



Faculty of Cognitive Sciences and Human Development

THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND PERFORMANCE APPRAISAL: A STUDY ON TEACHER IN PUBLIC SCHOOL IN BINTULU, SARAWAK

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Final Year Project Report

Masters

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Gred A-

**THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND
PERFORMANCE APPRAISAL: A STUDY ON TEACHER IN PUBLIC SCHOOL IN
BINTULU, SARAWAK**

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This project is submitted in partial fulfilment of the requirement for a Bachelor of Science
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ABSTRACT

The organizational commitment of teachers is very important to the effectiveness of the school and can indirectly affect teacher performance appraisal. The study used structured questionnaires using Likert scale on all the variables. The study used SPSS version 26, where descriptive and inferential statistics was used. Out of the 100 questionnaires, distributed by the researcher, only 80 questionnaires were returned. The findings of this research revealed that teachers are strongly positively with normative commitment between performance appraisals. Furthermore, there was a positive and significant relationship for affective commitment and continuance commitment between performance appraisals.

Keywords: *affective commitment, continuance commitment, normative commitment, performance appraisal*

ABSTRAK

Komitmen organisasi guru sangat penting untuk keberkesanan sekolah dan secara tidak langsung dapat mempengaruhi penilaian prestasi guru. Kajian menggunakan soal selidik berstruktur yang menggunakan skala Likert pada semua pemboleh ubah. Kajian ini menggunakan SPSS versi 26, di mana statistik deskriptif dan inferensi digunakan. Dari 100 soal selidik yang diedarkan oleh penyelidik, hanya 80 borang soal selidik yang dikembalikan. Hasil kajian ini menunjukkan bahawa guru sangat positif dengan komitmen normatif antara penilaian prestasi. Selanjutnya, terdapat hubungan positif dan signifikan untuk komitmen afektif dan komitmen kesinambungan antara penilaian prestasi.

Kata kunci: *komitmen afektif, komitmen berterusan, komitmen normatif, penilaian prestasi*

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This research discusses about the relationship between organizational commitment and performance appraisal. There are few significances that can comprehend about the investigation of this topic towards teachers of public secondary education industry in Bintulu, Sarawak. This research will give various perception on organization commitment from performance appraisal. This research is using quantitative method to explore about the relationship between organization commitment and performance appraisal among teacher of public secondary in Bintulu.

This chapter of research will cover about background of study and problem statement. Besides, this chapter also discuss about research objectives, research question and significance of study. Lastly, it also consists of limitation of study and definition of term of this research.

1.1 Background of the Study

Across the globe, schools are a citadel of academic achievement, information, a source of individualism and above all, an ideal environment for future leaders (Cricelli et al., 2018). According to Salleh (2007), education is the most critical level of a child's formal education. Education at this stage is at the heart of the national education framework and must be on target so that the priorities of national growth can be accomplished at a level that is to be proud of. Besides that, the Ministry of Education Malaysia has outlined a few objectives for education such as to facilitate the personal development of pupils, secondary school preparation, social skills and cultural understanding, religious and moral, and contribution to the society and country (MOE, 2012).

From the international view, serious at work, demonstrations enthusiasm and constructive involvement in his teaching (Cesário & Chambel, 2017). In the other hand, organizational commitment is a significant predictor of the success of teachers at work. General rule, if the organizational contribution is strong, teachers will have outstanding job results. Apart of that, organizational commitment is the feeling of commitment of workers to the purposes of the organization. They associate with the level of performance of their

company's target. Organizational commitment requires influential factors in assessing the motivation and interest of workers to improve their sense of responsibility in organizational success. In addition, organizational commitment is an emotional reaction that is focused on the interaction between an organization and its workers. It is based on the measurement of employee attitudes, values, commitment and expectations and scales from very low to very high (Bierema, 2016).

The word 'organizational commitment' here applies to the organizational commitment of teaching. Teachers' organizational commitment is seen as the desire of teachers to be an integral part of the individual school of which they belong. Apart from that, the organizational commitment of the instructor will be strong and low. Extremely dedicated teachers are also less likely to tolerate their teaching job and are much less likely to be absent from school, whereas low-profile teachers are frequently absent from school to participate in more interesting hobbies, such as going to the urban city for family duties (Werang et al., 2015).

