "multidimensional in nature, involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, a degree of goal and value congruency with the organization and desire to maintain a membership".

The well-known model of organizational commitment was developed by Meyer and Allen (1990) which comprises continuance commitment, normative commitment and affective commitment. This approach to conceptualizing organizational commitment has been supported in literature and validated in measures (Ohana & Meyer 2016). A feeling of the workforces towards their membership in the organizations can be known as affective commitment, while continuous commitment is that the opinion of costs by the employees when they leave the organization and, lastly, the normative commitment identified as the awareness of their functions by the employees and promises to the organizations (Mohammed & Eleswed, 2013). Organizational commitment often applies to the employee's expressive connection to, association, and organizational participation. A dedicated employee is expected to continue working on a voluntary basis with great dedication, and continuing engagement, which means workers maintain their organizational involvement. According to Fatma (2020), employees are more committed when they are more satisfied with their job. As a result, it will reduce the levels of turnover rate and absenteeism.

According to Saljoogi and Salehi (2016), organizational commitment in teachers is part of their emotional response to their experience of teaching at school. Many researchers have tried to define the concept of organizational commitment in teachers and focused their studies on specific activities of teachers as samples of their teaching career (Lease, 1998). Zaki (2009) in his study found that signs of organizational commitment include the rightful, appropriate, and timely use of resources for teaching duties. Another study conducted by Raman et al. (2015) found that highly dedicated and committed teachers will complete their task to their utmost effort because they understand that they are the key players in the implementation of the curriculum in school. They also believed that teachers with high commitment will result in high performance students in all aspects especially in academic. Several studies (Ariffin & Che Ha, 2014; Cooper-Hakim & Viswesvaran, 2005) have

found that employees who exhibited high levels of affective commitment are more effective, productive and less inclined to leave the organizations.

Job Satisfaction and Organizational Commitment

Based on previous study done by Ardharn and Vinai (2018), job satisfaction has a positive influence on company performance and organizational commitment. An earlier study (Santos, 2015) revealed that job satisfaction influenced organizational commitment. The strongest variable to predict organizational commitment was found to be job satisfaction. Based on previous research, nurses who were 41 to 50 years old, lack of job satisfaction and group cohesion best predicted intent to leave their job. Furthermore, organizational commitment is an important predictor of whether the individual stays with the organizational or not (Santos, 2015).

According to Valael and Rezaei (2016), the “compensation, promotion, fringe benefits, staff, communications, operating procedures and the nature of the work are positively related to organizational commitment.” In addition, operating procedures, promotion, payment, supervision, benefits, rewards and scope of the work also have a positive relationship with organizational duty. Bearing in mind the extensive of experience of employees as a “categorical moderating factor”, the findings of “the multi-group study of partial least squares” exhibit how the dissimilarities between the years of experience of workers influence their height of dedication.

A dedicated employee will bring success to an organization, a committed employee will bring profit towards the organization and an employee who always perform will expand the business of the organization (Bahadur and Naimatullah, 2019). Besides that, a happy worker who is full of emotional expressions seem to be loyal to an organization and is more likely to appear to work, committed to the organization, function well, gets to work on time and engages in behavior that will help the success of an organization (Luz, Paula & Oliveira, 2018).

Employees with high levels of job satisfaction are connected with high levels of productivity, low levels of turnover rate, low levels of absenteeism and high levels of organizational commitment (Fatma, 2020). Hence, Luz et al. (2018) also suggested organizational commitment can serve to predict employee’s turnover rate as employee’s organizational commitment decreased, their interest and dedication to perform will be reduced too (Wu & Chen, 2018). Thus, it will reduce the chances of a high turnover (Okta, Umar, Musadiq, Utami & Hamidah, 2015). Alvinius, Johansson and Larsson (2017) agreed that positive commitments lead to loyal employees, while negative commitments lead to increased stress and sick leave.

