

ORGANISATIONAL CLIMATE AND TEACHER COMMITMENT: A BRUNEI PERSPECTIVE.

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ABSTRACT

The purpose of this study was to examine the relationship of organisational climate and teacher commitment in Brunei Darussalam. A total of 51 secondary schools were surveyed and 340 teachers participated in this study. The Organisational Climate Index (OCI) and the Organisational Commitment Questionnaire (OCQ) were used in this study. The four subtests of the OCI, collegial leadership, professional teacher behaviour, achievement press and institutional vulnerability were examined for their collective and independent relationship to teacher commitment. These four variables served as independent variables, while commitment served as the dependent variable. Commitment was measured using the 9-item version of the OCQ. The results of this study revealed that there was a relationship between organisational climate and teacher commitment. The multiple regression analysis concluded that the best predictor of teacher commitment was professional teacher behaviour. Furthermore, collegial leadership was also found to be a predictor of teacher commitment. Achievement press, though not directly related to teacher commitment, was found to be a good predictor of both professional teacher behaviour and collegial leadership. Institutional vulnerability was found to have no direct or indirect relationship to teacher commitment. This study contributed to a better understanding of the relationship between organisational climate and organisational commitment among teachers within the context of the Bruneian secondary schools. Based on these findings, several recommendations were made for future research.

Keywords: *Organisational climate, Brunei, secondary schools, organisational commitment.*

INTRODUCTION

Background

Organisational climate has been an important theme in educational management research for the past few decades due to its potential to affect a range of organisational and individual desired outcomes such as commitment, loyalty, turnover intention and job satisfaction (Douglas, 2010; MacNeil, Prater & Busch, 2009; Meyer & Allen, 1997; Kottkamp, Mulhern & Hoy, 1987). There is also a consensus that organisational climate is a management philosophy and a way of managing organisations to improve their overall effectiveness and

performance (Ooi & Arumugam, 2006). It is presumed that organisational climate influences teachers' sense of engagement, identification and belonging (Smith, 2009; Dee, Henkin & Singleton, 2006; Hoy, Smith & Sweetland, 2002). Such sentiments might reasonably be expected to impact on their commitment. However, the lack of research attention given to the effect of organisational climate on teacher commitment in previous studies highlights a significant research gap that requires further investigation. Furthermore, the relationships between the four dimensions of organisational climate, namely, collegial leadership, professional teacher behaviour, achievement press and institutional vulnerability and teacher commitment are largely unexplored in Brunei Darussalam. Therefore, this research can clarify and add to the literature on organisational climate and teacher commitment, thereby aiding school administrators in particular, in understanding what drives their workforce.

Purpose of the Study

The purpose of this study was to determine whether there is a relationship between organisational climate and teacher commitment in the context of Bruneian secondary schools.

Research Questions

The four subsets of the Organisational Climate Index (OCI) been the main reference of teacher commitment. Paired with the fact that the teacher's perceptions are at the forefront it stands to reason a link should exist between the OCI and teacher commitment. Therefore, the primary research questions to be addressed in this study were as follows:

1. What is the relationship between collegial leadership and teacher commitment?
2. What is the relationship between professional teacher behaviour and teacher commitment?
3. What is the relationship between achievement press and teacher commitment?
4. What is the relationship between institutional vulnerability and teacher commitment?
5. What is the influence of all OCI measures on teacher commitment?

Hypotheses

The following hypotheses were developed and tested at the 0.01 level (2-tailed) of significance for analysis:

H₁: Collegial leadership is positively related to the organisational commitment of teachers.

H₂: Professional teacher behaviour is positively related to the organisational commitment of teachers.

H₃: Achievement press is positively related to the organisational commitment of teachers.

H₄: Institutional vulnerability is negatively related to the organisational commitment of teachers.

H₅: The elements of organisational climate will jointly and individually contribute to an explanation of teacher commitment.

LITERATURE REVIEW

Organisational Climate

According to Gilmer (1966), climate is the attribute that sets one organisation apart from another and positively influence the behaviour of the workers within that organisation. Scholars of climate use multivariate statistics and social psychology to conceptualise climate through organisational outcomes (Hoy & Hoy, 2006). Hoy and Hoy (2006) drew the conclusion that school climate is directly related to school outcomes. The purpose of study climate was to understand its effect on outcomes in order to formulate strategies for change. There were two separate frameworks, namely, the openness and health for the analysis and measurement of school climate.