1.2 Problem Statement

From the past research, teachers who are satisfied with his or her job will accomplish his or her work well and will commit to his job and organization (Awang, Ahmad & Zin, 2010). According to Jonyo and Owuor (2017) it claims that the unsuccessful supervision and assessment structure in public schools has led to discontent among teachers. In addition to the poor levels of curriculum among students and maybe even teachers, and a complete lack of knowledge of the curriculum. In the similar way, Ismail and Razak (2016) positioned that the capacity of employers to have internal and external fulfilment in monitoring staff's employee performance has inspired workers to improve their corporate contribution.

The teachers serve as key players in the educational system as the survival or otherwise of any school depends on sound and dedicated teachers. Therefore, it is expected that the government support the teachers with the appropriate packages (improved condition of service, working tools, welfare package, promotion of qualified personnel, etc.) in according to their employment contract to withstand the security challenges bedeviling the nation but reverse is the case (Ogunyemi, 2016).

Furthermore, previous studies on performance appraisal have the same opinion which shows the important role it plays in enhancing employee's perception regarding their job and employer (Setiawati & Ariani, 2020), but it also needs further empirical research on

numerous scopes, various national cultures and other differences among cross national (Subramanian & Cisma, 2020).

Generally, performance appraisal is important because it involves a process of measuring, evaluating and influencing the attributes, behavior and performance of employees in relation to preset standards or goals (Ahmad, 2016). Apart of that, performance appraisal is used as a method of separation, transition decision-making and promotion. Not only did the performance appraisal but offer guidance to the individual about how the company measured and analyze the performance. Apart of that, performance appraisal is good for the organization to ensure that its workers recognize and support the company to accomplish its objectives. This was because when workers have a high level of education, it would be easier for some of them to accomplish their own goals and ultimately boost productivity. This will gain the opportunity of their culture and the good conscience.

1.3 Research Objectives and Research Question

This study consists of two types of objectives which are the main objectives and specific objectives. Besides that, this study also consists of the research question.

1.3.1 General Objectives

To identify the relationship of organizational commitment and performance appraisal.

1.3.2 Research Objectives

The specific of this study include:

1. To identify the relationship between affective commitment and performance appraisal.
2. To identify the relationship between continuance commitment and performance appraisal.
3. To identify the relationship between normative commitment and performance appraisal.
4. To identify the dominant factor of relationship between organizational commitment and performance appraisal.

1.3.3 Research Hypothesis

Ha 1 : There is a significant relationship between affective commitment and performance appraisal among teachers in public school.

Ha 2 : There is a significant relationship between continuance commitment and performance appraisal among teachers in public school.

Ha 3 : There is a significant relationship between normative commitment and performance appraisal among teachers in public school.

Ha 4 : There is a dominant factor of organizational commitment that affect performance appraisal among teachers in public school.