Arunachalam and Palanichamy (2017) stated that organization should continuously improve performance appraisal policies by eliminating standards and quota-based rewards as we know time based promotional opportunities were applied to teachers in Malaysia. According to (Luz et al., 2018), employees who are always being rewarded will produce high level of commitment and this will increase their job performance. Employees who believe their management treat them equitably will be more motivated to perform in the sense of obligation to pay back to the management, as it shows increased involvement of the employees will lead in the increase of their commitment with the organization (Ohana & Meyer, 2016).

METHODOLOGY [500-1000 words]

Research design

The main purpose of this study is to evaluate the relationship between job satisfaction and organizational commitment. This is a correlational study and adopted the quantitative method in analysing its data. The researchers used descriptive analysis for the demographic section. Pearson correlation coefficient was used to analyse the relationship between variables.

The reliability test for both job satisfaction and organizational commitment resulted in the score of 0.862 and 0.892 respectively. These scores were higher than 0.7, therefore it can be concluded the entire set of items used in this study was reliable.

Questionnaire and sampling frame

Structured questionnaires were used as the primary mode of data collection. The sampling frame in this study involved all teachers in three indigenous primary schools located in Cameron Highland Pahang. A complete list of the teachers’ names teaching in the indigenous primary schools was obtained from the schools’ authority. A total of 51 teachers from these indigenous primary schools were approached to complete the questionnaires. Due to the small number of population, the researchers decided to include all the population listed in the sampling frame. Therefore, the researcher used purposive sampling technique since there was a limited number of respondents to serve as primary data to fulfil the research objective. Thus, purposive sampling was used to ensure that all participants selected have the experience of teaching in indigenous primary schools to give a better and more accurate representation of the population. Thus, our sample size (51) was sufficient and valid. The data for this study were gathered through the circulation of a questionnaire to all teachers in the indigenous primary schools selected for the study. The respondents were given adequate time to complete the questionnaire. The questionnaires were instantly collected once they were completed to ensure 100% return rate. The questionnaires included a cover letter to the participants, explaining the essence of the research and

concealment. Comprehensive instructions were delivered to the respondents on how to answer and return the questionnaires.

The questionnaire was adapted and adopted from Meyer and Allen (1990) and Spector (1985). Some items were modified in order to get the required responses to the research questions. The survey consisted of three sections; Section A, Section B and Section C. Section A, the demographic profile of the respondents consisted of monthly income, length of service, educational level, age, marital status and gender. Questions in Section B were related to Organizational Commitment. Section B consisted of 25 items and used a 5-point Likert scale ranging from “Strongly Disagree” – Number 1 to “Strongly Agree” – Number 5. While in Section C, the questions were related to Job Satisfaction. Section C consisted of 10 items and also used a 5-point Likert scale ranging from “Strongly Disagree” – Number 1 to “Strongly Agree” – Number 5.

RESULTS/FINDINGS [500 to 1000 words]

Survey Return Rate

51 self-administered questionnaires were distributed among teachers in three indigenous primary schools in Cameron Highlands. After two weeks of face to face process of distribution, all the questionnaires were returned, which given a response rate of 100 percent.

Demographic Profiles

Table 1 shows the respondents ' demographic profile by gender, age, length of service, marital status, educational level and monthly income. The male respondents represented 70.6 percent (36 persons) of the total respondents, while female respondents were 29.4 percent (15 persons). The majority of respondents (45.1%) were from the age group between 31- 40 years old with 3 – 5 years of length of service (45.1). Largely of the respondents have obtained a tertiary education level with Bachelor’s Degree (78.4 %) and majority of the respondents were married with 64.7 percent that represented 33 employees. The results also revealed that monthly income of the bulk of the respondents were in the range between RM4001 – RM5000 with 60.8 percent or equivalent to 31 employees.