The study of openness of school climate is rooted in the work of Halpin and Croft (1962). These early pioneers described schools based on “feel” and “personality” (Douglas, 2010). They devised the Organisational Climate Description Questionnaire (OCDQ) to measure school climate. The determination of openness was dependent upon teacher’s perceptions of the organisation. These perceptions were based on the interpersonal relationship among teachers and their relationship with the principal. The OCDQ places the school along a continuum of open to close. Relatively, Hoy and Sabo (1998) describe the open climate as supportive, authentic and most likely to bring about organisational change. Teachers working in an open climate are more likely to go the extra mile and work for organisational success. On the other hand, the closed climate is described as hostile, closed and most likely to fail in terms of organisational improvement.

The study of health of school climate is rooted in the works of Miles and Parsons (1969). Miles (1969) quoted:

“A healthy school as one that not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities”.

Parsons (1953) noted the organisational health was contingent on the fulfilment of four basic needs: adaptation, goal attainment, integration and latency. Based on these studies, Hoy and Feldman (1987) were able to formulate the Organisational Health Inventory (OHI) to measure the health of schools. In a healthy school, the teachers are committed, work well together and set high but attainable goals for students. The students are motivated and they respect the achievement of other students. On the contrary, an unhealthy school is susceptible to outside factors such as parents and community. The principal is ineffective and gives less support for teachers. As a result, the teachers are not

committed neither to their work nor the organisation. They generally exhibit very low morale and are mistrustful of the administration.

The concept of a healthy school is similar in context to that of an open school. The conceptual overlaps of openness and health led to the formation of the Organisational Climate Index (OCI) (Hoy, Smith & Sweetland, 2002; Hoy, Hannum & Tschannen-Moran, 1998). The OCI is a combination of the OCDQ and OHI, designed to measure the openness and health of schools. The four dimensions of the OCI are: institutional vulnerability, collegial leadership, professional teacher behaviour and achievement press. The OCI and its four dimensions serve as key component to this study of the relationship between climate and commitment.

Brunei School Climate

The study of Bruneian secondary school climate is two-fold. The school climate is shaped by two main concepts, namely, The National Education System for the 21st Century or in short SPN 21 and Malay Islamic Monarchy (Melayu Islam Beraja-MIB). In January, 2009, the Ministry of Education Brunei had embarked on the SPN 21 (Ministry of Education Brunei, 2013). The SPN 21 has brought three major changes in the education system from the aspects of education structure, curriculum and assessment and technical education. The SPN 21 allows highly capable students to complete their secondary education in a shorter period of time (four years) instead of five years. The SPN 21 provides multiple pathways for students to choose programmes that suit their capabilities, interests, inclinations, growth development; thereby catering to their needs. Nevertheless, it is mandatory for all school aged children between the ages of 6 and below 15 years to attend 9 years of formal education. This new era of education system has affected the school climate from a conservative rote-learning setting to a dynamic and student-centred setting.

On the other hand, the MIB is another major concept that has affected the school climate in Brunei. MIB was officially proclaimed as the national philosophy of Brunei on the day of its independence on 1st January, 1984 by His Majesty, Sultan Haji Hassanal Bolkiah Mu'izzadin Waddaulah (Ibrahim, 2003). MIB is described as:

"... A blend of Malay language, culture and Malay customs, the teaching of Islamic laws and values and the monarchy system which must be esteemed and practiced by all."

(Ministry of Education Brunei, 2013)

Apparently, the MIB concept has driven the school climate to becoming more Islamic-centred rather than secularism.

Organisational Commitment

Mowday, Steer and Porter (1979) defined organisational commitment as loyalty to an organisation, identification with an organisation and a desire for involvement in an organisation. In this respect, identification and involvement can be characterised by:

- (a) A strong belief in and acceptance of the organisation's goals and values.

- (b) A willingness to exert considerable effort on behalf of the organisation.
- (c) A definite desire to maintain organisational membership.