1.4 Conceptual Framework

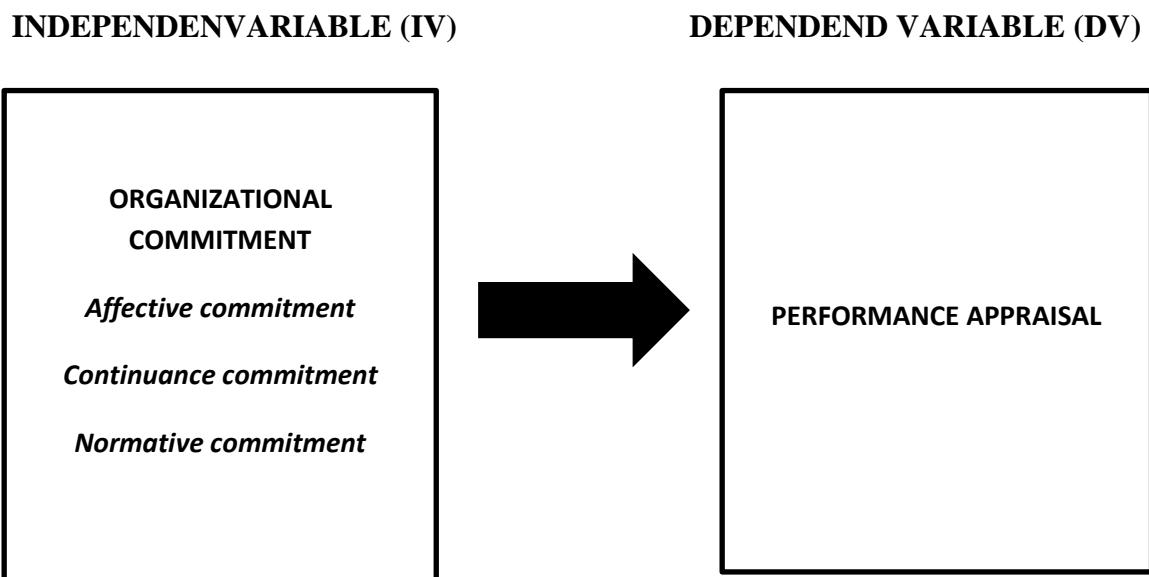


Figure 1: Conceptual Framework

1.5 Significance of Study

This research providing better understanding of knowledges about the impact of organizational commitment and performance appraisal. The research also to determines the impact of organizational commitment and performance appraisal. This research provides idea to employees to know how to be managing of performance appraisal and organizational commitment. In addition, it also gives awareness to readers about the importance of having a performance appraisal.

The knowledge obtained will allow staff and managers to educate senior high school teachers on the value of performance evaluation. Managers will be able to decide whether the performance evaluation is successful and to take the appropriate steps.

Teachers, like all other workers, need to understand the role of evaluation as a constructive mechanism for job improvement and career progression. For teacher educators, such as teachers' colleges and universities, the results might point to points of deficiency in the teacher evaluation framework and thereby identify ways in which future instructional leaders should be qualified in performance assessment. The report can also add efficiency in the measurement of performance management to the current teacher evaluation body when it is written.

1.6 Limitation of the study

There are some limitations in conducting this research. This research is conducted and focus on quantitative method. The future research may conduct using both which is quantitative method to find out to get more precise results about organizational commitment and performance appraisal.

1.7 Definition of Terms

In this section, the conceptual definition will be explained first followed by operational definition.

1.7.1 Performance appraisal

Wahjono (2015) indicates performance evaluation as an institution in which teachers are given grades to show their behaviour against their goal set to bring about improvement in organizational effectiveness. With either the reduction in careers in the workplace, human resource management methods such as measuring performance have become much more relevant in empowering and managing the employee (Cravens, & Oishi, 2017). Besides, according to Phil (2016), this rating can be categorised into three groups, award reviews, future reviews and performance reviews, and at least one of them should be covered by the evaluation approach.

1.7.2 Affective commitment

Affective commitment refers to strong affection for the organization, reflected in a desire for seeing the organization succeed in its strategic goals and a sense of pride in being part of the organization (Cohen, 2003). Employees with high level affective commitment want to work for the employer actively and confidently, not just because they need a career, but also because they love to work (Meyer, Allen & Smith, 1993). In this form of commitment, the person and the company have common beliefs and thus the relationship from them is positive (Shore & Tetrck, 1991). In additional, affective commitment ensures that workers feel associated with the company under which they operate. Affective commitment means that people agree with the group, are proud to be a part of it and are deeply committed to it. Affective commitment is often described as the desire of employees to stay to stay in the organization on an emotional and possible outcome. Employees who have such a contribution to their organizations are only working because although their "want to," not only because they "have to" (Nasiri, 2015).

1.7.3 Continuance commitment

Continuance commitment refers to "an individual's awareness of the costs of leaving the organization" (Meyer, Allen & Smith, 1993). This is related to one's experiences and what one has given to the organization. An individual with a continuing commitment considers it difficult to give up his or her organization due to fear of change 'achievement value' of leaving the service or of finding fewer than no solutions. Individuals with a high level of commitment of this nature still stay familiar with the organization and need it.

1.7.4 Normative commitment

Employees with a high level of normative commitment realize teachers should always remain employees of the company, because that is the "right and moral" thing to do (Meyer & Allen, 1991). Wiener and Gechman (1977) selected a normative commitment to the institution due to the development of social connection measured by people as member of the community during their brief career. This commitment is also observed through their socialization as outsiders to the organization. Normative commitment may increase when a person feels dependent on the government to his or her organization for having spent time and resources on him or her and feels responsible for repaying the benefits that he or she

receives from the organization by making an effort to work and choosing to stay in the job (Meyer et al., 1993).

1.8 Summary

This chapter discuss about the introduction and general statement about this research such as background of study and problem statement. Besides, it also discusses about research objective, research question. Furthermore, this chapter consist of significance of study and the limitation of study. Lastly, this chapter also consist of the definition of term of research. After this chapter, the research will continue with next chapter which is discuss about the literature review that related to this research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gathered and gained deeper knowledge and insightful through various sources such as books, articles, journals and other assets which are significant and related to the topic of this research. Literature review in this research is gain and collect knowledge about past studies that related to this topic and recognize the flow of understandings.