Table 1: Demographic Profiles of the respondents

Personal Variables	Frequency	Percentage
<u>Gender</u>		
Male	36	70.6
Female	15	29.4
Total	51	100.0
<u>Age</u>		
20 – 30 years old	22	43.1
31 – 40 years old	23	45.1
41 – 50 years old	5	9.8
51 – 60 years old	1	2.0
More than 60 years old	0	0
Total	51	100.0
<u>Marital Status</u>		
Single	18	35.3
Married	33	64.7
Total	51	100.0
<u>Educational Level</u>		
Sijil Tinggi Pelajaran Malaysia	1	2.0
Diploma	2	3.9
Bachelor’s Degree	40	78.4
Master’s Degree	2	3.9
PhD	6	11.8
Total	51	100.0
<u>Length of Service</u>		
Less than 3 years	9	17.6
3 – 5 years	23	45.1
6 – 10 years	16	31.4
11 – 15 years	1	2.0
16 – 20 years	1	2.0

More than 20 years	1	2.0
Total	51	100.0
<u>Monthly Income</u>		
RM2001 – RM3000	1	2.0
RM3001 – RM4000	16	31.4
RM4001 – RM5000	31	60.8
More than RM5000	3	5.9
Total	51	100.0

RQ1 Is there any significant relationship between job satisfaction and organizational commitment among the teachers?

		Organizational Commitment	Job Satisfaction
Organizational Commitment	Pearson Correlation	1	.183**
	Sig. (2-tailed)		.000
	N	51	51
Job Satisfaction	Pearson Correlation	.183**	1
	Sig. (2-tailed)	.000	
	N	51	51

** . Correlation is significant at the 0.01 level (2- tailed).

The correlation analysis by Pearson product-moment correlation was used to test the first research question. This analysis was used to determine whether both of the variables have any significant relationship to one another.— Table 2 above shows the results of the analysis with the degree of relationship. Results from Table 2 reveal that there is a significant relationship between job satisfaction and organizational commitment among teachers at 0.01 level. The results also reveal that there is a very weak positive relationship between job satisfaction and organizational commitment ($r = 0.18, p < 0.01$). Therefore, it can be concluded that H_1 was accepted since it shows a significant relationship between job satisfaction and organizational commitment among the teachers.

RQ2 What is the element of job satisfaction that has the highest influence towards organizational commitment?

Table 3: Multiple Regression between elements of job satisfaction and organizational commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.282 ^a	.080	.023	13.68990

- a. Predictors: (Constant), Relationship with Coworkers, Supervision, Rewards, Nature and Content of the Job, Promotion Opportunities
- b. Dependent Variable: Organizational Commitment

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	729.732	5	145.946	.779	.000 ^a
	Residual	8433.601	45	187.413		
	Total	9163.333	50			

- a. Dependent Variable: Organizational Commitment
- b. Predictors: (Constant), Relationship with Coworkers, Supervision, Rewards, Nature and Content of the Job, Promotion Opportunities

Estimates of Coefficients for the Model

Independent Variable	Dependent Variable (Organizational Commitment)

		Collinearity Statistic		
		Standardized Coefficients Beta	Tolerance	VIF
1	Nature and Content of the Job	.120	.843	.711
	Rewards	.174	1.233	1.521
	Supervision	.088	.617	.381
	Promotion Opportunities	.233	1.675	2.805
	Relationship with Coworkers	.114	.806	.650
a. Dependent Variable: Organizational Commitment				

Multiple linear regression model was used in answering the second research question. Regression is an equation that represents the best prediction of a dependent variable from several independent variables. Based on the results in Table 3, the value indicated that 8 percent of the variance in organizational commitment scores can be predicted from the variance of nature and content of the job, rewards, supervision, promotion opportunities and relationships with coworkers. Of the five variables, promotion opportunities made the largest unique contribution with ($\beta = .233$, $p < .05$) on organizational commitment, followed by rewards with ($\beta = .174$, $p < .05$), nature and content of the job with ($\beta = .120$, $p < .05$), relationship with coworkers with ($\beta = .114$, $p < .05$) and the lowest element was supervision with ($\beta = .088$, $p < .05$). Therefore, it can be concluded that promotion opportunities were the element of job satisfaction that has the highest influence towards organizational commitment as it makes the largest unique contribution, meanwhile supervision would be the lowest element to organizational commitment as it makes the smallest contribution.