Mowday, Steer and Porter (1979) claimed that a commitment by an employee happens over a substantial amount of time. During this time, the employee comes to identify himself/herself with the organisation and its goals. In a school setting, a desirable teacher is one who identifies with the school, adopts school goals as his or her own, and is willing to put forth extra effort (Lambert, 2004). Mowday, Steer and Porter (1979) made the connection between organisational commitment and overall effectiveness. Porter et al., (1974) were responsible for the development of the Organisational Commitment Questionnaire (OCQ). The instrument is used as a predictor of employee behaviour such as turnover, absenteeism and performance. Commitment and the OCQ serve as the other key component in this study.

Organisational commitment is an important mediating variable that shapes employees' attitudes, intentions, behaviours and ideologies in controlling inmates in the school setting has produced very little research (Lambert, 2004). However, only a handful of studies has examined organisational commitment and its relationship with organisational climate and has found inconsistencies in their findings.

The Link Between Organisational Climate and Teacher Commitment

To date, the desirable outcomes that a good school climate and teacher commitment produce and a study of the relationship that exists between the two seem noteworthy. There is a limited body of research (Smith, 2009; Nguni, Slegers, & Denessen, 2006; Hoy, Park, Henkin, & Egley, 2004; Tarter & Bliss, 1990; Tarter, Hoy & Bliss, 1989) relating organisational climate to organisational commitment in a school setting, particularly when organisational climate is measured using the OCI while commitment is measured using the OCQ. However limited, there are few bodies of research pertinent to this study.

Collegial Leadership

Any principal that treats faculty members as colleagues, is open to their input, establishes high and attainable standards of performance, and is friendly and courteous should expect some level of teacher commitment (Douglas, 2010). Previous research, (Hoy & Hoy, 2006) using the OCDQ and OHI supports a link between supportive principal behaviour and principal influence to teacher commitment. Since the OCI combines elements of the OCDQ and the OHI, a relationship is positively expected.

Professional Teacher Behaviour

A school climate demonstrates that the teachers' support and respect for each other, committed to student achievement and beliefs in each other's abilities should outline some level of teacher commitment. Previous researches by Smith (2009) and Hoy and Hoy (2006) supported a strong link between professional teacher behaviour and teacher commitment. The study by Smith (2009) in particular is especially significant because the OCI was used in the study.

Achievement Press

A school climate where high but achievable academic standards are set, all stakeholders press for high achievement and students work hard to achieve and gain teachers respect might expect some level of teacher commitment. Prior research, (Hoy & Hoy, 2006) supported a strong link between achievement press and student achievement with adequate effect on teacher commitment.

Institutional Vulnerability

A school climate that is susceptible to outside forces and their input might expect a low level of teacher commitment. A highly vulnerable school will leave the teachers and principal unprotected from influential parents and citizen groups. Despite a suspected relationship, prior researches (Smith, 2009; Hoy & Hoy, 2006) failed to support this conceptual link.

METHODOLOGY

Research Design

To achieve the purpose of this study, a descriptive and inferential research designs were used. Documentary analysis was executed in order to understand the theories and studies concerning the organisational climate and teacher commitment. This study made use of two types of questionnaires, namely, Organisational Climate Index (OCI) and Organisational Commitment Questionnaire (OCQ) to collect data from the subjects exclusively from the secondary schools in Brunei. Therefore, this study is classified as a survey research.

Sample

The sample of this study consisted of teachers from 51 secondary schools in Brunei in 2013. By using stratified random sampling, these subjects were the secondary school teachers and they were selected according to four districts: Brunei-Muara, Belait, Tutong and Tempurong. The questionnaires were sent to all 390 subjects in the sample. 350 of them responded. However, only 340 or 87.2% were useful responses.

Instrumentation

To measure the four elements of organisational climate in terms of openness and health, the Organizational Climate Index (OCI) that consist a 27-item descriptive questionnaire developed by Hoy, Smith and Sweetland (2002) was administrated. The four subtests measure institutional vulnerability, collegial leadership, professional teacher behaviour and achievement press. Collegial leadership examines the relationship between the principal and teacher. Professional teacher behaviour examines the relationship between teachers. Achievement press examines the press for achievement by parents, teachers and principal. Institutional vulnerability examines the relationship between the school and the community. The teachers responded to the items along a 4-point Likert-scale ranging from *rarely occurs* (RO) to *very frequently occurs* (VFO).