2.1 Discussion of Issues Related to The Theory

Within the context of formal performance appraisal requirements, rating has been used to mean evaluating employee performance against the elements and standards in an employee's performance appraisal plan and assigning a rating of record. It is incredibly critical that workers have the appropriate qualifications, behavioral patterns to do well in their work. This is the principle surrounding the legislative provision that all governments review the productivity of employees (Peeters & Taris, 2018).

Performance appraisal is to determine and measure the performance of workers against the goals of the company. Performance appraisal is also an important component of the administration of human capital. In certain institutions, this is the foundation for some employee services, such as therapy, wage control or personal preparation. Appraisal is now seen by some commentators as being much more significant in maintaining employee loyalty and commitment than in directly managing performance (Jafri, 2017).

2.2 Organizational Justice Theory

In the observation of the researcher, the corporate justice hypothesis will be extended to analyze the three factors of employee engagement organizational commitment while the interaction effect is employee happiness. A few of the beginning theories of justice (equity theory) written and produced that the fairest contributions will be those that enhance motivation in comparison to their achievements (Adams, 1965). The Organizational Justice Theory discussed investigates individual employees' satisfaction in their employment

relationship. Researchers have also addressed the variety of various forms of evidence that are important to the understanding of equity.

The first category of justice that was studied in the social sciences was distributive justice, which looks to people's expectations of the fairness of the results that they have obtained, as well as the second form of justice that is considered procedural justice, which applies to people's views of the fairness of the processes used to assess the outcomes that they have received, as portrayed. The third category of justice that was studied by the researchers was interactive justice, which is why this organizational justice principle explains the situation that, in order to promote employee conduct in a workplace where the individual offers greater results in terms of organization effectiveness and citizenship, he or she argues on behalf of the government when justice was done in a workplace. (A.melis, 2012)

2.3 Discussion of past similar findings

A study by Nzambi (2015) it has been discovered that teachers help teacher learning through the use of supervision and peers to educate teachers on teaching activities. For example, other approaches include empowering and motivating teachers to conduct private research, using alternative methods such as school seminars, district education seminars and consultants. Besides, performance appraisal can be divided into three categories, reward reviews, potential reviews, and performance reviews, and the appraisal system should satisfy at least one of those (Phil, 2016). Manager should be very careful in reviewing the primary purpose of the appraisal system.

Essentially, teachers will change and maintain their proper behavior when they are excited to know, develop trust, and believed in themselves. (Thoifuri, 2007). Not the least bit, but the teacher should already have personal faith of his own. The principles that only teacher should have with it is that they realize what is fair or unfair with them. In the researcher, it was mentioned that even if they have a challenge, as an instructor, they should know how to fix the challenge and retain their energy at work. If teachers have confidence, it will affect their pupils because they consider teachers as an encouragement to students. Not just that, but teachers should really be a 'role model' for their students and willing to influence the mindset of their students. Just in importantly, as a modern teacher, they be forced to understand and be able to manage a learning activity every day and keeping progressive with the advancement of technology today.

2.4 Summary

This chapter discuss the literature review related to the topic that chosen in this research. It also consists of theory or model related or used in this research. Besides, it also discusses about past similar finding and issues that related to the research. After that, the next chapter will discuss about research methodology that used in this research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of this chapter is to clarify and analyze the design of analysis, population, sample and sampling procedures. This chapter would also clarify the research instrument used to carry out this research. In addition, a pilot study has also been performed in this research. In addition, this chapter further addresses the relevance, reliability and ethics of the study involved in this research. Finally, this chapter would clarify the compilation and interpretation of data.

3.1 Design of Study

The aim of this research conducted was to investigate the relationship between organization and performance appraisal among teachers. This research used quantitative method which is using questionnaires to investigate the relationship between organization commitment and performance appraisal. This research design is gathering information from respondents through individual perspective through questionnaire survey. Besides, these points are connected in such a manner that their relationship also demonstrates the design of the analysis to be carried out. In additional, extra information is accessible from different of sources, such as online journals and articles. According to Majid (2017), the nature of the sample is also a consequence of the research issue, research goals, phenomenon of interest, population and sampling techniques.

3.2 Population, Sample and Sampling Procedure

According to Investopedia (2020), population can be defined as any number of features within a category used by researchers to make conclusions about subjects in a research. The reason for this is that members of the population are easily available to provide information. This will help to make the information faster, more effective and cheaper. The population related to the study was a three school of public-school teachers located in Bintulu, Sarawak. In addition, questionnaires have been distributed to teachers in person and by email to receive their feedback accordingly. Besides, the sample of this research are focus on teachers in secondary school with consist of both gender which is male and female.