DISCUSSIONS/ANALYSIS

The findings of this study were consistent with previous study by [Haruna and Marthandan \(2017\)](#), and [Nwachukwu and Chladkova \(2017\)](#) which indicated that if the job satisfaction were to adjust, organizational commitment would transform consequently. It is because the dimensions of job satisfaction showed a significant relationship with organizational commitment. Besides, [Ardharn and Vinai \(2018\)](#) confirmed that job satisfaction has a positive influence on company performance and organizational commitment. Therefore, the researchers believe that Pahang State Education Department should play their role in increasing the level of organizational commitment among teachers in indigenous primary schools in Pahang. The researchers also believe and agree with the statement of [Bahadur and Naimatullah \(2019\)](#) that dedicated employees will bring success to the organization, committed employees will bring profit to the organization, and increase productivity. It is because happy workers who are full of emotional expressions seem to be loyal to the company and are more likely to appear to work, loyal to the organization, function well, get to work on time and engage in behavior that will help the organization ([Luz, Paula & Oliviera, 2018](#)). According to [Fatma \(2020\)](#), employees with high levels of job satisfaction is connected with high levels of productivity, low levels of turnover rate, low levels of absenteeism and high levels of organizational commitment. If the Pahang State Education Department is able to make the teachers in indigenous schools happy and satisfied with their job, the teachers will always commit to stay and loyal with the schools. Moreover, [Luz et al. \(2018\)](#) also suggested organizational commitment can serve to predict employee's turnover rate as, if employee's organizational commitment decreased, their interest and dedication to perform will be reduced too ([Wu & Chen, 2018](#)). Thus, will reduce the chances of a high turnover ([Okta, Umar, Musadiq, Utami & Hamidah, 2015](#)). [Alvinius, Johansson and Larsson \(2017\)](#) identify positive commitments lead to loyal employees, while negative commitments lead to increased stress and sick leave. It is suggested that the Pahang State Education Department to continuously have a good rapport with the teachers and asks the feedback regarding the job so that responsible parties might have a clear picture of what is really happening in indigenous schools in Pahang. It is supported by a study from [Arunachalam and Palanichamy \(2017\)](#), organizations should also concentrate on employees' development needs by providing positive feedback regularly with necessary training opportunities as a way to produce satisfied and committed employees. By having a continuous feedback from the teachers, responsible parties would also understand the needs and wants of the teachers at the schools. Respondents, who were the teachers in indigenous schools in Pahang, believed that when the supervisor always gives feedback regarding their job performance, it automatically increases their level of occupation satisfaction and organizational commitment. It is due to the findings that showed supervision is the lowest element to organizational commitment. Hence, it is suggested that the employer in indigenous schools in Pahang to always give feedback to the teachers so that they will continuously know about their performance. Feedback by the employer is important because the employees can know what is right, and what is wrong. If the employees practice the attitude that contradicted with the norms and beliefs of the organization, the employees might change it once they start to realize it is wrong and try to learn from the mistake. The employer should play the important role in educating their employees as they should act as the role model and display a good attitude as the employees will follow what the leaders do. Promotion opportunities were revealed as the highest elements