Initially, the Organisational Commitment Questionnaire (OCQ) established by Mowday, Steers and Porter (1979) was a 15-item questionnaire that measures the degree of involvement respondents have in their organisation. However, this study would use the 9-item version due to the suggestion made from the reliability test in which those six items with the Cronbach's Alpha coefficients less than 0.70 were consequently deleted. The teachers responded to the items along a 5-point Likert-type scale ranging from strongly agree to strongly disagree.

A pilot study for the draft questionnaire was carried out in order to examine its reliability and construct validity. The results of the pilot study revealed that the Cronbach's Alpha coefficients for all four dimensions in OCI were relatively high: institutional vulnerability (0.88), collegial leadership (0.90), professional teacher behaviour (0.86) and achievement press (0.91). Meanwhile, the Cronbach's Alpha coefficients for OCQ ranged from 0.64 to 0.90. Six items that scored less than 0.70 were deleted to make the overall reading of Cronbach's Alpha coefficients to settle at 0.86 which showed a high degree of reliability. On the other hand, item analysis revealed that all the items from these two sets of questionnaires reached the significant level at 0.05. Furthermore, the results of factor analysis also showed adequate construct validity.

Statistical Analysis

This study utilised SPSS for Windows to analyse the collected data. The statistical procedures for quantitative research include factor analysis, reliability analysis, descriptive statistics, Pearson's correlation and multiple regression analysis.

RESULTS

The results of this study are summarised in Table 1, 2, 3, 4 and 5. All the findings are described as follows:

The Relationship Between Organisational Climate and Teacher Commitment

As shown in Table 1, out of four subtests of the OCI, only institutional vulnerability was found to have no relationship to teacher commitment. Collegial leadership, professional teacher behaviour and achievement press showed positive relationships with commitment. Collegial leadership had a correlation ($r = 0.46$, $p < 0.01$) indicating a moderate relationship. Similarly, professional teacher behaviour, had a correlation ($r = 0.48$, $p < 0.01$). However, achievement press had a lesser significant relationship ($r = 0.35$, $p < 0.01$) as compared to collegial leadership and professional teacher behaviour.

Table 1: Correlations Between The Five Variables

Variable	Comm.	CL	PTB	AP	Inst.V
Commitment (Comm.)	-				
Collegial leadership(CL)	0.46**	-			
Professional teacher behaviour (PTB)	0.48**	0.55**	-		
Achievement press(AP)	0.35**	0.53**	0.61**	-	
Institutional vulnerability (Inst.V)	-0.11	-0.15	-0.23	-0.04	-

Note: **Correlation is significant at $p < 0.01$ (2-tailed).

The Influence of Organisational Climate Towards Teacher Commitment

A multiple regression was done to examine the individual impact of collegial leadership, professional teacher behaviour, achievement press and institutional vulnerability toward the teacher commitment. The four subtests were entered as independent variables. The results showed that the combined influence was 23% of the variance in teacher commitment (Adjusted $R^2 = 0.23^{**}$, $p < 0.01$). It is also noteworthy that professional teacher behaviour was found to be the strongest predictor of teacher commitment ($\beta = 0.48^{**}$, $p < 0.01$). Table 2 illustrates these findings.

Table 2: Multiple Regression of Teacher Commitment on Predictor Variables

Independent Variables	r	Standardized β
Collegial leadership	0.46**	0.28*
Professional teacher behaviour	0.48**	0.48**
Achievement press	0.35**	0.05
Institutional vulnerability	-0.11	-0.01
		R = 0.53
		Adjusted $R^2 = 0.23$

Note: **Correlation is significant at $p < 0.01$ (2-tailed).

Predictors of Professional Teacher Behaviour

In order to determine the predictors of professional teacher behaviour, a multiple regression analysis of professional teacher behaviour on collegial leadership, achievement press and institutional vulnerability was performed. In this analysis, professional teacher behaviour served as the dependent variable while collegial leadership, achievement press and institutional vulnerability were the independent variables. The three independent variables were entered together. Significance was found between the variables with the three variables explained 46% of the variation in professional teacher behaviour, (Adjusted $R^2 = 0.46^{**}$; $p < 0.01$). Achievement press proved to be the only predictor of professional teacher behaviour ($\beta = 0.51^{**}$; $p < 0.01$). All these findings are illustrated in Table 3.