Apart of this, sampling is an important method for research projects, since the community of interest typically consists of too many people for any research experiment to be used as participants. Then, a good sample is a quantitative representation of the target population that is sufficiently broad to solve the research question. The sampling technique that used in this research was purposive random sampling which is involved teachers in school.

3.3 Research Instrument

The questionnaire is adopted from the previous study made by previous researcher and the researcher has done some modification to the questionnaire that suitable with the population. The questions are structured by using Likert Scale for the dependent and independent variables sections and Category Scale for personal detail section. Basically, this questionnaire has divided into 5 sections. Each section contains 5 to 10 questions. Section A is about demographic info, then Section B to Section D is independent variable which is affective commitment, normative commitment and continuance commitment and Section E is dependent variable which is performance appraisal. As stated above, five Likert Scale was use for the section B until section E. It is used to represent the most suitable answer to respondent. The descriptions for five Likert Scale have two types which are, 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree. Here is just the score used by this study in the questionnaire.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Table 1: Likert-Type Rating Scale

Based on Table 1, scale 1 and 2 represent the negative value, scale 3 represent natural value and scale 4 and 5 represent the positive value. The Likert scale is used to evaluate the degree of view of the respondent on their organizational commitment and performance appraisal.

3.4 Pilot study

A pilot study is a research that had conducted before the actual research. Pilot study are planned for conducting and test an actual research by providing it with a small scale. It used questionnaire to conduct pilot test before gather data from respondent to know

the test validity and the reliability of research instrument. In addition, it is to test the effectiveness of the questionnaire and to guarantee that it can be used during answer the questionnaire. Apart of this, the aim of the researcher is to analyze the reliability of the data collection that would be used to make sure the data obtained and the problem on the questionnaire can be prevented.

Based on Table 2, the researcher had to conducted 30 respondents to analyze the data. 30 respondents participated which is teachers in this pilot study.

Table 2 Reliability Test for Pilot Study

Section	Items	Cronbach's Alpha
Section B: Affective Commitment	8	0.735
Section C: Continuance Commitment	8	0.745
Section D: Normative Commitment	8	0.814
Section E: Performance Appraisal	8	0.914
Overall	32	0.896

3.5 Validity and Reliability

For validity, the items from the questionnaire were adapted from the past research and the items were aligned with the operational definition of this research. Besides, the questionnaire was in English language because the researcher knows the respondents understand all the questions. Then, the reliability is the scores from an instrument are stable and consistent (Plano & Creswell, 2015). The tools that used to test the reliability of the questionnaire is Cronbach's Alpha. From the scale of Cronbach's Alpha (0-1.0), the higher the values indicate the questionnaire is more reliable. The Cronbach's Alpha value of 0.7 and above is acceptable whereas value below 0.7 indicates that the questionnaire may not be reliable and correction to the questionnaire is required.

3.6 Ethics of Study

Consent was received from the various news teachers prior to the data collection process to the educators. Informal and unstructured permission was also received from the students. Respondents were advised that their engagement was voluntary. Besides, respondents were advised that their comments were private. They were made aware that the information they submitted was not going to be made public and that none of the respondents gave their name, address, date of birth and other means by which their identity could be revealed. Then, it was asked to be made available and all sources have been properly noted to discourage dishonesty.

3.7 Data Collection

The researcher received an introductory letter from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, setting out the purpose and goals of the study and the cooperation of the research participants. The introductory letter was copied to the faculty of the numerous chosen public high schools to obtain their acceptance and admission to the school. The Head Teachers of the School had a meeting with the teachers to remind them of the intent and cooperation of the study. The data collection process is separated into three stages. The steps are updated by the sample questionnaire from previous tests, the pilot study is carried out and the next step is the real study. At the starting of this analysis, the researcher wants to locate the appropriate publication to help this study. Then, the relevant questionnaire for this analysis was established and the question modified. Consequently, the researcher has to change the questionnaire that has been modified from various sources relevant to the topic. Respondents were advised about the intent, period, location of the case and how to reply to the questionnaire forms.

3.8 Data Analysis

Two data analysis procedure were utilized to analyze the data collected which included descriptive and inferential statistics. Statistical Package for Social Science (SPSS) for Windows Version 26.0 were used to process and analyze the data.

3.8.1 Descriptive Analysis

Descriptive statistics is a statistical method used to summarize and clarify the characteristics of samples. It is used to explain the demographic characteristics of the