that contribute to organizational commitment. It means that majority of the teachers in indigenous schools believe that if promotional opportunities is implemented with the right procedure, their level of commitment to stay with the schools will increase. The finding is consistent with a study by [Arunachalam and Palanichamy \(2017\)](#) which stated that organization should continuously improve performance appraisal policies by eliminating standards and quota-based rewards. As we know time based promotional opportunities were applied to teachers in Malaysia. Moreover, employees who are always being rewarded by supervisors will produce high level of commitment, thus, will increase their job performance ([Luz et al. 2018](#)). Therefore, it is recommended that responsible parties should act accordingly in handling performance appraisal of the teachers in indigenous schools. It is crucial since both the employers and employees realized the importance of job satisfaction. If the employees think someone who is not qualified to hold a certain position is being promoted to the higher position as a result of the biasness and discrimination of the employer, they will become frustrated. Thus, this will decrease their level of job satisfaction and also commitment to stay with the organization. According to [Ohana and Meyer \(2016\)](#), employees who believe their management treat them equitably will be more motivated to perform in the sense of obligation to pay back to the management, as it shows increased involvement of the employees will lead to increase their commitment with the organization. Besides, [Guzi and Garcia \(2015\)](#) verified that job satisfaction is one of the three indicators of subjective well-being, whereby employees with higher level of this well-being will not just be happy, but they are more likely to have fulfilled relationships, increased their work performance and income, having better physical health and will live longer ([Kushlev, Heintzelman, Lutes, Wirtz, Oishi & Diener, 2017](#)). The researchers also discovered that relationship with coworkers should be focused on too since the finding showed it was the second lowest element contributed to organizational commitment. According to [Alvinus et al. \(2017\)](#), relationship with coworkers is crucial because it can build trust and organizational spirit. It means that a good relationship created among members of the employees will create a special bond between them, make them loyal to a common task, which leads this team spirit to organizational spirit that contributed to shared organizational commitment. As nature and content of the job results placed the third highest element contributing to organizational commitment, the researchers suggested that the school authorities to periodically review the job descriptions for teachers in a way to prevent from job stress. [Alferaih \(2017\)](#) indicated that job stress occurred due to the several factors such as role ambiguity, role conflict and role overload. The study also ratified that higher levels of job stress resulted in lower job satisfaction and job performance. However, the findings of this study contradicted with the findings of [Salahudin, Baharuddin, Abdullah and Osman \(2016\)](#) who found no significant relationship between job satisfaction and organizational commitment. It discovered that there was no noteworthy affiliation between career satisfaction and managerial commitment because Generation Y has a different workplace attitudes and are willing to change organizations for better opportunities and appreciation.

CONCLUSION

In conclusion, the aim of this study was to investigate the relationship between job satisfaction and organizational commitment among teachers who are teaching the indigenous primary schools in Cameron Highlands Pahang. Moreover, it aimed to investigate which elements in job satisfaction scores the highest factors in fulfilling organizational commitment. From the findings and discussion, this study discovered that there is a meaningful connection between job satisfaction and organizational commitment among teachers in the three indigenous primary schools involved in the study. The results also revealed that there was a very weak positive relationship between job satisfaction and organizational commitment. Besides, this study also revealed that all the five elements of job satisfaction, which consisted of promotion opportunities, nature and content of the job, rewards, supervision, and relationship with colleagues were the magnitudes that furthered to the organizational commitment involved in this study. The multiple regression analysis results indicated that all five elements contributed to organizational commitment. Among the five elements, the results indicated that promotion opportunities contributed the highest to job satisfaction, while supervision by supervisor the lowest contributor.

The findings from this study may draw attention from other researchers, the Pahang State Education Department, employers and practitioners to better understand the reasons their employees stay or leave the organization. Generally, high levels of employees' job satisfaction will lead to high levels of organizational commitment. The five elements of job satisfaction, namely nature and content of the job, rewards, supervision, promotion opportunities, and relationship with co-workers, should be the focus of employers if they want to retain their employees. Employees who find meaning in their jobs, being rewarded fairly, get a frequent feedback, promoted based on their qualifications, and having a close relationship with their teams will stay longer with the organization.

LIMITATION AND STUDY FORWARD

This study is the initial stage of behavioural research between Job Satisfaction and Organizational Commitment among teachers in indigenous primary schools. However, sampling size focused only on three indigenous

schools in Cameron Highlands, Pahang. Future research is proposed to be carried out using a larger sample size. Moreover, future research also can focus on behavioural factors that contribute to organizational commitment.

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AUTHORS CONTRIBUTION

Noorsuraya design the organization of this paper, Norlaili wrote introduction and literature review, Nor Farhana wrote the literature review, Noor Dalila perform the statistical analysis, interpretations, and conclusion. Thus, all authors contributed equally to this research.

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