Table 3: Correlation and Multiple Regression Analysis for Professional Teacher Behaviour on Predictor Variables

Independent Variables	r	Standardized β
Collegial leadership	0.55**	0.24**
Achievement press	0.61**	0.51**
Institutional vulnerability	-0.23	-0.16
R = 0.68		
Adjusted R ² = 0.46		

Note: **Correlation is significant at $p < 0.01$ (2-tailed).

Similarly, a second multiple regression was performed to determine predictors of collegial leadership on professional teacher behaviour, achievement press and institutional vulnerability. In this respect, collegial leadership was the dependent variable while professional teacher behaviour, achievement press and institutional vulnerability were the independent variables. The three independent variables were entered together. Significance was found between the variables with 35% of the variance in collegial leadership, (Adjusted R² = 0.35**, $p < 0.01$). Once again, achievement press proved to be the only predictor ($\beta = 0.33$ **, $p < 0.01$). Table 4 illustrates the findings.

Table 4: Correlation and Multiple Regression Analysis for Collegial Leadership on Predictor Variables

Independent Variables	r	Standardized β
Professional teacher behaviour	0.55**	0.30
Achievement press	0.53**	0.33 **
Institutional vulnerability	-0.15	-0.11
R = 0.61		
Adjusted R ² = 0.35**		

Note: **Correlation is significant at $p < 0.01$ (2-tailed).

In order to examine the impact of teacher commitment on the four subtests of organisational climate and SES, a multiple regression of teacher commitment on collegial leadership, professional teacher behaviour, achievement press, institutional vulnerability and SES was done. The four subtests and SES were entered as independent variables. The combined influence was 23% of the variance in teacher commitment (Adjusted R² = 0.23**, $p < 0.01$). It is noteworthy, that SES made no significant or unique contribution to teacher commitment. Collegial leadership ($\beta = 0.28$ **, $p < 0.01$) and professional teacher behaviour ($\beta = 0.47$ **, $p < 0.01$) were still found to be predictors of teacher commitment while professional teacher behaviour was indicated as a better predictor of teacher commitment. Table 5 shows these findings.

Table 5: Multiple Regression of Commitment on Teacher Predictor Variables and SES

Independent Variables	r	Standardized β
Collegial leadership	0.46**	0.28**
Professional teacher behavior	0.48**	0.47**
Achievement press	0.35**	0.05
Institutional vulnerability	-0.11	-0.01
SES	0.25	0.13

R = 0.53
Adjusted R² = 0.23**

*Note: **Correlation is significant at $p < 0.01$ (2-tailed).*

DISCUSSION

The purpose of this study was to examine the relationship between the four subtests of organisational climate (OCI) and teacher commitment within the context of the Bruneian secondary schools. The results of this study revealed that the teachers' perceptions of all the subtests of OCI except institutional vulnerability are positively related to commitment. Professional teacher behaviour was perceived as the most dominant subtests of OCI since it showed the strongest relationship with teacher commitment. This was followed by collegial leadership and achievement press. It was necessary to perform a multiple regression of teacher commitment on the individual subtests to determine the linear relationship. This study showed that only collegial leadership ($\beta = 0.28^{**}$; $p < 0.01$) and professional teacher behaviour ($\beta = 0.48^{**}$; $p < 0.01$) were predictors of teacher commitment. Once again, professional teacher behaviour was the more significant predictor of teacher commitment.

OCI and Teacher Commitment

Earlier research (Smith, 2009) utilising similar instruments found a correlation between collegial leadership, professional teacher behaviour and achievement press to teacher commitment. Smith (2009) reported that professional teacher behaviour was the only predictor for teacher commitment. This study supports some of the Smith (2009) findings and confirms that a relationship does exist between the OCI and teacher commitment. The similarities of both findings are clear. The correlations performed in both studies found a relationship between collegial leadership, professional teacher behaviour and achievement press to teacher commitment. Both studies also found that there was no relationship between institutional vulnerability and teacher commitment. Furthermore, both studies agree that professional teacher behaviour is the best predictor of teacher commitment.

In this study, SES was added to the un-hypothesised findings. The findings remained unchanged and SES was found to have no direct link to teacher commitment. SES did have an indirect impact on teacher commitment, but only through its direct effect on achievement press. The findings are again consistent with those of Smith (2009).

Professional Teacher Behaviour and Teacher Commitment

Previous study supported a strong relationship between teacher behaviour with one another and teacher commitment (Smith, 2009). This study concurs with Smith (2009) in identifying professional teacher behaviour as the better predictor of teacher commitment. The beta score ($\beta = 0.48^{**}$, $p < 0.01$) represented a moderately good relationship and was certainly the best predictor for teacher commitment within the OCI. The results also support the notion that the relationship that teachers have with one another is more vital to teacher commitment than the relationship a teacher has with his/her principal.

Collegial Leadership and Teacher Commitment

Previous study supported a relationship between principal behaviour and teacher commitment (Hoy, Tarter & Kottkamp, 1991). This study confirms that a relationship does exist between collegial leadership ($r = 0.46$, $p < 0.01$) and teacher commitment. However, the beta score was quite low ($\beta = 0.28^{**}$, $p < 0.01$). Hence, it indicated only a slight relationship between these variables. This study supports previous study's finding that the existence of relationship between principal behaviour and teacher commitment (Hoy, Tarter & Kottkamp, 1991). They found a link between supportive principal behaviour, directive principal behaviour and principal influence to teacher commitment. Furthermore, this study is also consistent with previous research which identified principal influence as a critical element in developing teacher commitment (Tarter, Hoy & Kottkamp, 1990).

Achievement Press and Teacher Commitment

The results of this study tally with previous research (Smith, 2009; Hoy & Hoy, 2006; Tarter, Hoy & Kottkamp, 1990) where achievement press ($r = 0.35$) failed neither to influence teacher commitment nor to provide a direct link towards teacher commitment. However, the un-hypothesized findings from this study found a significant relationship which did exist between achievement press, collegial leadership and professional teacher behaviour. Achievement press was found to be a predictor of both collegial leadership and professional teacher behaviour.

Institutional Vulnerability and Teacher Commitment

Previous study revealed that there was no significant relationship between institutional vulnerability and teacher commitment (Smith, 2009; Hoy & Hoy, 2006). Thus, to the extent of how susceptible a school is to outside influence from parents and community members will not adversely affect teacher commitment. This study confirms previous findings where institutional vulnerability ($r = -0.11$) failed to predict teacher commitment.

CONCLUSION AND IMPLICATIONS

The overall objectives of this study were to examine the relationship of the four elements of organisational climate and teacher commitment within the context of the Bruneian

secondary schools. This study shows that there was a definite link between collegial leadership, professional teacher behaviour and teacher commitment. Collegial Leadership and professional teacher behaviour were both predictors of teacher commitment with professional teacher behaviour being the better predictor. Moreover, achievement press was a predictor of both collegial leadership and professional teacher behaviour. Institutional vulnerability was the only element which had no influence on teacher commitment.

The summary findings of this study are as follows:

1. Professional teacher behaviour is the best predictor of teacher commitment.
2. Collegial leadership is a predictor of teacher commitment.
3. Achievement press does not independently predict teacher commitment. However, achievement press was found to be a predictor of both collegial leadership and professional teacher behaviour.
4. No relationship is found between institutional vulnerability and teacher commitment.
5. The organisational climate is a good predictor of teacher commitment collectively. Almost all the main elements of organisational climate except institutional vulnerability showed significance to teacher commitment. However, when regressed independently, collegial leadership and professional teacher behaviour are shown to be the predictors of teacher commitment.
6. No relationship was found between SES and teacher commitment. Thus, SES did not change the findings that collegial leadership and professional teacher behaviour are predictors of teacher commitment. Professional teacher behaviour is the strongest predictor of teacher commitment.

The results of this study have implications for school administrators attempting to foster teacher commitment within their schools. The conclusions drawn from this study should place a major emphasis on professional teacher behaviour and collegial leadership. The principal can positively influence the school climate by providing opportunities for collaboration for both teachers and the principal. Hence, a targeted professional development plan, shared decision making and achievement press are all ways for school administrators to foster relationships of fellow teachers and the principal.

Targeted Professional Development Plan

Targeted professional development is a platform for school administrators in Brunei to foster collaboration between teachers. A meaningful professional development experience allows teachers to collaborate and share ideas with colleagues (Douglas, 2010). In the matter of fact, a genuine professional learning environment provides opportunity for teachers to seek out assistance and listen to the successes of their colleagues. This is vital especially for new teachers in building teacher efficacy. Therefore, a comprehensive mentoring system is needed to ensure the development and retention of these teachers.

School administrators need to assign mentors for new teachers based on years of experience and subject taught. The mentor-mentee relationship is the fundamental opportunity to build up collegial relationships among the teachers. According to Dee, Henkin & Singleton (2006), this is also an opportunity to align new teachers with positive role models. Subsequently, these role models may prevent them from the negative influences that exist in most schools. Eventually, this group of new teachers will be committed to their schools as well as their profession.

Shared Decision Making

The collegial leadership was shown to be another necessary element in the commitment of teachers. Therefore, it is vital that the principal treats teachers as colleagues, rather than subordinates. Obviously, teachers bring a lot of knowledge and expertise to a school. As a result, the principal should involve teachers in school-wide decisions making, especially when the decision to be made is important to them and is aligned to their skill set (Moran, Parish & DiPaola, 2006). In this regard, the Bruneian secondary schools' principals could use leadership teams to involve teachers in the decision-making process. All teachers are assigned to one of these teams and the lead teacher represents the group in the school leadership team meeting. A school leadership team comprises lead teachers who meet regularly with the principal. Each lead teacher oversees specific area of school operations such as curriculum, co-curriculum, professional development, parent-teacher association (PTA), finance, standards and assessment, technology, etc.

Therefore, any teacher with new idea or thought for the betterment of the school, the concerned teacher would approach the lead teacher to voice his or her opinion. The lead teacher would then take the suggestion to the school-wide leadership team. The essence of this shared decision-making model is that the principal relies heavily on the feedback of teachers to aid in the decision-making process. In another word, the principal empowers a great deal of trust towards the teachers. Hence, a strong and healthy team spirit will be created at the school level. According to Park, Henkin and Egley (2005), this healthy climate at the school will certainly boost up the level of commitment among the teachers.

Achievement Press

The school administrators in Brunei should focus on the achievement press or the establishment of high academic standards while trying to build a committed pool of teachers. Achievement press indirectly affects teacher commitment by directly influencing professional teacher behaviour and collegial leadership (Hoy & Miskel, 2008). The finding of this study clearly illustrated how the principal can exert pressure for high standards and student achievement that will eventually improve collaboration between fellow teachers and the principal.

Recommendations for Future Research

For further research, it is suggested to bring the academic and non-academic staff into the sample. Furthermore, the academic and non-academic staff from the primary schools can be included to ascertain their perceptions regarding the organisational climate and teacher

commitment. The results of the study of the academic and non-academic staff's perceptions could profitably be compared with the findings of this study.

Another possible study might look into the role that trust plays in school climate and teacher commitment. One might predict trust as an independent variable that has some degree of influence on organisational climate and teacher commitment. In this respect, a few research questions that should be asked in such a study such as “*Does trust in fellow teachers raise the level of professional teacher behaviour?*” and “*Does collegial leadership raise the level of teacher trust in the principal?*”

A future study might consider the factor of teacher efficacy and its effects on professional teacher behaviour or commitment. The study might examine the relationship and the influence of teacher efficacy on organisational climate and teacher commitment. Furthermore, the study might also test whether or not the collegial leadership raise the level of teacher efficacy.

In conclusion, the study to examine the relationship of two important school variables; the organisational climate and teacher commitment are vital for school success. The study of these variables will provide a new horizon of guidelines to Bruneian school administrators in particular toward a wise decision making. Therefore, the importance of these two variables and others should be constantly tested and evaluated to enrich the guide of good practices in the entire educational field.

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